



Pioneer Valley Performing Arts Charter Public School

March Board Meeting

Published on February 14, 2024 at 7:21 AM EST
Amended on March 6, 2024 at 6:16 PM EST

Date and Time

Tuesday March 12, 2024 at 6:00 PM EDT

Location

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: March Board Meeting

Time: Mar 12, 2024 06:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/82836688148?pwd=SDE3empERkpXTklaZzZtVkl5RWU0dz09>

Meeting ID: 828 3668 8148

Passcode: smZ8Lx

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Meeting ID: 828 3668 8148

Passcode: 855053

Find your local number: <https://us02web.zoom.us/j/kZnsC5aFc>

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance		Shino Pichette	1 m
B. Call the Meeting to Order		David Potter	1 m
C. Read the Mission Statement		A member of the Board	1 m
PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.			
D. D. Approve Minutes	Approve Minutes	David Potter	2 m
Please read minutes and prepare concerns or questions prior to the meeting.			
II. Head of School Report			6:05 PM
A. Brent's Report	Discuss	Brent Nielsen	20 m

	Purpose	Presenter	Time
Update on Enrollment, Staffing, and School Culture			
B. Frank Newton, Director of Arts Presentation on the Arts	Discuss	Frank Newton	20 m
III. Board Committee Reports			6:45 PM
A. Finance Committee	Discuss	Neil Hede & Marcy Conner	10 m
B. Governance Committee	Discuss	LATRINA DENSON	10 m
C. Head of School Support & Evaluation Committee	Discuss	David Potter	10 m
D. Long Range Infrastructure Planning Committee	Discuss	Melinda Winter & John Kulas	10 m
IV. Internal Stakeholders			7:25 PM
A. Staff Reports			10 m
B. Student Reports			15 m
V. Public Comment			7:50 PM
A. Brief comments and/or questions welcomed.	Discuss	David Potter	20 m
Please be aware that the Board generally prefers not to respond directly to Public Comment, to ensure that we give full consideration to each issue before formulating an official response. We appreciate your understanding.			
VI. President's Business			8:10 PM
A. Diversity Task Force	Discuss	David Potter	10 m
VII. Executive Session			
To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.			

	Purpose	Presenter	Time
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A public body may meet in closed session provided that:

1. the body has first convened in an open session pursuant to section 21;
2. a majority of members of the body have voted to go into executive session and the vote of each member is recorded by roll call and entered into the minutes;
3. before the executive session, the chair shall state the purpose for the executive session, stating all subjects that may be revealed without compromising the purpose for which the executive session was called;
4. the chair shall publicly announce whether the open session will reconvene at the conclusion of the executive session; and
5. accurate records of the executive session shall be maintained pursuant to section 23.

VIII. Closing Items

8:20 PM

A. Adjourn Meeting	Vote	1 m
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Coversheet

D. Approve Minutes

Section:	I. Opening Items
Item:	D. D. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	2024_02_13_board_meeting_minutes.pdf

DRAFT



Pioneer Valley Performing Arts Charter Public School

Minutes

February Board Meeting

Date and Time

Tuesday February 13, 2024 at 6:00 PM

Location

Zoom Account is inviting you to a scheduled Zoom meeting.

Topic: February Board Meeting

Time: Feb 13, 2024 06:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/82723949408?pwd=YzNWSzBIWHd0SG9TQVBaald4R21Td09>

Meeting ID: 827 2394 9408

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Meeting ID: 827 2394 9408

Passcode: 478494

Find your local number: <https://us02web.zoom.us/j/82723949408>

Trustees Present

David Cavallin (remote), David Potter (remote), Fiona Yates (remote), LATRINA DENSON (remote), Mindi Winter, Sasha Viands (remote), Shino Pichette (remote), Vanessa Ford

Trustees Absent

Azizah Yasin, Neil Hede, Sarah LaPierre

Trustees who arrived after the meeting opened

Vanessa Ford

Ex Officio Members Present

Brent Nielsen (remote)

Non Voting Members Present

Brent Nielsen (remote)

Guests Present

Eva Veras (remote), Serena Gross (remote)

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 Feb 13, 2024 at 6:09 PM.

C. Read the Mission Statement

David read the mission statement.

D. D. Approve Minutes

Sasha Viands made a motion to approve the minutes from January Board Meeting on 01-09-24.

Fiona Yates seconded the motion.

No discussion.

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

Roll Call

Sasha Viands	Aye
David Cavallin	Aye
Vanessa Ford	Absent
Mindi Winter	Aye
Sarah LaPierre	Absent
Azizah Yasin	Absent
LATRINA DENSON	Aye
Shino Pichette	Aye
David Potter	Aye
Neil Hede	Absent
Fiona Yates	Aye

Vanessa Ford arrived at 6:13 PM.

II. Head of School Report

A. Brent's Report

From Brent Nielsen:

Welcome, great to see some new faces in this group today.

We are preparing to report our enrollment for the second and final time. The ave daily enrollment has been great. If we report 400, we get the full amount we can for tuition dollars. We won't know how much we actually will get in dollars until much later.

The musical just happened, hats off to David Cavallin for an amazing job done! The new microphones worked great!

March 8 and 9 is the Wofa show. This will include more than just Wofa company students, it will includes kids in the African Dance classes.

We are now saving for a new kiln. Students have loved the pottery classes that Petula has been teaching.

We finally heard back from DESE and we won the grant (\$53,500) to help with work force diversification. Yay! The grant requires us to put together a team (PLC) for this. Still recruiting a board member and a teacher to join this group.

We also got a \$10,000 grant to address frequent absenteeism.

We applied for a grant this week to support math improvements, to help students pass tests they need to.

We also have some Esser fund (federal money from COVID-19) that need to be spent by the end of the year. Brent put forward a proposal of how to use those funds. Will support students with mental health needs and with absenteeism.

Trevin Bond shared about a field trip.

Seniors of affinity groups are going to see Hadestown on Broadway on April 3 in the afternoon. A donor has contributed \$1,000 to cover the cost of tickets. Students will end up paying about \$30 each (there is help for those who aren't able to pay that). The bus will be \$2,100, and the group is still looking for about \$1,000 to help cover that cost.

Sandra Courtney shared about enrollment.

We have stayed at pretty much full enrollment for the full year, which isn't always the norm.

Just closed the application at midnight on Sunday. We are a bit behind in new applications completed. Sandra has heard that enrollment across the region is down 7-9% over the past years. So it doesn't seem like a PVPA issue. We haven't had a much turnover this year as some years, which helps us keep up enrollment.

This year we had 251 applicants total. (35 fewer applicants this year. Notably fewer from Franklin County.) And we have 119 applicants for 7th grade specifically.

As a public charter school, the only way to enter PVPA is through the lottery. The only preferences are for students with siblings already in the school, and students in the PVPA region.

By next week, everyone will heard their lottery number spots.

We admit 72 new 7th graders each year. For other grades, we fill empty spots.

In June we will do some accepted students days to welcome students. We are also working on welcoming non-7th grade students who transfer in, because it can be intimidating. We want new students to feel welcome and supported. And it helps with retention.

If we need to do supplemental lotteries to fill classes where we have small wait lists, we can. We can't hold another lottery if we still have students on a wait list, but we can accept applications.

We may work on increasing transportation support, to help with enrollment, too.

PVPA Report Card (from Brent):

These are posted once per year. Schools are responsible to send these out by the end of Feb, so a letter will be going out to families soon.

PVPA's charter is up for renewal in 2026. They will review our accountability plan and our SAP.

The Report Card shows many ways that show how PVPA compares to other schools, and helps us track our own statistics across time. We reviewed some of the data.

Our average daily attendance is below the MA average in 2022 and 2023. We were higher in 2021. We are working on increasing the accuracy of our data, because the 2021 numbers are likely wrong. Chronic absenteeism (missing 10% or more) is a big deal. The commissioner is wanting to emphasize attendance more than test scores. It's difficult to improve test scores if students aren't IN school. 148 of our students (out of 403 students) are chronically absent. So we have a lot of work to do. In the eyes of DESE - an absence is an absence regardless of the reason. Even if students have a doctor's note or it's an amazing other learning opportunity, it all counts in the stats as an absence.

Our graduation rates are great.

The College Going Rates have shifted over time. Fewer students are going directly to college. Maybe because post Covid more students are hesitant about taking on college debt, and more are taking gap years etc? We used to be higher than the state averages for student who went to college. Now we are sending fewer students straight to college than the average school across the state.

MCAS scores review.

10th grade ELA:

We have fewer "not meeting" scores than statewide. Our own scores have generally lowered from 2022 to 2023.

10th grade Math:

Lower grades, and our "not meeting" are the same as state averages.

Interventions for Attendance:

From Brent Nielsen:

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Interventions for Attendance:

- **Messaging through Open House/Community Bulletin/Family emails**
- **Discussions with students at Grade Meetings**
- **Attendance Policy**
- **Addition of School Social Worker**
- **Student Support Team**
- **Attendance Letters**
- **Family Meetings**
- **Filing with DCF**
- **Working with Families to access CRA Juvenile Court**

Interventions for College Going Rates:

- **Individual planning meetings with School Counselor**
- **Group lessons with School Counselor**

- **Regular email communications from School Counselor with reminders about college application process**

Interventions for MCAS Scores:

- **Addition of ELA Intervention Teacher in 2023**
- **Plans for Math Intervention Teacher in 2024-25**
- **Discussions with Math Department regarding changes to model of support and interventions**
- **See Attendance Interventions**
- **Discussions with teachers regarding changes to the scheduling of Paideia**
- **April Vacation Acceleration and Tutoring Programs (Grant Funded)**

Scheduling of Paideia:

- It really seems like the schedule disrupts academics right before MCAS happens. Brent reports that this is impacting the low scores PVPA students are getting.

Q: What about the 10th grade Biology scores? We don't have statistically relevant data. Our Bio scores are going to be in rough shape for a while, but we do know that we need to support them.

III. Board Committee Reports

A. Finance Committee

No report this week.

B. Governance Committee

Latrina Denson reports out.

- We are working on ByLaw updates. We have a subcommittee who will bring feedback to the gov committee and then to the full board.

- We have a potential new member visiting this meeting, Kiara Badillo.

C. Head of School Support & Evaluation Committee

David Potter reports out.

- There were some BoardOnTrack issues with uploading materials. They figured it out now, though.

- They are discussing the survey that will be sent out for evaluating Brent. Brent's responses will be sent out along with the survey for others to take. It's a big survey! This will be concluded in May, and brought to the board in June.

D.

Long Range Infrastructure Planning Committee

Mindi Winter reports out.

The committee is meeting monthly again.

Discussing the music department move and how it might be feasible.

The dance rooms will be getting some insulation to help with sound dampening.

The bathrooms need increased capacity.

We need some common space.

How do we get an overall feasibility study of some kind for our current space and our future goals. Will be working on that.

IV. Internal Stakeholders

A. Staff Reports

David Cavallin reports out:

- A lot of concerns from staff regarding Paideia. David read a letter to reflect these concerns. The union sent out a poll about staff opinions. 55% of respondents wanted to keep Paideia, 45% wanted not to - but most wanted to have a discussion about restructuring it.
- Losing Paideia could impact Diversity, Equity and Inclusion.
- Mock Trial relies on Paideia to make the program so strong.
- The musical also relies on Paideia. The students involvement in leading the show is a hugely unique part of the way PVPA runs shows. Gives students unique exposure/experience.
- Dance companies rely on Paideia.
- MAPs (Music and Poetry) is an incredible program students have access to through Paideia.
- David can bring more staff responses to the board as well.
- Paideia is key in what makes PVPA unique.
- Gary Hugget notes that he will not lead Mock Trial if he doesn't have Paideia.

Brent Nielsen's response:

- The idea is to participate in MAPs in even more depth, rather than remove it.
- A change for Paideia could lead to improving some things.
- Kids are learning tech in Paideia currently, but Brent is looking to add a new path where they can major in Tech. So students can learn sound design etc throughout the year, not just during the Paideia weeks.

B. Student Reports

Eva Veras reports out:

- Paideia is a unique time to explore their interests in a new way, increase their exposure. The focused time offers a deep dive which is amazing.
- Paideia is key to PVPA's culture.

Serena Gross reports out:

- the 9th grade student council has been thinking more about fundraising.
- 100% of students polled in 9th grade did want to keep Paideia.
- Paideia prevents burnout.
- It keeps students excited about learning at PVPA.

Fiona Yates reports out:

- Senior had an amazing fundraiser - a craft fair. They also are partnering with the Odyssey Bookshop - use their code.
- Paideia was great this year.
- Pottery with Petula was a highlight.
- Latin films
- Great Comet show (it reminded students of the pro-covid pvpa)
- 100% of students polled in 10th grade did want to keep Paideia.
- Fiona does not believe PVPA will survive without Paideia.

V. President's Business

A. Summer Retreat Planning

David has begun talking with the Governance Committee about planning a retreat that will address tracking the SAP and what we have accomplished so far and what needs to be worked on.

There are also transitions to new leadership coming. Folks staying on the board should consider taking on more roles and prepare for those in advance.

Brent Notes:

The things that students have done to have arts related fundraisers have been incredible. The craft fair of seniors this past weekend were amazing. They raised ~\$1,600 or more.

The 10th graders are having a jazz cafe this month and it seems very exciting / wonderful.

David Potter Notes: This shows broadening arts integration, which is part of the Strategic Action Plan.

VI. Public Comment

A. Brief comments and/or questions welcomed.

Carissa Dagenais '08: She had an amazing experience at Paideia, and she also entered college early. Her three younger brothers also all went to PVPA. So their family is deeply invested in PVPA. Carissa is a Creative Arts Therapist. Students get to have active learning strategy and get the mental health benefits of the time. It sounds like changing the timing of Paideia has value - test scores are important! But removing Paideia rather than moving or restructuring seems extreme. Carissa is optimistic that there must be a middle way to meet the needs of higher test scores while also meeting the needs of the students of keeping Paideia. Carissa volunteers to help get alumni thoughts / experience with Paideia to us if that's helpful.

Austin Clark, PVPA Librarian: He apologizes in advance to the students who want Paideia. And he appreciated what David Cavallin shared. He wants to give voice to the other half of the staff who want to see Paideia ended or at least very modified. Paideia is a huge amount of work with very little reward. For those who don't run a niche interest group, or an audition group, teachers have to run about a whole term of class content for the two week Paideia, for students who often don't want to be there. The experience is always exhausting. Austin often wants to quit during Paideia. Austin is pleased to hear that students find Paideia rejuvenating. Austin's experience is that it is a very dis-regulated time. It seems to not be functioning as intended. It seems to be really inhibiting the teaching goals of the regular academic courses.

Current student in 10th grade (name on the Zoom was mom's first name): There are many ways he sees arts not being supported at PVPA. After Paideia he sees students be more interested in participating. He understands there are challenges for teachers, and wonders if there are some ways to address those. But he wants the school to thrive as an ARTS school, not just as a normal school.

Kiara Badillo, potential new board member, '16 alum: She wants to echo that the Paideia experience is a pivotal part of the education. She thinks that removing Paideia would negatively impact absenteeism. The burn out and mental health benefits from Paideia is huge. PVPA is supposed to be an alternative education model. Arts are just as important and valid as academics. PVPA is changing in many ways.

VII. 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 8:12 PM.

Respectfully Submitted,

Shino Pichette

Shino Pichette made a motion to adjourn.

LATRINA DENSON seconded the motion.

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

Roll Call

Mindi Winter	Aye
David Cavallin	Aye
LATRINA DENSON	Aye
Shino Pichette	Aye
Sarah LaPierre	Absent
Azizah Yasin	Absent
Fiona Yates	Aye
Vanessa Ford	Aye
David Potter	Aye
Neil Hede	Absent
Sasha Viands	Aye

Coversheet

Frank Newton, Director of Arts

Section:	II. Head of School Report
Item:	B. Frank Newton, Director of Arts
Purpose:	Discuss
Submitted by:	
Related Material:	PVPA Arts_ A Way Forward.pptx

PVPA Arts: A Way Forward

Building a future for arts education at PVPA, in the evolving K-12 public school landscape.

By: Frank Newton
PVPA Director of Arts





Who the heck is Frank Newton(He, Him, His)?

“The Man”

Age: 46

Family: Married with 2 kids (teens...help me!)

Hobbies: Cinephile, Foodie, Cooking, Building Hot Wheels tracks, travel (though I don't get to do it very often)

Fears: Haunted houses, Liver and Onions (the dish), Biting off more than I can chew.

Joys: My Family's smiles, watching/helping someone learn something, creating

“The Artist”

Education: BM Jazz Studies (saxophone performance) JMU, Armed Forces School of Music graduate, MM Jazz Composition and Arranging UMass Amherst, PhD School of Hard Knocks.

Skills: Professional Saxophonist/Woodwind doublers, Professional Composer and Arranger, 26 years as a music educator and arts producer.

PVPA: (Hired 8/23/2010), Music Instructor and Department head, Department Leader, Sound engineer, BSU advisor, Open mic coordinator, Graduation MD, Director of Arts.

What does Frank believe?



In 13 years and 6 month as a dedicated member of the PVPa community, this is what I believe:

- The arts provide a way for all constituencies of the PVPa community to learn about themselves as evolving humans, contextualize and understand the world around them, and express emotion and ideas that allow individuals to claim and validate their place in the world.
- The arts are a service to humanity that holds a mirror up to our collective human experience, and those who practice and study the arts have a responsibility to give that service to the world with fidelity and authenticity, in order to serve the growth and betterment of all.
- To give a hungry person a fish to eat is _____good...to teach them to fish is better.



Look where you've been, to know where you are going...

The educational landscape in Massachusetts has changed dramatically since the opening of PVPA. The 1993 Education Reform Act, paved the way for charter schools in Massachusetts. PVPA entered into the fledgling charter school system in 1996 with this statement:

“The Pioneer Valley Performing Arts High School is the realization of the dream of scores of individuals who believe the balance of creative and critical thinking is essential to develop an optimal educational environment. Equal emphasis on excellence in academics and performance art is a vehicle that will produce confident adults, with a clear direction for their individual creativity, and an ability to successfully meet all challenges as lifelong learners.” (1996 Original Charter School Application for PVPA, Executive Summary)

PVPA would go on to develop the practices, policies and traditions that allowed for our growth in that educational climate.

1996-2008 PVPA at a glance

Logistics

- Housed in a multi-building campus in Hadley, MA
- Friends of PVPA 501c3 formed (pre-opening)
- Original PVPA Board of Trustees formed
- First 4 years PVPA student body grows adding one new class of students each year. 1999-2000 school year PVPA has 9th-12th grade students. Total student body approximately 250.
- Academic faculty member with strong proclivities toward the performing arts.
- Most employed arts teacher hired part time.
- More fluid accountability standards with much less oversight from state and federal agencies.
- Most school resources were donated, personal relationships were leveraged to create vendor/venue agreements

Traditions

- Community day
- Field day
- Diversity committee
- Paideia
- Arts internships/Community service as graduation requirements
- Catalyst Contemporary Dance Company, 5 Alone, Headgear, Theater production including musicals, Visual arts incorporating technical theater design and creation.
- Small high school community, with great flexibility to take advantage of institutional opportunities with little oversight or regulatory accountability.
- Arts Concentrations developed

1996-2008 Summary

The educational and logistical environment allowed PVPA more flexibility because of our small size and a far less stringent regulatory/accountability standards for early charter schools. In turn, the practices and traditions that were created during that time, were designed to work for the students, faculty, administrators, and logistical functioning of PVPA within that environment. In the final few years (2005-2006 to 2007-2008) PVPA would purchase a new home building in South Hadley, Ma. We would add 7th and 8th grade students to our student body and embark on a new future in a new home, with new DNA, with the hope of creating a transformative learning environment for middle and high school students.



2008-2020 PVPA at a glance

- Far more stringent regulatory requirements from 2002 "No Child Left Behind Act", DESE revamping accountability expectations for charter schools (2014)
- PVPA widens its region of sending towns, ultimately changing its student body demographics.
- PVPA moves from a part time model for arts teachers to a full time model.
- Founders depart PVPA
- 7 heads of schools/executive directors in 12 years.
- Opening of the PVPA mainstage theater (Jan.2016)
- Various bell schedules, Changes to school day
- Teacher union formed
- Much more extensive production calendar
- Charter renewal put under condition, mission statement change.
- WOFA African Drum and Dance Company created
- Funkadelic Dance Company Created
- We Came to Play Music Tour created
- Spotlight theater festival created
- Restorative practice and Standards based grading more solidified
- Enormous technological growth
- Greater investment in academic programing to keep up with regulatory/accountability expectation.
- Arts department formalized, arts curriculum development initiated.
- Affinity groups join the litany of school clubs and activities.

2008-2020 Summary

If 1996-2008 was the birth and elementary school years for PVPA, then 2008-2020 was definitely our middle school and teenage years. We existed in a world that was unbelievable volatile from an administrative, and logistical view. Instituting 7th and 8th grade students into the everyday working of PVPA was a feat just by itself. It was clear to all of us who were here, that the upheaval and evolution of PVPA was coming into conflict with many of the initiatives designed and created in the early days of the school. Administrators, faculty and students created task forces, had formal and informal meetings, and made significant changes to school wide logistics and events such as community time, community/unity days, restorative practice techniques, production processes, paideia and grading. These conversation took place when a much more institutional knowledge was maintained in the faculty and administration. Through these twelve years, changes to old models were instituted to keep them solvent. But, the reality of evolution is that it will inevitably show the weaknesses of that which needs to be left behind. Wonderful things were created during these twelve year, but what would be coming on the horizon, \ne was prepared for.



2020-present PVPA at a glance

- March 13, 2020 PVPA closed its doors to in person schooling, Due to the Covid-19 pandemic.
- During remote school, the school day goes through a drastic change.
- Director of Arts position is created.
- CDC becomes a major factor in creating school practices to create safety.
- DESE adopts CDC practice, changing K-12 educational expectation.
- Covid pandemic brings into question public education in its original format.
- PVPA changes entire logistical functioning to meet post covid needs.
- New school day established as part of the second collective bargaining agreement.
- Production apparatus stops for a time, and rebuilds from the ground up.
- Creation of the the bi annual "One Night Gallery" for the visual arts department.
- A new production apparatus is created to meet the needs of our current educational environment
- Cultural changes to community time, community day/unity day, lunch, student supervision.
- Building upgrades and infrastructure investment increase.
- New graduation venue and apparatus.

2020-Present Summary

The Covid-19 pandemic moved our evolution into fast forward. We did amazing things to invest in our technological capacity to meet the needs of our students. Administration and staff went to great lengths to provide an educational and artistic experience regardless of our proximity to one another. When we returned to in-person schooling (2021-2022 school year) with a new administration, we scrambled to keep the door open, where students understanding and social development was different. Teacher experience and expectation was different and we wanted to do everything to retain quality instructors. Finally, we continued to evaluate our processes, policies and activities so that we are administering them through the lens of equity, and social justice practices. In short, 2020 shook K-12 public education to its core, and placed us in an environment to build our institution in such a way that it insulates our ability to offer transformative arts focused education regardless of the status of our world environment. I believe the covid pandemic moved us down a road that was ultimately inevitable. Now we have to face change in order to survive.



PVPA “Real Talk” for the future.

When an institution considers its future, it must always reconcile the joys of the past and nostalgia, with the uncertainty of the present. PVPA is at a point in our development that we have to take a hard objective look at our practice, policies and procedures, and make sure they are functional, valid, and serving our students today. When they are not, we must have the courage to change or discard them, for something that serves the children we teach. By giving you a glimpse of where we came from, I hope it will make the reality of where we are, something that we all can accept and face together as a community.

The Reality for PVPA.

The history of PVPA is one of evolution and visionary destiny. We are looking at where we have come from to figure out a path into the future that is sustainable, remains current in the educational and artistic world, and give students the education experience that makes them fall in love with learning and becoming their truest selves.

PVPA realities for the foreseeable future;

- **Events/activities/curriculum must be available to all students.**
- **Events/activities/curriculum must work seamlessly in our regular school day.**
- **Events/activities/curriculum design must provide a general equality of experience for academic faculty and arts faculty.**
- **Events/activities/curriculum must not overburden faculty planning time with its student offerings design.**
- **Events/activities/curriculum offerings must have accountability for their artistic and academic rigor.**
- **Events/activities/curriculum must be sustainable regardless of administrative personnel available.**
- **Events/activities/curriculum must be able to run within our school building with our entire student body, faculty and staff.**
- **Events/activities/curriculum must involve all full time teaching faculty executing the process.**

PVPA initiatives that need change to meet our reality;

- Standards based Grading
- Community time and methods for club/affinity group cultivation
- Paideia
- Production calendar layout and production capacity
- Production expectation brought inline with design capacity.
- Permanent block schedule that serves students and faculty

What we've done...what we're doing.

Done

- Revamped production calendar to account for all constituencies of PVPA.
- Changed production apparatus to make design element more attainable and accessible.
- Standardized a 2 year arts curriculum for Theater, Dance, Music, and Visual Arts
- Position Costuming and Film to create a new 5th arts department in Technical Theater
- Revamp Senior Thesis process creating more accessibility for all seniors
- Revamped arts concentration for better tracking and sustainable advisory from department leaders.
- Created the theater manager position
- Created apparatus for parent volunteers to be more deeply involved in production development.
- Created a new director's handbook and arts department leader handbook solidifying roles in arts production apparatus

Doing

- Revamping grading model to lower grading burden on faculty and create more transparent communication with students and faculty.
- Reenvisioning Paideia "the activity" into Paideia "the philosophy" and aligning PVPA's academic and artistic practice with the concept of true Arts Integration, as envisioned in the founding charter.
- Reevaluating the production calendar for equity across constituencies, and production development based on stipend allotment
- Developing bell schedule and after school protocols/expectations to increase student club/affinity group participation.

Final Thoughts/Conclusion

Miles Davis was an outstanding jazz trumpet player from the middle 20th century. He was a flawed man, and honestly not the best role model as far as morality is concerned. But, I keep a poster of him directly behind my home office desk because he is a constant reminder for me, to never be so in love with the things I create that I can't change them. Miles was great because he embraced change and searched out people to help him change. PVPA has reached a point in our evolution that we must change. We must change to remain relevant in the arts and academic education. We must change to respond to the needs of our students. We must change to survive. If you are watching/listening to this presentation and you were involved with or graduated from PVPA in its first 12-15 years, I empathize with your feelings of nostalgia and what you feel is lost to a "better time". But, before you judge what we have done, and continue to do to shepherd PVPA into the 21st century, please come and spend some time with us. See the love that emanates from our faculty and staff. See the students of today navigate their world through PVPA toward their own individual destinies. I believe that any sense of loss, will be replaced by hope. Though the means have changed, the mission remains the same.