



Pioneer Valley Performing Arts Charter Public School

Board of Trustees Meeting

Amended on January 8, 2019 at 6:54 PM EST

Date and Time

Tuesday January 8, 2019 at 6:00 PM EST

Location

PVPA, Laddenheim Library, 15 Mulligan Dr S. Hadley MA

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance and Guests			
B. Call the Meeting to Order			
C. Reading of the PVPA Mission Statement	Discuss		1 m
<ul style="list-style-type: none">PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.			
D. Public Comment	Discuss		10 m
E. Approve Minutes from Previous	Approve Minutes	Shubhada Rella-Brooks	10 m
Approve minutes for December Board Meeting on December 11, 2018			
II. Governance			6:21 PM
A. Governance Report	Discuss	Donovan Arthen	15 m
B. Strategic Action Plan	Discuss	Donovan Arthen	15 m
<ul style="list-style-type: none">Discuss the new timeline for creation of the next Strategic Action Plan.Makeup of CommitteeRequest for Volunteers			

III. Finance

6:51 PM

A. Treasurer Report	Discuss	Deborah Jacobson	20 m
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IV. Alternative School Day Plan 7:11 PM

A. Blizzard Bag Proposal	Vote	Marc Kenen	20 m
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Please see attached Policy proposal in regards to the new snow day policy. Attached as well is a PDF of the DESE Alternative Structured Learning Program policy, which spells out the responsibility of the Board in approving and overseeing the implementation of this endeavor.

V. New section 7:31 PM

A. Any Business that could not be anticipated in Advance of Meeting	Discuss	Melinda Winter	15 m
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VI. PVPA Staff Reps 7:46 PM

A. Staff Report Out to Board	FYI		10 m
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VII. PVPA Student Reps 7:56 PM

A. Student Report Out to Board	FYI		15 m
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VIII. PVPA Leadership 8:11 PM

A. ED Report	FYI	Marc Kenen	10 m
B. Evaluation Survey Results	Discuss	Melinda Winter	15 m
C. Leadership Stabilization Plan	Discuss	Melinda Winter	20 m

IX. Other Business 8:56 PM

A. Public Comment	Discuss		10 m
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X. Closing Items 9:06 PM

A. Adjourn Meeting	Vote		
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XI. Union Negotiating Committee 9:06 PM

A. Executive Session to Discuss Union Bargaining	Vote	Melinda Winter	15 m
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Executive session pursuant to Chapter 30A, section 21(a)(3) to discuss strategy with respect to collective bargaining with respect to Units A and B if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, and the chair so declares.

Cover Sheet

Approve Minutes from Previous

Section: I. Opening Items
Item: E. Approve Minutes from Previous
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for December Board Meeting on December 11, 2018



Pioneer Valley Performing Arts Charter Public School

Minutes

December Board Meeting

Date and Time

Tuesday December 11, 2018 at 6:00 PM

Location

PVPA, Laddenheim Library, 15 Mulligan Dr S. Hadley MA

Trustees Present

Deborah Jacobson, Donovan Arthen, Gary Huggett, Melinda Winter, Sean Moore, Shubhada Rella-Brooks

Trustees Absent

Jorge Rodriguez, Keith Black, Marcus McLaurin, Stephen Therrien

Ex-Officio Members Present

Ian Baird, Marc Kenen, Marcy Conner

Non Voting Members Present

Ian Baird, Marc Kenen, Marcy Conner

Guests Present

Drew Wherry, Isaac Weigand-Whittier, Mary Ahlstrom

I. Opening Items

A. Record Attendance and Guests

Andrea and David also present.

B. Call the Meeting to Order

Melinda Winter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Tuesday Dec 11, 2018 @ 6:05 PM at PVPA, Laddenheim Library, 15 Mulligan Dr S. Hadley MA.

C. Reading of the PVPA Mission Statement

Read by Sean Moore

D. Public Comment

E. Approve Minutes from Previous

Gary Huggett made a motion to approve minutes from the RESCHEDULED - Board of Trustees Meeting on 11-20-18.

Donovan Arthen seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Governance

A. Governance Report

- Strategic Action Plan
 - Second in the modern set of "SAPs" that started officially two years ago.
 - Taking stock about where things are. People are doing the best to move forward.
 - Trying to rebuild momentum to get us back on track to moving forward.
 - Establishment of an alumni association.
 - Difficult process of bringing in restorative justice to school.
 - Interviewing administrators/providing them with restorative justice plans.
 - Should we talk to others in the school/community about restorative justice
- April 2020, start forming a new SAP committee.
 - Need 2-3 people who can act as co-chairs
 - Final assessment of previous SAP
 - Establish a framework for the upcoming process
 - Completed by June 2021
- Marc mentioned that the charter renewal application is due on Aug 1, 2020.
 - We will need to adjust the timeline to meet the charter renewal deadline.
 - Should we move up the timeline a year?
 - Governance will need to speak with Marc and get his thoughts.
- Board will need to approve the SAP.
- Accountability plan is 5 years, we are currently at 2.5
- Board recruitment
 - How do we reach further out from the immediate school community?
 - Place notice in Friday Notes.
 - Governance will vet and chose some to interview.
 - Focus more on recruitment come January.
 - Would like to have new members by spring.

III. Finance

A. Treasurer Report

- Lights

- Received neighbor complaint from an individual on Cedar Ridge Road about parking lot lights and lights on the theater were too bright.
- PVPA to explore a new timer for the parking lot lights.
- Met with Michael Sullivan, Town Administrator for the Town of South Hadley.
 - Assured PVPA is within all the bylaws of the town regarding the lights.
 - The town doesn't have any concerns.
- Fiscal Year Plan
 - Budget \$103,000
 - To date: \$28,000 raised.
 - Need to build our donation base and reach out to new donors
 - Currently testing the sales force for reporting and acknowledging donations
- January hoping to have updated tuition numbers from DESE

IV. PVPA Leadership

A. ED Report

- Today was the first day of coordinated program review.
 - Happen every 6 years.
 - State comes and reviews special education program
 - Interview students, parents, staff, etc. to see if PVPA is coming
 - Exit interviews were very positive and glowing
- Next week, ELA program will be reviewed.
 - Will be more difficult, there are not many ELA students.
- David: Replacement for a Math teacher?
 - Numerous candidates
 - pleased with the pool.
 - Hiring for Jan 2 for a long-term sub.
 - Have willing parents and students to sit on a hiring committee.

B. ED Evaluation Next Steps

- Remember to fill out the evaluation.
 - Reminder emails have been sent.
 - A neutral answer results in a negative rating.
- Next step:
 - Send out to the larger community.
 - External stakeholders
 - Teachers and Students
 - What questions should we ask?
 - Better off paring the questions down to just the ones we really want to see.
- Everyone should look at the questions and take a look at which questions should be used on the parent questionnaire.
- Mindi will send questions and community group via email
 - Approve the list of questions via email.
 - **Reminder** Do not reply all to an email from the board to ensure we are adhering to Open Meeting Laws.

V. PVPA Staff Reps

A. Staff Report Out to Board

Gary spoke on behalf of the staff.

- Fuente Ovejuna was a great show which had a lot of new cast members.

- This weekend is the Winter Music Showcase. Two different shows one on Friday, one on Saturday.
- Getting ready for the holiday break then come back for three days, then jump into Paideia

Reminderboard members get two comp tickets to any show!

VI. PVPA Student Reps

A. Student Report Out to Board

- Restorative justice and how to implement.
- Students can now choose to lead harm and repair circles.
- Some members from student council are hosting a panel/workshop where they will talk about restorative justice to staff.
- Lee-Ellen, spending a lot of time with restorative justice
- Students are pretty well trained now
- Students are now better equipped with
- How restorative justice is being used at other schools
- Big project: concert week
 - The week hasn't been sent yet.
 - Lunch workshops regarding concert.
 - What it the? What is the age of concert, etc.
 - Hoping to expand into middle school advisory.
- Food drive in the Spring semester.

VII. Infrastructure/Facilities Committee

A. LTPR Report

- Meeting twice a month.
- Still at brainstorming stage.
- If you have anything you'd like to suggest, please send ideas/comments to a member of the committee.
- School security would be addressed within this committee.
- New position of an evening security
 - Part-time position starts at 3pm. Helps with dismissal and monitors the building until about 7:30p; later when there is a production.

VIII. Community Outreach

A. Alumni Spotlight - Sakina Ibrahim, Class of 2007

- We'll put something from community outreach every month for board members to see.

IX. Other Business

A. Public Comment

Marc:

- George David foundation in Springfield,

- Provided us \$10,000 toward rebranding and marketing effort for the school.
 - Will work with TSM Design.
 - A new logo, color scheme, image for school, website, & marketing plan.
 - Will start in January.
- Hopefully by spring process will be completed.
- Hoping this new marketing effort will help with admissions to the school.

ReminderWe want 100% board participation for donations. Can contribute any amount. Checks payable to "Friends of PVPA" or can donate online at PVPA.org as well.

X. Union Negotiating Committee

A. Executive Session to Discuss Union Bargaining

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

Deborah Jacobson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Donovan Arthen	Aye
Keith Black	Absent
Melinda Winter	Aye
Shubhada Rella-Brooks	Aye
Sean Moore	Aye
Deborah Jacobson	Aye
Gary Huggett	Abstain
Jorge Rodriguez	Absent
Marcus McLaurin	Absent
Stephen Therrien	Absent

David, Andrea, Marcy, and Marc invited to stay.

XI. Closing Items

A. Adjourn Meeting

Donovan Arthen made a motion to adjourn the meeting.

Sean Moore seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,
Shubhada Rella-Brooks

Cover Sheet

Blizzard Bag Proposal

Section: IV. Alternative School Day Plan
Item: A. Blizzard Bag Proposal
Purpose: Vote
Submitted by:
Related Material: BLIZZARD BAG PROPOSAL.Board.docx
DESE_AlternativeStructuredLearningDay.pdf

ALTERNATIVE LEARNING STRUCTURED DAY PROPOSAL (a.k.a. Blizzard Bags)

PROPOSAL FOR BOARD OF TRUSTEES

In accordance with Massachusetts Department of Elementary and Secondary Education guidelines, the Board of Trustees approves the following plan for Alternative Learning Structure days, otherwise known as “Blizzard Bags”.

The goal of Blizzard Bags is to allow snow days to turn into learning opportunities for students, thus counting the snow day as a school day and eliminating the need to add extra school days to the end of the school year.

The structure of our blizzard bags is to center the work around a series of videos on School Culture and Values. After reviewing the video, the students will be asked to view and respond to in a written format AND an art form.

The first “snow day” will be a dry run of our students and the technology involving a campus wide survey being administered by the School-wide Positive Behavioral Support Committee (SWPBS). We will begin official blizzard bag days with videos on the second “snow day” of the year. We have prepared assignments for five blizzard bag days.

Each teacher will be assigned a group of students to work with for blizzard bag days. Middle School Advisory will be how middle school students are assigned to teachers.

Teachers will be available from 10-2 to receive emails or posts on the Google Classroom and respond.

80% completion rate among student body allows day to count as school day.

Students will have one week from the snow date to complete the assignments.

Assignments will be graded only on completed/uncompleted basis.

Power outages will impact expectations on those students to complete the assignments and will be adjusted accordingly.



- > **School Redesign Home**
- > **Dissemination and Shared Best Practices**
- > **Expanded Learning Time**
 - MA Expanded Learning Time (ELT)
 - TIME Collaborative
 - 21st Century Community Learning Centers
- > **Innovation Schools**
- > **Student Learning Time Waiver Process**
 - Alternative Structured Learning Days
- > **Contact List**

School Redesign

Alternative Structured Learning Day Programs

To: Superintendents, Charter School Boards of Trustees, and School Principals

From: Jeff Wulfson, Acting Commissioner

Date: January 5, 2018

This memorandum provides information to assist school committees and charter school boards of trustees with the development of "alternative structured learning day programs"¹ as possible solutions to scheduling issues posed by inclement weather so the minimum student learning time requirement of 900 hours for elementary schools, 990 hours for secondary schools, and a total of 180 days may be met.

While the concept of alternative structured learning day programs continues to be relatively new in Massachusetts, the Department of Elementary and Secondary Education (Department) recognizes that such programs are designed to reduce the number of additional school days beyond the 180 required days and minimize student learning disrupted by weather related emergencies by providing alternative learning activities for students that may be completed at home. These programs may be an alternative option for schools to pursue as long as they can ensure that the program meets the standard for [structured learning time](#) and that the assignments and/or projects are substantial. These programs must also be accessible, include appropriate oversight and teacher involvement rather than resembling traditional homework assignments, and be approved by the district school committee or charter school boards of trustees.

To the degree that learning outside of the school setting may rely upon parental involvement or access to technology, school committees and charter school boards of trustees must also account for the widely varying circumstances in students' homes and guarantee that the alternative structured learning day program is accessible to all students. In general, alternative structured learning day programs that include a digital learning component must:

- Consider how to accommodate students without internet or devices at home and households with multiple children who share a single device, for example, by developing paper materials to be used by those students who do not have internet access. However, in any case, the school must ensure that all students will have access to educational materials during a storm.
- Be able to serve all students, including students who receive special education services.
- Have teachers available who must participate on the days when the program is implemented.

Additionally, school committees and charter school boards of trustees must allow sufficient planning time for administrators, teachers, staff, and other members of the school community, as appropriate, to thoughtfully and transparently design the alternative structured learning day program prior to implementation. This includes the time needed to design the format and parameters of grade-level assignments, lessons, and/or projects for each participating grade, and if necessary, an online platform that will contain all alternative structured learning day related content and information. Given that inclement weather is somewhat unpredictable, leaders need to determine how to approach these challenges so the alternative structured learning days resemble the scope and depth of learning provided in a classroom lesson. Further, if your school committee or charter school board of trustees is considering developing and piloting such a program the following should be considered:

- Determine the circumstances for which an alternative structured learning day program will be activated, and clearly communicate this to all stakeholders in the district. For example, a school committee or charter school board of trustees may determine that the program will go into effect after 3 weather-related school closures.
- Set clear due dates for assignments and/or projects and clearly articulate what completion means.
- Conduct a survey at the end of the pilot/implementation to allow feedback from stakeholders and to evaluate the success of the alternative structured learning day program.

Given that alternative structured learning day programs are a reasonable option for creatively making up missed school days due to weather-related closures, as well as the fact that districts are required to schedule 185 days, as a back up to the required 180 days, the Department will only consider hardship waivers [603 CMR 27.00](#) in extraordinary circumstances. Should you have any questions regarding hardship waivers, please contact Helene Bettencourt at hbettencourt@doe.mass.edu or 781-338-3120.

As schools and districts continue to move forward with the development and implementation of alternative structured learning day programs, the Department encourages you to share your process and any lessons learned.

Additional Student Learning Time Resources

Massachusetts Student Learning Time Regulations 603 CMR 27.00

Under the Massachusetts Student Learning Time regulations, school committees and charter school boards of trustees are required to schedule a school year that includes at least 185-days at each school, and are required to operate each school for at least 180-days per school year. In addition, schools must ensure that students are scheduled to receive a minimum of 900 hours of structured learning time per school year for elementary school students and a minimum of 990 hours of structured learning time per school year for secondary school students. Kindergarten students must receive a minimum of 425 hours of structured learning time per school year. *Please access the link above to access the Massachusetts student learning time regulations.*

Student Learning Time Questions and Answers

This is a handy collection/guide of answers to Frequently Asked Questions about Student Learning Time.

Massachusetts Student Learning Time Waiver Process

In April 2013 the Massachusetts Board of Elementary and Secondary Education granted the Commissioner of Elementary and Secondary Education authority to approve waivers for innovative programs that are expecting to operate less than the hour and day requirements established in the Massachusetts Student Learning Time Regulations (603 CMR 27.00). The intent of this waiver process is to enable innovative programs and schedules that will benefit students educationally and improve student learning. This waiver process is not intended for emergency cases or extraordinary circumstances (e.g., natural disaster) that force the closing of one or more of the district's schools. *Please visit the [student learning time waiver process website](#) for additional information, including but not limited to the application and timelines.*

Please contact Shay Edmond (sedmond@doe.mass.edu / 781-338-3217) and/or Ruth Hersh (rhersh@doe.mass.edu / 781-338-3211) with any questions or concerns. You can also send general questions to the redesign@doe.mass.edu email address.

Note:

¹ The Department adopted the term "alternative structured learning day" in place of "blizzard bags" as it reflects the variety of ways in which students may access assignments while outside of the school building.

Last Updated: January 5, 2018



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Cover Sheet

Any Business that could not be anticipated in Advance of Meeting

Section:	V. New section
Item:	A. Any Business that could not be anticipated in Advance of Meeting
Purpose:	Discuss
Submitted by:	
Related Material:	Long Range Task Force update 1-8-2019.pdf

Long Range Task Force update 1/8/2019

John P. Kulas

There has only been one official meeting since the opening gathering. Since then, there has only been two **unofficial** meetings. Because of members scheduling conflicts we have not been able to meet quorum at the last two meetings. Our next meeting is not until February 5th because of the holiday on 1/21. We meet the first and third Monday of each month.

Unofficial discussion topics:

- HVAC and Roof aging and detreating issues.
- We identified 3 of the most immediate issues.
 - Current space issues and needs.
 - What can we do (if anything) within the current physical building space to address sound, space needs, logistical, safety, growing, academic and student support needs?
 - If we were to expand or build, which option would be the most cost effective while addressing as many of the needs as possible.
 - Lunch area
 - To provide at least some of the student body a healthier, cleaner and safer lunch area.
 - Sounds issues
 - Horizontal and vertical sounds bleeding within the school from dance and music departments.
 - Sound resonating out of the new theaters. (Neighbor Issues)

We are breaking down each of these topics, deciding there designated area (School or Friends of PVPA) and putting together possible solutions and timelines in order to present to the board.

Cover Sheet

Evaluation Survey Results

Section: VIII. PVPA Leadership
Item: B. Evaluation Survey Results
Purpose: Discuss
Submitted by:
Related Material: Survey Analysis of IED_010419.pdf

Survey Analysis of Interim Executive Director Dr. Marc Kenen, PhD

January 4, 2019

Total Number of Responses Collected: 220

Question 1: Please select any of the populations listed that you feel represent your connection to PVPA

Answered: 220

Skipped: 0

- ◆ Student – 83
- ◆ Staff – 26
- ◆ Faculty – 32
- ◆ Alumni – 9
- ◆ Family Member of Student – 90
- ◆ Community Member – 11

Question 2: How Frequently do you interact with the Executive Director?

Answered: 220

Skipped: 0

- ◆ Daily – 29
- ◆ Weekly – 61
- ◆ Monthly – 37
- ◆ Less Frequently – 93

Part 1 – Integrity

Question 3: Do you feel that the Executive Director deals with others in a straightforward, honest and ethical manner?

Answered: 194

Skipped: 26

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
75	56	34	11	8	10

Question 4: The Executive Director behaves in a way that supports PVPA's mission, vision and values.

Answered: 194

Skipped: 26

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
83	66	25	11	6	3

Question 5: The Executive Director admits mistakes and takes timely corrective action.

Answered: 195

Skipped: 25

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
50	49	37	18	8	33

Question 6: The Executive Director treats others with dignity and respect.

Answered: 194 Skipped: 26

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
92	62	19	7	7	7

Question 7: Please provide any examples, comments or concerns in regard to the questions above. Please let us know if you have any thoughts about the Integrity and work ethic of our Executive Director.

Answered: 93 Skipped: 127

*Please see the table below for random Comments from Respondents

Part 2 – Leadership and Performance

Question 8: The Executive Director takes responsibility for leading the school in fulfilling its mission and goals in accordance with the policies and procedures of PVPA.

Answered: 185 Skipped: 35

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
68	62	24	16	5	10

Question 9: The Executive Director takes responsibility and ownership for the success or failure of the school. Provides vision and leadership by example.

Answered: 182 Skipped: 38

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
64	54	34	12	3	15

Question 10: The Executive Director is developing and implementing strategic and operational plans to achieve the school's mission and vision; oversees the operations of PVPA, develops staff, allocates resources and ensures proper controls are in place.

Answered: 184 Skipped: 36

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
55	47	39	12	4	27

Question 11: The Executive Director oversees the well-being of the entire school community by fostering positive and productive relationships across all stakeholders of the PVPA Community.

Answered: 183 Skipped: 37

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
69	56	24	14	8	12

Question 12: Please provide any examples, comments, or concerns in regard to this section. This is where you can add any additional feedback on the performance of the Executive Director in the category of Leadership and Performance.

Answered: 57 Skipped: 163

*Please see the table below for random Comments from Respondents

The following table has random Comments from Respondents

Question Number	Affiliation	Interaction Level	Actual Comment
Q12	Family	Monthly	From what I have observed, Marc is completely vested in the success of PVPA. He seems very interested in preserving the school's culture and improving its reputation.
Q7	Family	Less Frequent	I feel that Marc has a good handle on empathy, and relating to students. But, the admin pieces are not as strong. There needs to be finite rules in place. If broken, finite ramifications. This should apply to faculty as well. I feel like someone needs to be the adult; if this then that. That's how the rules should be set...and a director with a strong tether to that core should be sought.
Q12	Family	Less Frequently	Marc has roots with PVPA, he's clearly got a good heart too. But, the ability to decisively lead is not part of his inherent ability. PVPA needs someone who can put feelings aside for the sake of consistency and progress.
Q7	Family	Less Frequently	I only see Mark during traffic direction at pick up but I have appreciated his messages and prompt communication as well as his friday messages. I also have a friend who reached out to him regarding her child and he responded in a very supportive and positive way which made an impression on me. He seems like a steady presence for the school.
Q7	Student	Weekly	Marc is wonderful having a head of school like him makes me feel safe, valued, and respected as a student and person
Q7	Faculty	Weekly	Marc is a very pleasant person to talk to. He connects with people and makes them feel at ease. He is not seen, in my opinion, as an authoritative figure, but more as a guide for our school who is open to ideas and listens. I have not, however, seen this play out with the union negotiations. I have been dismayed to read about the administration's unwillingness to bend on issues that really do seem like no-brainers to ensure what unionizing set out to do: make faculty and staff feel safe and valued. I have knowledge of the specific bargaining items I am referring to via e-mails and meetings with UAW reps, but I am unsure if this is the proper place to include them. I am, however, VERY sure that one of the primary main reasons Marc got the interim director position was his approach to unionizing; he was "with us" all the way. He made it very clear that he thought we needed to unionize, and that we deserved all the protections that entailed. As the contract process drags on, I am really hoping Marc can change his approach on the important bargaining issues at hand and help to make this a smoother process. I feel that my union representatives and bargaining team represent me and others at PVPA to the best of their ability, and I feel Marc needs to really hear them. He should to take the lead to remove roadblocks and create solutions that work for those at the bargaining table instead of presenting challenges. This is what he set out to do when he got the job, and I want him to be accountable for it.
Q12	Student	Daily	Marc makes a clear effort to check in with students daily. I really appreciate this after not seeing much of previous Heads of School.

Q12	Family	Monthly	I have the overall sense that the school is on more solid ground with the current executive team, teachers, and staff.
Q12	Staff Faculty	Daily	I have been repeatedly impressed with Marc's patience when encountering roadblocks (primarily from those who seem uncomfortable with change) and his ability to come up with multiple solutions to try and appease all sides of various situations.
Q12	Faculty	Daily	Marc has the best interests of the school in mind, based on both vision and practice. He celebrates success in meetings, and seeks input (on changing the school schedule, for instance). It has been hard for him to move ahead with changes, for instance to the schedule, as the Union becomes involved. Where we previously had a schedule committee that worked hard to generate possible solutions, and request feedback from staff, it seems that such efforts have stopped. We hear from the Union reps that instead, they will represent us since the administration may not change our hours. However, the work of the scheduling committee has not been carried on, at least so far.
Q7	Faculty	Daily	I have always had very strong and positive interactions with Marc. He has been honest and transparent with me about the changes happening and needed at PVPA.
Q12	Faculty	Daily	I really appreciate and agree with Marc's new leadership model. He has created a highly effective administration model, where each member has a specific role. I can envision much success with this model as the admin team continues to work together.
Q12	Staff	Weekly	My only concern in this area is that I think PERHAPS, if I had more information, I might feel that Marc delegates too much, and should be more involved in decisions made by other members of the admin team. Again, this is not a firmly held stance, but rather an intuitive feeling I get while admittedly not knowing the full picture.
Q12	Family	Less Frequently	I don't know enough about his Leadership and Performance skills and frankly his presence isn't felt at events so hard to give an accurate assessment. Suffice it to say, I am happy he took the helm after the last head of school nightmare but for long term we need stronger, accessible leadership.

Analysis of Survey results:

The Survey which was open for 3 weeks and emailed directly to everyone currently connected to the school, Staff, Faculty, Students and Family members. The survey was also posted to all of the schools Facebook groups including PVPA Arts, Alumni and Families make it happen with a request for anyone to complete the Survey who felt they had an opinion about the Leadership. This got us 220 respondents, which is a larger completion rate than in the two previous years.

The Survey is overwhelmingly positive. The majority of the responses are on the Agree side of the scale. The comments on Part 1, include very positive statements with some Neutral comments mixed in with a few Negative responses. This is an indicator that Marc is doing an admirable job in a distinctly unique and challenging position.

A clear theme of some of the comments received was that while the transparency and communication from the Leadership has improved, there is still confusion about who is responsible for what and while there are several people that feel the distribution of power is a good thing, an equal number of people feel that the IED delegates too much. This is something I believe the Board could help to address this conflict by addressing the responsibilities of the IED and the Senior Admin team. This is something we have needed to address for a long period of time.

Several respondents remarked in their comments that they feel strongly that the Interim should be removed from Marc's title. The vast majority of Respondents who commented on this area in particular feel that Marc is hindered by the short-term nature of his placement. Stability in the leadership of PVPA is critical to move the community past the trauma of the way the past two leaders departed. Marc is widely praised as a neutral party that is helping to heal that trauma and rebuild the leadership at PVPA in a way that does not concentrate all power in one individual.

I received an unsolicited email in response to the Survey from a student, which I am including as a very thoughtful example of the tone of the Community:

Through participation in workshops, affinity groups, and volunteering at PVPA, I feel that I have gotten to know Marc pretty well, and I honestly do not have any negative feedback I can think of for Marc in this particular moment. I am writing in hopes that the board consider making Marc's position permanent if he were to accept it. From the first impression he made at an open mic last year to being present in day-to-day life at PVPA, I truly believe that Marc is the paragon of what a head of school should be and that he exemplifies the qualities PVPA need in our community. After all of the complications in regards to this position, I believe that Marc would be the perfect person to assume the position of PVPA's leader.

Thank you so much

Several of the comments under Leadership were very similar to this email. An overwhelming percentage of people are in favor of removing the Interim from Marc's title.

The majority of negative Faculty comments involve the Union. The comments that are made in the Survey are citing examples that are not accurate or are taken out of context. The IED is not in charge of Union negotiations, the Admin team is led by the Board President. Unfortunately, because the Union negotiations are confidential and any characterizations of those negotiations by someone from the Administrative team could be classified as anti-Union, more information is not able to be shared. However, it should be noted that the appropriate person to complain about performance in leading those negotiations should be directed toward the Board President.

Conclusion

In conclusion the survey was extremely positive. There are areas which could benefit from more clarity and communication. The biggest roadblock to success at this time is the fact that our Leadership while vastly improved over this time last year, it is still in flux. This is something that the Board needs to address in order to create a greater level of stability. At this point it is obvious that people are satisfied with the new leadership, as well as disseminating the power structure to the Senior Administrative team.

The results of this survey show that the community would support removing the Interim from Marc's title. This is needed to address the uncertainty that is hanging over the School, it will help with Union negotiations as well as Fundraising, all of these things are needed to continue moving forward. Once the Interim is removed, the next step would be to fully evaluate and then communicate the job responsibilities of the Administrative team to the public. The delegation of responsibilities is widely seen as a positive move; however, the responsibilities are not clearly defined giving the impression that there is a power vacuum.

This should also include a public document which outlines the responsibilities of the Board of Trustees and the Officers of the Board. For example, parents frequently send complaints to the Board President and ask for assistance in either changing a policy or dealing with a conflict with a teacher, but the President of the Board does not have any authority in these matters. This is a hard concept for parents to understand and a resource that spells out these responsibilities would help. This clarification would also be very helpful to Faculty as well, especially in terms of disputes. The responsibility of the President in the Union process is also very important to clarify, the IED is not in charge of those negotiations and is getting unfairly characterized as the person in charge of the Negotiation process, when this is the responsibility of the Board President.

Given these results, I am recommending that the Board vote to remove the Interim from Marc's title and offer an extended contract for a term of 2 years. The reasoning for this is to stabilize the leadership structure for the school. This is the first year we have seen a drastic reduction in families electing to pursue an open slot at the school, our Wait List was decimated, and our Admission is falling below capacity. When queried families made it known to us that the temporary leadership was part of why they elected not to join PVPA. This is a refrain we are hearing consistently from Families and potential funding resources; an Interim leader is not good for stabilizing the school.

This contract would be offered with the following objectives:

1. Facilitate creation of next Strategic Action Plan
2. Successfully navigate the Charter Renewal process
3. Implement a performance evaluation system for non-teaching staff
4. Facilitate the completion of a sustainable job description for the leader of PVPA, currently the Executive Director model.
5. Help to perform national search for next leader of PVPA
6. Increase Annual Fund contributions
7. Create and implement a Grant program at PVPA
8. Create a Marketing campaign to increase brand awareness and the public profile of PVPA, that will translate to a large targeted applicant pool.