



Pioneer High School for the Performing Arts

Director's Report
Wednesday, January 18, 2017

Discussion Summary

- **Students at Risk**
- **General Thoughts**
- **Enrollment**
- **Performing Arts**
- **Academics**
- **Special Education**
- **PTSO**
- **Vendors**
- **Miscellaneous**

Students at Risk

- ▶ **Students: at-risk population**
 - ▶ Recent alumni death
 - ▶ Two reported suicide attempts
 - ▶ One report of another student who planned an attempt
 - ▶ Grief Counseling
 - ▶ Ongoing suicide prevention program
 - ▶ SafeUT phone app

Students at Risk

- ▶ **Wasatch Mental Health – Bryant Jenks (AF)**
 - ▶ “School-based” grant available for students/families needing assistance for therapy services
 - ▶ Recommends a “meeting” or “community” event designed to address our school’s awareness of any problems and our plan to move forward
 - ▶ Most effective when held within 1 – 2 weeks of an incident

Students at Risk

- ▶ **Hope 4 Utah – Greg Hudnall**
 - ▶ **Create an assembly that provides the structure for shifting our school culture to one of awareness and safety**
 - ▶ **Develop “Hope Squads” among students**
 - ▶ **Hope Squads set the tone for how we socialize and communicate**
 - ▶ **Trained by Hope 4 Utah and Jeanette Perez**

General Thoughts

- ▶ **Lack of Transparency at Most Levels**
 - ▶ **Staff & Students have not received regular updates so are left to their imaginations**
 - ▶ **Generally, imaginations are worse than reality**
 - ▶ **Lack of Communication**
 - ▶ **In many ways, we are two separate entities**
 - **Tendencies towards provincialism & territorial**
 - **Staff may not always focus on students with a unified objective**

General Thoughts

- **A few students perception of Pioneer High School**
 - ▶ Easy school and anyone can get in
 - ▶ Not everyone wants to be in Performing Arts
 - ▶ Seeking other options
- **I want Students & Staff to be part of the Solution**
 - ▶ They need to feel like “stakeholders”

General Thoughts

- ▶ **Are we differentiating ourselves from other schools, when we do not need to do so?**
 - ▶ **I'd rather focus on articulating a clear vision of our own, without perceived parameters**
 - ▶ **Our success will be determined by execution of our own, unique vision**
 - ▶ **If we attempt to “differentiate” ourselves from other schools, we may limit our options**
 - ▶ **Pioneer will transition to the culture we create**

Enrollment

- **Very likely Enrollment may drop before it grows**
 - ▶ I'm good with that – we want to build a solid core of talented & dedicated students
- **I would like to personally visit with every prospective parent & student before enrolling**
 - ▶ Articulate both Opportunities & Responsibilities at PHS

Enrollment

- ▶ **Not overly concerned about our ability to grow, but we have challenges**
 - ▶ **Facilities for 2017/2018 school year**
 - ▶ No question, combined facility is preferred
 - ▶ **Aristotle Building**
 - ▶ Is consolidating our school into this building even an option, both from practical & financial perspectives?
 - ▶ Custom build-out and associated contract terms?

Enrollment

- ▶ **Board vision for future growth?**
 - ▶ **Establish minimum standard for acceptance into Performing Arts?**
 - ▶ **Prospective students must audition for acceptance into our Performing Arts Program**
 - ▶ **Target prospective students with proven level of development**
 - ▶ **Promote Pioneer High School as THE school for students serious about the Performing Arts**

Enrollment

- ▶ **Board vision for future growth**
 - ▶ Offer an introduction to the Arts for students with little, or no, formal training?
 - ▶ They will still have an exposure to the Dance, Theater & Music, and receive a high school education & diploma
 - ▶ Career & Technical Education (CTE) as a future option?
 - ▶ Some CTE credit for Performing Arts Classes?

Enrollment

- **Create Pro Forma Statements for FY 2017/2018**
 - **Best Case: 250 Students**
 - **Realistic: 190 Students**
 - **Worst Case: 130 Students**
- **Include monthly Cash Flow Statements**
- **Meet with Red Apple next week**
 - **Improved reports for data analysis**

Performing Arts

- **Academy Visions & Infrastructure**
 - **Make available a detailed curriculum for each Academy, defined by year in school, or level of development**
 - **Detailed course definitions, along with skill assessments to determine either the opportunity to participate, and/or the level of participation**

Performing Arts

- **My objective is that PHS not be perceived as just a performing arts school, but THE performing arts school in Utah**
 - **Our earned reputation (and results) will drive enrollment**
- **Academy Objectives?**
 - **Win competitions and/or prepare students for careers in the Performing Arts?**

Performing Arts

- **Establish individual budgets for each Academy**
 - **Directors & Chairs should know their respective budgets at the beginning of the academic year**
 - **Fees collected will be allocated to Academies, based on student participation**
 - **Monthly reconciliation will allow Chairs to make sound decisions, based on available resources**
- **Annual coordination/planning meeting with all Directors & Chairs**

Academics & Turn-around

- **Although limited interaction, very pleased with staff**
 - **Education Direction awards high marks to all & feels each has the requisite talents, teachings skills and commitment to our students**
 - **We have the staff to turn support PHS's turn-around objectives, and to continue our academic improvement into the future**

Academics & Turn-around

- **Still missing a Health Teacher**
 - **David White moved from Health to Chemistry**
 - **Would prefer the Health teacher also provide supervision in the Computer Lab**
 - **Currently, no adult oversight and that is not conducive to the academic environment we must foster**
 - **Is the Board aware of any prospective Health teachers?**

Academics & Turn-around

➤ Curriculum

- ▶ Working with Kalisi to create a simplified, structured curriculum for each grade level
 - ▶ Eliminate free periods until senior year
 - ▶ Less student choice but each student will receive a strong focuses on State core requirements that will enable them to graduate at the end of their senior year, if not sooner
 - ▶ Students will make up missing credits, as they go

Academics & Turn-around

- **Faculty Meetings**
 - **My first faculty meeting was this Tuesday**
 - **Will always include Performing Arts Chairs and Academic Staff**
 - **Focus on communication, collaboration and establishing behavioral norms for our school**
 - **Students & Staff**
- **Teacher Budgets – allocate at start of year**

Special Education

- **Rachelle Call is our new SpEd professional**
 - **Graduates with her Masters in SpEd in May**
 - **Has been difficult to reconstruct what was happening in SpEd**
 - **Finding/accessing records has been difficult (if they even existed)**
 - **Lindsey Adams, Education Specialist with USBE SpEd will meet with Rachelle & I next week**

Special Education

- **SpEd is an area where I am still learning, but I do have several concerns**
 - ▶ **SpEd Funds – can we match SpEd expenses to SpEd programs?**
 - ▶ **Are we carrying a negative reserve for SpEd funds?**
 - ▶ **Child Find & administration of SpEd Programs?**
- **Quick review of federally mandated programs**

Special Education

- **IDEA – Individuals with Disabilities Education Act**
 - The Individuals with Disabilities Education Act is a piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs. **Overall, the goal of IDEA is to provide children with disabilities the same opportunity for education as those students who do not have a disability.**

Special Education

- IEP – Individualized Education Program
 - An IEP defines the individualized objectives of a child who has been determined to have a disability, as defined by federal regulations. **The IEP is intended to help children reach educational goals more easily than they otherwise would.** In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers (such as paraprofessional educators) understand the student's disability and how the disability affects the learning process.

Special Education

- **FAPE – Free Appropriate Public Education**
 - **FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit. The United States Department of Education issues regulations that define and govern the provision of FAPE.**

Special Education

- **LRE – Least Restrictive Environment**
 - **Least restrictive environment means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.**

Special Education

➤ Child Find

- **Child Find is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services. Child Find covers every child from birth through age 21. The school must evaluate any child that it knows or suspects may have a disability.**

PTSO – Parent Teacher Student Organization

- **Met with PTSO Board last week**
 - **Parents I met with are engaged and passionate about our school**
 - **Frustrated with lines of communication and perceived lack of support**
 - **I asked them to take a brief sabbatical, until we can fine tune our program and relaunch**
 - **I plan to meet with the PTSO each meeting**

Vendors

➤ H-Wire

- **Current contract effective thru June 2017**
 - **Anticipate continued relationship, but on an hourly, as-needed basis**

➤ Chris Meek

- **I have not seen his contract, but understand he has one**
- **Terminate with notice? If so, length of notice?**
- **Moving website hosting to XMission**

Vendors

▶ Red Apple

- ▶ Meeting with Monty, Steve & Nate on the 27th
 - ▶ Understand our agreement (what is covered?)
 - ▶ Help create pro forma's for various enrollment levels
 - ▶ Track SpEd revenues & expenditures
 - ▶ Track School Land Trust revenues & expenditures

Miscellaneous

- ▶ Aristotle has submitted a request to rent our bus for a couple of student fieldtrips
 - ▶ Living Planet Aquarium - Draper
 - ▶ Museum of Natural Curiosity – Thanksgiving Point
 - ▶ I have no objections, as long as our liability carrier approves
 - ▶ \$90/hour rental fee?

Miscellaneous

- ▶ **Jenny Perez & Jami Godfrey have swapped offices**
 - ▶ **Provides Front Desk coverage from 8:00 a.m. thru 2:50 p.m.**
 - ▶ **Working to clarify their roles**
 - ▶ **Hope to find/create job descriptions that entails the current responsibilities of each**

Miscellaneous

- ▶ **Student transportation in personal cars**
 - ▶ Apparently, this is a frequent occurrence
 - ▶ Occasionally, students are riding with other students to school-sponsored events (Wide Awake)
 - ▶ Proponent of commercial transportation
 - ▶ One accidental injury or death and the school may never recover

The End

“Let’s be honest. There’s not a business anywhere that is without problems. Business is complicated and imperfect. Every business everywhere is staffed with imperfect human beings and exists by providing a product or service to other imperfect human beings.”

~ Bob Parsons