



pvpa

ANNUAL REPORT 2018-2019

**Melinda Winter, Chair
Board of Trustees**

**Marc Kenen, Ed.D.
Executive Director**

**PIONEER VALLEY PERFORMING ARTS CHARTER PUBLIC SCHOOL
15 Mulligan Drive
South Hadley, MA 01075
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INTRODUCTION TO PVPA

Pioneer Valley Performing Arts Charter Public School (PVPA)			
Type of Charter	Commonwealth	Location	South Hadley, MA
Regional or Non-Regional	Regional	Districts in Region (Sending Districts (2018-19))	<i>Agawam, Amherst-Pelham Regional, Belchertown, Central Berkshire Regional, Chicopee, Easthampton, East Longmeadow, Erving, Frontier Regional, Gateway Regional, Gill-Montague Regional, Granby, Greenfield, Hadley, Hampden-Wilbraham Regional, Hampshire Regional, Hatfield, Holyoke, Longmeadow, Ludlow, Mohawk Trail Regional, Monson, Northampton, Palmer, Pioneer Valley Regional, Quaboag Regional, Ralph C. Mahar Regional, South Hadley, Southwick-Tolland Regional, Springfield, Ware, West Springfield, Westfield</i>
Year Opened	1996	Years Renewed	2001, 2006, 2011, 2016
Maximum Enrollment	400	Current Enrollment	400
Chartered Grade Span	7-12	Current Grade Span	7-12
# of Instructional Days per school year	180	Students on Waitlist	319
School Hours	8:30-3:55 8:30-2:50 (F)	Age of School	23 years
<p>Mission Statement: <i>PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum</i></p>			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Dear Commissioner Riley:

The Pioneer Valley Performing Arts Charter Public School (PVPA), in completing its twenty-third year, remains true to its mission of providing a rigorous college-preparatory curriculum rich in the visual and performing arts.

This year included a significant change in PVPA's leadership. Dr. Marc Kenen is our Executive Director and will lead the school through the 2020-2021 school year. Dr. Kenen has served as the founder and Executive Director of the Massachusetts Charter Public School Association and is a parent of two PVPA alumni. In addition, Laura Davis, Ph.D. was hired as the Director of Arts and Academics..

PVPA remains a vibrant place, continually resonant of the infectious energy and enthusiasm of our talented students and dedicated teachers. This fact, along with our rigorous academic and arts curriculum, lies at the heart of PVPA's culture and ethos. We look forward to the coming year, under the leadership of our new Executive Director, knowing that the talent and resources of our teachers, administrators, students, families, and Board members will enable us to continue to thrive.

Sincerely,

Melinda Winter

President, PVPA Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER: Mission and Key Design Elements

Intensive Exposure to the Performing Arts

In the 2018-19 school year, PVPA offered over 120 performing arts classes to its student body. No other public secondary school in the Commonwealth can match the depth and breadth of our arts courses and performing arts opportunities afforded to its students.

At PVPA, students have opportunities to take a wide range of courses in dance, theatre, film, visual art, technical theatre, costuming, music and digital and graphic design. These courses range from general, introductory courses intended to expose students to the performing arts, as well as auditioned based advanced level courses for students who want to concentrate more deeply in a specific art form.

PVPA encourages a climate of inclusive practice for all students in the arts and offers multiple opportunities for participation (on stage, off stage, outreach, open mic, community events, etc). All students can participate and perform every other week, as part of PVPA's Open Microphone. In addition, Open Microphone is also a place to showcase arts and academic integration through formative and summative assessments (performances). ELA, world language, history, music, theater, film, costuming and dance teachers regularly collaborate throughout the semester leading to a demonstration of learning that is shared with the larger school community. Presentations and performances by the PVPA Student Affinity Groups (Black Student Union, Asian Student Union, Latino/a/x Student Union, GSD and Peace Jam) have also occurred during open mic and during other community day events.

PVPA continues to benefit from our new 7000 sq ft performance space (opened in 2016) which provides numerous opportunities for even more students to participate, both on the stage, behind the scenes, in the new tech booth, and as an audience member. The 2018-19 performance calendar included 15 mainstage productions in dance, theatre, film and music and included celebrations of learning which extended beyond the school day with broad participation across the school for the following community events: New Families Celebration, Unite Fest, Community Day and Unity Day. At PVPA, the arts are embedded in everything we do.

Our Paideia Winter Session, a three-week term between Semesters 1 and 2, is another example of our faithfulness to our mission and key design elements. Paideia offers all students the opportunity to become immersed in either one full-day or two half-day learning experiences that emphasize the arts in multiple genres (this year our 7th and 8th grade students took part in one half-day experience, as they continued their academics classes throughout the mornings of Paideia).

A Sampling of the 2018-2019 Paideia Course Offerings

Dance Education Laboratory (DEL)
Funkadelic Rehearsals
Gender and Pop Culture
Indoor Rock Climbing
Literature on the Screen
Polar Fleece Hat Making
Stage Management
Sustainable Fashion Accessories
Virtual DJing and Music Editing
West African Dance and Drum
Yarn for a Cause

An Excellent College Preparatory Curriculum

A quick review of PVPA's college acceptance rates, SAT scores, and 10th Grade MCAS scores over the past few years makes a compelling case for the strength of PVPA's college preparatory curriculum. Each year, PVPA has increased the breadth and depth of its academic course offerings to ensure that we meet our Strategic Plan goal of providing "*challenging and rigorous curriculum for all students*".

This year, all teachers grades 9-12, in both arts and academics, provided their students with the opportunity to earn honors level credit in any class. The honors policy was revised during the 2015-2016 school year and implemented in 2016-17. Honors had existed as options before to students, however, this initiative provides consistency between teachers with respect to what students know and produce. Students were able to earn honors credit for the class if they had successfully demonstrated an honors project and had earned a 3.2, 3.6, or 4.0 in the class. Honors grades were notated as 3.2H, 3.6H, and 4.0H.

PVPA continues to be a member of Virtual High School (VHS). Multiple students in grades 9-12 took advantage of VHS courses, such as Advanced Placement courses. A handful of students sat for AP exams at PVPA this past spring, including students taking Honors AB Calculus through PVPA's course offerings.

Again this year, 100% of our juniors took the PSAT, and every student who applied to college was accepted.

PVPA's graduation requirements exceed the admission requirements of the Massachusetts State University system, and our college acceptance rates and placements clearly demonstrate that our curriculum provides excellent preparation for the rigor of college. The following courses are a sample of electives offered at PVPA for students grades 11-12 (as well as 9-10 students who are accelerated):

French Intensive (French 4 & 5), Spanish Intensive (Spanish 4 & 5), Physics, Anatomy, Physiology & Psychology, Food Science and Nutrition, LGBTIQ studies, African American Literature, Honors AB Calculus, Honors Globalization, 1960s Art and Culture, Ancient Greek and Roman History, Civil Liberties and Political Rights, Electoral Politics, Public Speaking, Class, Gender, & Race, Advanced Technique: Contemporary, Advance Technique: Ballet, Advanced Music Theory: India, Advanced Music Composition and Arranging, Musical Theater Playwriting, Theater Critique, Advanced Costuming.

PVPA students grades 7-10 are enrolled in required core academic courses designed to provide a strong foundation for their learning in grades 11 and 12. In addition to students' grade reports and narratives, a critical measure of our students' readiness to tackle advanced work is reflected in our 10th grade MCAS scores during our current charter term. Although this data is available to you in many forms, it is important to note that when compared to other high schools in the Pioneer Valley, PVPA 10th graders are consistently ranked at the top of the list in science, ELA, and math. In our review of the latest available SAT results, PVPA students significantly outperformed our sending school districts when compared to our ten highest sending communities.

Program Delivery: Curriculum

PVPA's standards-based grading practices necessitates that the following elements be included in any curriculum map:

- State or national standards
- Course objectives derived from the standards

- Primary summative assessments (including notation of common department assessments) for all course objectives
- Clear distinction between year-long and semester-long skills
- Measurable course objectives and unit-specific course objectives
- Unit-specific course objectives arranged in chronological fashion
- Unit-specific notes about core resources, activities, and texts
- OPTIONAL - primary formative assessments, arts/academics integration and enhancement, lab activities

Curriculum maps are living documents which will change over time. Every three years, PVPA teachers review and update curriculum maps by working with department colleagues. However, teachers can update curriculum maps each summer in preparation for the upcoming year. At the start of any school year, the curriculum map should represent the teacher's plans for the course. At the end of a given year, the teachers of a course can prepare changes to the following year's map.

A curriculum map reflects common course objectives and primary summative assessments even if there is more than one teacher for a given course. Teachers of a common course may develop individualized approaches to formative assessments, additional summative assessments, or any instructional moves to support students' work on the common course objectives and summative assessments. If the course instructors disagree on suggested revisions to the course objectives or primary summative assessments, then the decision making moves to the Department Leader and is reviewed by the Director of Arts and Academics for final approval.

Program Delivery: Assessment

PVPA utilizes a standards-based grading system model. Students' final grades are determined by evidence of student learning on specific course objectives that are derived from state standards. The evidence comes from assessments selected by teachers that align tightly to their specific course objectives. Individual classroom teachers are supported in identifying valid professional sources and collaborating with colleagues for the development of their assessments, and are responsible for individually monitoring students' progress in learning through an analysis of these in-class assessments.

The 2018-2019 school year was the fourth year in which PVPA students were assessed on their Habits of Work and Learning (HoWLs) separately from the content course objectives. All teachers shared the three HoWL course objectives, which is not used to determine the GPA (grade) for a student within a given course.

PREPARATION: I am prepared for class and arrive on time with organized materials and any needed attire.

PARTICIPATION: I participate in my learning by engaging actively, contributing productively, and collaborating respectfully and safely.

PERSONAL RESPONSIBILITY: I manage my school work by monitoring my assignment completion, meeting deadlines for assigned work and revisions, and/or successfully navigating the extension process if necessary.

During the 2018-2019 school year, PVPA contracted with NWEA and implemented its MAP (Measures of Academic Progress) testing program in grades 7 and 8 for ELA and math. As well as math for high school students in math support classes. The hope is that the use of MAPs testing can continue to be used as another measure of academic success for PVPA throughout various grades.

Teacher professional development focused on the use of formative assessments within the classroom this school year. The collaborative time and curriculum day time dedicated to this work allowed teachers to practice using one formative assessment tool well and experiment with many others. Teachers worked in small groups and had discussions regarding the effectiveness of the formative assessment tools.

To ensure fidelity to our assessment practices, department leaders and program directors review and give feedback on course curriculum maps, the alignment between unit course objectives and listed summative assessments, monitor teachers' use of the Parent Portal to document student work and need for revisions on summative assessments, and request that teachers include student work artifacts in all mid-cycle and end-of-cycle evaluation meetings.

Access and Equity

Student discipline report:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04790000&orgtypecode=5&=04790000&>

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	414	6		1.4	
EL	2				
Economically Disadvantaged	100	3			
Students with Disabilities	95	2			
High Needs	165	3			
Female	288	5			
Male	125	1			
American Indian or Alaska Native	1				
Asian	9	0			
African American/Black	39	3			
Hispanic/Latino	60	1			
Multi-race, Non-Hispanic/Latino	27	0			
Native Hawaiian or Pacific Islander	0				
White	278	2			

During the summer of 2018 we analyzed our state and internal data and concluded that we were disciplining students with disabilities and economically disadvantaged students at a disproportionate rate. This led the school to decide to revamp our discipline system. A faculty/staff/student committee was convened to explore and develop a plan for adopting and

implementing a restorative justice program at the school. During 2018-19 PVPA implemented our Restorative Justice program which involved the training of staff, faculty and students to implement a school-wide implementation plan.

While the program is new, we found the implementation of a Restorative Justice program changed the school culture. We held over 30 circles run by administrators and employed a peer restorative justice program to train student leaders in managing circles and helping deal with student -student conflict.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Using Dance to educate youth	Residency partnership with Elementary School	Director of Dance, Director of Community Relations	Belcher middle school, Belchertown, MA	We have a curriculum that we use to run this program in partnership with the Elementary School. We did NOT get a dissemination grant for this project.
Music	Public performance at Springfield Community School of Music	Director of Music Department, two Music faculty	Springfield Community School of Music	We have videotape of the performances. We did NOT get a dissemination grant for this work.
Theatre performance and critique	Public performances and workshops held at the school	Director of Theatre Department	4 area high school drama clubs	Each of the performances by the participating schools was videotaped. We did NOT get a dissemination grant for this work.
Standards-Based Assessment workshop	Workshop/meeting of Western Massachusetts charter school leaders	Director of Arts and Academics	WMAss charter schools at meeting in Greenfield	Each of the school leaders asked questions and took lessons back to their school. We did NOT get a dissemination grant for this work.
Restorative Justice	Pioneer Valley professional learning community of public schools implementing restorative justice program	Dean of School Culture	8 Pioneer Valley K-12 public schools	Networked with traditional school districts, shared best practices and challenges of the work. We did NOT get a dissemination grant for this work.

ACADEMIC PROGRAM SUCCESS

Student Performance A

You can see our current state report card here:

<http://reportcards.doe.mass.edu/2018/04790505>

Student Performance B

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention	Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx	Meeting 44 percent of Improvement targets

Program Delivery Changes in 2018-2019

Academic

The major new programmatic change was the development of a 7-8 Arts Core curriculum which will be offered to all middle school students. This curriculum will serve as the foundation of the arts curriculum. Each student will rotate through a six week unit on each of the four art disciplines i.e. dance, music, theatre, and visual arts. This curriculum was created by a team of teachers and will be employed in the 2019-20 school year.

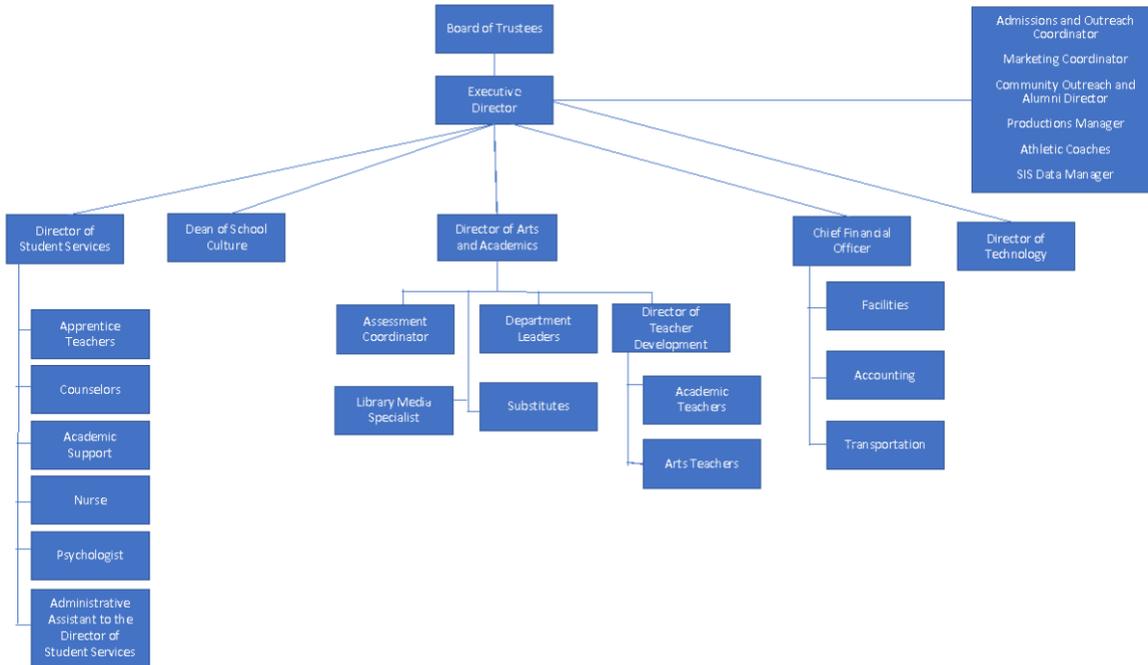
Social, Emotional, and Health Needs

Considerable attention is given to the social, emotional, and health needs of all students at PVPA. This year we implemented a "Life Skills" curriculum for the 7th and 8th grades to promote greater social and emotional health.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School:

For the 2018-19 school year:



BUDGET AND FINANCE

Financial Reports: Unaudited FY 19 Statement of Net Assets (Balance Sheet)

Assets	
Current Assets	
Cash and Cash Equivalents	\$1,591,524
Accounts Receivable (net)	381,745
Other Current Assets	304,009
Total Current Assets	<u>2,277,278</u>
Fixed Assets (net)	<u>859,030</u>
Total Assets	<u><u>\$3,136,308</u></u>
Liabilities and Net Assets	
Liabilities	
Accounts Payable	\$71,858
Accrued Expense	\$16,147
Accrued Payroll and Withholdings	498,710
Other Liabilities	37,506
Total Liabilities	<u><u>\$624,221</u></u>
Net Assets	<u>2,512,087</u>
Total Liabilities and Net Assets	<u><u>\$3,136,308</u></u>

**Financial Reports: Unaudited FY 19 Statement of Revenues, Expenses and
Changes in Net Position (Income Statement)**

Operating Revenue

Commonwealth of Massachusetts Sources	\$5,917,462
Production	28,391
Student Activities	69,004
Auxiliary	69,962
Miscellaneous	551
Total Revenue	\$6,085,370

Operating Expense

Education Expense	
Salaries and Benefits	\$3,420,136
General Educational Expense	31,656
Departmental	57,457
Grants	176,668
Education-Other	157,012
Total Education Expense	\$3,842,929
Production	142,302
Technology	32,995
Administrative	1,286,861
Facilities	738,502
Depreciation	109,404
Auxiliary Expense	180,693
Other Expense	(3,407)
Total Expense	\$6,330,279
Operating Income	(\$244,909)

Nonoperating Revenue (Expense)

Fundraising revenue	\$82,394
Interest	10,230
Rental Income	1,500
Tuition received in excess of budget- designated for Capital costs related to building addition	0
Fundraising expense	(23,777)
Total Nonoperating Income	\$70,347

Change in Net Position	(\$174,562)
Net Position, Beginning of year	2,720,346
Net Position, End of year	\$2,545,785

Approved School Budget for FY 20
FY 20 Approved Budget

	Approved Budget FY 19	Approved Budget FY 20
Revenue		
Commonwealth of Massachusetts Revenue	\$5,920,915	\$6,288,914
Production Revenue	39,500	28,500
Student Activities Revenues and Fees	69,000	75,500
Auxiliary Revenue	96,000	74,950
Interest	6,000	8,500
Fundraising Revenue	103,000	105,000
Miscellaneous Revenue	2,500	2,500
Rental Income	4,000	4,000
Total Revenue	\$6,240,915	\$6,587,864
Expense		
Education Expense		
Education Salaries, Taxes and Benefits	\$3,480,960	\$3,593,585
General Educational Expenses	37,700	41,200
Departmental Expense	52,800	34,520
Grants	155,240	155,240
Education-Other	142,300	152,200
Total Education Expenses	\$3,869,000	\$3,976,745
Production	153,628	135,290
Technology	32,530	34,530
Administrative	1,232,950	1,389,600
Development	6,000	6,000
Facilities Expense	762,750	758,666
Depreciation	95,000	95,000
Auxiliary	171,867	168,819
Other Expenses	6,500	6,500
Total Operating Expense	\$6,330,225	\$6,571,151
Change in Net Assets	-89,310	\$16,713
		-\$15,000
Transfer to Restrict – Capital Reserve		\$ 1,713
Actual Change in Net Assets		
Budget Approved by Board of Trustees May 14, 2019		

Capital Plan for FY20

During the summer of 2010, PVPA Charter Public School embarked on the creation of replacement schedules for significant technology and theatrical equipment. In addition, PVPA worked with the Nonprofit Finance Fund to develop a 20-year Systems Replacement Plan that forecasts the necessary replacement of specific systems and equipment, presuming ongoing routine maintenance. Building equipment and components are grouped into major categories, i.e. heating, air conditioning, ventilation, plumbing, and roof systems. The costs and useful-life expectancy of systems are based on data provided by building contractors, vendors, and published cost estimates. Items with relatively short useful lives may need to be replaced more than once during the 20-year period. Projected replacement costs are adjusted for inflation at a 4% annual rate. Many of these projects have been completed, are in process and on-going or slated for a future time frame.

PVPA Charter Public School and its related 501(c)(3) organization, The Friends of Pioneer Valley Performing Arts High School (The Friends), have a lease agreement by which PVPA rents the building at 15 Mulligan Drive in South Hadley, MA. In January 2016, construction was completed on a multi-use theater space, an addition of 7,100 square feet. The cost of the project, \$2.56 million, was financed by The Friends with proceeds from refinancing its mortgage (completed in June 2014) and accumulated reserves of the Friends and PVPA.

During the June 12, 2018 meeting of the Board of Trustees, the PVPA Board agreed to the formation of a Board sub-committee tasked with evaluating the facility needs of the school. This sub-committee will began work in September 2018 and is on-going.

Project: Parking lot redesign study

Current Status: Completed August 2018

Current Estimated Schedule: 2016-2019

Current Estimated Cost: \$24,500

Financing: Accumulated surplus (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project.

Project: Redesign/resurfacing of parking lot

Current Status: Completed August 2018

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$490,770

Financing: Funds from related 501 (c)(3) organization, Friends of PVPA.

PVPA has not established a capital project reserve account for this project.

Project: VoIP Telephone system

Current Status: Completed August 2018

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$40,000

Financing: Accumulated surplus - Approved in FY 19 budget.

PVPA has not established a capital project reserve account for this project.

Project: Wifi System Upgrade

Current Status: Completed August 2018

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$30,000

Financing: Accumulated surplus - Approved in FY 19 budget.

PVPA has not established a capital project reserve account for this project.

Project: Card Access System

Current Status: Completed August 2019

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$15,000

Financing: Accumulated surplus - Approved in FY 19 budget.

PVPA has not established a capital project reserve account for this project.

Project: CCTV System Upgrades

Current Status: Completed August 2018

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$7,500

Financing: Accumulated surplus - Approved in FY 19 budget.

PVPA has not established a capital project reserve account for this project.

Project: Chromebook 1:1 Program

Current Status: Completed August 2018

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$2,000

Financing: Accumulated surplus - Approved in FY 19 budget.

PVPA has not established a capital project reserve account for this project.

Project: Repair Underground Wiring for Parking Lot Lights

Current Status: Phase 1 – Completed December 2018

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$24,875

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Repair Underground Wiring for Parking Lot Lights

Current Status: Phase 2 – To Be Completed Summer 2019

Current Estimated Schedule: 2019-2020

Current Estimated Cost: \$36,000

Financing: Accumulated surplus – Approved in FY 20 Budget

PVPA has not established a capital project reserve account for this project.

Project: Acoustical Curtains for Theater

Current Status: To Be Completed Summer 2019

Current Estimated Schedule: 2019-2020

Current Estimated Cost: \$22,000

Financing: Accumulated surplus – Approved in FY 20 Budget

PVPA has not established a capital project reserve account for this project.

Project: Theatrical Lights for Theater

Current Status: To Be Completed Summer 2019

Current Estimated Schedule: 2019-2020

Current Estimated Cost: \$25,000

Financing: Accumulated surplus – Approved in FY 20 Budget

PVPA has not established a capital project reserve account for this project

Project: Facilities Project Design & Plans

Current Status: Not started - To be evaluated by Board sub-committee

Current Estimated Schedule: 2019-2020

Current Estimated Cost: \$50,000

Financing: Accumulated surplus – Approved in FY 20 Budget

PVPA has not established a capital project reserve account for this project

Project: HVAC replacements-high efficiency units

Current Status: In Progress

Current Estimated Schedule: 2020-2021

Current Estimated Cost: \$280,000

Financing: Funds were previously budgeted however related party will be responsible

PVPA has not established a capital project reserve account for this project. Project to be funded by related 501 (c)(3) organization, Friends of PVPA.

Project: Roof replacement

Current Status: In progress

Current Estimated Schedule: 2020-2021

Current Estimated Cost: \$160,000 plus 10% soft costs

Financing: Funds were previously budgeted however related party will be responsible.

PVPA has not established a capital project reserve account for this project. Project to be funded by related 501 (c)(3) organization, Friend of PVPA.

Project: Repainting of exterior

Current Status: Not started - To be evaluated by Board sub-committee

Current Estimated Schedule: Unknown at this time

Current Estimated Cost: \$80,000-\$90,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Replacement of flooring

Current Status: Not started - To be evaluated by board sub-committee

Current Estimated Schedule: Unknown at this time

Current Estimated Cost: \$25,000 - \$30,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Repair of masonry and sealing of windows

Current Status: Not started - To be evaluated by Board sub-committee

Current Estimated Schedule: Unknown at this time

Current Estimated Cost: \$65,000 - \$70,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Replacement of chairs, desks and tables

Current Status: Not started - To be evaluated by Board sub-committee

Current Estimated Schedule: Unknown at this time

Current Estimated Cost: \$67,000 - \$70,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Appendix A: Accountability Plan Performance

Pioneer Valley Performing Arts Charter Public School (PVPA)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	South Hadley, MA
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	45 ¹
Year Opened	1996	Year(s) Renewed (if applicable)	2001, 2006, 2011, 2016
Maximum Enrollment	400	Chartered Grade span	7-12
Mission Statement: The Pioneer Valley Performing Arts Charter Public School (PVPA) offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.			

- Key Design Elements** *(with parenthetical citations to pages from the charter application):*
- College preparatory curriculum (P.2; Executive Summary)
 - Intensive exposure to the performing arts (P.2; Executive Summary)
 - Standards-based assessment system (Section 1. P.2-3)

The charter school commits to meeting **Criteria 1 through 10** as outlined in the **Charter School Performance Criteria**.

Date of Preliminary ESE Approval	
Date of Board Approval:	
Date of ESE Approval:	

Objectives and Measures related to Mission and Key Design Elements *(required)*:

Objective: PVPA students will receive a rigorous college preparatory education.		
Measure: Each year, PVPA’s annual college acceptance rates will exceed the average of its five largest sending districts.	Met	Evidence: According to DESE data, the average college enrollment rates for our five largest sending districts (Springfield, Amherst, South Hadley, Chicopee,

¹ Agawam, Amherst, Amherst-Pelham, Belchertown, Brimfield, Chesterfield-Goshen, Chicopee, Conway, East Longmeadow, Easthampton, Gateway Regional, Gill-Montague, Granby, Granville, Greenfield, Hadley, Hampden-Wilbraham, Hampshire Regional, Hatfield, Holland, Holyoke, Leverett, Longmeadow, Ludlow, Monson, Mohawk Regional, New Salem Wendell, Northampton, Palmer, Pelham, Pioneer Valley Regional, Ralph Mahar Regional, Shutesbury, South Hadley, Southampton, Southwick Tolland, Springfield, Sunderland, Wales, Ware, West Springfield, Westfield, Westhampton, Whately, and Williamsburg.

		Northampton) is 70%. PVPA college enrollment rate for FY 18 is 75%
Measure: Each year, every PVPA graduate who applies to college will be accepted.	Met	Evidence: School student data system indicates all 2019 graduates who applied to college were accepted to at least one college.
Objective: PVPA students will be deeply immersed in the arts.		
Measure: Annually, each graduate will complete an art concentration as documented by course transcripts	Met	Evidence: School student data system indicates all 2019 graduates completed an art concentration
Objective: PVPA faculty will utilize a standards based assessment system that allows all students to demonstrate their acquired skills and knowledge. .		
Measure: Each year, all students will have demonstrated knowledge of course material through achieving a passing final grade in each course based on a standards-based assessment system.	Met	Evidence: Students' final grades reflect faculty assessment that students have mastered the course objectives as established through a standards-based assessment system.

Objective and Measures related to Dissemination (*required*):

Objective: PVPA will share the process and outcomes inherent in an arts-rich education with other public schools in the Pioneer Valley.		
Measure: Each year, PVPA audition-based classes perform at local elementary schools.	Met	Evidence: Please reference Table 1 of Appendix A
Measure: Each year, PVPA faculty and administrators will provide a professional development opportunity to area educators in one of the two topics: Standards-based Assessment and/or Arts Integration.	Met	Evidence: Please reference Table 1 of Appendix A

Appendix A, Table 1: Dissemination evidence

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Using Dance to educate youth	Residency partnership with Elementary School	Director of Dance, Director of Community Relations	Belcher middle school, Belchertown, MA	We have a curriculum that we use to run this program in partnership with the Elementary School. We did NOT get a dissemination grant for this project.

Music	Public performance at Springfield Community School of Music	Director of Music Department, two Music faculty	Springfield Community School of Music	We have videotape of the performances. We did NOT get a dissemination grant for this work.
Theatre performance and critique	Public performances and workshops held at the school	Director of Theatre Department	4 area high school drama clubs	Each of the performances by the participating schools was videotaped. We did NOT get a dissemination grant for this work.
Standards-Based Assessment workshop	Workshop/meeting of Western Massachusetts charter school leaders	Director of Arts and Academics	WMAss charter schools at meeting in Greenfield	Each of the school leaders asked questions and took lessons back to their school. We did NOT get a dissemination grant for this work.
Restorative Justice	Pioneer Valley professional learning community of public schools implementing restorative justice program	Dean of School Culture	8 Pioneer Valley K-12 public schools	Networked with traditional school districts, shared best practices and challenges of the work. We did NOT get a dissemination grant for this work.

Appendix B: Recruitment and Retention Plan

2018-2019 Implementation Summary:

- In 2018-2019 the percentage of students receiving special education services was over 20%. PVPA's recruitment in this area continues to be a success. Parents of students with IEPs recommend PVPA to parents who, for a variety of reasons, are dissatisfied with the special education services their children receive in their home school districts. As a result, PVPA is accepting more students with increasing academic needs, including students who require MCAS-ALT and students who had been placed in in-district alternative education programs. Additionally, there continues to be a rise in regular education accepted students in grades 7-10 who require placement in either a Math Intervention, Math Support, or Reading Workshop class to bring their academic skills up to grade level.
- Due to the school culture of acceptance and safety, PVPA also enrolls many students whose parents/guardians report had been bullied in their home districts and who were at high risk for dropping out of school..
- PVPA maintains contact with its students who have "dropped out" of school. Understanding that not every student fits into a four-year graduation box, PVPA encourages and supports students to stay in school for a fifth year, if need be, so that our students can, when ready, matriculate to college. Our state data shows our five year graduation rate is exceptionally high.
- Additionally, students who were just one or two classes away from meeting our graduation requirements create plans with the school administration to take those courses at local community colleges, and then "re-enroll" for the purpose of receiving their PVPA diploma. Although those students are listed as having dropped out, they have already begun their post-secondary education careers.
- PVPA continues to underwrite the cost of transportation for all students, and especially so for all families eligible for free or reduced lunch. PVPA also either reduces or eliminates all school-related activity fees for eligible families. PVPA also

provides free computers to any family who cannot afford one, regardless of their official eligibility status.

- We believe that our October 1, 2019 SIMs data will closely approach or meet the comparison index or gap narrowing targets in each sub-group area so no further discussion regarding the school’s recruitment and retention plan is requested.

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

General Recruitment Activities for 2019-2020:

1. Send Admission Packets (information about school and the application process) to all guidance departments in elementary and secondary schools in Hampshire, Hampden, and Franklin County.
2. Send press releases to all newspapers, radio and television outlets in all representing sending districts detailing availability of applications, process for applying, deadline for application, as well as an overview of the school, and an information meeting schedule to see the school and ask questions of school administrators.
3. Advertise on radio and print media (including Spanish language print and radio programs) to broaden the applicant pool.
4. Post flyers in economically depressed communities promoting school and in timely manner for application to school.
5. Hold informational meetings at the school and off site at community centers that are easily accessible to public transportation.
6. Targeted social media advertising

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

Demographic Group	Strategies
<p>Special Education</p> <p>(a) CHART data</p> <p>School percentage: 20.5% GNT percentage: 13.1% CI percentage: 14.0%</p>	<p>(b) 2018-2019 Strategies</p> <ul style="list-style-type: none"> x Met GNT/CI: no enhanced/additional strategies needed • Maintain Director of Student Services (Special Education Director) and Special Education Parent Advisory Council parents in parent-student information session meetings. • Provide information about our Special Education programs on the PVPA website.

<p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	
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Limited English-proficient

<p>Limited English-proficient students</p> <p>(a) CHART data</p> <p>School percentage: .5%</p> <p>GNT percentage: 2.7%</p> <p>CI percentage: 4.0%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Translate two admissions or resources-related documents into Spanish each year. ● Schedule recruitment outreach in targeted communities in the fall as well as in the winter leading up to the lottery. ● Have translation services available at admission information events. ● Advertising in local Spanish-language media outlets. ● Systematically plan to provide access to the entire PVPA website in Spanish. ● Undertake WIDA and SEI training in anticipation of new ELL students.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>x Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Website: identify primary pages for recruitment to be translated professionally. Translate monthly news articles (the only items currently not automatically translated by the website). ● In addition to advertising in Spanish-language print media, create a radio spot as well for Hampden County. ● This year, translate our new outreach materials (poster, small flyer, infographic sheet). By 2019-20 school year, have our FAQs professionally translated to Spanish. ● Disseminate translated outreach materials to student-centered organizations in Springfield and Holyoke. ● Pursue a presence at a minimum of one latino/a/x heritage event in Holyoke or Springfield in the summer or Fall of 2019. ● Expected comparison index percentage for limited English-proficient students to be met by 2019-2020 school year. ● Targeted social media advertising

Economically disadvantaged

<p>Economically disadvantaged students</p> <p>(a) CHART data</p> <p>School percentage: 24.9%</p> <p>GNT percentage: 27 %</p> <p>CI percentage: 33.7%</p> <p>The school is <u>below</u> GNT and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed ● Publicize that PVPA significantly underwrites the cost of transporting by bus eligible families to and from their sending districts. ● Continue to publicize the PVPA computer give-away program for eligible families. ● Include information about our free and reduced lunch program, and reduced or waived student activity fee programs in admissions materials. <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>x Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Post flyers and posters at the Holyoke Boys and Girls Club, Holyoke YMCA, Springfield YMCA, and other community programs that may serve lower income youths. ● Post flyers and posters and provide paper copies of our application in low-income housing developments throughout towns and cities in our three priority counties (Hampden, Hampshire and Franklin). ● Provide childcare and refreshments at one of our outreach admissions events. ● Provide local community resources in all three of our priority counties with flyers, posters and paper applications (ie food pantries, DCF offices, thrift stores, food stamp programs, WIC offices, etc) ● Targeted social media advertising
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Share our graduation and college acceptance rate information with families on the admissions materials and at informational meetings. ● Discuss with prospective families and students our program's individualized approach in supporting student's pathways developmentally towards earning a PVPA diploma and in post secondary school planning.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Discuss partial day programs for students to alleviate academic or financial stress. ● Share information about our counseling and academic support services. ● Schedule regular meetings with students and families to discuss concerns and expectations for earning a PVPA diploma. <p>Provide information and support for students who decide, after exhausting steps 1-3, to pursue a GED to move on to college or work.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Send regular communication to students who have dropped out. ● Call students and parents to encourage their continued academic pursuits and help facilitate those pursuits. ● Provide guidance and support for scheduling students into alternative educational programs that allow students to obtain

	a PVPA diploma.
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	(g) 2018-2019 Strategies <ul style="list-style-type: none"> • Increase the number and diversity of student organizations through affinity groupings to create safe havens to explore challenging issues. • Disseminate the new PVPA Diversity Plan.

<p>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.</p> <p style="text-align: center;">2018-2019 Implementation Summary:</p> <p>Special Education Students</p> <ul style="list-style-type: none"> • PVPA continued regular academic support/school counselor/administrative group meetings to review student progress by using a variety of data tracking and communication tools. • Coordinated efforts between math and special education teachers supported improved math instruction for students with disabilities and led to better small group and individualized math instruction for students below and significantly below grade level. Additionally in efforts to further support students: The creation and implementation of Algebra 1a and 1b with modified pacing to spread the one year curriculum over a two year span to provide an additional path forward for students. Additionally the creation of the Foundations of Geometry course, a substantially modified geometry course. • PVPA continued its middle school Reading Workshop program and to strengthen its Foundations Classes to allow for more successful inclusion strategies for students requiring curricular modifications: The Foundations of Humanities course was created. This substantially modified language arts and history course provided students the opportunity to receive credit in both English and History with reduced expectations for written output. • Administration and Faculty have begun extensive training on supporting students with mental health challenges. <p><i>Limited English Proficient</i></p> <ul style="list-style-type: none"> • PVPA's Director of Student Services works closely with admissions and faculty in preparations for any incoming English Language Learner students attending in the coming academic year 2019-2020. • PVPA continued its staff minority recruitment efforts this year through its membership to NEMNET. <p><i>Students Eligible For Free/Reduced Lunch</i></p> <ul style="list-style-type: none"> • As in prior years, PVPA either reduced or waived all activity-based fees for eligible students, and provided scholarships for events and activities to ensure that students have spending money for lunches and dinners on field trips and overnight trips.
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- PVPA continued the Computer Give-Away program for any family in need, and made information available for families to receive discounted internet access at home.

Students Who Are Sub-Proficient

- PVPA continued use of its math and reading diagnostic assessment tools to identify sub-proficient students within the first two-weeks of school and developed appropriate intervention strategies and plans.
- The new teacher orientation and ongoing professional development throughout the year strongly emphasized the importance of differentiated instruction, formative and summative assessment, teaching to diverse learning styles, and ensuring fidelity to PVPA’s DCAP and students requiring accommodations and modifications.
- PVPA continued to provide extensive information to all families via the parent portal, and held multiple family-teacher conferences throughout the year.

Students At Risk For Dropping Out

- In addition to maintaining regular check-ins with students and their parents/guardians, PVPA school counselors took at-risk students on personal tours of local community colleges, developed creative schedules to allow for credit recovery and employment, developed weekly academic tracking sheets with classroom teachers, and connected students to adult and peer mentors.
- When necessary, PVPA partnered with outside mental health agencies to support at-risk students on a range of issues that put them at risk, especially severe anxiety and clinical depression, which have both risen over the past four years.

Students Who Have Dropped Out Of School

- PVPA maintained contact with students and families who have dropped out through of a variety of methods including email, telephone, and invitations to visit the school and attend school events.
- Students were regularly encouraged to return to school, meet with school counselors and develop plans that can further their educational or vocational goals.

Other Subgroups Of Students Who Should Be Targeted To Eliminate The Achievement Gap

- All teachers were provided with anti-racist teacher training designed to strengthen cultural competencies in their work with students and parents. All teachers and administrators ensured that instructional materials were free of bias and are supportive and affirming of all PVPA students. Finally
- PVPA maintained the established partnership with the NCCJ and the Camp Anytown program that provided diversity trainings for students and staff.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

**Retention Plan –Strategies
List strategies for retention activities for each demographic group.**

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 6.6%</p> <p>Third Quartile: 15.1%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2018-2019 Strategies</p> <ul style="list-style-type: none"> x Below third quartile: no enhanced/additional strategies needed • Maintain weekly academic support/school guidance counseling team meetings. • Expand the use of electronic data tracking tools and communication tools. • Provide additional professional development training for special education teachers in the new math curriculum. • Expand the math and reading intervention programs. • Support teacher training for implementing modifications in a standards-based classroom and grading system. • Analyze data to determine retention and graduation rates trends of students with IEPs.
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English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: 20.0%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2018-2019 Strategies</p> <ul style="list-style-type: none"> x Below third quartile: no enhanced/additional strategies needed • Ensure proper training and credentialing of all required ELL teachers and teacher supervisors. • Provide translation services between home and school. • Translate all relevant and required documents into Spanish. • Encourage student participation in the Latino Student Union. <hr/> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> No ELs were enrolled during the 2018-19 school year.
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eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 8.2%</p> <p>Third Quartile: 15.1%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2018-2019 Strategies</p> <ul style="list-style-type: none"> x Below third quartile: no enhanced/additional strategies needed • Distribute eligibility forms to all families prior to the start of school • Ensure that all families understand that no students will be denied participation to any activity due to ones ability to pay an activity or transportation fee. • Increase publicity for the computer give-away program for families who cannot afford a home computer. • Provide preferential parent-teacher conference sign-up slots for families who do not have access to the internet at home.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Enroll sub-proficient students in the appropriate subject-based intervention classes. • Assign student a mentor. • Provide required services per an IEP or 504 if applicable. • Link to community agency support depending on the reasons for which a student is sub-proficient (attendance; social/emotional; academic; health; cognitive capacity; other). • Maintain frequent communication with parents/guardians.

<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Hold family meeting with school counselors and administration to identify potential supports and next steps. ● Refer for testing or counseling, if appropriate. ● Discuss options (partial day schedule, work study, equivalency degree) for earning one's HS diploma. ● Repeat Step 1 and re-evaluate options.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Send PVPA mailings and emails to students who have dropped out of school. ● Call students and parents to encourage their continued academic pursuits and help facilitate those routes. ● Provide guidance and support for scheduling students into alternative educational programs that allow students to obtain a PVPA diploma.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Provide anti-racist teacher training designed to strengthen teachers' cultural competency. ● Regularly review sub-group achievement data to identify gaps and address specific areas of concern. ● Ensure that all instructional materials are free of bias and are supportive and affirming of all PVPA students.

Appendix C

<p align="center">STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (For students enrolled as of the June 2019 SIMS submission)</p>		
Race/Ethnicity	# of students	% of entire student body
African-American	33	8.3
Asian	7	1.8
Hispanic	63	15.8
Native American	1	.3
White	264	66.3
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	31	7.8
Special Education	82	20.5

Limited English Proficient	2	0.5
Low Income	98	24.5

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start Date	End Date
Marc Kenen, Ed.D., Executive Director	Reports to Board of Trustees, evaluates all administrative personnel and programs, and leads development efforts and external relations of strategic partnerships.	April 9, 2018	N/A
Marcy Conner, Chief Financial Officer	Responsible for all budgetary matters (transportation, food service, grants, and production revenue/expenses). Prepares and monitors the budget and oversees HR in collaboration with Head of School	August 2016	N/A
Laura Davis, Director of Arts and Academics	Oversees all aspects of the academic and art program (curriculum, instruction, assessment, MCAS).	July 1, 2019	N/A
Zevey Steinitz, Director of Teacher Development	Oversees all aspects of teacher supervision and evaluation	July 1, 2019	N/A
Brent Nielsen, Director of Student Services	Responsible for all aspects of the school's special education program, including staff supervision and evaluation, program development, 504 monitoring and outside consultants providing ancillary services.	July 2013	N/A
Leigh-Ellen Figueroa, Dean of School Culture	Responsible for student culture, school-wide event planning, and student discipline	July 1, 2019	N/A

Thom Vreeland, Technology Coordinator	Maintains the school's technology requirements including hardware, software, PowerSchool and compatibility with all DESE reporting requirements. Supervises the Assistant Technology Coordinator.	August 1999	N/A
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TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Numbers as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers, School Counselors, Special Education Teachers, School Psychologist, Nurse, Library	51	1	5	1=asked to leave 4= more money
Administrators, Administrative Support/Clerical Staff, and Apprentice Teachers	20	1	1	1= health reasons 2 = grad school change

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Ahlstrom, Mary	Student	N/A	2	Completed 1 year term: ended on 6/30/19
Arthen, Donovan	Community Member/Alum	Vice- President, Co-Chair, Governance Committee	3	Joined 2/13; ends 6/21
Barnhill, James	Community	Co-chair,	2	Joined 9/14;

	Member	Governance Committee		ends 6/18
Black, Keith	Parent	Finance Committee	2	Joined 7/16; ends 6/20
Rodriguez, Jorge	Teacher	Governance	2	Joined 6/13; ends 6/19
Wherry, Drew	Student	N/A	1	joined 6/18, ends 6/20
Huggett, Gary	Teacher	N/A	1	Joined 6/15; ends 6/20
Jacobson, Deborah	Treasurer, Community Member	Finance	2	Joined 5/12; ends 6/19
Moore, Sean	Community Member, Alum	N/A	1	Joined 12/14; ends 6/19
Therrien, Stephen	Community member, Alum	N/A	2	Completed 1 year term: ended on 6/30/18
Winter, Melinda	President, Parent	N/A	2	Joined 9/15; ends 6/19
Rella-Brooks, Shubhada	Clerk, parent	N/A	1	Joined 9/18, ends 6/20
McLaurin, Marcus	Parent	N/A.	1	Joined 9/18, ends 6/20
Nathanson, Andrea	Parent	Finance	1	Joined 9/18, ends 6/20
Potter, David	Parent	Governance	1	Joined 9/18, ends 6/20
Baird, Ian	Student	N/A	1	joined 6/18, ends 6/20

Appendix D - Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Melinda Winter (January 1, 2018)
Charter School Leader	Marc Kenen, (began April 9, 2018)
Assistant Charter School Leader	Laura Davis

Special Education Director	No Change
MCAS Test Coordinator	Jackie Haley
SIMS Coordinator	No Change
English Language Learner Director	Laura Davis
School Business Official	Marcy Conner
SIMS Contact	No Change

Enrollment

Action	Date(s)
Student Application Deadline	January 31, 2020
Lottery	February 14, 2020

Conditions

No conditions

Complaints

The PVPA Board of Trustees received no official complaints during the 2018-19 school year concerning charter school regulations.

Appendix E: Board of Trustees Meeting Schedule School year 2019-2020. All meetings are at 6:00 p.m. and are held in the library at the Pioneer Valley Performing Arts Charter Public School, 15 Mulligan Drive, South Hadley, MA 01075

September 10, 2019

October 8, 2019

November 12, 2019

December 10, 2019

January 14, 2020

February 11, 2020

March 10, 2020

April 14, 2020

May 12, 2020