



# Pioneer Valley Performing Arts Charter Public School

## September Board Meeting

Published on September 9, 2022 at 7:22 PM EDT

Amended on May 24, 2023 at 10:30 AM EDT

---

### Date and Time

Tuesday September 13, 2022 at 6:00 PM EDT

### Location

In Person:

PVPA  
15 Mulligan Drive  
South Hadley, MA  
3rd Floor Conference Room

Virtually:

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: September Board Meeting

Time: Sep 13, 2022 06:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/88105629357?pwd=Q0J4OFBkN2Z4M1BMa25wUHVINKF5QT09>

**Meeting ID: 881 0562 9357**

**Passcode: PVPA**

One tap mobile

+16469313860,,88105629357#,,, \*672578# US

+19292056099,,88105629357#,,, \*672578# US (New York)

Dial by your location

+1 646 931 3860 US

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 564 217 2000 US

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 719 359 4580 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 386 347 5053 US

Meeting ID: 881 0562 9357

Passcode: 672578

Find your local number: <https://us02web.zoom.us/j/88105629357>

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Record Attendance		Jacob Rosenblum	1 m
<b>B.</b> Call the Meeting to Order		David Potter	1 m
<b>C.</b> Read the Mission Statement		A member of the Board	1 m
<b>PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.</b>			
<b>D.</b> D. Approve Minutes	Approve Minutes	Jacob Rosenblum	
<b>Please read minutes and prepare concerns or questions prior to the meeting.</b>			
Approve minutes for Board of Trustees Retreat on August 7, 2022			

## II. Board Self Assessment 6:03 PM

	Purpose	Presenter	Time
<b>A.</b> Mike Mizzoni from Board on Track	Discuss	Mike Mizzoni	15 m
<b>III. Executive Director Report</b>			<b>6:18 PM</b>
<b>A.</b> Brent's Report	Discuss	Brent Nielsen	5 m
<b>B.</b> Updated SY 22-23 Calendar	Vote	Brent Nielsen	10 m
<b>C.</b> Parking Policy	Vote	Brent Nielsen	10 m
<b>D.</b> Enrollment Policy	Vote	Brent Nielsen	10 m
<b>E.</b> Student Attendance Policy	Vote	Brent Nielsen	10 m
<b>F.</b> Non-discrimination on Basis of Gender Policy	Vote	Brent Nielsen	10 m
<b>IV. Board Committee Reports</b>			<b>7:13 PM</b>
<b>A.</b> Finance Committee		Neil Hede & Marcy Conner	10 m
<b>B.</b> Governance Committee		Shino Yoshen Pichette	10 m
<b>C.</b> Head of School Support & Evaluation Committee		David Potter	10 m
<b>D.</b> Long Range Infrastructure Planning Committee		John Kulas	10 m
<b>E.</b> Union Negotiating Committee		David & Brent	10 m
<b>V. Internal Stakeholders</b>			
A. Staff Reports			
B. Student Reports			
<b>VI. President's Business</b>			<b>8:03 PM</b>
<b>A.</b> Board of Trustees Summer Retreat	Discuss	David Potter	20 m
A. Anti-Racism Training			
<b>B.</b> State of the Strategic Action Plan		David Potter	15 m
<a href="https://docs.google.com/document/d/1dqIWf6wc3XF2sWI-Tg4X0xf2V-s7Yfkq/edit?usp=sharing&amp;oid=103120490730310082148&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1dqIWf6wc3XF2sWI-Tg4X0xf2V-s7Yfkq/edit?usp=sharing&amp;oid=103120490730310082148&amp;rtpof=true&amp;sd=true</a>			

Purpose

Presenter

Time

**VII. Closing Items**

**8:38 PM**

**A. Adjourn Meeting**

Vote

# Coversheet

## D. Approve Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	D. D. Approve Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Board of Trustees Retreat on August 7, 2022 2022_05_02_board_meeting_minutes.pdf 2022_04_26_board_meeting_minutes.pdf 2022_04_13_board_meeting_minutes.pdf 2022_04_12_board_meeting_minutes.pdf 2022_04_11_board_meeting_minutes.pdf 2022_08_07_board_meeting_minutes.pdf 2022_06_16_board_meeting_minutes.pdf

APPROVED



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Board of Trustees Retreat

---

#### Date and Time

Sunday August 7, 2022 at 11:00 AM

#### Location

Mt. Holyoke College  
Asian Center for Empowerment  
South Hadley, MA 01075

7C6G+2P South Hadley, Massachusetts

---

#### Trustees Present

David Potter, Jacob Rosenblum, Jesse Pompei (remote), LATRINA DENSON, Neil Hede, Shannon Materka, Shino Pichette

#### Trustees Absent

Jenna Sardella, Jenyka Spitz-Gassnola, Maggie Solis, Mindi Winter, Sofia Getoff-Scanlon, Tonya Ward

#### Ex Officio Members Present

Brent Nielsen

#### Non Voting Members Present

Brent Nielsen

#### Guests Present

---

Marcy Conner

---

## **I. Opening Items**

### **A. Record Attendance**

### **B. Call the Meeting to Order**

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Sunday Aug 7, 2022 at 11:53 AM.

### **C. Read the Mission Statement**

### **D. Approve Minutes**

## **II. Vote on Revised Renovation Budget**

### **A. Revised cost estimates will be shared**

The second-and-third floor renovation project has new cost information (the cost will be higher). We originally approved \$55,000, after estimates about \$350,000 was approved by the board, and the new cost is \$478,000. The finance committee asks the board to approve an increase in the capital budget to support the cost of this project.

Jacob Rosenblum made a motion to Approve an increase in the FY23 capital budget of \$137,000 to support the second-and-third-floor renovation project.

Neil Hede seconded the motion.

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

## **III. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:59 AM.

Respectfully Submitted,  
Jacob Rosenblum



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Board of Trustees Meeting

---

#### Date and Time

Monday May 2, 2022 at 5:30 PM

#### Location

PVPA 3rd Floor Conference Room

Online Access:

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: Special Board of Trustees

Time: May 2, 2022 05:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

[https://us02web.zoom.us/j/89997115952?  
pwd=bnhINDBveGw5WVdNSmUvcW9wTEw3dz09](https://us02web.zoom.us/j/89997115952?pwd=bnhINDBveGw5WVdNSmUvcW9wTEw3dz09)

Meeting ID: 899 9711 5952

Passcode: URbV8W

One tap mobile

+13126266799,,89997115952#,,,,\*192066# US (Chicago)

+19292056099,,89997115952#,,,,\*192066# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 899 9711 5952

---



Passcode: 192066

Find your local number: <https://us02web.zoom.us/j/8499999999>

---

### **Trustees Present**

Andrea Nathanson (remote), David Potter, Jesse Pompei (remote), Maggie Solis (remote), Mindi Winter, Neil Hede (remote), Richard Pouliot, Shino Yoshen (remote), Sofia Getoff-Scanlon

### **Trustees Absent**

Jacob Rosenblum, Jenna Sardella, LATRINA DENSON, Marty Espinola, Shannon Materka, Tonya Ward

### **Trustees who arrived after the meeting opened**

Neil Hede

### **Guests Present**

Marcy Conner

---

## **I. Opening Items**

### **A. Record Attendance**

### **B. Call the Meeting to Order**

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Monday May 2, 2022 at 5:36 PM.

### **C. PVPA Mission Statement**

Read the Mission Statement  
Neil Hede arrived at 5:39 PM.

## **II. Executive Session**

### **A. Open Meeting Law (Chapter 30A Section 21 (a))**

David Potter made a motion to To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;.

Sofia Getoff-Scanlon seconded the motion.

All Trustees made note that they are alone in the area they are currently seated.

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

#### **Roll Call**

Jenna Sardella	Absent
Jacob Rosenblum	Absent
Shannon Materka	Absent
Tonya Ward	Absent
Neil Hede	Absent
Sofia Getoff-Scanlon	Aye
Jesse Pompei	Aye
Mindi Winter	Aye

**Roll Call**

Shino Yoshen	Aye
Andrea Nathanson	Aye
Marty Espinola	Absent
Richard Pouliot	Aye
Maggie Solis	Aye
LATRINA DENSON	Absent
David Potter	Aye

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:29 PM.

Respectfully Submitted,  
Mindi Winter



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Special Board Meeting

### Head of School Deliberations

---

#### Date and Time

Tuesday April 26, 2022 at 6:00 PM

#### Location

PVPA 3rd Floor Conference Room

Join Online:

<https://zoom.us/j/98158607236?pwd=cG1OQkd2TTEvT2RWYTI4RXN4TzdBZz09>

Meeting ID: 981 5860 7236

Passcode: PVPA2022

---

#### Trustees Present

Andrea Nathanson, David Potter, Jacob Rosenblum (remote), Jenna Sardella, Jesse Pompei (remote), LATRINA DENSON (remote), Maggie Solis, Marty Espinola, Mindi Winter, Neil Hede, Richard Pouliot, Shannon Materka, Shino Yoshen, Sofia Getoff-Scanlon, Tonya Ward

#### Trustees Absent

*None*

---

### I. Opening Items

#### A. Record Attendance

#### B. Call the Meeting to Order

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Tuesday Apr 26, 2022 at 6:03 PM.

### **C. Public Comment**

#### **Community Member**

This individual has been a member of the community as a Mock Trial coach and as a Board Trustee since 2013. These have been a rough few years for PVPA, with our administration at the center of this difficulty. Publicity has caused a number of issues. We should choose a person we know and who has experience at PVPA. Brent Neilson is the right choice.

#### **Frank Newton**

During the search process, we found two candidates who are not prepared to take on the institution. Brent is the person I am supporting for the position—he has shown his investment in students.

#### **Mary Colwell**

I support Brent for the position of Head of School.

#### **Jenn Santerre**

I wholeheartedly support Brent for the position. He is the right candidate because he has always given staff and students his undivided attention and support.

#### **Lauren Reuter**

I have worked at PVPA and attended as a student. I have seen Brent in many capacities and would like to offer my full support.

#### **EJ Lafleur**

Brent brings the stability that we need at PVPA. My more comprehensive reasoning is spelled out in the email that I sent to the Board.

## **II. Head of School Candidates Deliberations and Decision**

### **A. David Potter**

This search process has brought us three candidates who are qualified for the position and enthusiastic about work at PVPA. I feel confident that, whatever direction we choose, we will end up with somebody who has the capacity to support the stability that we have been seeking.

Each Board Trustee will have two minutes to present their rankings and reasonings for the candidates presented.

#### **David**

Brent has shown his commitment to PVPA and its mission. My candidate rankings are Brent, Brett, and then Erica.

#### **Marty**

I reiterate what David has said.

#### **Shannon**

I have talked to a lot of teachers, and there is not a clear mandate. Staff seem to be torn on who they are choosing to support.

#### **Jennifer**

My ranking is Brett, Brent, and then Erica. The Middle School staff has indicated a desire for change, as many students are going to be leaving from PVPA in the coming months. Putting somebody new in the position will provide the fresh start that we need.

**Maggie**

My ranking is Brent, Erica, then Brent. I was unimpressed with Brent and was very impressed with Erica, but I worry about Erica's experience. Brent has done a good job in his role.

**Firas**

I have talked to many students, and it is clear among the student body that the rankings are Brett followed by Brent and then Erica. Brett has a lot of experience and an arts teaching background. He has shown a strong capacity to admit when he has made a mistake. He provided concrete ideas, offered action steps to student council, and seemed enthusiastic.

**Jake**

We should pay attention to the aggregate data from the interviews. My ranking is Brett, Brent, and then Erica.

**Latrina**

Brent has shown up time and time again during the crisis we have experienced at PVPA and around the world. It seems like there is some return to stability. Brent is my top choice, and Brett and Erica follow in a tie.

**Jesse**

It is very hard for me to rank the candidates. Between the two candidates, I would rank Erica first and Brett second. Erica seemed to have done her research. I want to honor the feedback of students and staff—they are the ones to decide whether we are ready for a change.

**Tonya**

I was on the Executive Search Committee, and I came out of the interviews with full support for Brent. He has shown loyalty to the school and has managed publicity well. He has made an effort to minimize negative press. My ranking is Brent, Brett, and then Erica.

**Mindi**

Brent has taken on this role for us several times now. I worked with him closely through the COVID closure of the school. He worked tirelessly on reopening the school and supporting students who needed it. Brent was in the building every day during the COVID-19 crisis. All three candidates were nice, but this is a superintendent/principle position. We need somebody with the necessary experience. My ranking is Brent, Brett, and then Erica.

**Andrea**

My ranking is Brent, Brett, and then Erica. Thinking about the fiduciary responsibility of the Board, I am confident that Brent has the ability to lead the school strongly.

**Rick**

Turnover is the most negative thing that is being said about the school. Brent, as a person who has stepped up for PVPA many times in the past, would be my top choice. If we take another candidate and they decide to leave, will we ask Brent to step up again? My second choice would be Erica because of her comprehensive

arts experience. It seemed that she researched PVPA and had great energy. She just lacked the administrative experience.

**Neil**

I do not like this process. It feels like we are voting without voting. Leaders must lead and must have people willing to follow them. Brett received the number one spot based on the surveys. Erica came out as number two, and Brent came out as a very clear number three. I will wait until we vote to express my list.

**Shino**

I was very impressed with Erica, but I feel that she does not have the experience we need at this time. She is ranked third for me. Brent has great experience and priorities, and I have great trust in his ability to run the school. I am very concerned about the community feedback we have received about Brent. That being said, this has been a difficult time. Brett and Brent are my two choices for the position. Brett's decision-making process and approach to discipline seem great, and I am concerned about his lack of mention of Restorative Justice and employment history.

**Sofia**

My ranking is Brett, Brent, and then Erica. Student feedback seems to represent a general consensus. Somebody who will place emphasis on student voices is important moving forward. Brett seemed committed to listening to student concerns, strategizing, and offering creative solutions.

**Fiona**

My ranking Brett, Brent, and then Erica. Brett showed a willingness to listen and learn and ability to accept his mistakes. During his Board interview, Brett went as far as to communicate what a student representative said during that portion of the interview process.

**Firas**

I was told, repeatedly, that this process was dependent on evaluating candidates without taking into account past experiences. David, is this correct?

**David**

There is no way to eliminate people's experiences. Everything—including the history of school leadership—can and should be considered. There seems to be strong support for all the candidates.

**Firas**

It is impossible to forget what we have learned about a candidate through lived experience. I just must point out that having a candidate employed at the school can sway who speaks at open comment, so we should be mindful about the weight that we give to the public comments.

Members discuss implementing a test voting system to gauge how the Board is leaning.

David Potter made a motion to Agree on the rankings of Brent Nielson first, Brett Gottheimer second, and Erica Manville third.

Tonya Ward seconded the motion.

This decision will affect us for many years. We need to be careful about how we carry out this process.

There is value in coming up with a shared decision and backing it as a Board. I don't know if we are there yet. I think that there is value to backing a new candidate unanimously, so we should take more time to come to a consensus.

As a Board, we must keep in mind the big picture.

We should not consider this motion right now. We need more time to discuss the candidates individually.

I would like to hear about support for candidates different from the one I ranked first. I want to ensure that more voices are heard in this process.

I was in all of the interviews for all of the candidates, and it seemed that the students did the best jobs in terms of their ability to thoroughly assess the candidates. Most candidates answered the same during the interview process. We know Brent the best, and it is difficult for me (Mindi) to evaluate Brent because I have a long relationship with him, but I tried my best to avoid that. In Brett's first interview, he did not know what DESE was. That is a huge concern.

Question to teaching staff and students: would any of these choices result in the loss of teachers and/or students?

Answer: Staff and students both plan to leave if Brent is selected for the position.

The motion did not carry.

#### **Roll Call**

Andrea Nathanson	Aye
Tonya Ward	Aye
Mindi Winter	Aye
Jacob Rosenblum	No
Neil Hede	No
Sofia Getoff-Scanlon	No
Maggie Solis	No
Marty Espinola	Aye
LATRINA DENSON	Aye
David Potter	Aye
Jesse Pompei	No
Shino Yoshen	Abstain
Richard Pouliot	No
Jenna Sardella	Abstain

Richard Pouliot made a motion to Agree on the rankings of Brent Nielson first, Erica Manville second, and Brett Gottheimer third.

David Potter seconded the motion.

We have had a lot of turnover. Brent has led this school through its most difficult time, and he said that he would stay at PVPA through the next five years to wait out the next charter renewal. It is important, however, to say that many students were concerned about the comments Erica made during her interview.

Question: why should Erica be ranked higher than Brett?

Answer: as far as Erica Manville, the things that stood out to me were the potential for connections between the school and local community arts organizations. Her energy and desire and desire to connect the school to the community inspired me.

Brent also said during his interview that he may stay for less time, "depending on how happy people are." This gave me pause during the discussion.

As a member of the administrative team, we feel that Brett and Erica's qualifications are not adequate.

Through this process, we have a lot of feedback from many stakeholders. We need to consider it all.

During the student council interview, Erica Manville made the statement "I am not a white savior." The Student Council did not feel that this was okay.

Erica has been in her job for a long time. She can offer us longevity. The board **VOTED** to approve the motion.

#### **Roll Call**

Shannon Materka	Abstain
Andrea Nathanson	Aye
Tonya Ward	Aye
Mindi Winter	Aye
Marty Espinola	Aye
Sofia Getoff-Scanlon	No
Richard Pouliot	Aye
LATRINA DENSON	Aye
Jesse Pompei	No
Shino Yoshen	Aye
Neil Hede	No
Jenna Sardella	Abstain
Maggie Solis	Aye
David Potter	Aye
Jacob Rosenblum	No

Break from 8:11 to 8:20

### **III. Executive Session**

#### **A. Open Meeting Law (Chapter 30A Section 21 (a))**

Marty Espinola made a motion to Move into Executive Session Pursuant to Open Meeting Law (Chapter 30A Section 21 (a)).

Jacob Rosenblum seconded the motion.

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

#### **Roll Call**

LATRINA DENSON	Aye
Maggie Solis	Aye
Richard Pouliot	Aye
Jenna Sardella	Absent
Shino Yoshen	Aye
David Potter	Aye
Shannon Materka	Absent
Jacob Rosenblum	Aye
Jesse Pompei	Aye
Tonya Ward	Aye
Marty Espinola	Aye
Neil Hede	Aye
Andrea Nathanson	Aye
Mindi Winter	Aye
Sofia Getoff-Scanlon	Aye

During our last two heads of school, salaries ranged from \$110,000 to \$120,000 depending on budgetary constraints and hiring processes.



Administrators start at \$85,000, and the Finance Committee believes that \$130,000 would be a reasonable ceiling for the salary of the Head of School. Neil Hede made a motion to Begin negotiating a three-year contract at \$121,000 per year.

David Potter seconded the motion.

A three-year contract would be preferable because we have been talking about the need for stability.

A four-year contract could also be effective to carry us through the charter renewal cycle.

If we do set the contract at three years, it will make hiring/firing decisions more difficult, and those decisions are stipulated as having to be made based on favorable evaluations.

If there have been concerns about performance, we should stick with a shorter (three year) option.

If we are going to do three years, we might as well do four. However, we may not want to lock ourselves into that. The hiring decision was a difficult one, so keeping the contract at one year might be a way to compromise.

Two years may be reasonable as a middle level.

We should evaluate how long it may take to institute organizational change to a level of stability.

**MOTION WAS WITHDRAWN**

The motion did not carry.

Shino Yoshen made a motion to Start negotiation at a two-year contract with option for one-year extensions based on favorable reviews at \$120,000 per year with a cap of \$123,000.

David Potter seconded the motion.

If, for some reason, the candidate wants to negotiate the salary, do we want to authorize Marcy to go to David for permission to go higher?

Could we offer at \$120,000 and put a cap at \$123,000?

**MOTION WAS WITHDRAWN**

The motion did not carry.

David Potter made a motion to Start negotiation at a two-year contract with option for one-year extensions based on favorable reviews at \$120,000 per year with a cap of \$125,000.

Marty Espinola seconded the motion.

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

**Roll Call**

Tonya Ward	Aye
Sofia Getoff-Scanlon	Aye
Maggie Solis	Aye
David Potter	Aye
Shannon Materka	Absent
Richard Pouliot	Aye
Andrea Nathanson	Aye
Neil Hede	Aye
Mindi Winter	Aye

**Roll Call**

Shino Yoshen	No
Marty Espinola	Aye
LATRINA DENSON	Aye
Jacob Rosenblum	Aye
Jesse Pompei	Aye
Jenna Sardella	Absent

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:13 PM.

Respectfully Submitted,  
Jacob Rosenblum



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Board of Trustees Meeting

---

#### Date and Time

Wednesday April 13, 2022 at 5:00 PM

#### Location

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: Board of Trustees HoS Interview 3

Time: Apr 13, 2022 05:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/86020982613?pwd=b1d3VW9GTIFMRkN4VTFRd1VUOHdGUT09>

Meeting ID: 860 2098 2613

Passcode: Tj4TA5

One tap mobile

+13017158592,,86020982613#,,, \*166023# US (Washington DC)

+13126266799,,86020982613#,,, \*166023# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 860 2098 2613

Passcode: 166023

Find your local number: <https://us02web.zoom.us/j/86020982613>

---

### **Trustees Present**

Andrea Nathanson (remote), David Potter, Jacob Rosenblum (remote), Jenna Sardella, Jesse Pompei (remote), Maggie Solis (remote), Marty Espinola (remote), Mindi Winter, Neil Hede (remote), Richard Pouliot (remote), Shannon Materka, Shino Yoshen (remote), Sofia Getoff-Scanlon (remote), Tonya Ward (remote)

### **Trustees Absent**

Jenyka Spitz-Gassnola, LATRINA DENSON

### **Guests Present**

Marcy Conner

---

## **I. Opening Items**

### **A. Record Attendance**

### **B. Call the Meeting to Order**

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Wednesday Apr 13, 2022 at 5:07 PM.

## **II. Head of School Finalist Interview 3**

### **A. Candidate: Brett Gottheimer**

**Have you engaged with unions in the past? If so, how might that influence your work with the PVPA teachers union? If not, how would you plan to work with the PVPA teachers union?**

- Brett has never been on the administrative negotiating side of a union contract. He has always been a member of a union as a teacher and is part of an association as an administrator. He acknowledges that this is new for PVPA and that it will take a lot of work.

**PVPA's MCAS scores, in English and especially Math, consistently trail those of other local schools. What steps will you take to narrow the MCAS gap?**

- Brett understands that there is nothing more valuable than classroom instruction. Focusing on instructional skills and tools in the classroom is the most important step in combating lagging test scores. Getting staff access to below-grade-level resources in order to bring students up to speed would be a great first step. Instruction in the classroom first and foremost, ensuring that teachers know what is on the exams second, and working with students as the last step.

**What role do you envision the student body having in decision making processes and what steps would you take to create an environment where students feel listened to, communicated with, and valued by their school administration?**

- Students, teachers, administrators, and the Board should all be on the same page. When these stakeholders are not on the same page, student voice gets lost. Creating mechanisms for students to reach out and provide input would increase opportunity for playing a role in the decision-making process. It is also important to acknowledge that some decisions need to remain in the hands of the teachers, administration, and Board.

**How do you envision starting this position on July 1st with the Collective Bargaining contract starting with the Union, how do you envision getting up to speed on the needs of PVPA, the staff, the students and the community in time to start moving forward?**

- At a school like PVPA, and at any educational institution, listening is important. Brett would take the time to understand what is going on and work with all perspectives to find the best way to move forward. Brett would rely on the guidance of stakeholders in the community to help him understand what is important.

**How do you approach big decision making, and what is most important to you when weighing decisions?**

- At some point, you have to make a call. In Brett's experience, it is best to evaluate all of the outcomes—intended and unintended—and weigh these against one another. Building in a revision cycle and an opportunity for refinement is important. Also, tracking the issue that the decision seeks to address allows a leader to understand when a decision is the right one and when a decision is wrong. Being willing to change a position or revise a decision is absolutely essential. Sometimes you make the wrong choice, and sometimes you have to apologize. That is okay.

**Part of PVPA's strategic action plan is improving our Diversity, Equity, Anti-Racism, and Inclusion. What steps would you take as head of school to prioritize supporting and amplifying the voices of our students and faculty who are part of underrepresented and marginalized groups?**

- Moving beyond a local perspective—even a statewide perspective—can help students to see themselves in their educators. Encouraging this diversity of thought and perspective creates a more positive school community. Equity is not a straight line of improvement. Things have gotten better, but we are seeing a pushback on the progress that has been made. This can make us feel like we are failing, but, in Brett's perspective, this is a good thing. What it means to belong to an identity is constantly evolving, and we need to understand and support that. It all starts with creating an environment where these conversations can happen. It seems like PVPA has been successful in that.

**I would like to hear more about your experience in managing and evaluating staff and faculty; and in developing, implementing and managing budgets and policies.**

- Brett has a lot of experience in observing and evaluating staff across a variety of disciplines. Evaluations can be extremely positive, but they can also be hard. Putting a staff member on an improvement plan is a hard thing to do but is sometimes necessary. With a long history as a teacher himself, Brett has applied his experience in his evaluations. Brett managed a significant budget at his previous institution; he is familiar with invoices,

purchases, and record-keeping. Having grown up in a wealthy town in a poor family, he has significant experience managing priorities and identifying time-sensitive needs.

**Given what you know about PVPA, where do you think the school needs the most support and how do you plan to tackle that?**

- Brett does not know enough yet, but during his conversation with the teachers, one of the large concerns he heard was the standards-based grading system. It seems that the community is not consistent about what a standards-based system means. This needs to be addressed fast, as it has tangible impacts on a student's life. Staff retention also seems like a big issue, and I would start tackling this by looking at current and potential revenue systems so that we can be a competitive institution that is attractive to staff. This is not easy, but it could be the answer to many of the concerns that arise.

**Tell us a story about a time that you made a mistake in a leadership role and how you handled it.**

- Brett gets about 150 emails per day. One time, he missed an important message about bullying behavior from a parent. Another incident occurred after he failed to respond. This failure to respond is a legal concern as well as a student safety concern. Immediately, Brett acknowledged that he had made a mistake. He apologized to the principle, the parent, and the impacted student—as is sometimes important; you can tell students when you are wrong. Following this experience, he made a commitment to move fast enough to do the job but slow down to ensure that he is careful.

**How would you describe your philosophy when it comes to discipline, specifically with balancing punishment and restorative justice?**

- In his position as an assistant principle, much of his job is dealing with behavior management. To Brett, Restorative Practices *make sense*—school is about learning, and restoration is about learning. There is not one student who has done better after an out of school suspension, though it is essential on rare occasions to ensure safety. At some point, students with behavior issues will be allowed back into the classroom—this is the place for Restorative Justice. Contextualizing student experience and implementing equitable systems are necessary to support student success. Brett has a lot of experience balancing FERPA against keeping staff informed.

**What concrete steps will you take to improve our arts programs?**

- Brett would start by making sure that every student is in an arts class. Increasing exposure for younger students to the activities of upperclasspeople will influence community buy-in and involvement. All students who audition should be part of an activity like a school play. Respect of technical theater students versus performers is one issue that was brought up, and Brett emphasizes that this can be addressed easily by having all students working together on everything. Understanding is the first step.

**What steps will you take to support faculty retention?**

- Pay is not the answer. It is important to pay staff fairly, but there need to be attractors beyond that. Helping staff grow professionally is a good way to make them feel valued. The way to do this is by putting teachers in positions that they might not be entirely comfortable fulfilling. Keeping up consistent and meaningful communication is another way to make staff feel respected.

**Communication between a school's administration and students, staff, and parents, plays an important role in shaping the school community. Tell us about how you would approach communication as the Head of School, ideally with some examples that have informed your views.**

•

### **III. Closing Items**

#### **A. Adjourn Meeting**

David Potter made a motion to Adjourn the meeting.

Marty Espinola 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 6:00 PM.

Respectfully Submitted,  
David Potter



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Board of Trustees Meeting

---

#### Date and Time

Tuesday April 12, 2022 at 5:00 PM

#### Location

PVPA 3rd Floor Conference Room

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: Board of Trustees HoS Interview 2

Time: Apr 12, 2022 05:00 PM Eastern Time (US and Canada)

#### Join Zoom Meeting

<https://us02web.zoom.us/j/89552292110?pwd=eWpoZGc1Y1J0bHNGY0NKQldRSjBVUT09>

Meeting ID: 895 5229 2110

Passcode: 4gTeea

#### One tap mobile

+13126266799,,89552292110#,,, \*464669# US (Chicago)

+19292056099,,89552292110#,,, \*464669# US (New York)

#### Dial by your location

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 895 5229 2110

Passcode: 464669

Find your local number: <https://us02web.zoom.us/j/89552292110>

---



**Trustees Present**

Andrea Nathanson (remote), David Potter, Jacob Rosenblum (remote), Jenna Sardella, Jesse Pompei (remote), Maggie Solis, Marty Espinola (remote), Mindi Winter, Neil Hede (remote), Richard Pouliot (remote), Shannon Materka, Shino Yoshen (remote), Sofia Getoff-Scanlon, Tonya Ward (remote)

**Trustees Absent**

LATRINA DENSON

**Guests Present**

Marcy Conner

---

**I. Opening Items****A. Record Attendance****B. Call the Meeting to Order**

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Tuesday Apr 12, 2022 at 5:08 PM.

**II. Head of School Finalist Interview 2****A. Candidate: Brent Nielsen**

**Have you engaged with unions in the past? If so, how might that influence your work with the PVPA teachers union? If not, how would you plan to work with the PVPA teachers union?**

- Brent has worked with the PVPA Teachers' Union since he began in his head of school position. He observed tension between the administration and the union, and he has worked to address that. He understands the history of the Union and worked to construct the bargaining team in his capacity as interim head of school.

**PVPA's MCAS scores, in English and especially Math, consistently trail those of other local schools. What steps will you take to narrow the MCAS gap?**

- Brent points out that this is not an entirely accurate statement, as the trend has been up and down at different times over the years. Our tenth grade scores are far better than our middle school scores. Though we have worked hard, there is more that we can do to address disparities in testing scores. One thing that Brent has done is bringing in an outside person to do professional development and shift curriculum in the math departments to ensure that we are preparing students adequately for the MCAS. In a permanent position, Brent would work with the structural leadership team to track and analyze MCAS scores to provide tailored programming. One idea that Brent is exploring is implementing a summer program to bring struggling students up to the standard prior to starting their seventh-grade year at PVPA.

**What role do you envision the student body having in decision making processes and what steps would you take to create an environment where students feel listened to, communicated with, and valued by their school administration?**

- Similar to many other structures, Brent thinks it is important to utilize the student council. The student council is a strong body of students, and giving these leaders agency to collect information to bring to the administration is a great way to support and increase student participation in the school community.

**How do you envision starting this position on July 1st with the Collective Bargaining contract starting with the Union, how do you envision getting up to speed on the needs of PVPA, the staff, the students and the community in time to start moving forward?**

- Last summer, Brent had to focus on COVID management in the midst of constructing an administrative team. Many of the Union-related projects introduced and supported by Brent have been completed, and some have not. Brent is ready to continue these efforts this summer. Brent and his team will work on preparing for negotiations over the summer, and the Union has agreed to begin bargaining starting in September in order to ensure that a new CBA can be completed in time for the 2023/24 school year.

**How do you approach big decision making, and what is most important to you when weighing decisions?**

- Decisions are made all the time in a school, and all of these decisions are important. For decisions that have an impact on a large group of people, sussing out feelings and opinions from the larger community is important. Maintaining a structural leadership team is also a helpful way to make these decisions easier and ensure increased input.

**Part of PVPA's strategic action plan is improving our Diversity, Equity, Anti-Racism, and Inclusion. What steps would you take as head of school to prioritize supporting and amplifying the voices of our students and faculty who are part of underrepresented and marginalized groups?**

- Brent has done a lot of DEI work as the Director of Student Services. He also worked with the SAP committee to develop the DEI goals outlined in the plan. Fostering a sense of belonging and value in students from historically marginalized communities is important. Diversifying from the top down could be an effective way to do this. The administration did work with an outside firm to ensure that job postings were attracting applicants from diverse backgrounds. More work needs to be done, particularly work focused on staff of color (including professional development beyond what their positions demand).

**I would like to hear more about your experience in managing and evaluating staff and faculty; and in developing, implementing and managing budgets and policies.**

- One of Brent's first jobs in education was a position as a teacher. He quickly moved on to running a program for students with particular social and emotional needs. The program operated much like a charter school (in terms of funding, budget development, etc), so that experience would be

helpful. Brent then set up a similar program at Amherst aimed at keeping students within the district. At Amherst, Brent went through a course for analyzing good teaching practices and evaluating staff. He has been able to transfer these skills during his time at PVPA.

**Given what you know about PVPA, where do you think the school needs the most support and how do you plan to tackle that?**

- We need to fix our reputation within the valley. Many community members still see us for what we are, but we have developed a reputation in the area that should be corrected. Strengthening our college preparatory curriculum and modifying discipline to create a more positive student experiences are also major priorities. Supports and consistent rewarding of positive behaviors will be a main focus of Brent's administration if selected.

**Tell us a story about a time that you made a mistake in a leadership role and how you handled it.**

- All of the most challenging mistakes Brent has gone through is not recognizing the necessary level of communication in a school community. When making a change or when an event occurs within the community, communication is extremely important.

**How would you describe your philosophy when it comes to discipline, specifically with balancing punishment and restorative justice?**

- The best way to manage student behavior, in Brent's opinion, is the use of Restorative Practices, PBIS, and punitive justice in conjunction with one another. Acknowledging and rewarding positive behavior should be the main focus rather than punishment and reactive action. Teaching expectations and engraining school expectations into students' everyday lives is important. Ensuring that teachers are on the same page will result in more understanding within the student body.

**What concrete steps will you take to improve our arts programs?**

- Brent has been working with Frank on taking a good look at arts curriculum and reform it. We need to make connections with high-level hubs for arts in the area and work with these institutions to make experiences available to students.

**What steps will you take to support faculty retention?**

- Teachers often leave because they feel isolated, unsupported, or sense a lack of belonging. Providing opportunities for professional growth will make teachers feel valued, and providing time for creativity and collaboration will increase feelings of connectedness among staff. One thing that Brent thinks is important is increasing teacher salaries and balancing the salary matrix for teachers. In order to do this, we need to increase the working week for staff at PVPA by about 2.5 hours. These steps will lead to a better, more collaborative school environment.

**Communication between a school's administration and students, staff, and parents, plays an important role in shaping the school community. Tell us about how you would approach communication as the Head of School, ideally with some examples that have informed your views.**

- Brent has reflected a lot this year on feedback about his communication. He revisited some communications from earlier this year and found that, even at times when members of the community are not getting necessary communication, there is a lot of correspondence. It is hard for members of the community to stay updated via email, so it is clear to Brent that email is not enough. This year, he developed a communications team to support different modes of communication that can be used to keep the community updated. The team has developed a website that is in the review process right now. There needs to be a combination of in-person, virtual, and electronic communication.

**Question: Why are you (Board members) currently involved with PVPA? If there was one experience that you could change, what would that be?**

- Maggie: I have a kid at PVPA, and I came into the school with an idea of what the community would look like. I realized, though, that most of my information was from 6-10 years ago and that the school community has undergone significant changes. I am realizing that many of the pandemic-related changes I saw may not have been pandemic-related, and some feel negative.
- Neil: When I joined the Board, I did so because it seemed that there was a lack in parental participation. In the future, I would like to see a student-focused clear vision of the future. Stability—particularly in administration.
- Jake: I joined the Board because I love and want to support PVPA. I would like to see a more robust Restorative Justice program and open lines of communication between all members of the community.

Jenna - more exposure for our arts productions out in the broader community

Firas - more openness to student concerns

Sofia - really positive relationship between Head of School and stakeholders, to build more trust

Mindi - a true understanding of the workings of MA charter school, the relationships with DESE, and able to bring financial stability

Fiona - good communication, two-way street, echoing what other students have said

Shino - valuing the unique culture of PVPA, that we are here for this

### **III. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:06 PM.

Respectfully Submitted,  
David Potter



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Board of Trustees Meeting

---

#### Date and Time

Monday April 11, 2022 at 5:00 PM

#### Location

PVPA 3rd Floor Conference Room

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: Board of Trustees HoS Interview 1

Time: Apr 11, 2022 05:00 PM Eastern Time (US and Canada)

#### Join Zoom Meeting

[https://us02web.zoom.us/j/81730175160?  
pwd=K0hQeVVldlF5UVozWFVBWEhOUtMUT09](https://us02web.zoom.us/j/81730175160?pwd=K0hQeVVldlF5UVozWFVBWEhOUtMUT09)

Meeting ID: 817 3017 5160

Passcode: ZwPt3b

#### One tap mobile

+13017158592,,81730175160#,,,,\*072652# US (Washington DC)

+13126266799,,81730175160#,,,,\*072652# US (Chicago)

#### Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 817 3017 5160

Passcode: 072652

Find your local number: <https://us02web.zoom.us/j/81730175160>

---

**Trustees Present**

David Potter, Jacob Rosenblum (remote), Jenna Sardella, Jesse Pompei (remote), Maggie Solis (remote), Mindi Winter, Neil Hede (remote), Richard Pouliot (remote), Shannon Materka, Shino Yoshen, Sofia Getoff-Scanlon (remote), Tonya Ward (remote)

**Trustees Absent**

Andrea Nathanson, LATRINA DENSON, Marty Espinola

**Guests Present**

Marcy Conner

---

**I. Opening Items****A. Record Attendance****B. Call the Meeting to Order**

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Monday Apr 11, 2022 at 5:04 PM.

**II. Head of School Finalist Interview 1****A. Candidate: Erica Manville**

**Communication between a school's administration and students, staff, and parents, plays an important role in shaping the school community. Tell us about how you would approach communication as the Head of School, ideally with some examples that have informed your views.**

- Establishing an open communication style between teachers, students, administrators, the Board, etc. would be a great step. Erica would like to send out a weekly email to update the school community and implement a system to solicit feedback from different stakeholders in the community. When everybody is in the know and on the same page, the environment is much more positive.

**I would like to hear more about your experience in managing and evaluating staff and faculty; and in developing, implementing and managing budgets and policies.**

- Erica has a lot of background in implementing evaluation systems and developing policy. She does not have experience in budgeting, so that is one area of growth that she would have to address on the job. Erica has done a lot of work on developing and implementing evaluations—she has a series of ideas about how to make evaluations most meaningful. What is being evaluated versus what is expected can be disparate; closing this gap makes a school community stronger. Erica has been an evaluator in the past, so she has been on either side of the table. Evaluations can be extremely positive when done correctly. While she does not have comprehensive budgeting experiences, she does have experience writing

grants and managing smaller, grant-based budgets and reporting back about how that money is allocated.

**Part of PVPA's strategic action plan is improving our Diversity, Equity, Anti-Racism, and Inclusion. What steps would you take as head of school to prioritize supporting and amplifying the voices of our students and faculty who are part of underrepresented and marginalized groups?**

- Erica was confused by the strategic plan—she would have liked to see more actionable steps under the goals. Being an antiracist educator has been a priority for Erica, and she wants to bring that to PVPA. Including voices from individuals from marginalized communities is the first step in addressing issues of diversity, equity, and inclusion. Erica has followed educators from marginalized communities and made efforts to amplify those voices. Listening, hearing, lending agency, and including marginalized voices in developing action steps is the number one priority.

**How would you describe your philosophy when it comes to discipline, specifically with balancing punishment and restorative justice?**

- Restorative Practices only work when they are done with fidelity. Having a conversation about how discipline and Restorative Practices function in the classroom is extremely important—all students *and* all staff need to be on the same page. Establishing a tier system for punishments in and out of the classroom is important. If behaviors continue in or outside of the classroom, it is clear that something is going on for that student. Opening a dialogue at this point is essential in developing an understanding of what might be motivating a student to act in a certain way. Suspensions often apply to students from historically marginalized communities.

**What role do you envision the student body having in decision making processes and what steps would you take to create an environment where students feel listened to, communicated with, and valued by their school administration?**

- What helps students helps everybody. Maintaining an open dialogue between the administration and the student body is essential. Connection with students, as a teacher, has been an important part of Erica's life. She is prepared to utilize this background to increase communication between students and administration.

**How do you approach big decision making, and what is most important to you when weighing decisions?**

- Committees are extremely important. Collaboration and feedback from all stakeholders is essential when making big decisions. Working in a vacuum is not effective—we need to work together. Recognizing the value in every contribution is extremely important. Erica has worked at charter schools that practiced a collective approach in the past and plans to carry this experience to PVPA.

**Have you ever engaged with workers unions in the past? If so, how might that influence your work with the PVPA teachers union? If not, how would you plan to work with the PVPA teachers union?**

- Became union president unexpectedly. The elementary school and high school in Erica's previous district had a lot of conflict, and she responded to



this by establishing a co-presidency between herself and an elementary school representative. The last raise received was in the distant past and a minimal increase, so her first task was to enter collective bargaining. Erica believes in unions, and she wants school leadership to work in conjunction with the union rather than in conflict. She has been on the other side and understands how to work with a union productively.

**Tell us a story about a time that you made a mistake in a leadership role and how you handled it.**

- Erica, as the coordinator of the after school program, hired staff and community members to manage an arts-based learning program in an effort to utilize social-emotional learning to raise test scores. She made the assumption that she would be facilitating a group of teachers from a number of different backgrounds. Staff would be working on a number of different tasks, such as boxing and math practice. The different groups of staff members were unhappy that they were given tasks requiring disparate effort (e.g. tag vs grammar practice). If Erica had been forthright about how this system would work, things would have gone better.

**Given what you know about PVPA, where do you think the school needs the most support / work and how would you plan to tackle that?**

- It seems that there are some behavioral issues that stem from the community feeling at PVPA. There seems to be some discomfort about policies and the way that things have gone for students. Erica reiterates that her priority is the students. The lack of communication between staff and students is one of the largest problems Erica has identified; closing this gap is a major priority.

**PVPA's MCAS scores, in English and especially Math, consistently trail those of other local schools. What steps will you take to narrow the MCAS gap?**

- Erica has reviewed PVPA's report card. In North Adams, Erica's current institution sits toward the bottom of the list in a number of academic rankings. As part of a team to address deficits, Erica will bring these skills to PVPA and use her experience to close the MCAS gap. Erica identifies the schedule as a potential issue bringing MCAS scores down. Having a strong system for MTSS is essential.

**What concrete steps will you take to improve our arts programs?**

- As an arts teacher, Erica has been looking at arts pathways for a long time. As a visual arts teacher, Erica hopes that she can play a role in improving these pathways. Working with a number of outside sources (e.g. museums, local arts teachers), Erica will play a role in finding what PVPA's arts departments need for success. 50 students from Erica's current class have artwork being displayed at Mass MoCA in the upcoming weeks.

**What steps will you take to support faculty retention?**

- Looking at the problems within her own school, Erica sees that people are not applying to jobs that have been posted. People are leaving teaching at an extremely high rate, and it looks like next year will be even worse. The first step to retaining staff is making PVPA a place where teachers *want* to spend their time. Getting students to buy into the atmosphere will make



these staff members want to stay. As head of school, Erica reiterates that she will put students at the center of everything.

**How do you envision beginning in this role knowing that collective bargaining and budgetary concerns will arise at the start of your administration?**

- Erica has been on the union side of bargaining. At the end of the day, the community and the students are what matter most in a school. Even though we may have different outlooks, there is always opportunity to work together to figure out what will be best for the school. We can all be on the same side, particularly with my plan to introduce interest-based bargaining. The reason I am pursuing a school leadership position is because I know what is best for students, and I want to be in a position where I can advocate for that.

**Question:** What are you looking for right now in a leader for PVPA?

Jesse - As a member of the Board and as a PVPA parent, I am looking for somebody to bring joy to the school. The community is wonderful, and bringing a sense of joy to the school is something I would love to see.

Erica - I have a daughter who is an artist, and I have looked for a school that will bring her joy. Fostering the amazing qualities that every PVPA student has within them would be my priority as a head of school.

Neil - Bringing stability to the school is a need.

Erica - We need a stable leadership team, we need teachers to stay, we need stability in bargaining, we need a stable schedule. I want to help all members of the community feel grounded and see their worth.

Maggie - Putting the focus back on the kids and the arts is essential. We need a head of school who will stabilize the school and prioritize students and the arts.

Erica - The student group said the same things. This is clearly an issue that is on the minds of all stakeholders, and it is something I hope to address.

Rick - As a parent, my kid and her friends want to be listened to and validated. We need a head of school who will listen to student voices, follow up on things, and stand with the student body.

Erica - That is what I want, as well.

### **III. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:22 PM.

Respectfully Submitted,  
Jacob Rosenblum

DRAFT



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Board of Trustees Retreat

---

#### Date and Time

Sunday August 7, 2022 at 11:00 AM

#### Location

Mt. Holyoke College  
Asian Center for Empowerment  
South Hadley, MA 01075

7C6G+2P South Hadley, Massachusetts

---

#### Trustees Present

David Potter, Jacob Rosenblum, Jesse Pompei (remote), LATRINA DENSON, Neil Hede, Shannon Materka, Shino Yoshen

#### Trustees Absent

Jenna Sardella, Jenyka Spitz-Gassnola, Maggie Solis, Mindi Winter, Sofia Getoff-Scanlon, Tonya Ward

#### Ex Officio Members Present

Brent Nielsen

#### Non Voting Members Present

Brent Nielsen

#### Guests Present

Marcy Conner

---

### I. Opening Items

#### A.

## **Record Attendance**

### **B. Call the Meeting to Order**

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Sunday Aug 7, 2022 at 11:53 AM.

### **C. Read the Mission Statement**

### **D. Approve Minutes**

## **II. Vote on Revised Renovation Budget**

### **A. Revised cost estimates will be shared**

The second-and-third floor renovation project has new cost information (the cost will be higher). We originally approved \$55,000, after estimates about \$350,000 was approved by the board, and the new cost is \$478,000. The finance committee asks the board to approve an increase in the capital budget to support the cost of this project.

Jacob Rosenblum made a motion to Approve an increase in the FY23 capital budget of \$137,000 to support the second-and-third-floor renovation project.

Neil Hede seconded the motion.

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

## **III. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:59 AM.

Respectfully Submitted,  
Jacob Rosenblum



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Board of Trustees Meeting (re-scheduled)

---

#### Date and Time

Thursday June 16, 2022 at 6:15 PM

#### Location

PVPA 3rd Floor Conference Room

Online access:

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: Board of Trustees June Meeting re-scheduled

Time: Jun 16, 2022 06:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/87966835186?pwd=NG4zRjYvTm54Z2hWNEZ6UDRrZTJIUT09>

Meeting ID: 879 6683 5186

Passcode: A60Hjb

One tap mobile

+19292056099,,87966835186#,,,,\*724580# US (New York)

+13017158592,,87966835186#,,,,\*724580# US (Washington DC)

Dial by your location

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 879 6683 5186

Passcode: 724580

Find your local number: <https://us02web.zoom.us/j/87966835186?pwd=NG4zRjYvTm54Z2hWNEZ6UDRrZTJIUT09>

---

---

### Trustees Present

David Potter, Jacob Rosenblum, Jenna Sardella, Jenyka Spitz-Gassnola (remote), LATRINA DENSON (remote), Maggie Solis (remote), Marty Espinola (remote), Mindi Winter, Neil Hede (remote), Richard Pouliot (remote), Shannon Materka, Shino Yoshen (remote), Sofia Getoff-Scanlon (remote)

### Trustees Absent

Andrea Nathanson, Jesse Pompei, Tonya Ward

### Ex Officio Members Present

Brent Nielsen

### Non Voting Members Present

Brent Nielsen

### Guests Present

Firas Hashmi (remote), Marcy Conner

---

## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

David Potter called a meeting of the board of trustees of Pioneer Valley Performing Arts Charter Public School to order on Thursday Jun 16, 2022 at 6:21 PM.

### C. Read the Mission Statement

David Potter

### D. Approve Minutes

Marty Espinola made a motion to approve the minutes from May Board of Trustees Meeting on 05-10-22.

Shino Yoshen seconded the motion.

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

#### Roll Call

Mindi Winter	Aye
Tonya Ward	Absent
Jenna Sardella	Aye
Jenyka Spitz-Gassnola	Abstain
Marty Espinola	Aye
David Potter	Aye
Jacob Rosenblum	Aye
Neil Hede	Aye
Sofia Getoff-Scanlon	Aye
Jesse Pompei	Absent
Maggie Solis	Aye

### **Roll Call**

Richard Pouliot	Aye
Andrea Nathanson	Absent
LATRINA DENSON	Aye
Shannon Materka	Aye
Shino Yoshen	Aye

### **E. Public Comment**

11th-grade student report (11th-grade representative has to leave early)

School has gone pretty smoothly since our last Board of Trustees meeting. The seniors being gone has been sad, but it provides an opportunity for younger students to step up. The new scheduling system seems to be working well. Having schedules going into the summer takes a lot of the stress away. Staffing has been low in the theater program and within other departments, and students hope to see more continuity in the future.

## **II. Executive Director Report**

### **A. Brent Nielsen**

When the Finance Committee reports out, they will share an idea that we have discussed. It is clear that teachers have been struggling nationwide, and the administration would like to acknowledge the hard work of the staff this year. We would like to offer a \$1,000 bonus for all employees working more than halftime and a \$500 bonus for staff who work less than halftime.

More good news for employees—our tuition revenue for the next school year will meet the required benchmark in the CBA, signaling step increases.

This year, the administration approached building a master schedule with a lens for student satisfaction. They wanted to ensure that students were getting the classes they wanted and needed. As courses were placed on the master schedule, leadership made sure to verify that there was enough space during every block to put every student into a class.

For rising seniors and juniors, in-person meetings were used to create final schedules so that they would have them going into the summer. Students in grades 8-10, who have more requirements, a system has been implemented to make sure that students are getting the elective classes they want. This scheduling system is a big improvement compared to what has happened historically.

In the middle school, courses will be arranged differently to ensure that students in accelerated math classes have options for their other courses (traditionally, enrolling in an accelerated course constrained other scheduling options).

In the upcoming year, the administration is planning to implement a three block per week independent period for teachers. One of these blocks will be at the same time as other teachers within a grade-based team, allowing for increased collaboration. The special education team is included in this cohort-based free block schedule.

Since the last Board of Trustees meeting, performances and showcases have been great. We had Headgear show, 25th Anniversary Celebration, Music Showcase (part of which took place during community time), and a week-long

festival featuring outdoor performances for students. At the last minute, due to some COVID cases, the second night of our production of Hamlet was canceled. Graduation was incredible, and we got some very positive press in the Gazette. Unity day was brought back this year, and it was just like what it used to be—a great celebration. Our final performance of the year, the Film Festival, took place last night. Hats off to everybody involved!

The reporting week ending on May 25th, we hit an all-time high in positive COVID tests. We reported 21 students and 6 staff who were infected. Since then, numbers have decreased and are similar to where they were prior to the surge.

This year, we had a full schedule of MCAS for the first time in a few years (due to COVID). We saw full participation for 10th-grade students. Participation rates for Middle School were a little bit low due to opt-outs. Some students were also out due to illness and for other reasons. We are expected to have 95% participation, a figure tied to our eligibility for charter renewal. Brent will provide a more significant update next year when we are discussing MCAS results.

Question: My 8th-grade student was pretty stressed about the scheduling survey that was sent out. It feels like the system was not particularly well-explained, and students seem concerned that they are not going to get the arts classes they want. It also seems that there was only one tech theater option, which I wanted to mention. More explanation of the process and why it is constantly changing would be beneficial for students.

Answer: We are building a more comprehensive tech theater program and plan to develop it beyond what we have seen in PVPA history. This project will take a few years. With regard to the process, the administration is near certain that every student will get either their first or second choice for every student.

### **III. Board Committee Reports**

#### **A. Finance Committee Report**

As Brent discussed, the Finance Committee had an unusual June meeting to discuss items that arose late in the year.

Tonight, the Finance Committee will ask the Board to approve the one-time bonus proposed by the administration as well as increase the FY23 capital budget from \$111,500 to \$397,358.

The reason for the capital budget increase is a report from architects estimating the cost of developing third-floor storage into an office space.

Mindi Winter made a motion to Approve the employee payroll bonus as stated in the agenda ("All employees on the payroll as of June 14, 2022 shall receive a one time bonus equal to \$1,000 for full time to 50% FTE employees and \$500 for part time employees less than 50% FTE").

Maggie Solis seconded the motion.

We prepared for raises this year if there were to be a new schedule, so we wanted to ensure that we were making true on our suggestion of raises.

Question: We were discussing retroactive raises as specified by the CBA earlier. Are these raises in conflict?

Answer: Not at all. We wanted to increase the length of the workweek for this year, which would have led to a salary increase, but the bargaining team did not want to make that change this year.

The hope is that we will hit the CBA threshold every year, but the raises are retroactive to ensure that we *know* we will have the tuition revenue before providing the raises.

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

#### Roll Call

Tonya Ward	Absent
Marty Espinola	Aye
Richard Pouliot	Aye
Shino Yoshen	Aye
Shannon Materka	Abstain
Jenna Sardella	Abstain
Andrea Nathanson	Absent
Neil Hede	Aye
Sofia Getoff-Scanlon	Aye
Jenyka Spitz-Gassnola	Aye
Jesse Pompei	Absent
Maggie Solis	Aye
David Potter	Aye
Jacob Rosenblum	Aye
Mindi Winter	Aye
LATRINA DENSON	Aye

David Potter made a motion to Approve the second recommendation to Increase the FY23 capital budget from \$111,500 to \$397,358.

Jacob Rosenblum seconded the motion.

Question: Could you talk a little bit more about how we can afford this?

Answer: This money would come directly from reserves. We have \$2.6 million in reserves right now with \$1.5 million set aside—that leaves \$1 million.

Question: Would this be a one-time consideration?

Answer: There could be projects down the road. This will likely not be a yearly affair, but future projects may come up. This proposal applies only to this fiscal year.

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

## B. Governance Committee Report

The Committee discussed the need to provide the Board with a slate of candidates.

The bylaws state that every officer of the Board must have been a member in good standing for at least one year. The slate of candidates that the Committee is recommending is:

David Potter - President  
 Shino Yoshen - Vice President  
 Neil Hede - Treasurer  
 Jacob Rosenblum - Clerk

If we accept this slate of officers, Shino will not be able to serve as Chair of the Governance Committee due to availability concerns. She can travel to PVPA if the need arises on a case-by-case basis.

It seems that Neil would need to be reelected prior to being nominated as an officer. Everybody ending their term now needs to be reelected.

Mindi was elected to finish out a term in 2016. Does this count as a term?



David Potter made a motion to nominate Neil Hede for a second, 2-year term as a Trustee.

Maggie Solis seconded the motion.

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

#### Roll Call

Richard Pouliot	Aye
Andrea Nathanson	Absent
Sofia Getoff-Scanlon	Aye
Shannon Materka	Aye
Mindi Winter	Aye
LATRINA DENSON	Aye
Jenyka Spitz-Gassnola	Aye
Jesse Pompei	Absent
Jacob Rosenblum	Aye
Marty Espinola	Aye
Maggie Solis	Aye
Tonya Ward	Absent
Neil Hede	Abstain
Shino Yoshen	Aye
Jenna Sardella	Aye
David Potter	Aye

David Potter made a motion to nominate Shino Yoshen for a second, 2-year term as a Trustee.

Sofia Getoff-Scanlon seconded the motion.

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

#### Roll Call

Shannon Materka	Aye
Jacob Rosenblum	Aye
Mindi Winter	Abstain
Jesse Pompei	Absent
David Potter	Aye
Sofia Getoff-Scanlon	Aye
Andrea Nathanson	Absent
Marty Espinola	Aye
Shino Yoshen	Abstain
Richard Pouliot	Aye
Neil Hede	Aye
Jenna Sardella	Aye
Jenyka Spitz-Gassnola	Aye
Maggie Solis	Aye
Tonya Ward	Absent
LATRINA DENSON	Aye

David makes a motion to nominate Mindi Winter for a third term for 2 years  
Marty seconds the motion

Discussion:

I think the more conservative approach would be to hold off on nominating Mindi for another term until we verify what a term means.

Recently, we have seen complaints and some issues with compliance. A more conservative approach could be wise at this point.

We should consider keeping Mindi on the Board with consideration for the best way to ensure Board function.

#### MOTION WITHDRAWN

Neil Hede made a motion to not recognize Mindi's first, partial-year participation as a full term and to nominate Mindi for a third term for 2 years.

Jenyka Spitz-Gassnola seconded the motion.

David Potter would like to include that we will make space in the summer retreat to clarify terms and protocols regarding terms.

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

#### Roll Call

Marty Espinola	Aye
Mindi Winter	Abstain
Maggie Solis	Aye
Jacob Rosenblum	Aye
Jenna Sardella	Aye
LATRINA DENSON	Aye
Shino Yoshen	Aye
Andrea Nathanson	Absent
Neil Hede	Aye
Sofia Getoff-Scanlon	Aye
David Potter	Aye
Jenyka Spitz-Gassnola	Aye
Shannon Materka	Aye
Jesse Pompei	Absent
Tonya Ward	Absent
Richard Pouliot	Aye

We are looking for new members to replace those who are leaving.

Marty Espinola made a motion to approve Sofia as a new Board member

Shino Yoshen seconded

Discussion:

Question: Sofia, will you be able to attend meetings in person?

Answer: I will not be able to be in person.

A quorum is required to attend in person along with the chair.

We cannot determine what will happen with Open Meeting Law. Should we wait to approve Sofia?

We cannot afford to not have people on the Board, but with so many virtual participants, we do not have a cushion.

We will revisit this question at the retreat once we have an opportunity to look into the numbers further.

#### MOTION WITHDRAWN

We should be focusing on recruiting individuals with law, finance, and hr perspectives as well as experience in the arts.

Marty Espinola made a motion to Nominate David Potter as President, Shino Yoshen as Vice President, Neil Hede as Treasurer, and Jacob Rosenblum as Clerk, each for a one year term.

Maggie Solis seconded the motion.

One member of the Board thinks that we should vote separately on the nominations.

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

**Roll Call**

Jesse Pompei	Absent
LATRINA DENSON	Aye
Jenna Sardella	Aye
Jacob Rosenblum	Aye
Shannon Materka	Aye
Maggie Solis	Aye
Neil Hede	Aye
Jenyka Spitz-Gassnola	No
Marty Espinola	Aye
David Potter	Aye
Richard Pouliot	Aye
Sofia Getoff-Scanlon	Aye
Mindi Winter	Abstain
Andrea Nathanson	Absent
Shino Yoshen	Aye
Tonya Ward	Absent

The Governance Committee recommends that we form a retreat-planning ad-hoc team to put together an agenda and items for the retreat.

Retreat Planning Team:

David, Jake, Marcy, Maggie, Latrina, Brent

The annual meeting is the same thing as the retreat.

We should discuss the bylaws and our adherence to the terms during the retreat.

David thanks the Governance Committee.

**C. Executive Evaluation Committee**

The Executive Evaluation Committee has been hard at work recently. Brent has attended meetings to ensure that we are creating a practical and purposeful process for goal-setting.

David shares [Head of School Evaluation Components document](#) and [Evaluation Timeline Draft](#)

Within the Committee, there should be a singular point person who will meet with Brent regularly to manage progress and goals.

**D. Long Range Infrastructure Committee**

The Long-Range Infrastructure Planning Committee met last week and discussed our progress with the PA system. Members of the staff need training on how to use the new system, though it is quite simple. It has been working well.

[LRPC Report](#)

The CCTV system project is on track for this summer.

The classroom makeover project is now priced and planned. Summer makeovers for east annex classrooms will be completed this summer.

- Five classrooms every summer will get the same treatment

The Committee has discussed the roof and HVAC needs. Each member of the Committee has been assigned to look at projects for the next year.

#### **IV. Internal Stakeholders**

##### **A. Staff Reports**

The five teachers who are getting upgraded classrooms are very excited for the updates.

Teachers would love to have some data-based decision making process for masking next year. There is also a desire for exit interviews.

Brent responds that this is already a process that exists.

There are concerns about student behavior, though it seems that next year there may be more clarity regarding who is responsible for what.

##### **B. Student Reports**

Firas covered a lot. Graduation was great, and the outgoing seniors want to express gratitude to the teachers who made the year what it was.

#### **V. President's Business**

##### **A. Trustee Disclosures & Membership Updates**

David gives a shoutout to our departing members for their service to the Board.

David also reminds Trustees about disclosures.

##### **B. Board Self-Evaluation**

David has shared the past Board self-evaluation via email.

##### **C. Summer Retreat Updates**

Sunday, August 7th, from 11-4 is the date that the retreat team landed on for the meeting. The Committee can discuss venue and specifics.

#### **VI. Closing Items**

##### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:46 PM.

Respectfully Submitted,  
Jacob Rosenblum

#### **VII. Executive Session**

##### **A. Motion**

David Potter made a motion to move into executive session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a

detrimental effect on the bargaining or litigating position of the public body and the chair so declares.

Marty Espinola seconded the motion.

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

This issue is related to a lawsuit that came up last year.

Jenyka relays that she was connected with the claimant and attended PVPA with them and raises concerns about whether they should be included in the discussion.

David Potter made a motion to allow legal counsel to manage this current lawsuit complaint related to events that allegedly took place from 2009-2014.

Jacob Rosenblum seconded the motion.

One Trustee clarifies that this is a demand letter rather than a formal lawsuit.

The Board hopes that this case can be settled out of court.

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

David Potter made a motion to exit the executive session and adjourn the meeting at 8:57.

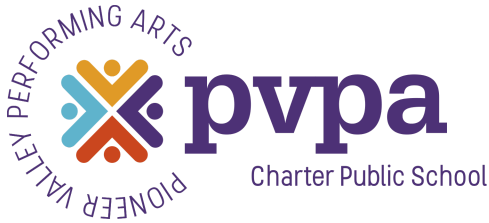
Mindi Winter seconded the motion.

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

# Coversheet

## Brent's Report

<b>Section:</b>	III. Executive Director Report
<b>Item:</b>	A. Brent's Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Head of School Report to the Board - 9_13_22.pdf



15 Mulligan Drive  
South Hadley, MA 01075  
413-552-1580  
[www.pvpa.org](http://www.pvpa.org)

## **Head of School Report to the Board of Trustees**

**From: Brent Nielsen, Head of School**

**Date: September 9, 2022**

### **Highlights**

- **Third Floor Renovation Project to begin Monday**
- **Updated 2022-23 Community Handbook Published on Website**
- **New Restroom Configuration**
- **New Policies for Approval**
- **Paideia Update**
- **Changes to 2022-23 School Calendar**
- **Hiring/Diversifying the workforce**

### **Third Floor Renovation Project**

A crew from Marois Construction will begin work on the third floor project on Monday September 12.

### **Updated 2022-23 Community Handbook**

The new Handbook was published on our website at the beginning of the week. The senior admin team worked over the summer to fully update the Community Handbook to make it more clear and in line with current practice.

### **New Restroom Configuration**

The PVPA administration received numerous requests from individuals and groups of students last year asking for more “gender neutral” bathrooms. In response to these requests, we have reconfigured our restrooms during the summer to support all students to access our restrooms equitably.

All of the restrooms at PVPA, with the exception of one staff restroom and the restrooms located in the theater lobby, have been outfitted with privacy locks and signage to indicate single occupancy use for anyone regardless of gender identity. When using one of these eight restrooms, students should turn the lever on the privacy lock to the locked position once inside. The outside of the lock will indicate that the bathroom is occupied.

Students are asked to respect the rights and privacy of others by using the restrooms only for their intended purpose and to exit as soon as they are finished.

### **Paideia**

A group of teachers, students, and administrators met on August 26 as a Paideia Task Force with the purpose of deciding if Paideia would be 9 or 13 days for the 2022-23 academic calendar.

After a productive and thoughtful hour-long discussion, the group voted on a 9-day Paideia for this academic year. Below are the most pressing reasons for this decision:

- 1) We want to create equity among Paideia planning time for ALL PVPA teachers. A slightly shorter Paideia this year will relieve teachers of the pressure of extra planning time as they end semester one and prepare for semester two. The group was very empathic to the needs of their colleagues and understood the stress and strain that Paideia has put on some teachers.
- 2) Our discussion highlighted some inequities in the learning environment for students during Paideia. PVPA has a goal to make Paideia a rich learning experience for ALL students and teachers. A slightly shorter Paideia will allow for more overall student engagement. We were able to brainstorm ways to support the musical and pit band to have more time to prepare throughout semester one.
- 3) Paideia is an essential part of the PVPA curriculum. We all felt that taking this year to shorten Paideia will give us time to observe and review this program, and will allow us to bolster Paideia for the following year.

PVPA teachers will begin discussing Paideia planning during our October curriculum day. The academic calendar will be updated with the Paideia dates and shared with the PVPA community.

Thank you to Frank and Alyson for heading up this task force and to the following teachers and students who took the time to discuss, listen and learn in order to make a collaborative decision that best supports the entire PVPA community:

Erin Linehan  
Jenna Sardella  
Gary Huggett  
David Cavallin  
Jasmine Goodspeed  
Molly Scerbo  
Lauren Reuter  
Maddy Searles  
Shannon Materka  
Mike Charland-Tait  
Austin Clark  
Emil Heiple  
Kayla Pollack



Jay Winter  
Firas Hashmi ('23)  
Edmund Williams ('24)  
Ajika Sawyer ('24)

**PVPA in the Community**

- Springfield Puerto Rican Parade - September 18 @ 11 am
- Northampton Jazz Festival - September 30 @ 4:15 (Pulaski Park)
- Spectrum A Cappella and Gig Band to perform at the South Hadley Senior Center - October 27

# Coversheet

## Updated SY 22-23 Calendar

<b>Section:</b>	III. Executive Director Report
<b>Item:</b>	B. Updated SY 22-23 Calendar
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2022-23 School Calendar - REVISED Sep 13, 2022.pdf



## 2022-2023 School Year Calendar

### REVISED September 13, 2022

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

22, 23 New Staff Orientation  
24-26, 29 Faculty Work Days  
30 First Day of School/New Student Orientation

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

5 Labor Day (No School)  
29 Open House (evening)

OCTOBER 2022						
S	M	T	W	Th	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					

10 Indigenous Peoples' Day (No School)  
11 Curriculum Day (No School)  
28 Octoberfest  
28 Mid-sem. Grades Close

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	46
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

11 Veterans' Day (No School)  
17, 18 Parent/Guardian - Teacher Conferences (Half-Days)  
23-25 THANKSGIVING BREAK

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	62
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

2 Late Notice grades close  
23 - Curriculum Day  
26-30 HOLIDAY BREAK

2 New Year's Day (observed)  
(No School)  
16 MLK, Jr. Day (No School)  
17-27 Paideia  
30 Curriculum Day

JANUARY 2023						
S	M	T	W	Th	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28				

20 Presidents' Day (No School)  
20-24 FEBRUARY BREAK

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	3

22 Curriculum Day (No School)  
31 Mid-sem. Grades Close

APRIL 2023						
S	M	T	W	Th	F	S
	3	4	5	6	7	43
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

13, 14 Parent/Guardian - Teacher Conferences (Half Days)  
17 Patriots' Day (No School)  
17-21 APRIL BREAK

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	
	8	9	10	11	12	63
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

12 Late Notice grades close  
29 Memorial Day (No School)  
31 Seniors' Last Day (must be no more than 12 days before last day for all students)

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	86
	19	20	21	22	23	
	26	27	28	29	30	

8 Graduation  
15 Last Day of School (0 Snow Days)  
16 Faculty Work Day (0 Snow Days)  
19 Juneteenth (No School)  
23 Last Day of School (5 Snow Days)  
26 Faculty Work Day (5 Snow Days)

Faculty Days - NO SCHOOL	Holidays/Vacations - NO SCHOOL	Important Dates	Paideia
--------------------------	--------------------------------	-----------------	---------

# Coversheet

## Parking Policy

<b>Section:</b>	III. Executive Director Report
<b>Item:</b>	C. Parking Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	PVPA PArking Policy (Sep 2022).pdf

## **Pioneer Valley Performing Arts Charter Public School Parking Policy September 13, 2022**

---

### **Parking Policy (Excluding Student Vehicle Parking)**

School administration shall manage and administer the parking program at Pioneer Valley Performing Arts Charter Public School, subject to the following conditions:

- There shall be adequate parking spaces for faculty and staff.
- There shall be a adequate parking spaces for visitors.
- Consistent with applicable laws and regulations, there shall be a reserved set of spaces adequate and marked for persons with disabilities, including all appropriate signage and markings.
- Appropriate space between rows of parked cars must be available for fire/emergency purposes.
- Assigned area for bus loading/unloading will be maintained.
- Assigned area for student drop-off & pick-up area will be maintained.
- Assigned area for a carpool loading/unloading area will be maintained.
- Staff and faculty must adhere to any additional protocols setfourth by the administration.
  - a. Staff and faculty vehicles must be legally registered on the road in Massachusetts and must have a valid Massachusetts state inspection sticker.
  - b. Staff and faculty must operate the vehicle in a legal, reasonable and safe manner at all times when on school grounds (including all before and after-school functions).
  - c. Staff and facuty must adhere to all parking lot policies and speed limits (before, during, or after school hours).

School administration shall develop specific protocols for student parking and all other parking issues. If warranted, school administration shall obtain Board of Trustees approval for such protocols.

# Coversheet

## Enrollment Policy

<b>Section:</b>	III. Executive Director Report
<b>Item:</b>	D. Enrollment Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	PVPA Enrollment Policy (rev Sept 2022).pdf

## PIONEER VALLEY PERFORMING ARTS CHARTER PUBLIC SCHOOL Enrollment Policy and Procedures

### ADMISSIONS CRITERIA

Pioneer Valley Performing Arts Charter Public School is a public school serving students in grades 7-12 from over forty towns and districts in Hampshire, Hampden and Franklin counties (and the towns of Petersham, Brookfield and Sturbridge). The primary entrance point is grade 7 with vacancies filled for grades 8-11. Charter schools are public schools and are therefore open to all Massachusetts students on a space available basis. This means that Pioneer Valley Performing Arts Charter Public School may not discriminate on the basis of race, color, national origin, creed or religion, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Moreover, PVPA may not set admissions criteria that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics. M.G.L. c. 71, § 89(1); 603 CMR 1.06(1). Any and all information requested in the application, such as language spoken at home or race/ethnicity, is not intended, and will not be used, to discriminate. G.L. c.71, § 89(m); 603 CMR 1.05(2).

Pioneer Valley Performing Arts Charter Public School (PVPA, PVPA Charter Public School) has an interest in making sure that all prospective students and their families understand the mission and focus of the school and are interested in being a part of the school community.

### ELIGIBILITY CRITERIA

Pioneer Valley Performing Arts Charter Public School requires:

1. Candidates for admission to apply for the grade immediately following their current grade and to successfully complete that current grade to be admitted for the following year. Successful completion can come in the form of transcripts, report cards, an affidavit from the sending school's leader, course completion from an approved homeschool plan, or an equivalent. This proof needs to be verified prior to the student attending PVPA and must be received no later than **two weeks prior to the first day of school**. Failure to provide proof of successful completion (or failure to demonstrate grade promotion) will result in rescinding the offer of admission and/or unenrollment from PVPA.
2. An applicant must be a resident of Massachusetts to apply and to attend a charter school in Massachusetts.
3. An applicant must meet the requirements for reasonable proof of residency, with the exception of homeless students.

Pioneer Valley Performing Arts Charter Public School will not:

1. Give preferences to children of staff members or Board members;
2. Make statements in meetings intended to discourage, or that have the effect of discouraging, parents/guardians of students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an application to the school. See M.G.L.c.71 89(1).

### OUTREACH

Pioneer Valley Performing Arts Charter Public School provides information about the school to those who are interested throughout the year. Pioneer Valley Performing Arts Charter Public School provides applications at

the Information Sessions, which are held sometime between November - January of each year for interested applicants and additional information at Orientation Sessions for incoming students in the spring and summer before the school year begins.

Pioneer Valley Performing Arts Charter Public School will develop and implement a student recruitment and retention plan to follow for the coming enrollment cycle. The recruitment and enrollment process is an extensive, valley-wide outreach effort that includes advertisement and formal, public information sessions. Pioneer Valley Performing Arts Charter Public School does not discriminate on the basis of race, color, national origin, sex, creed or religion, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or foreign language, or prior academic achievement. Attendance at Orientation Sessions is recommended for students and their families. PVPA Charter Public School will strive to make accommodations for families with individual hardships.

There is no application fee associated with applying for enrollment at Pioneer Valley Performing Arts Charter Public School. However, families and students are encouraged to attend an open house, take a tour, and/or meet with the Enrollment Coordinator before submitting an application. Pioneer Valley Performing Arts Charter Public School does not administer tests to potential applicants or predicate acceptance for admission on results from any test of ability or achievement.

#### ENROLLMENT PROCESS

1. Beginning in November, for the following school year, PVPA Charter Public School will accept applications forms from all new applicants. Returning students do not have to reapply. Electronic application forms are available and can be submitted via PVPA's webpage: [www.pvpa.org/admissions](http://www.pvpa.org/admissions). Paper applications or applications in a language other than Spanish or English may be made available upon request.
  - a. The application requires the signature of only one parent/guardian, unless a court order indicates otherwise for an individual student.
  - b. The application will not require the submission of a Social Security number.
2. The school will provide reasonable public notice of at least one month of application deadlines. Information can be found at [www.pvpa.org/admissions](http://www.pvpa.org/admissions).
3. The school will not set any principal deadlines or hold any enrollment lotteries for student admission for the upcoming school year until after January 1 and shall conclude the principal enrollment process no later than March 15 of each year.
4. If there are more eligible applicants than there are spaces available, Pioneer Valley Performing Arts Charter Public School must hold a lottery to determine which applicants will receive an offer of admission. 603 CMR 1.06(3)(a). Parents and students who completed the application and submitted it before the application deadline will be entered into the lottery.. Annually, the school will determine the number of spaces available each year, by grade level.
5. PVPA Charter Public School will publicize the application deadline with reasonable public notice of at least one month. There will be a lottery if there are more eligible applicants than there are available spaces within a given application process, and if a lottery is necessary there will be notification of the date with reasonable public notice of at least one week. Publication of these deadlines can be found at [www.pvpa.org/admissions](http://www.pvpa.org/admissions).



After the application deadline passes, Pioneer Valley Performing Arts Charter Public School will process all applications in a single lottery, by grade. The lottery is run, creating an initial random rank order. After the initial random rank order is created, preferences for admission are applied under 603 CMR 1.06(4). See the preferences below:

- *Siblings* – Students who share a common parent, either biologically or legally through adoption under 603 CMR 1.02. Whether the children reside in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference.
- *Residents* - Students who live in a city or town from the following districts: **Agawam, Amherst-Pelham** (Amherst, Leverett, Pelham and Shutesbury), **Belchertown, Chicopee, East Longmeadow, Easthampton, Erving, Frontier** (Conway, Deerfield, Sunderland and Whately), **Gateway** (Blandford, Chester, Huntington, Middlefield, Montgomery and Russell), **Gill-Montague** (Gill and Montague), **Granby, Greenfield, Hadley, Hampden-Wilbrahm** (Hampden and Wilbraham), **Hampshire** (Chesterfield, Goshen, Southampton, Westhampton, Williamsburg and Worthington), **Hatfield, Holyoke, Longmeadow, Ludlow, Mohawk Trail** (Ashfield, Buckland, Charlemeont, Colrain, Hawley, Heath, Plainfield and Shelbourne), **Monroe, Monsoon, Northampton, Palmer, Pioneer Valley** (Bernardston, Leyden, Northfield and Warwick), **Ralph C. Mahar** (New Salem, Orange, Petersham and Wendell), **Rowe, South Hadley, Southwick-Tolland-Granville Regional** (Granville, Southwick and Tolland), **Springfield, Tantasqua** (Brimfield, Brookfield, Holland, Sturbridge and Wales), **Ware, West Springfield and Westfield**.
- Reasonable proof of residence differs for homeless students, whose unique needs will be discussed with the Director of Student Services.
- *Non-Residents* - Students who live outside the three counties that comprise our catchment area. Non-Residents enrolled in district, charter, private or parochial schools or enrolling in schools in the district get equal preference.

Preference for admission is given first to applicants in the "Siblings" category, regardless of residency, followed by applicants in the "Residents" category and then by applicants in the "Non-Residents" category without regard to when their application was submitted as long as it was prior to the application deadline. Siblings, residents or non-residents, of students who attend the school at the time an offer of admission is made receive a preference for admission over non-siblings. 603 CMR 1.05(6)(b). Pioneer Valley Performing Arts Charter Public School will not offer admission to applicants on a first come first serve basis.

The enrollment preference shall also apply to siblings of students who are scheduled to exit Pioneer Valley Performing Arts Charter Public School at the end of the school year in which the lottery is held. However, the enrollment preference shall not apply to siblings of students who have applied, but not yet enrolled and began an academic year at Pioneer Valley Performing Arts Charter Public School.

Preferences for admission only applies for when making an offer of admission. Preference for admission are not static and may change over time. For example, if a sibling graduates before their younger sibling gets an offer while on the waitlist, then the waitlisted student will move down in accordance with their original random lottery rank order and their new preference (resident or non-resident). While twins might get waitlisted, as soon as one begins attending, the other one gains sibling status and will move up on the waitlist in accordance with their original random lottery rank order and their new sibling preference.

PVPA reserves the right to terminate a student's enrollment, to retract or rescind any offers of admission, or to unenroll a student, if it is found that the student and/or his/her parent(s)/guardian(s) submitted false statements or documents during the application process or during any portion of the student's enrollment for the following academic year, or if the student is unable to provide proof of prior grade completion. Students who do not meet

this eligibility requirement will have their offer of admission rescinded and they will be unenrolled. They must reapply in a future cycle if they wish to seek enrollment again.

#### LOTTERY

If there are more eligible applicants than there are spaces available, Pioneer Valley Performing Arts Charter Public School must hold a lottery to determine which applicants will receive an offer of admission. 603 CMR 1.06(3)(a). The school will determine the number of spaces available each year in each grade. As previously mentioned, the school must give reasonable public notice of the lottery at least one week before the lottery date. The lottery is conducted publicly at PVPA. Charter schools must have an individual, without any connection to the school, randomly draw the names of all students who submitted applications before the deadline. They draw the lottery or whether the lottery will be conducted electronically and, if so, will certify that the process is fair and that the selection is random. 603 CMR 1.05(9). After the available slots are filled, the individual shall keep drawing the names of the remaining applicants and place them on a waiting list in the order they were drawn, while also taking into consideration the applicant's preference for admission.

#### WAITING LIST

The names of students not offered admission following the lottery will be placed on a waitlist in the order the names are selected. 603 CMR 1.05(10). The waitlist will only apply for the school year which the students sought admission. Pioneer Valley Performing Arts Charter Public School will take into account sibling and resident preference, both of which may change over time. Pioneer Valley Performing Arts Charter Public School will maintain accurate waiting lists and will include at minimum students' names (first, middle and last), dates of birth, residence, grade levels and telephone numbers. PVPA Charter Public School must always accept "Resident" students before accepting "Non-Resident" students unless the "non-Resident" student is also a "Sibling"; "Siblings" receive a preference of admission over "non-siblings", regardless of residency. A record of the student's original random rank lottery order will be kept so that students can move up or down on the waitlist as their status changes over time (for example, moving into the region, out of the region, gaining sibling status or losing sibling status).

In cases where offering admission to a student, who is not a sibling of another student who is currently attending Pioneer Valley Performing Arts Charter Public School, from the waitlist would exceed the district charter tuition cap, the student should be skipped but kept on the waitlist. In cases where the enrollment of a student who is a sibling of a student already attending Pioneer Valley Performing Arts Charter Public School would exceed the district charter school tuition cap, and the school has not admitted other students prior to admitting the sibling, the sibling may be offered admission and the Commonwealth of Massachusetts will provide tuition for the sibling, subject to appropriation. G.L. c. 71, § 89(i); 603 CMR 1.05(10)(b).

If a student stops attending Pioneer Valley Performing Arts Charter Public School or declines admission, the next available student on the waitlist for that grade, subject to preferences at the time of admission, will be offered admission until the vacant seat is filled. G.L. Chapter 71, 89(n). No student may be admitted ahead of other eligible students who were previously placed on a waitlist during a prior enrollment process, except in cases where enrollment preferences change or as described in 603 CMR 1.05(b). 603 CMR 1.05(8).

A vacancy not filled after February 15th moves into the subsequent grade, to be filled the following September provided such grade is not in grade 12. Seats for students who have accepted an offer of admission at Pioneer Valley Performing Arts Charter Public School but have never attended are exempt. 603 CMR 1.05(10)(c).

#### SECONDARY LOTTERY

Pioneer Valley Performing Arts Charter Public School may hold a second lottery under the following conditions:

1. If by the lottery date set by the Board of Trustees the school has received fewer application forms than it has spaces available; or
2. If the principal enrollment process fails to fill available admissions spaces, Pioneer Valley Performing Arts Charter Public School may repeat the process more than once providing such process is fair and open and the school gives reasonable public notice at least one month prior to the application date.
3. As space becomes available during the school year, Pioneer Valley Performing Arts Charter Public School may repeat the enrollment process to fill these openings and to meet the requirements of G.L. C. 70, § 89(n); 603 CMR 1.05(8).

#### ENROLLMENT CONFIRMATION

Families will be notified of their admission status (accepted or placement on the waiting list) via the contact information provided on their application. Offers of admission will be made based on the results of the lottery. Reasonable proof of residency or sibling status may be required at the time an offer of admission is made. All families of admitted students who are offered admission and accept will receive enrollment materials with all of the forms necessary to enroll in PVPA Charter Public School prior to the start of the school year (Proof of Residency, Student Information, and Records Release Form). Proof of residency includes: a utility bill (not water or cell phone) dated within the past 60 days; a deed, mortgage payment dated within the past 60 days, or property tax bill dated within the last year; a current lease, Section 8 agreement, or landlord affidavit, dated within a year; a W2 form dated within the year or a payroll stub dated within the past 60 days; a bank or credit card statement dated within the past 60 days; a letter from an approved government agency dated within the past 60 days (approved government agencies: department of Revenue (DOR), Children and D=Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications with Commonwealth of Massachusetts leatherhead). In order for homeless applicants, who may currently or temporarily reside within the charter region, to receive preference of admission, proof current or temporary residence must be provided. The charter school's homeless liaison will work with each homeless student on a case-by-case basis to support their application process and verify their residential status. If a student is accepted in the lottery, that family must confirm that the student will attend the school and supply proof of residency by **March 14<sup>th</sup>**. If a student is selected from the waiting list and if the family is notified after March 14th but before August 15<sup>th</sup>, the family has 7 calendar days (they are first offered an open slot) to confirm enrollment. If the family is notified after August 15<sup>th</sup>, the family will have 3 calendar days to confirm enrollment. Failure to confirm enrollment by the response deadline will be considered as a student's decline of an offer of admission and will result in the slot being offered to another student on the waitlist.

PVPA Charter Public School will contact students and families to update them on their enrollment status using the contact information (email address, mailing address, and/or phone number(s)) listed on the student's application. If any of this information changes during the admissions process, it is the responsibility of the student/guardian to inform PVPA of the change. Contact is defined by communication sent from PVPA and

consists primarily of phone calls and email. If no response is received by the response deadline, be it from lack of interest or a change of contact information of which PVA was not made aware, PVPA Charter Public School will assume that the student is declining an offer of admission and reserves the right to offer the open slot to the next available student.

Students who are set to enter PVPA Charter Public School who are homeschooled must provide proof of promotion to the next grade. This proof comes in the form of: the academic plan submitted to the student's district superintendent, the letter of approval of the academic plan, and/or a letter or statement of completion granted to the student by their school district. The homeschool proof of promotion must be received by PVPA no later than **August 1st**. If not received, the student does not meet the eligibility criteria and would not be able to gain admission to Pioneer Valley Performing Arts Charter Public School.

Pioneer Valley Performing Arts Charter Public School required proof that students have successfully completed the grade prior to the grade for which they seek admission. Students entering PVPA Charter Public School must be promoted to the next grade no later than **two weeks prior to the first day of school**. PVPA must be able to obtain a student's records release signed by the parent/guardian before the start of the new school year. Admitted students with IEPs are to contact the Director of Student Services.

#### OTHER LIMITATIONS

While PVPA Charter Public School primarily accepts students in 7<sup>th</sup> grade, PVPA Charter Public School may accept students in upper grades (grades 8-11) when there are vacancies in the class. For an upper grade student, they must have successfully completed (or is expected to complete) the grade preceding the grade to which the student seeks admission.

Students who reside in the town of South Hadley have access to free transportation through the town. PVPA provides a fee-based regional transportation program with limited stops located within highly enrolled communities. No student eligible for free or reduced lunch through the federal school lunch program shall be required to pay a fee for transportation. Transportation is not guaranteed to all residents of the charter region. More information can be found on the [transportation page of the PVPA website](#).

Students who withdraw or decline their offer of admission but reconsider will be placed back on the waitlist. These students must reapply for admission.

All commonwealth charter schools must ensure that they do not enroll a number of students from a sending district that would cause the district to exceed the 9% cap on net school spending. M.G.L. c. 71 (89)(i). PVPA Charter Public School will not admit students in excess of the school's approved maximum enrollment and, if applicable, growth plan specified as a material term of the school's initial or amended charter. Upon request, the school will provide the names and addresses of students to a third party mail house for mailings unless the parent or legal guardian requests that the school withhold their child's information. G.L. c. 71, § 89 (g) ; 604 CMR 1.05(6)(e).

Students must begin attending, in accordance with PVPA's attendance policy, within 10 days of their anticipated start date (e.g., the first day of school). Students who fail to be considered to have declined their offer of admissions and unenrolled. Their seat will be offered to the next person on the waitlist and they must reapply for admission.

# Coversheet

## Student Attendance Policy

<b>Section:</b>	III. Executive Director Report
<b>Item:</b>	E. Student Attendance Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	PVPA Student Attendance Policy (Sep 2022).pdf

## Pioneer Valley Performing Arts High School

### 8.a. Student Attendance Policy

September 13, 2022

---

#### Student Attendance Policy

Regular and consistent attendance is essential to learning, to improving the achievement of all students, to maintaining a respectful school climate and to a student's successful school performance. The goal of the student attendance policy is to promote consistent, daily school and class attendance. The expectation is that all students will have, at a minimum, at least **ninety five percent (95%)** attendance in school and in each class during each school day. A student who is truant, frequently absent or frequently tardy to school without adequate reason is in violation of this policy.

- **Parents/Guardians must call** Pioneer Valley Performing Arts Charter Public School to give notification of an absence by no later than the morning of the absence.
- If a call is not made, **a note from the parent/guardian or the student's medical provider** is due on the day that the student returns to school explaining the absence. No student, however, shall be sent home to obtain a written explanation from his/her parent/guardian during a school session.
- In instances of **chronic or irregular absence** reportedly due to illness, the Head of School or Dean of Students may request a physician's statement certifying such absences to be justifiable.
- If an extended absence of a student is foreseen, the parent/guardian should **contact the student's Counselor or the Director of Curriculum and Instruction** to make arrangements for the completion of academic requirements.
- A student who is **truant, chronically absent or tardy** will be referred to the **PVPA Attendance Team**. PVPA administration will review each matter and initiate corrective action which may include referral to the appropriate authorities.

Excused absences include:

- personal illness or quarantine;
- absences attributable to personal trauma; grieving, death in the family or serious illness in the family;
- observance or practice of a religious holiday;

## **Pioneer Valley Performing Arts High School**

### **8.a. Student Attendance Policy**

**September 13, 2022**

---

- medical appointments that absolutely cannot be made outside of school hours or counseling visits;
- legal matters requiring a personal appearance;
- suspensions or expulsions in or out of school;
- school related trips, assemblies or meetings;
- college visits (two days in junior year of high school and three days in senior year of high school);
- one trip or educational experience of no more than five days during a student's years at high school; or
- weather so inclement as to endanger the health or safety of the child.

A student may also be excused for other exceptional reasons, with the approval of the school administration not exceeding seven full-day sessions or fourteen half-day sessions in any six month period.

Unexcused absences include:

- Truancy from school or from individual classes or study halls;
- Trips not approved in advance by the Head of School;
- Looking for employment without prior approval from the Head of School or Director of Curriculum and Instruction;
- Staying home to avoid an examination in a given subject or to study for an examination;
- Leaving the school building during the school day without signing out in the main office;
- Oversleeping or otherwise being tardy to school (three unexcused tardies will be counted as one unexcused absence);
- Remaining on or near school grounds, but not attending assigned classes (skipping); or



## Pioneer Valley Performing Arts High School

### 8.a. Student Attendance Policy

September 13, 2022

---

- Any other absence that is not excused or any excusable absence that is not reported by a parent/guardian by a telephone call or written note from a parent/guardian or the student's medical provider upon the student's return to school.

When a student is at school, the student is under the supervision of all teachers and school authorities and must get permission from the Head of School or Dean of Students's office to leave early. Any student who does not sign out of school in the main office before leaving will be unexcused. Each teacher shall keep a record of the absence or tardiness of students. A student who enters the classroom after the time appointed for the beginning of the session shall be recorded as tardy. Parents/guardians will be notified when a student has any unexcused absence, or unexcused tardy or unexcused misses of two (2) or more periods of school.

Pioneer Valley Performing Arts Charter Public School must ensure that it notify the student's parents/guardians of a student's absence within three (3) days of the absence if the school has not received notification of the absence from the student's parent/guardian. The Head of School or Dean of Students shall make a reasonable effort to meet with the parent/guardian of the student who has five (5) or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the administrator, the student and the student's parent/guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies, as appropriate.

Any student with an excused absence from school or classes has the privilege of making up the class assignments, missed homework, quizzes, exams, papers, projects and other assignments. The Head of School, Dean of Students, or Director of Curriculum and Instruction shall ensure that there is a schoolwide education service plan in place for all students who are suspended or expelled from school for more than five (5) consecutive days, whether in or out of school. Additionally, the administrator shall ensure that any student suspended or expelled from school for more than five (5) consecutive days, whether in or out of school, has an opportunity to make academic progress during the period of exclusion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers, projects and other assignments.

For any student who is legally absent for five (5) or more days, Pioneer Valley Performing Arts Charter Public School will make arrangements with families to have the student make up home assignments and upon return, the student will have the opportunity to make up class work, including tests, quizzes, class assignments, missed homework, exams, papers, projects and other assignments. The parent/guardian of any student who will have a prolonged absence (2 weeks or longer) due to illness or injury must notify the school to



## **Pioneer Valley Performing Arts High School**

### **8.a. Student Attendance Policy**

**September 13, 2022**

---

make the necessary arrangements for home or hospital tutoring.

Absences or tardiness without satisfactory explanation shall be grounds for disciplinary action. School officials are encouraged to take all other appropriate disciplinary action before resorting to suspension in an effort to help a student with problems of truancy, tardiness and class cutting, including referral of the student to the Juvenile Court as an habitually truant child in need of services and/or referral for evaluation as a child in need of special education.

Students must make arrangements with their teachers to make up missed work during absences to receive credit. No credit will be given to students who miss school work due to truancy, tardiness or skipping, unless the student makes up the missed work as directed by his teacher and teachers should afford students a reasonable amount of time upon their return to class to make up missed homework, quizzes, exams, papers, projects and other assignments.

No adverse, prejudicial or discriminatory effect shall result to any student because she/he is absent to observe a religious holiday. Teachers should, to the extent feasible, refrain from scheduling any important tests, culminating activities, and/or major papers/reports during religious holidays.

Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. Parental Responsibility Parents or guardians are legally responsible for ensuring that a child under their control attends school daily.

# Coversheet

## Non-discrimination on Basis of Gender Policy

<b>Section:</b>	III. Executive Director Report
<b>Item:</b>	F. Non-discrimination on Basis of Gender Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	PVPA Non-Discrimination on Basis of Gender - Names and Pronouns.pdf

## **Pioneer Valley Performing Arts Charter Public School Non-Discrimination on the Basis Of Gender September 13, 2022**

---

*The Pioneer Valley Performing Arts Charter Public School strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. PVPA prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.*

PVPA is committed to creating a safe and supportive environment for all students. This includes working with students in a manner that affirms their gender identity.

In practice, this means the following:

- We address students by their chosen name and use the pronouns that correspond to their gender identity, whether or not these are the same as the name and gender on students' legal documents.
- When requested, we will change the name and gender marker on students' unofficial and official school records.
- We believe that students have the right to choose when and to whom to disclose personal information about gender identity. We do not share any information that identifies a student as trans or gender-nonconforming without the student's permission. This means that when communicating with families, we use a student's legal name and assigned sex at birth unless we have confirmed otherwise with the student.
- Students have the right to use the bathroom and/or changing room that corresponds to their gender identity, and in which they feel most comfortable. At PVPA, students have access to male and female gendered bathrooms as well as single-use all-gender bathrooms.
- Students have the right to participate in all gender-based school activities in a manner consistent with their gender identity (e.g., boys' and girls' Ultimate teams).

### **To Change a Student's Name or Pronouns on Unofficial or Official School Records**

Upon request, the school will change a student's name or pronouns to reflect their identity properly on all school records, transcripts, class rosters, etc. This is not contingent upon a legal name or gender identifier change. Students who want to change their name or pronouns at school can accomplish this in one of three ways:

1. Students wishing to add a "Preferred Name" and/or Preferred Pronouns" to our Student Information Management System can do so by their counselor upon request.
  - a. This option allows staff who have access to the student's records in the system to see the preferred name and pronouns.

- b. PVPA will use preferred names when creating class rosters for events and activities such as picture day.
  - c. Students may also elect to have their school email account name and address changed to reflect their chosen name with this option.
  - d. With this option, the student's ID card will continue to include the student's legal name.
2. Students wishing to change the name and/or pronouns associated with their State Assigned Student ID may do so after consultation with their counselor, by making a request to the Head of School.
  - a. This option results in a change to all future student records produced by the school including transcripts, grade reports, special education information, etc.
  - b. The student's email account name and address will be changed to be consistent with the name change.
  - c. The student's ID card will be reprinted to reflect the name change.
3. The parent/guardian of child under the age of 18 may file to change the child's name through the Probate and Family Court.
  - a. This change will affect the name associated with the child's Social Security Number, Learner's Permit/Driver's License, etc.

Students and families should consider their options carefully and are encouraged to consult with their school counselor before deciding which option is best for them.

# Coversheet

## Long Range Infrastructure Planning Committee

**Section:** IV. Board Committee Reports  
**Item:** D. Long Range Infrastructure Planning Committee  
**Purpose:**  
**Submitted by:**  
**Related Material:**  
Board Update of the Long Range Infrastructure Planning Task Force - 9\_13\_2022.pdf

## **Board Update of the Long Range Infrastructure Planning Committee**

9/13/2022

The Long Range Infrastructure Planning Committee is currently made up of 13 staff and faculty representatives that represent most disciplines of the school (ie. Arts, Academics, Production, Finance, Facilities, Administration, Board, and Friends). The committee meets on the first Tuesday of each month from 5-6 pm to formulate and discuss the long-term infrastructure needs of the school that will help ensure its growth and enhance the rigor of PVPA's programs in alignment with the Strategic Action Plan. The committee will develop long-range goals to be presented to the Board for consideration.

Last year the team worked together to formulate plans for the renovation of the 3rd-floor storage area to create teacher meeting spaces as well as a section of the 2nd floor to create confidential office space to be used by student support staff. The new offices will be centrally located within the building making them more easily accessible to students. Members of the administration met with the construction company on 9/7 to discuss construction timelines for the 3rd-floor project that will be underway soon. The 2nd-floor project is slated to start once school is dismissed in June of 2023.

Unfortunately, due to a clerical error, the committee was not able to meet on 9/6. Our first meeting of the year will now be on 10/4/2022. At this meeting, the committee will assess the current needs of the school and begin to explore plans for future improvements to the school's infrastructure. One of the challenges that the committee faces is timing. Most long-range projects are costly and require a lengthy procurement process. Projects must be planned, approved, budgeted, and put out for bid the year before the targeted completion dates. This requires close and early collaboration with the Friends, Board, and Finance.

Respectfully,

The Long Range Infrastructure Planning Task Force  
John P. Kulas