



**VERITAS PREPARATORY CHARTER SCHOOL
ANNUAL REPORT 2019-2020**

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INTRODUCTION TO THE SCHOOL

Veritas Preparatory Charter School			
Type of Charter	Commonwealth	Location of School	370 Pine Street, Springfield, MA 01105
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	n/a
Year Opened	2012	Year(s) the Charter was Renewed	2017
Maximum Enrollment	432	Enrollment as of 6/9/2020	371
Chartered Grade Span	5-8	Current Grade Span	5-8
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist as of 6/9/2020	159
Final Number of Instructional Days during 2019-20 School Year	185 124 in person 61 remote learning		
School Hours	M-Th, 7:30 a.m. to 3:30 p.m. Friday 7:30 a.m. to 1:00 p.m.	Age of School as of 2019-20 School Year	7 years
Mission Statement: Veritas Preparatory Charter School prepares students in grades 5 to 8 to complete, achieve and succeed in high school, college and beyond.			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

Our mission is to prepare our students to compete, achieve, and succeed in high school, college, and beyond. The following three key design elements have been implemented successfully throughout the year:

1. High expectations and relentless support for every scholar:

We believe each of our scholars is college bound and hold them to high expectations. We hold ourselves, and each other, accountable for the achievement of our scholars. Content that is rigorous, relevant and requires scholars to embrace the struggle of learning is more engaging and more enduring. We achieve this by using a well-honed curricula and instructional methods that require our scholars to use critical thinking and to dig deeply into all academic subjects. Our curriculum has been developed over time by some of our strongest teachers, who are intentional about text and content selections ensuring curricular tools are both “windows” and “mirrors” for scholars. Our hope is that our scholars both see themselves in some of the texts and content they encounter in their classes and push their thinking to see into lives that are different from their own.

Veritas is dedicated to providing each scholar with increased, focused, one-on-one time with teachers. Our daily schedule (which is usually an 8-hour day) provides targeted tutoring time each morning. This time is where teachers engage the scholars for small group or individual support. Additionally, our staffing model pairs two teachers with each homeroom (average class size is 27) so that teachers thoroughly know their scholars, in order to provide the holistic support scholars need to succeed. One teacher teaches ELA and history. The second teacher focuses on math and science instruction. Dedicated special education and EL teachers are connected with each grade level, ensuring that these student support teachers also get to know the scholars on their caseloads well and can partner intensively with the teachers at their grade level to support scholars’ needs.

Each day scholars engage in two ELA classes: one focused on reading and one focused on writing. Scholars deepen their mathematical thinking each day in two different math classes: one focused on problem-solving skills and one focused on procedures. Scholars also receive instruction in social studies and science daily as well, as those subjects

and the background knowledge built through those subjects are essential to our scholars' preparation for college and responsible citizenship in this world. The arts are a key part of building our scholars' love of learning across multiple domains. Music and Performance of Global Literature are offered each week. Physical health is an important complement to all the intellectual work done by scholars. Physical education is offered on rotating days each week. At the center of this rigorous curriculum is the commitment to cultivating a love of learning.

To ensure success for all scholars, we are consistent in our instructional practices but quick in our interventions and supports for scholars to ensure each scholar is getting the support they need. By using scholar writing, class work and discussions, and interim assessments, we collect a wide variety of data to learn about the diverse academic needs of scholars. Quarterly, we analyze interim assessment data together to help inform larger scope and sequence adjustments. Monthly, teachers unpack unit level assessments to inform adjustments to the upcoming unit and tutoring plans. Weekly, teachers examine scholars' daily work in content-level team meetings to inform daily lesson plans and tutoring.

Our scholars experience data-centric instruction through the school's focus on standards-based grading, which centers attention on a scholar's strengths and areas of development related to specific skills and knowledge. This data helps scholars better set goals for themselves in relation to each subject area.

2. Developing scholarly habits for high school, college and career success:

Scholars learn more, and learn better in a positive, loving community that supports them in reaching a high academic bar. We create a safe, structured, predictable space for scholars to take risks with their academics through school-wide routines and procedures that make expectations clear for the things we do each day. Routines such as arrival, transitioning in the hallways, lunch, dismissal, and getting materials or other basic needs are taught and practiced. We pair this structure with a commitment to building strong, positive relationships among teachers and scholars and among scholars themselves with an emphasis on teacher-scholar check-ins, restorative practices in community circles, group and individual incentive systems, and teaching social-emotional skills and scholarly habits tied to our school's core values.

A critical component of a college preparatory curriculum is the development of character and discipline. We expect every scholar to behave professionally and meet school-wide expectations. We have established clear school-wide expectations and teach those to all scholars, providing them with consistent feedback and holding them accountable through our school-wide behavior system. Our scholars have risen to meet those expectations and are forming the scholarly habits that will help them achieve and succeed to and through college. Our school-wide behavior system tracks points for individual scholars and can be redeemed for rewards and events. This system becomes an important tool to set goals for improvement and provides detailed communication to parents on a weekly basis with our DRIVE reports. Through advisory, community meeting, and our social and emotional learning curriculum, we teach the skills and scholarly habits that help scholars achieve success in and outside of school. We implement a vertically aligned and relevant social and emotional learning curriculum to our scholars with a tiered intervention system that supports all scholars to develop the DRIVE they need to compete, achieve and succeed at Veritas Prep, in high school and beyond.

3. Provide professional development and coaching to support teachers to drive dramatic gains in scholar achievement:

Teacher leadership in the classroom is the key to our scholars' academic and social-emotional success. We focus on systematically coaching and developing our teachers into amazing classroom leaders who drive dramatic gains in scholar achievement. We begin with three weeks of professional development before our scholars arrive on the first day and provide ongoing professional development weekly. The weekly development is conducted on Fridays, when we dismiss scholars early to engage teachers in high quality professional development planned and delivered by our school leaders to meet the needs of our teachers. Our schedule allows time for teachers to collaborate daily to learn with and from each other.

Providing on the ground support to teachers, especially new teachers, is critical to their growth and success. Our teachers engage in individual coaching at least once every two weeks with a school leader who observes them regularly and knows them and their students well. We launched a Coaching Fellows program in the 2018-2019 school year with three teacher leaders to provide them with training and support to develop their skills to coach and mentor their peers. This program has been a success and provided more teachers with more robust coaching supports. We are excited to continue it in the year ahead and will be dedicating one Coaching Fellow to the growth of our Associate

Teachers. The heart of our school is in the classroom, so developing our teachers as the leaders and experts is a key driver of our scholar’s success.

Amendments to Charter

Date	Amendment Requested	Pending or Approved
August 2019	Expand total enrollment and grade levels served	Approved

Access and Equity: Discipline Data

We are proud to report a significant decrease in suspension rates for all students and all sub-groups in the 2018-19 school year. There has been greater than a 65% reduction in the total number of suspensions from 2015-2016 to 2016-2017. The table below provides a comparison of the discipline data from the two school years and also shows a similar reduced suspension rate according to internal 2017-2018 data.

Comparative Suspension Data			
School Year	SY 16/17	SY 17/18	SY 18/19 (Internal)
Total Suspensions	65	61	9
Total students disciplined	37	40	

The school has maintained lower rate of student discipline while maintaining a positive and joyful culture centered around high expectations where teachers are proud to work and feel supported. Several efforts have contributed to this outcome.

1. **Dedicated Staffing:** Led by a Dean of Culture, the culture team consists of two assistants and two school counselors to provide deep support for teachers, students and families around some of the complex social, emotional and behavioral needs of our students. This team was overseen by the Assistant Principal who receives supervision from the Principal. We continue to staff five special educators and four Associate Teachers. Associate teachers provide additional support to scholars and allow the school to develop teachers before placing them in a lead teaching position.
2. **Culture Systems:**
 - a. **Classroom Management:** The classroom management emphasizes keeping scholars in the classroom with the same high expectations and more opportunities for redemption. The *Promotion System* is a chart in every classroom is designed to allow students opportunities to be recognized for their efforts in exhibiting positive student behavior while also holding them accountable when they struggle with misbehaviors. The Promotion System is used by teachers in each scholar’s classroom to provide feedback for behaviors and allows students to earn promotions and demotions based on behaviors.
 - b. **Common Expectations:** Expectations for common areas such as the hallways and community room were clearly defined and leadership identified the main procedures that should be consistent school wide to bring clarity to the practices we expect teachers, staff and students to execute with fidelity.
 - c. **Removal Procedures:** Leadership outlined specific procedures for any removal from a classroom to ensure swift processing and re-entry to the classroom for any student referred to the Dean. These procedures are consistent for each of the members of the culture team to ensure that no student is removed for any longer than absolutely necessary.
3. **Supports and Interventions:** We assembled a team to assess and improve the school’s RTI process. The team assessed the school’s offering of tiered interventions and selected areas on which to improve including the Instructional Support Team process and making interventions more systematic across the school. These interventions have now been streamlined for the past two school years. The interventions provided across the school are:
 - a. **Break Room:** The break room is a quiet space for scholars to take a structured break. Structured breaks are used to provide students with a cool down time, allow students time away from a stressful

- or potentially stressful situation, help avoid a power struggle between the student and another adult, give sensory input to kids who need it, give fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move.
- b. *Skill-Building Groups*: Skill-building groups are part of how we support students who are having difficulty engaging in learning activities with a focus on self-management skills or interpersonal skills. Skill-building groups are offered on a revolving basis, meet for 6-8 sessions and open to a maximum of 5 scholars. All group offerings will include opportunities for students to develop a basic sense of their values, strengths, and personal identity.
 - c. *Check-In, Check-Out (CICO)*- CICO is a process for giving students additional positive reinforcement for a range of school-related behaviors through more regular monitoring and provision of incentives. The goal of CICO is to see a degree of improvement in behavior and academic engagement across all areas. CICO is provided by a designated team or staff members who is trained in the model.
4. **Positive Incentives**: The Dean of Culture created a joy calendar with regularly scheduled incentives and awards in order to prioritize the need to celebrate and honor our driven scholars. The calendar includes weekly (Rockstar Monday) and monthly incentives and awards as well as field trips and other activities for scholars. In addition to the calendared events, the leadership team has led three school-wide challenges to provide some group incentives and rewards around specific goals. Starting with the “Big 7” to motivate classrooms to master the 7 school wide procedures, then “Hungry For Knowledge” challenge to recognize scholars meeting achievement goals. All of these initiatives foster positivity around school wide goals.
 5. **Professional Development and Coaching**: Starting with three weeks in August, the leadership team led focused trainings for new and returning staff in all culture systems with explicit instruction and practice in common expectations and the classroom management system (promotion system). We have a handbook that codifies these practices and outline each of them with great specificity. Following the initial training, the leadership observed and provided teachers and students with feedback with the goal of having all classrooms execute the common expectations with 100% fidelity by the end of September. Teachers received weekly coaching on all culture systems and practices to provide differentiated levels of support and intervention. Teachers demonstrating mastery and leadership in this area began to coach their peers who need additional support. Codifying our practices and getting crystal clear about how they should be executed has helped leadership to support their consistent implementation which is a key factor in the improvements we have made to decrease discipline while improving school culture.
 6. **Social-Emotional Learning**: All students participate in social-emotional learning (SEL) modules delivered in their advisory classrooms during the DRIVE block. These lessons address a wide range of topics including ethics, self-determination, grit, self-regulation, emotional awareness, social problem solving, mindfulness, conflict resolution, healthy friendships, and bullying prevention. Veritas scholars also participate in monthly community meetings with their entire grade level – these meetings are opportunities for students and staff to reaffirm their commitments to a rigorous education and to offer recognition to those who have made positive contributions to the school community.

All of these changes supported the school to sustain a lower suspension rate during the 2017-2018 school year. Our internal data shows that we had an even smaller disparity in the suspension rates between the special ed and ELL subgroups than was reported in the 2016-2017 school year. This reduction is credited to the streamlining of our practices over the past two years with a specific focus on using suspension as a tool to support students. More restorative and logical approaches to behavior have been implemented over the past year from student mediations to community service rather than using suspension.

In looking ahead to the 2017-2018 school year, we will continue to solidify all of the practices above with special attention to our SEL program, student incentives, and coaching. We added a position called “Director of Social Emotional Learning” which will support our school to develop a program to teach students the skills they lack and practice when and how to use them. The director will pilot a SEL program and a SEL assessment in fifth grade that will eventually be used school-wide. The Dean of Culture will increase the positive incentives provided for students in response to the areas we saw suspensions stemming from over the past school year such as busses and bathrooms. The Principal will lead a group of three experienced teachers to be “coaching fellows” and allow us to get teachers more frequent, targeted feedback around our school-wide practices throughout the year.

Dissemination Efforts

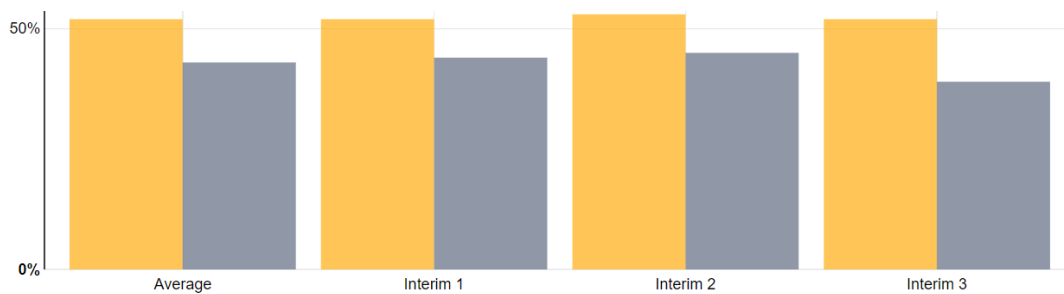
Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
School culture and operations	School observations followed by panel discussion with leaders	Amy Clark, Principal Kara Wilkes, Director of Operations William Davis, Director of Culture	Principals and other school leaders from the Springfield Public Schools	Building Excellent Schools facilitated this day of dissemination and the panel discussion

ACADEMIC PROGRAM SUCCESS

Student Performance

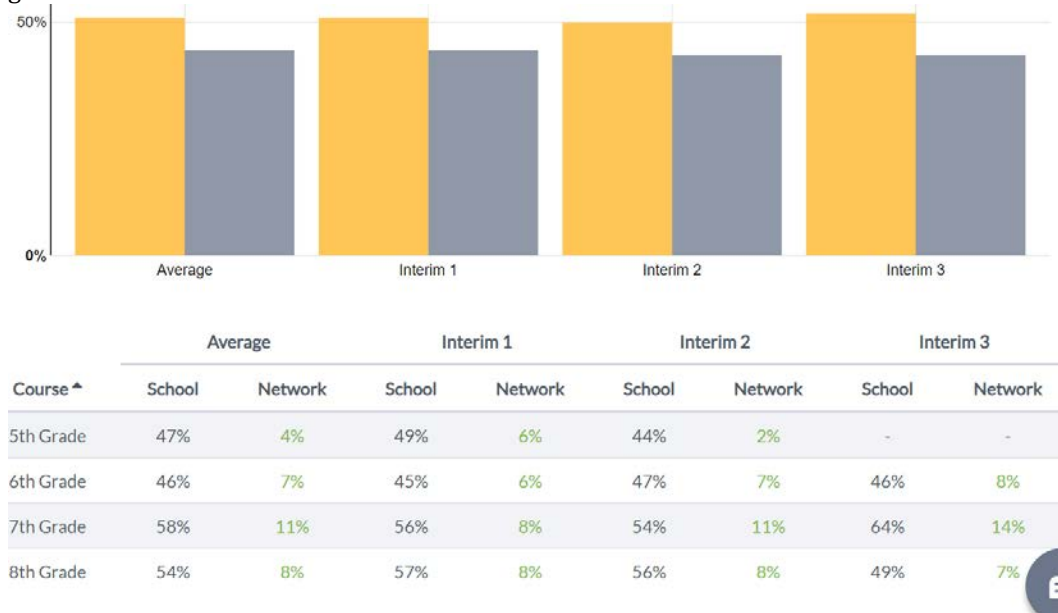
Veritas Prep Charter School: 2019 Official Accountability Report	
Overall Classification	Not requiring assistance or intervention
Reason for Classification	Substantial progress toward targets
Progress Toward Improvement Targets	62% (Substantial progress toward targets)
Accountability Percentile	n/a

The graph below shows our school wide math ANet data compared to all schools in MA who take the same assessments. VPCS is the yellow bar on the left, and the MA network is the gray bar on the right. Below the graph you can see a table broken down by grade level. You can see that schoolwide we outperformed other MA schools by 9% with our 8th graders outperforming MA schools by 25%.



Course ^	Average		Interim 1		Interim 2		Interim 3	
	School	Network	School	Network	School	Network	School	Network
5th Grade	51%	5%	51%	3%	53%	5%	49%	10%
6th Grade	51%	12%	49%	15%	51%	9%	53%	8%
7th Grade	46%	9%	47%	5%	48%	11%	44%	12%
8th Grade	64%	25%	65%	27%	63%	27%	63%	22%

Below is our ELA ANet data. Schoolwide we beat the MA network by 7% and saw similar percentages across all grades.



Academic Program

We did not make any large changes to the curriculum in the 2019-2020 school year. We continue to use a common core standard aligned curriculum. We use a standards-based gradebook that gives teachers insight into student performance and provides students with opportunities to master standards throughout the year. We also have worked on building our staff capacity around data driven instruction by training teachers leaders and coaching them to lead weekly data meetings. Please see our list of program delivery focuses from 2018-2019.

ELA: We continued to build upon our close reading focus of last year using Reading Reconsidered as our anchor text. We clarified our understanding of close reading loops, and ELA teachers schoolwide strengthened their text-based questions at the word, sentence, passage, and whole text level. In August we introduced our anchor writing text, The Writing Revolution. This helped us get focused around the sentence level work our students need to do before tackling paragraphs, and we began to have our scholars plan at the paragraph level (what the text called a Single Paragraph Outline) before worrying about the entire essay.

History: We spent another year improving our new 5th and 6th grade history curriculum to improve its alignment to the 2018 MA History and Social Science frameworks and connect our work in writing to improve history writing. We began drafting our 7th grade history curriculum, which will go into effect this fall.

Math: We reorganized our entire 5th grade math scope and sequence to better embed fractions in all units (rather than saving them for their own special unit towards the end of the year). We also increased the number of lessons related to fraction sense. Schoolwide, we improved the alignment and effectiveness of our second math block, Slate Math, by clarifying what makes effective slate math problems (quick review, targeted few standards, differentiation on each slide).

Science: There were no major changes to our science curriculum. We continued to make small revisions to fully align our curriculum to the 2016 MA STE standards across all grade levels and revising lessons as needed based on assessment data from the prior year. One additional piece we added was a spiral review piece to each lesson. For the first few minutes of class (up to 10 minutes), teachers provided a short, targeted mini-review lesson on a previously introduced concept. Scholars would continue to practice this skills for the first few minutes of class each day for a week so they could make measurable progress.

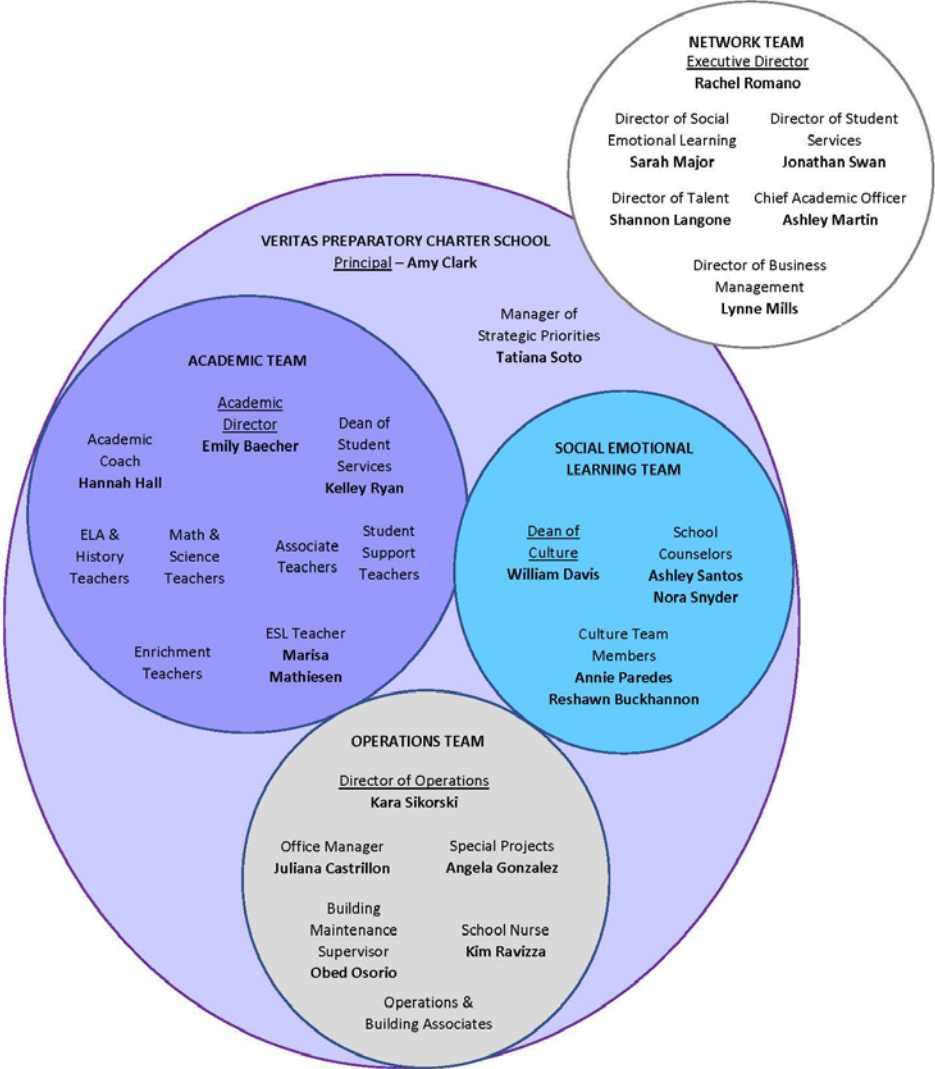
ORGANIZATIONAL VIABILITY

There were no major changes to the organizational structure of the school this year. We continue to use our two-teacher model with a support teacher (special education) and associate teacher at each grade level. One Dean of

Culture continues to work with two assistants to maintain a structured, strong school culture alongside the school counseling team of two social workers who support our students and their social emotional needs. We also continued to invest in a leadership pipeline by having three teacher positions that have the additional duty of coaching less experienced teachers in their development across the school, teachers who lead in their content areas for each major subject at each grade level, and a grade level lead who supports whole grade level team efforts. New this year was the addition of a Manager of Strategic Priorities and an Academic Coach to continue to deepen our support and development of teachers. We do not anticipate any major changes to our organizational structure for the 2020-2021 school year, but want to note a few minor changes. Now that we have an approved expansion into high school grades starting in Fall 2022 we anticipate hiring a Director of High School Design and Development to lead the work needed to expand into a strong high school model. We will also shift our priorities by eliminating the Manager of Strategic Priorities and adding another Academic Coaching position to continue building the pipeline of Academic Leaders in our organization and the region.

Organizational Structure of the School

FY20 Veritas Prep Charter School Organizational Chart



Budget and Finance

FY20 Statement of Net Position

**Veritas Preparatory Charter School
Statement of Net Position**

as of June 30, 2020 (unaudited)

ASSETS	
Current Assets	
Cash and Cash Equivalents	905,528
Designated and Restricted Cash	0
Due from (to) Related Parties	216,444
Accounts Receivable	29,787
Prepaid Expenses	10,445
Total Current Assets	<u>1,162,204</u>
Fixed Assets	
Building/Leasehold Improvements	722,348
Furniture, Equipment & Technology	207,472
Less Accumulated Depreciation	<u>(175,811)</u>
Total Fixed Assets	754,008
Other Assets	
Capital Lease Receivable	
Right-to-Use Lease Asset	3,575,655
Accumulated Amortization	<u>(566,161)</u>
Total Other Assets	3,009,494
Construction in Progress	118,275
TOTAL ASSETS	<u><u>5,043,982</u></u>
LIABILITIES	
Accounts Payable	
Accounts Payable	<u>159,236</u>
Total Accounts Payable	159,236
Other Current Liabilities	
Accrued Expenses/Accrued Payroll	338,999
Current Deferred Revenue	0
Current Debt Payable - Line of Credit	0
Deferred Cash Inflow	0
Lease Liability and Bond Payable	<u>3,165,941</u>
Total Other Current Liabilities	<u>3,504,939</u>
TOTAL LIABILITIES	<u><u>3,664,175</u></u>
NET POSITION	
Temporarily Designated or Restricted Funds	0
Unrestricted	<u>#REF!</u>
TOTAL NET POSITION	<u><u>#REF!</u></u>
TOTAL LIABILITIES & NET POSITION	<u><u>#REF!</u></u>

FY20 Statement of Revenues, Expenses, and Change in Net Position

Veritas Preparatory Charter School Statement of Revenues, Expenses and Change in Net Position

as of June 30, 2020 (unaudited)

	FY20 Actuals		FY20 Actuals
Revenues		Expenses continued	
Tuition	5,097,257	5300 · Other Student Services	
Government Grants & Funding	431,575	Health Services	2,519
Nutrition Funding	-	Student Transportation	-
Funding from Board Efforts	29,284	Food Services	999
Funding from Friends - Space & Services Agreement	396,034	Athletic Services (extra-curricular)	1,911
Restricted Grants and In-Kind Donations	1,580,460	Uniforms, Community Events & Other Student Activ	21,937
Student Programs & Misc Fees	282	Total 5300 · Other Student Services	27,366
Rental Income	-	5400 · Operation & Maint of Plant	
Interest / Investment Income	5,402	Utilities	93,155
Total Revenues	7,540,295	Facility Cleaning	4,569
Expenses		Facility Maintenance & Repairs	104,141
5000 · Personnel Costs		Facility & Janitorial Supplies	16,437
Personnel Salaries	4,029,166	Maintenance of Equipment	3,837
Fringe Benefits & Workers Comp	335,879	Networking & Communications	23,552
MTRS Surcharge Expense	1,277,780	Other costs related to Facility	16,061
Payroll Taxes	66,185	Facility Lease	315,697
Total 5000 · Personnel Costs	5,709,010	Total 5400 · Operation & Maint of Plant	577,449
5100 · Administrative Costs		5500 · Other Fixed Charges	
Contract Services - Board of Trustees	10,995	Insurance (non-employee)	24,861
Travel & Other Exp - Board of Trustees	-	Rental / Lease of Equipment (copiers)	39,074
Contract Services - School Leader	-	Short-Term Interest	29
Business & Finance Services	22,800	Total 5500 · Other Fixed Charges	63,964
Human Resource Services	35,472	5600 · Community Services	
Legal Services	19,491	Dissemination Activities	-
IT Services	44,772	Civic Activities	2,110
Development & Fundraising Services	49,675	Total 5600 · Community Services	2,110
Fundraising Supplies & Materials	7,470	9999 · Contingency	-
Staff Recruitment, Retention and Advertising	48,054	Total Expenses	7,243,871
Student Recruitment and Advertising	36,889	Operating Change in Net Position	296,423
ED Discretionary Fund & MCPSA Fee	17,874		
Administrative Supplies & Materials	9,035	<i>The following Revenue and Expenses do not impact the operating budget (cash)</i>	
Total 5100 · Administrative Costs	302,527	Below the line Pass through Revenue	
5200 · Instructional Costs		MTRS Retirement Benefits	1,264,460
Instructional Leader Services	9,217	District Transportation	
Instructional Supplies & Materials	942	Nutrition Program - Sodexo	
Instructional Leader Travel & Other Exp	692	Total below the line pass through Revenues	1,264,460
Special Education and Other Edu Services	80,228	Below the line Pass through or non cash Expenses	
Professional Development (PD)	82,133	MTRS Expenses (MTRB funded)	1,264,460
PD Supplies & Materials	10,008	District Transportation (SPS funded)	
PD Travel, MTEL & Other Expenses	14,277	Nutrition Program (Sodexo & SPS funded)	
Guidance & Testing Sevices	118,782	Depreciation Expense	61,268
Guidance & Testing Supplies & Materials	12,460	Total Below the line Pass through or non cash Expenses	1,325,728
Textbooks (Media/Materials)	18,040	Change in Net Position	235,155
Instructional Materials with > 1yr life	11,134		
Instructional Furniture & Equipment	22,094		
General Instructional Supplies <1yr life	49,543		
Field Trips & Misc Instructional Costs	6,039		
Classroom Instructional Technology	85,078		
Instructional Software	40,777		
Total 5200 · Instructional Costs	561,445		

FY21 Budget
Board Approved on [NEED DATE]

Veritas Preparatory Charter School
Statement of Revenues, Expenses and Change in Net Position

FY21 Operating Budget (Board approved)

	<u>FY21 Budget</u>		<u>FY21 Budget</u>
Revenues		Expenses continued	
Tuition	5,423,760	5300 · Other Student Services	
Government Grants & Funding	667,415	Health Services	5,265
Nutrition Funding	-	Student Transportation	5,000
Funding from Board Efforts	325,000	Food Services	5,000
Funding from Friends - Space & Services Agreement	428,446	Athletic Services (extra-curricular)	9,000
Restricted Grants and In-Kind Donations	-	Uniforms, Community Events & Other Student Activ	35,000
Student Programs & Misc Fees	-	Total 5300 · Other Student Services	59,265
Rental Income	-		
Interest / Investment Income	1,000	5400 · Operation & Maint of Plant	
Total Revenues	6,845,621	Utilities	100,000
		Facility Cleaning	10,000
Expenses		Facility Maintenance & Repairs	90,000
5000 · Personnel Costs		Facility & Janitorial Supplies	38,000
Personnel Salaries	4,514,436	Maintenance of Equipment	10,000
Fringe Benefits & Workers Comp	475,907	Networking & Communications	35,000
MTRS Surcharge Expense	15,000	Other costs related to Facility	50,000
Payroll Taxes	107,484	Facility Lease	313,788
Total 5000 · Personnel Costs	5,112,827	Total 5400 · Operation & Maint of Plant	646,788
5100 · Administrative Costs		5500 · Other Fixed Charges	
Contract Services - Board of Trustees	10,995	Insurance (non-employee)	29,106
Travel & Other Exp -Board of Trustees	1,000	Rental / Lease of Equipment (copiers)	42,000
Contract Services - School Leader	-	Short-Term Interest	500
Business & Finance Services	20,000	Total 5500 · Other Fixed Charges	71,606
Human Resource Services	34,925	5600 · Community Services	
Legal Services	40,000	Dissemination Activities	1,000
IT Services	43,848	Civic Activities	500
Development & Fundraising Services	15,000	Total 5600 · Community Services	1,500
Fundraising Supplies & Materials	15,000	9999 · Contingency	80,352
Staff Recruitment, Retention and Advertising	50,000		
Student Recruitment and Advertising	35,000	Total Expenses	6,845,621
ED Discretionary Fund & MCPSA Fee	20,000		
Administrative Supplies & Materials	14,135	Operating Change in Net Position	-
Total 5100 · Administrative Costs	299,903		
5200 · Instructional Costs		<i>The following Revenue and Expenses do not impact the operating budget (cash)</i>	
Instructional Leader Services	5,000	Below the line Pass through Revenue	
Instructional Supplies & Materials	1,000	MTRS Retirement Benefits	1,000,000
Instructional Leader Travel & Other Exp	1,000	District Transportation	425,000
Special Education and Other Edu Services	93,555	Nutrition Program - Sodexo	275,000
Professional Development (PD)	95,250	Total below the line pass through Revenues	1,700,000
PD Supplies & Materials	10,000		
PD Travel, MTEL & Other Expenses	20,000	Below the line Pass through or non cash Expenses	
Guidance & Testing Sevices	81,000	MTRS Expenses (MTRB funded)	1,000,000
Guidance & Testing Supplies & Materials	10,125	District Transportation (SPS funded)	425,000
Textbooks (Media/Materials)	16,200	Nutrition Program (Sodexo & SPS funded)	275,000
Instructional Materials with > 1yr life	40,500	Depreciation Expense	75,000
Instructional Furniture & Equipment	24,000	Total Below the line Pass through or non cash Expenses	1,775,000
General Instructional Supplies <1yr life	60,750		
Field Trips & Misc Instructional Costs	15,000	Change in Net Position	(75,000)
Classroom Instructional Technology	50,000		
Instructional Software	50,000		
Total 5200 · Instructional Costs	573,380		

FY21 Enrollment Table	Number
Number of students pre-enrolled via March 16, 2020 submission	405
Number of students upon which FY21 budget tuition line is based	405 (6 seats in reservation as a contingency)
Number of expected students for FY21 first day of school	405
Please explain any variances: Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students.	

Capital Plan

Veritas Prep Charter School
Capital Project Overview for School Only as Leasehold Improvements
as of April 2020

Executive Summary:

Veritas Preparatory Charter School leases a building from Friends of Veritas Preparatory Charter School providing almost 50,000 square feet of usable space. Friends of Veritas Preparatory Charter School purchased the 370 Pine Street, Springfield, Massachusetts site from Maraline in May 2017 and a formal long-term lease was drawn between the component units. The Capital Plan set forth below incorporates overview and summary information as a context for a matrix summarizing key attributes of planned and completed capital initiatives.

ANTICIPATED PROJECT	ANTICIPATED YEAR	ANTICIPATED COST	FUNDING SOURCE	FULLY EXPENSED
Roof - second membrane improvement	FY 2021	\$142,000	reduction of cash	16 years
Technology Infrastructure	FY 2021	\$30,000	grant and reduction of cash	16 years
Entryway - improvement	FY 2022	\$25,000	grant and reduction of cash	15 years
Technology Infrastructure	FY 2022	\$150,000	grant, finance and reduction of cash	15 years
Windows - replacement	FY 2022	\$120,000	plan to finance	15 years
Parking Lot	FY 2023	\$75,000	reduction of cash	14 years
Electrical Upgrade to 2nd Floor - East Wing	FY 2024	\$20,000	reduction of cash	13 years
Plumbing	FY2025	\$50,000	reduction of cash	12 years

Other Capital Improvement Projects to consider in the future:

- Landscaping
- Fencing
- Elevators
- Boilers and fin tube system
- Building masonry
- Exterior Ramps, railings and concrete (including steps)

COMPLETED PROJECT	COMPLETION YEAR	FINAL COST	FUNDING SOURCE	FULLY EXPENSED
Lighting upgrade to LEDs	2018	\$57,806	Financed through Eversource	19 years
HVAC System upgrade	2019	\$655,607	Bond and reduction of cash	18 years

ADDITIONAL INFORMATION

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE

Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Teachers prioritize mastery of grade-level standards for every student and track data to tailor their instruction to student needs. (KDE 1)		
Measure: 70% of scholars school-wide will earn a C- or higher in ELA and Math by the end of the school year.	Met	We continued to track students' grades during remote learning. Here are the final schoolwide percentages. In reading, 84.6 % earned a C- or better schoolwide by the end of the school year. In math, 73.3% of students earned a C- or better schoolwide by the end of the year.
Objective: Scholars develop the academic and behavioral habits they need to independently succeed in school and beyond. (KDE 2)		
Measure: By the end of the school year, 70% of scholars school-wide will have a Trimester 3 homework average of 75% or higher in ELA and Math.	Met	In January, the ELA HW average schoolwide was 78%. It was 79% in February and 75% in March. In January, the math HW average schoolwide was 74%. It was 76% in February and 75% in March. Given that we were remote, we did not calculate HW averages after we went remote.
Measure: Fewer than 20% of scholars will receive more than 3 out of class reflections on average per month.		On average, 5.2% of students earned more than 3 out of class reflections per month over the course of the year. We tracked this data monthly by grade level and the culture and counseling teams continued to make student specific interventions. We also held whole school and grade level PD for those teachers who had more students with excessive referrals.
Objective: Leaders will provide targeted, data-driven professional development and individualized coaching to teachers in order to drive student achievement. (KDE 3)		
Measure: At least 90% of teachers report through an annual survey that professional development and coaching help them to be more effective in driving scholar achievement.	Partially Meeting	On an end of the year survey, 80% of teachers agreed or strongly agreed that PD and coaching were effective in driving scholar achievement. The rest were neutral. The lower satisfaction could in large part be attributed to remote learning

<p>Measure: By the end of the year, 85% of general education teachers will beat the math and ELA Massachusetts ANet network school-year average by at least 5% based on an average of all the assessments</p>	<p>Partially Meeting</p>	<p>We did not meet this goal in math, with four of our 15 gen ed math teachers not beating the math ANet network. Three of those teachers were in 5th grade. When we changed the 5th grade math scope and sequence we could not find an ANet scope and sequence that exactly matched. This meant that our 5th graders had not necessarily been introduced to all standards at the time of the ANet.</p> <p>We met this goal in 87% of our ELA teachers beating the network by at least 5%. The two teachers who did not beat the network with 5th grade teachers and it's worth noting that we only took 2 of the 4 ANet assessments before going remote.</p>
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Dissemination: need this

	<p>2019-2020 Performance (Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
Objective:		
Measure:		
Measure:		
Objective:		
Measure:		
Measure:		

Reach Objectives: N/A

APPENDIX B: RECRUITMENT AND RETENTION PLANS

**Implementation Plan
2019-20**

School Name: Veritas Preparatory Charter School

2019-20 Implementation Summary:

In 2019-20, we implemented our recruitment and retention plan with fidelity. In addition to a third party mailing to the families of all currently enrolled Springfield district fourth, fifth, sixth, and seventh grade students, we utilized our Veritas Prep families and supporters, social media, and a grassroots community approach to ensure we are spreading the word to target hard - to - reach families. The recruitment plan was effective, and the majority of the strategies utilized were successful at recruiting a comparable population to the sending district. In 2019-20, we verified 6.2% of applicants were siblings of students already enrolled at Veritas. We believe our October 1 SIMs data will meet the comparison index or the gap narrowing targets, no further discussion or a delayed review is required.

Additional Information Related to Subgroups: Veritas has achieved some of the highest growth for the state with our EL population. As a result, 9 out of our 20 English Learners have been reclassified over the course of the year. The strength of our EL program at Veritas is also validated by a 100% retention rate. We are adding strategies to the recruitment plan with a goal of increasing enrollment of ELs in future years.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2019-2020:

Direct Mail: Annually, before the lottery, we will send out approximately 2,000 full color enrollment applications, printed in English and Spanish (with Somali available upon request) in November to Springfield families who have students enrolled in fourth, fifth, sixth or seventh grader, inviting them to apply and attend two information sessions between December and February. A second mailing will be sent out to all families in late December/ early January, excluding those who have already applied, to promote the final information session prior to the lottery. These mailings will be clear and easy to understand. They will explicitly indicate that the school is welcoming all students, including special education and English Language learners, and they will be printed in English and Spanish.

Recruitment Posters: We will create and print 12 x 18" and 8.5 x 11" recruitment posters and deliver them, along with applications, to all Springfield Public Libraries and to locations throughout all Springfield neighborhoods with include local social services agencies, local human service agencies, HAP housing, Springfield Housing Authority developments, laundromats, restaurants, local faith based organizations, convenience stores, community centers and homeless shelters.

Information Sessions: We will host two information sessions prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership. These information sessions will be advertised in the direct mailings, school's website, in the school office, social media and local media.

Outreach to Veritas Families: All parents/ guardians of currently enrolled Veritas Prep students will receive a note asking to promote the school to their family, friends and network. We will enlist the help of our enrolled families who will distribute full color posters to display at their workplace, local stores, place of worship, etc., to promote recruitment. An Open Enrollment banner will be hung outside of our school building from October through February each school year which will direct persons to our website where they can complete an application in any language.

Social Media: We will use our website, Facebook, Instagram, Twitter and e-mailings to a list of 300 + stakeholders to promote our school's application process and ask our 500 followers to share the information with their network.

Electronic Applications: We will use our website to link our Student Information System where applications can be completed in any language using a google translation add-on to expand our outreach to ELL students.

Recruitment Plan 2020-21

Special Education Students/Students with Disabilities

<p>(a) CHART data</p> <p>School percentage: 18.4% GNT percentage: 16.4% CI percentage: 18.4%</p> <p>The school is <u>above</u> GNT percentages and <u>the same as</u> CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>Met GNT/CI: No enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Direct Mailer with a welcome to families of students requiring Special Education services. ● School counselors connect with outside service agencies and special education/mental health service providers with dates and times about information sessions and send applications if requested. ● In accordance with Open Meeting Law, a meeting of Veritas Prep’s PAC (Parent Advisory Council) is sent to the Springfield Republican and El Pueblo newspapers, listed on website and promoted on Facebook to invite families of Special Education students to attend and become involved with the school. ● Ask the Center for Human Development (CHD) and Behavioral Health Network (BHN) management and counselors who work with some of our students to make referrals to other students and families they see about our Special Education services for our students. Applications and posters are given to them for their lobby of the Pine Street facility.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Not Needed</p>
<p>Limited English-proficient Students/English Learners</p>	
<p>(a) CHART data</p> <p>School percentage: 4.7% GNT percentage: would not populate on CHART CI percentage: 9.5%</p> <p>The school is above/below GNT percentages and below CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>Met GNT/CI: No enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Direct Mailer to families includes a welcome to families with students of Limited English Proficiency and is written in Spanish. ● Newspaper advertising to promote school and invite applications in the local Latino newspaper in Spanish. ● Documents and notices will be made available in Spanish and Somali for all families. ● Spanish in-person translation is available at information sessions. ● Flyers and posters shared with Puerto Rican Cultural Council for distribution. ● Working with the Somali Bantu Organization of Springfield so we can arrange translation for prospective families and prepare to enroll Somali students. ● In hopes to attract a more diverse student body, outreach efforts will be made with local faith-based organizations, libraries, New England Farmworkers, New North Citizens Council, the Vietnamese Cultural Center, HAP Housing and Jewish Family Services. ● Outreach efforts will be made with local newspapers, radio stations and community organizations to inform Hispanic, Vietnamese, Russian and Somali populations of our school. ● Our website links to our Student Information System where applicants can choose from a language to submit an application.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: Additional and/or enhanced strategies needed.</p> <ol style="list-style-type: none"> 1. Translation at information sessions will be made available upon request in all languages 2. Place geo-targeted Spanish ads on social media

Students Eligible for Free or Reduced Lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 77.8% GNT percentage: 66.5% CI percentage: 68.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Newspaper advertising in Latino and African-American targeted newspapers. ● Posters at businesses and churches in the Six Corners, South End, Forest Park, and Plainfield neighborhoods in Springfield where there is a high population of low-income families ● A cover note, poster, and bilingual applications will be sent to various housing agencies, including Springfield Housing Authority, HAP Housing, Springfield Neighborhood Housing Services, Holyoke Housing Authority, and Springfield Partners for Community Action. ● Applications and in-person visits will be made to local homeless shelters.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Not Needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● A cross all Springfield schools, for 4th graders in 2018 only 47% can pass the state's MCAS in Science, Technology & Engineering (STE), only 48% can pass the Math test, and 53% can pass the English Language Arts. All of our recruitment efforts, therefore, are reaching more students who are not proficient or advanced in core content areas than are proficient. ● We asked Veritas Prep families to spread the word that our school's model is producing different academic results for the same population of students that make up the Springfield school district's overall population. <p>*This is based on 2019 data as no tests were administered in 2020</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● An application with a self-addressed envelope for an easy reply will be mailed to all families with 4th – 6th grade students enrolled in the Springfield Public Schools. Springfield Public Schools' graduation rate is just over half and the performance levels indicate the majority of students are at risk of dropping out. Our recruitment effort ensures we reach all eligible students who are at risk and eliminate barriers to enter our lottery.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>N/A</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <p>N/A</p>

Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

We were able to retain 89.6% of our students, just 0.4% away from our annual goal. The support and retention strategies we have implemented over the past several years are proving successful. We retained 100% of our English Language Learners over the 2019-2020 school year. Just 6.3% of our Special Education students left the school which is a decrease from previous years. We have been able to maintain our increased level of staffing. We continue to collaborate with three other Springfield charter schools with a combined special education PAC, which has seen much success. We have responded to requests from families to expand through high school which we believe will decrease attrition of students who leave for a middle/high school model which is 25% of our attrition.

2019-2020 Implementation Summary: We implemented retention strategies identified in the plan with fidelity throughout the school year.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan – 2020-2021 Strategies

Special Education Students/Students with Disabilities

(a) CHART data

School percentage: 6.3%
Third Quartile: 20.6%

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

(b) Continued 2019-2020 Strategies

Below third quartile: No enhanced/additional strategies needed

- Special Education staff are available to families for individual consultation and to offer help with resources to serve individual student needs
- A greater effort to invite Special Education families to attend PAC meetings will include multiple written invitations, and/or a personal phone call in order to strengthen school to home relationships. We will continue to collaborate with local charter school to sustain a combined PAC.
- A second Social Worker will remain on staff full-time in order to serve the vast array of social/emotional and learning disability needs of our student population.
- We will continue to make referrals to outside service providers with whom Veritas Prep has built relationships (CHD, The Gandara Center, Behavioral Health Network, and Caring Health).
- Special education staff will communicate with families to set goals, provide check-ins, and report results of interventions with families.
- All recruitment materials explicitly state that we serve the needs of special education students at Veritas Prep

	(c) 2020-2021 Additional Strategy(ies), if needed N/A
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Limited English-Proficient Students

<p>(a) CHART data</p> <p>School percentage: 0% Third Quartile: 19.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● Hired a Spanish speaking administrative assistant to serve as parent liaison and provide translation as needed throughout the day. ● Translate and distribute all documents and notices in Spanish to target a large population of Hispanic/Latino families. ● On-site translation is provided at recruitment events, as well as all school events and meetings. ● ELL teacher tracks, monitors, and communicates progress with ELL families.
N/A	(c) 2020-2021 Additional Strategy(ies), if needed

Students Eligible for Free or Reduced Lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 9.1% Third Quartile: 18%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>Below third quartile: No enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Continue outreach strategies to partner agencies like HAP Housing, Holyoke Housing Authority, Springfield Housing Authority, and Center for Human Development to ensure a full range of support for families. ● Established, through counselor and nurse, pipeline for needy families to receive school food that would otherwise be thrown away. ● Strengthen relationships with after school programs and agencies that service lower income families and their children (Big Bro Big Sis, YMCA, etc.). ● Provide PVTA bus pass and uniforms to families as needed. ● Provide school supplies such as pens, pencils, notebooks, etc. as needed.
	(c) 2020-2021 Additional Strategy(ies), if needed N/A
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● Provide daily opportunities for tutoring as part of the schedule. ● Provide additional enrichment and learning opportunities through online sources like Khan Academy and offer laptops to scholars who need one. ● Keep music/performance in the daily schedule and other enrichment offerings so students have opportunities for enrichment and success throughout their day.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● Sustain the work we began in the Massachusetts Charter School Association as a Model Demonstration School to enhance our tiered behavioral and academic interventions for struggling scholars.

<u>Students who have dropped out of school</u>	N/A	(f) Continued 2019-2020 Strategies
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	N/A	(g) Continued 2019-2020 Strategies

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	17.0%
Asian	1.4%
Hispanic	74.2%
Native American	0.5%
White	4.7%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	2.2%
Selected Populations	% of School
First Language not English	16.7%
English Language Learner	4.7%
Students with Disabilities	18.4%
High Needs	82.2%
Economically Disadvantaged	77.8%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Rachel Romano, Executive Director	Head of School, Board Liaison, Development	7/1/2011	n/a
Ashley Martin, Chief Academic Officer	Instructional Coaching and Evaluation, Curriculum Assessment, Professional Development	7/1/2017	n/a
Jonathan Swan, Director of Student Services	Special Education Leadership and Coaching, Professional Development	7/1/2018	n/a
Amy Clark, Principal	Instructional Leadership and Coaching, Curriculum Development and Assessment, Professional Development	7/30/2012	n/a
Emily Baecher, Academic Director	Instructional Coaching, Curriculum Development and Assessment, Professional Development	7/30/2012	n/a
William Davis, Dean of Culture	School Climate Development and Assessment, Coaching and Professional Development	1/2/2018	n/a
Lynne Mills, Director of Business Management	Finance, HR, Facility Manager, Lottery Manager	7/1/2017	n/a
Kara Wilkes, Director of Operations	Operations Leadership and Management, Professional Development	8/1/2015	n/a
Juliana Castrillon, Operations Associate	Operations Support, Front Desk Manager, Interpreter/Translator	3/21/2016	n/a
Tatiana Soto, Manager of Strategic Priorities	Student Recruitment and Enrollment, Organizational Development and Board Support	8/1/2017	6/30/2020

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	38	1	3	During school year: 1: Termination End of the school year: 1: Employee chose to end employment 2: Employee chose to end employment 3: Employee chose to end employment

Other Staff	19	2	2	During school year: 1: Resignation 1: Resignation End of the school year: 1: Termination (Position elimination) 2: Employee chose to end employment
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Teacher Attrition

Recruiting, developing, and retaining teachers is a top priority of the school. We are pleased to report that we have significantly reduced core academic teacher attrition over the past four years from 48% in SY15-16 to 11% in SY19-20.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	14
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Judith Crowell	Member	Academic	2	9/27/16-6/30/19 7/1/19-6/30/22
Lisa Doherty	Treasurer	Finance	2	7/1/15-6/30/18 7/1/18-6/30/21
Ann Errichetti	Member	Evaluation	1	7/1/19-6/30/21
Denise Ford	Member	Finance	1	8/7/17-6/30/20
David Fuller	Member	Governance	2	7/1/15-6/30/18 7/1/18-6/30/21
Anthony Gabinetti	Member	Finance	2	7/1/14-6/30/17 7/1/17-6/30/20
Dale Janes	Chair	Academic	2	8/11/16-6/30/19 7/1/19-6/30/22
Matthew Landon	Member	Finance	2	9/27/16-6/30/19 7/1/19-6/30/22

Robert Martin	Member	Finance	1	7/1/19-6/30/21
Aaron Mendelson	Member	Governance	3	2/21/12-6/30/13 7/1/13-6/30/16 7/1/16-6/30/19
Greg Moody	Member	Academic	2	7/1/15-6/30/18 7/1/18-6/30/21
Rebecca Sela	Secretary	Academic	2	8/11/16-7/31/18 7/1/19-6/30/22
Michael Sweet	Member	Governance	2	7/1/14-6/30/17 7/1/17-6/30/20

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR RACHEL

Date/Time	Location

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR RACHEL

Name of Committee	Date/Time	Location

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Dale Janes	See BMMS	New
Charter School Leader	Rachel Romano	rromano@vpcs.org	No Change
Assistant Charter School Leader	Amy Clark	aclark@vpcs.org	New
Special Education Director	Jonathan Swan	jswan@vpcs.org	New
MCAS Test Coordinator	Amy Clark	aclark@vpcs.org	No Change
SIMS Coordinator	Lynne Mills	lmills@vpcs.org	No Change
English Learner Program Director	Marisa Mathiesen	mmathiesen@vpcs.org	No Change
School Business Official	Lynne Mills	lmills@vpcs.org	No Change
SIMS Contact	Kara Wilkes	kwilkels@vpcs.org	No Change
Admissions and Enrollment Coordinator	Kara Wilkes	kwilkes@vpcs.or	New
SSDR Contact	William Davis	wdavis@vpcs.org	New

Facilities

Location	Dates of Occupancy
370 Pine Street, Springfield, MA	2012-present

Enrollment

Action	2020-2021 School Year Date
Student Application Deadline	2/25/2020
Lottery	3/3/2020