

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2018-2019 School Year

Pioneer Valley Chinese Immersion Charter School
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Hadley, Massachusetts 01035

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Introduction to the School

<i>Pioneer Valley Chinese Immersion Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Hadley, MA
Regional or Non-Regional?	Regional	Chartered Districts in Region	See below
Year Opened	2007	Year(s) Renewed	2012, 2017
Maximum Enrollment	584	Enrollment as of EOY June 2019	512
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days per school year	180	Students on Waitlist as of March 2019	208
School Hours	8:30 – 3:30; K-1st 8:30 – 4:15; 2nd-12th	Age of School as of 2018-2019 school year	12 years
<p>Mission Statement</p> <p>The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a kindergarten through grade 12¹ grade educational program that produces academically strong students highly proficient in Chinese and English. The program goals are:</p> <ul style="list-style-type: none"> • To develop proficiency² in Mandarin Chinese. • To maintain and extend students’ proficiency in English. • To develop high levels of academic attainment, meeting or exceeding national and state standards, through rigorous study and instruction aligned with the Massachusetts Curriculum Frameworks. • To develop students’ understanding of Chinese culture and the ability to interact successfully with others whose language and/or culture differs from their own. <p>PVCICS serves the Pioneer Valley region and offers a diverse group of students an innovative educational opportunity unavailable elsewhere in Massachusetts. PVCICS works to disseminate the school’s experiences and serve as a resource for schools trying to develop similar programs.</p>			

PVCICS’s defined region of service includes communities in Franklin, Hampshire and Hampden counties. PVCICS's defined region of service is:

Agawam, Amherst, Amherst-Pelham (Amherst, Leverett, Pelham, Shutesbury), Belchertown, Chesterfield-Goshen (Chesterfield, Goshen), Chicopee, Conway, Deerfield, East Longmeadow, Easthampton, Frontier (Conway, Deerfield, Sunderland, Whately), Gill-Montague (Gill, Montague), Granby, Granville, Greenfield, Hadley, Hampden-Wilbraham (Hamden, Wilbraham), Hampshire (Chesterfield, Goshen, Southampton, Westhampton, Williamsburg), Hatfield, Hawlemont, Holyoke, Leverett, Longmeadow, Ludlow, Mohawk Trail (Ashfield, Buckland, Charlemont, Colrain, Hawley, Heath, Plainfield, Shelburne), Northampton, Pelham, Pioneer Valley (Bernardston, Leyden, Northfield, Warwick), Shutesbury, South Hadley, Southampton, Springfield, Sunderland, West Springfield, Westfield, Westhampton, Whately, Williamsburg, Southwick-Tolland (Southwick, Tolland).

¹ PVCICS’s originally chartered grade span was K-8 and that grade span was in effect through the 2012-2013 school year. Due to the 2013 approval of an expanded grade span to K-12th, the mission statement was revised to be a K-12 grade span starting in the 2013-2014 school year.

² Throughout this document, the term “proficiency” will refer to speaking, listening, reading and writing skills.

School Performance and Program Implementation

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

PVCICS’s key design elements are embodied in its original charter application and subsequent amendment to be a K-12 regional public charter school dedicated to graduating students with high proficiency in both Chinese and English, combined with high levels of academic achievement. PVCICS is the first public charter school in the United States to offer a K-12 grade Chinese immersion program with the International Baccalaureate Diploma Programme (IB DP). PVCICS is an “IB for All” school meaning all students in 11th and 12th grades take a course load consisting only of IB courses.

The core of PVCICS’s educational philosophy is that through early and sustained immersion in Chinese language with culture integrated throughout, students will achieve high academic attainment, be highly proficient in two languages and develop sensitivity and tolerance for other cultures. The percentage of the school day spent in a Chinese classroom and English classroom changes depending on the grade level, with a higher percentage of time in the Chinese classrooms in grades K-5.

In grades K-5, Chinese language acquisition occurs naturally by using Chinese as the language of instruction during at least half of the school day. As is the practice in immersion programs, no English is used by the teacher during the Chinese portion of the day when core subjects, such as Math, Chinese Language Arts, and Science are taught. During the English portion of the day, English Language Arts and Social Studies are taught.

In grades 6-12, English is used as the language of instruction for core subjects however all students continue taking Chinese Language Arts in a roughly two hour daily partial immersion program. In high school, all PVCICS students prepare to take rigorous International Baccalaureate (IB) Diploma Programme (DP) courses in 11th and 12th grades. The goal of the high school program is to prepare students for college by giving them 21st century global skills. PVCICS requires its 11th and 12th grade students to take IB Mandarin so they continue developing their Chinese proficiency.

PVCICS is faithful to the mission, vision and educational philosophy defined in its charter. PVCICS’s twelve year track record of consistent high performance is evidence of the students’ ability to perform well academically in the Chinese immersion environment.

Amendments to the Charter in 2018-2019

Date	Amendment Requested	Approved?
June 29, 2017	PVCICS Enrollment Policy and Procedures	Pending
March 26, 2019	PVCICS Bylaws Update	Approved
May 2, 2019	PVCICS’s revised Accountability Plan	Approved
August 1, 2018	PVCICS Expanded Seats	Pending

Access and Equity

A. Publicly available student discipline data is available at the link below:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04970205&orgtypecode=6&=04970205&>

B. The Student Discipline data table below is for 2018-2019. Note: this table follows the MA Department of Elementary and Secondary Education data rules as follows:

“Data in this report are suppressed (cells are blank) when:

There are fewer than 6 students reported, based on the offense and student group selected. The number of students disciplined and the types of discipline are suppressed.”

Source: <http://profiles.doe.mass.edu/help/data.aspx?section=students#ssdr>

2018-2019 Student Discipline – data as of June EOY 2019					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	512	1	See note above		
English Learner	15	0			
Economically Disadvantaged	82	1			
Students with Disabilities	48	0			
High Needs	125	1			
Female	272	1			
Male	239	0			
Nonbinary	1	0			
American Indian or Alaska Native	0	0			
Asian	94	0			
African American/Black	37	1			
Hispanic/Latino	37	0			
Multi-race, Non-Hispanic/Latino	75	0			
Native Hawaiian or Pacific Islander	0	0			
White	269	0			

- C. As a regional school serving thirty-nine rural, suburban and urban communities, PVCICS welcomes a diverse student population. There is a high staff to student ratio with a culture of inclusive respect for everyone. PVCICS uses positive disciplinary approaches and restorative practices resulting in very low suspension rates. Socio-emotional and conflict resolution skills are taught to all students to foster a safe school environment.

Dissemination Efforts

PVCICS implements an innovative Chinese immersion model that has proven successful. PVCICS shares its experience with educators in Massachusetts and out of state. It has worked to build collaborative relationships with organizations that are mutually beneficial and provide opportunities for

dissemination of best practices. PVCICS also welcomes many families from all over the Pioneer Valley to regularly scheduled information sessions. PVCICS held almost twenty information sessions during the school year. Some prospective students also observed classes during the school day.

Highlights of dissemination activities in 2018-2019 include the following:

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Differentiation for Diverse Learners in Chinese Immersion Programs	American Council on the Teaching of Foreign Languages national conference, November 2018	Special Education Teacher, Chinese Teacher and Principal	World language teachers, administrators and researchers from around the U.S and abroad.	Presentation and conference agenda listing presentation. There was no grant funding for this.
Supporting staff of color and experiences as a school leader of color	National Charter School Conference for School Leaders of Color	Principal	Charter school leaders of color from around the country.	Working group for supporting aspiring and current school leaders of color. There was no grant funding for this.
Cultural Considerations in Training Dual Language Teachers	Massachusetts Dual Language Annual Conference in March 2019.	Director of Student Services, Director of Education and Principal	Massachusetts teachers and administrators in dual language programs from all over the state.	Presentation and conference agenda listing presentation. There was no grant funding for this.
Asia Society Confucius Classroom Forum	National Chinese Language Conference in May 2019.	Director of Education and Principal	Chinese language educators from the United States and abroad.	Shared experiences with participants about best practices in Chinese immersion programs.
Cultural Considerations in Training Chinese Immersion Teachers	National Chinese Language Conference in May 2019.	Director of Student Services, Director of Education and Principal	Chinese language teachers, administrators and researchers from the United States and abroad.	Presentation and conference agenda listing presentation. There was no grant funding for this.
Chinese Immersion Model	Meetings and observations at PVCICS in November 2018	Principal, Executive Director and teaching staff	Group of educators from Clark University School of Education	Shared experiences in K-12 education, training teachers and developing dual language programs. There was no grant funding for this.
Special Education in a Chinese Immersion School	On-site special education licensure practicum for two graduate students.	Special Education teachers and administrator	Two Mount Holyoke College Master of Arts in Teaching graduate students.	Collaborative educational activities with local college as part of school's mission to work with community partners. There was no grant funding for this.
Teaching Chinese as a second language	On-site licensure practicum for four graduate students.	Chinese immersion teachers and administrators	Three UMass/Amherst and one Smith College Masters of Education graduate students.	Collaborative educational activities with local college. There was no grant funding for this.

ACADEMIC PROGRAM SUCCESS

Student Performance

A. PVCICS’s most recent 2018 school report card link is below,

<http://reportcards.doe.mass.edu/2018/04970205>

B. PVCICS’s most recent Accountability Report data is below. Note: this does not include data embargoed as of August 1, 2019.

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Insufficient Data	Accountability Report found here: http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04970205&orgtypecode=6& Percentile: N/A	N/A

Program Delivery

PVCICS has a consistent record of high academic performance since opening in 2007 as evidenced by externally scored assessments (MCAS, IB, and STAMP Chinese tests) and internally scored assessments (BAS, SOPA). Both internal and external assessments are used to identify year-to-year performance trends.

In 2018-2019, although there were no major changes to PVCICS’s instructional model, PVCICS continued to look at improving its educational program. This year support for Chinese learners was enhanced with “Chinese Support Intervention” (CSI). CSI was staffed with two dedicated teachers and similar to Response to Intervention, uses a multi-tiered approach for delivering Chinese support with specific methods for students learning Chinese as a second language.

The 2018-2019 school year marked the third year the school had 12th graders and in June 2019, all 12th graders successfully graduated and are planning to attend college. PVCICS’s high school is an “International Baccalaureate (IB) for All” program so all 11th and 12th graders were enrolled in all IB courses. To prepare middle and high school students, this year all 8th, 9th and 10th graders took the PSATs. The intent is to better prepare 11th and 12th grade students for the SAT and/or ACT testing and their college and post-secondary plans. Stanford 10 continued to be administered in Kindergarten through 7th grades.

The 2018-2019 school year saw a growth the student enrollment and as such in overall staffing. All increases to staffing were for instructional and student support staff with direct contact with students. PVCICS also increased hours with a contracted board certified behavior analyst for training, consultation and services.

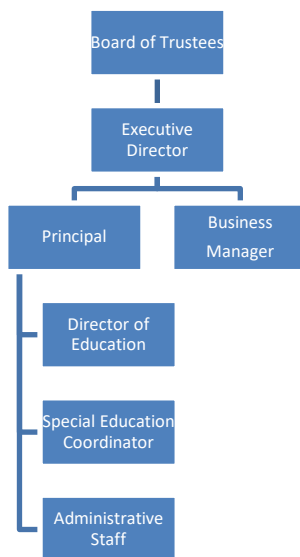
ORGANIZATIONAL VIABILITY

Organizational Structure of the School

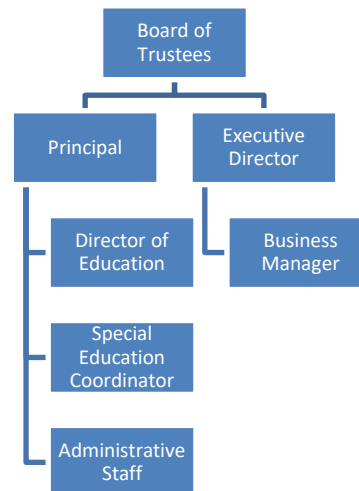
In 2018-2019, PVCICS added one full-time staff, Ms. Jing-Ji Marsha Liaw, as an Education Director to support the high school Chinese educational program. Ms. Maureen Shaw, joined the school as Special Education Director. Ms. Christine Flynn served as part-time Athletic Director. There were no changes to the administrative team that was in place in the prior year.

The organization chart on the left was approved by the Massachusetts Department of Elementary and Secondary Education in 2010. A State Ethics Letter written to Mr. Richard Alcorn on June 24, 2010 functionally requires both Mr. Richard Alcorn and Ms. Kathleen Wang to report directly to the PVCICS Board of Trustees, as shown in the functional organization chart on the right.

Organizational Chart



Functional Organization Chart



Teacher Evaluation

PVCICS continues to use a modified version of the Massachusetts Model System of Educator Evaluation (MA model) of teacher evaluation. Because PVCICS is not a Race-to-the-Top (RTTT) district it is not required to use the MA model. However, PVCICS has elected to use it for teacher evaluation with some modifications to reflect its organizational needs. Modifications include adapting instructional indicators for Chinese and English instruction and curriculum, as well as streamlining forms to reduce paperwork.

Budget and Finance

A. FY2019 income statement – unaudited³

For the Fiscal Year July 1, 2018 to June 30, 2019

Revenues	Dollars(\$)
Tuition	7,528,396
Grants	191,394
Nutrition, Bus Afterschool fees	291,013
Contributions & Fundraising	18,764
Other Income	137,015
Local Trans Aid	58,222
Total Revenues	8,224,804
Expenses	
Personnel	5,674,618
Instructional	740,781
Occupancy	1,126,285
Administrative	497,948
Total Expenses	8,039,632
Net Surplus (Deficit)	185,172

³ Unaudited due to Annual Report deadline.
Annual Report 2018-2019

B. FY2019 statement of net assets (balance sheet) - unaudited⁴

All numbers are in dollars (\$).

			Change
	6/30/19	6/30/18	2018-2019
Assets			
Current Assets			
Cash & Cash Equivalents	2,121,183	2,331,560	-210,377
Other Accounts Receivable	476,380	8800	467,580
Prepaid Items	166,524	148,953	17,571
Total Current Assets	2,764,086	2,489,312	274,773
Fixed Assets			
Property, Plant Equipment, net	504,190	563,677	-59,488
L/T Prepaid Rent	668,887	729,695	(60,808)
Total Assets	3,937,163	3,782,685	154,477
Liabilities			
Current Liabilities			
Accounts Payable	48,388	112837	-64,450
Accrued Expense	534,745	502,092	32,653
Other Current Liabilities	3,001	1674	1327
Total Current Liabilities	586,134	\$616,603	-30,469
L/T Liabilities			
Student Class Funds	13,783	14,009	-225
Total Liabilities	599,918	630,612	-30,694
Net Assets			
Unrestricted Net Assets	3,337,245	3,152,073	185,172
Total Net Assets			
Total Liabilities and Net Assets	3,937,163	3,782,685	154,477

⁴ Unaudited due to Annual Report deadline.
Annual Report 2018-2019

C. FY2020 School Budget

*Approved at the June 6, 2019 meeting of the
PVCICS Board of Trustees*

Revenue Accounts	Dollars (\$)
Tuition	8,448,000
Grants Public & Private	218,000
Student Fees	253,285
Other Income	35,000
Total Revenue	8,954,285
Expenditure Accounts	
Salaries & Wages	5,700,581
Payroll Tax and Fringe Benefits	761,599
Student Expense	724,654
Facility Expense	1,189,788
Administrative Expense	418,171
Total Expenses	8,794,793
Net Income	159,492

D. FY2020 Capital Plans

PVCICS Facilities Maintenance

PVCICS replaced a rooftop HVAC unit at a cost of roughly \$15,000.00. The project was completed in the 2018-2019 school year.

PVCICS Expansion Project

Description of the project: PVCICS is working on developing the space needed to support the continuing and projected growth of the school. PVCICS anticipates funding will come from a combination of local bank financing and financing from the USDA – Rural Development. PVCICS will be submitting an updated charter amendment to secure authorization for additional student seats needed to justify financing the addition.

Current status of the project: Developing options.

Current estimated schedule for the completion of the project: To be determined.

Current estimated cost for the project: To be determined.

How the school plans to finance the project: The school expects to secure funding from a combination of construction and term loans from a local bank and a mortgage from the United States Department of Agriculture – Rural Development.

Has the school established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended: The PVCICS Educational Foundation must maintain a reserve account as part of existing loan agreements. The reserve is not dedicated to this project.

Appendix A: Accountability Plan 2018-2019

Note: This Accountability Plan was Approved by MA Dept. of Elementary and Secondary Education on May 15, 2019.

Faithfulness to the Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence																
Objective: Research studies have documented that students in language immersion programs develop English and target language literacy skills over time. K-3 grade English reading performance is strong and demonstrates improvement over time. (Key Design Element 1⁵)																		
Measure: In each grade, K-3, the Fountas and Pinnell Benchmark Assessment System (BAS), will be used to track improvement in English reading and show that, the average year-end scores of all students who have been enrolled for at least two years will be on or above grade-level.	Met	<p>For 2018-2019, in each grade K-3, average year-end scores for students enrolled for at least two years were on or above grade level.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Initial Entry Year</th> <th>Average Year-End BAS Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2017-18</td> <td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2016-17</td> <td style="text-align: center;">N</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2015-16</td> <td style="text-align: center;">P</td> </tr> </tbody> </table> <p>Note: BAS score J is at grade level, N is above grade level, P is at grade level.</p>	Grade	Initial Entry Grade	Initial Entry Year	Average Year-End BAS Score	1	K	2017-18	J	2	K	2016-17	N	3	K	2015-16	P
Grade	Initial Entry Grade	Initial Entry Year	Average Year-End BAS Score															
1	K	2017-18	J															
2	K	2016-17	N															
3	K	2015-16	P															

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Research studies have documented that the International Baccalaureate (IB) Diploma Programme is highly aligned with the Knowledge and Skills for University Success. All PVCICS grade 11-12 students will access a world class education by embracing their course work in the International Baccalaureate Diploma Programme at PVCICS. (Key Design Element 1)		
Measure: 95% of the members of the graduating class who register to take 4 or more IB exams will earn at least two IB course scores of 3 or higher by July of their graduation year.	Met	100% of students registered for four or more IB exams earned two or more IB scores of 3 or higher in the 2019 session (reported in July 2019).
Measure: Each year at least 50% of the members of the graduating class who attempt the IB Diploma will earn their IB Diplomas.	Met	100% of students who attempted the full IB Diploma earned the IB Diploma.

	2018-2019 Performance	Evidence
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⁵ PVCICS has three Key Design Elements: 1) High academic achievement, 2) Proficiency in Chinese language and 3) Develop understanding of Chinese culture.

	(Met/Partially Met/Not Met)																						
Objective: PVCICS students will develop proficiency in Chinese language (Key Design Element 2)																							
<p>Measure: Annually, in each grade K-2, on the Chinese SOPA, eighty percent of all students who have been enrolled for at least two years, will achieve Junior Novice Low or above proficiency.</p>	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least two years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>K</td> <td>100%</td> </tr> <tr> <td>2</td> <td>K-1</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled for at least two years are included in this data. SOPA scores measure oral proficiency, grammar, vocabulary, listening comprehension, and communication strategies.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency	1	K	100%	2	K-1	100%												
Grade	Initial Entry Grade	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency																					
1	K	100%																					
2	K-1	100%																					
<p>Measure: Annually, in each grade 3-5, on the Chinese STAndards-based Measurement of Proficiency 4Se (STAMP 4Se), eighty percent of all students who have been enrolled for at least four years, will achieve Novice-Mid or above proficiency.</p>	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least four years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>K</td> <td>100%</td> </tr> <tr> <td>4</td> <td>K-1</td> <td>100%</td> </tr> <tr> <td>5</td> <td>K-2</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled at least four years are included in the percentage of students above. STAMP 4Se measures listening, speaking, reading and writing proficiency.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency	3	K	100%	4	K-1	100%	5	K-2	100%									
Grade	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency																					
3	K	100%																					
4	K-1	100%																					
5	K-2	100%																					
<p>Measure: Annually, in each grade 6-11, on the Chinese STAndards-based Measurement of Proficiency 4S (STAMP 4S), eighty percent of all students who have been enrolled for at least seven years, will achieve Intermediate Low or above proficiency.</p>	Met	<table border="1"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>K</td> <td>82%</td> </tr> <tr> <td>7</td> <td>K-1</td> <td>88%</td> </tr> <tr> <td>8</td> <td>K-2</td> <td>100%</td> </tr> <tr> <td>9</td> <td>K-3</td> <td>100%</td> </tr> <tr> <td>10</td> <td>K-4</td> <td>100%</td> </tr> <tr> <td>11</td> <td>K-5</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled for at least seven years are included in this data. STAMP 4S measures listening, speaking, reading and writing proficiency.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency	6	K	82%	7	K-1	88%	8	K-2	100%	9	K-3	100%	10	K-4	100%	11	K-5	100%
Grade	Initial Entry Grade	Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency																					
6	K	82%																					
7	K-1	88%																					
8	K-2	100%																					
9	K-3	100%																					
10	K-4	100%																					
11	K-5	100%																					
<p>Measure: Annually, in grade 12, on the IB Mandarin test, eighty percent of all students who have been enrolled for at least thirteen years will achieve a 3 or above.</p>	Met	<p>100% of the 12th graders in 2018-2019 who were enrolled for at least thirteen years, achieved a 3 or above on the IB Mandarin test.</p>																					

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: PVCICS students will develop an understanding of Chinese culture. (Key Design Element 3)		
Measure: Annually, in each grade K-12, eighty percent of all students who have been enrolled for at least two years, will achieve Novice-Mid or above proficiency in understanding of Chinese culture based on “ACTFL World Readiness Standards” for Culture.	Met	Students in K-12 are assessed in class with language and culture performance tasks that demonstrate student’s understanding of Chinese culture. The February 2019 Chinese New Year’s performances were “MC’d” by students and had multiple performances showing Chinese culture including folk music, Chinese activities, stand-up slapstick comedy (Chinese traditional form) and singing performances. In June 2019, all grades gave Chinese performances where students performed or gave presentations entirely in Chinese.

Dissemination

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: PVCICS will share its innovative practices with other public school educators.		
Measure: At least once a year, PVCICS will host a workshop for Massachusetts public school educators on a topic related to instruction and/or student support activities.	Met	PVCICS hosted a session in March 2019 for roughly twenty public school educators to discuss training considerations for dual language educators at the state dual language conference. Educators from Spanish and Portuguese dual language programs in MA were in attendance. PVCICS staff and administrators provided training in factors to train dual language teachers and shared its experience implementing the PVCICS dual language program across K-12.
Measure: At least once a year, PVCICS will submit a proposal for a presentation at a professional conference for public school dual language educators related to its Chinese language and culture program.	Met	PVCICS was selected to present topics about its dual language program at the American Council on the Teaching of Foreign Languages national conference in November 2018, the Massachusetts Dual Language Annual Conference in March 2019 and the National Chinese Language Conference in May 2019. Topics covered were: Differentiation for diverse learners in Chinese immersion programs and cultural considerations in training dual language teachers. There were many Massachusetts public school educators at these presentations.

Appendix B: Recruitment and Retention Plan

Recruitment Plan 2018-2019

School Name: Pioneer Valley Chinese Immersion Charter School

Date: July 30, 2019

Implementation Report on 2018-2019 Recruitment Plan

PVCICS holds regular Information Sessions to inform parents and prospective students about the program that the school offers. Information sessions describe the social, emotional, financial and academic support services available at PVCICS for students. Some of the activities used to recruit students include:

- PVCICS website and recruitment flyers state that “Children with special needs are welcome at PVCICS”.
- The main page of the PVCICS website notes our "Support for Special Education and English Learners" and includes links to a FAQ, the 'Students with Disabilities Notice' and the 'English Learners Notice of Rights'.
- A Special Education teacher and an English Learner teacher hosted an information session.
- Google translator works with the PVCICS website.
- Literature was distributed at the Northampton offices of the Center for New Americans and the Northampton offices of the International Language Institute of Massachusetts.
- PVCICS worked with the New England Farm Workers Council to provide childcare vouchers. PVCICS publicizes this program to the PVCICS community.
- Flyers were distributed at Community Action and the Amherst Survival Center.
- Bus service is provided for Greenfield, Holyoke, Chicopee and Springfield areas.
- PVCICS provides information about the social, emotional, financial and academic support services for selected populations available at information sessions and online.
- Information sessions included an invitation to have the school principal meet with parents and students requesting information about services for selected populations, either immediately following the information session or during regular school hours.
- Literature was distributed at Centers for New Americans in Greenfield and Turners Falls, Community Action location in Greenfield and at three Springfield libraries.

Based on data from the DESE web site, the table below shows the changes in PVCICS’s selected populations. This table is based on comparing October SIMS data from year to year.

Percentage of Students in Selected Population				
Selected Population	2015-2016	2016-2017	2017-2018	2018-2019
English Learner	3.9	2.5	2.8	3.2
Students With Disabilities	6.6	5.9	5.9	5.5
Economically Disadvantaged (2016)	17.5	15.5	16	15.7

The changes in percentages from the 2017-2018 school year to the 2018-2019 school year were as follows.

- Students with Disabilities: Based upon October reporting, PVCICS had a 0.4% decline in the percentage of ‘Students with Disabilities’. ‘Students with Disabilities’ uses the number of Individual Education Programs (IEPs) in place at a school as the measure of the number of students with disabilities. In order for a student to receive an IEP the student must both have a disability and not make effective progress. June 2019 End of Year reporting shows PVCICS had 48 students with an IEP, which represented 9.3% of the student population and a 3.4% increase in ‘Students with Disabilities’ over the 2017-2018 school year.

Review of available data demonstrates some of the differences between PVCICS and traditional public-school districts. The school day at PVCICS is longer which effectively provides an additional 34 days of school per year compared to a traditional school district. The DESE 2017 ‘Resource Allocation and District Action Reports’ (RADAR) data shows that PVCICS has 70% more ‘Teachers’ (general education, special education and Bilingual/ESL) per student than the state average. PVCICS has 170% more ‘Sped Teachers’ per student than the state average. PVCICS has more ‘Teachers’ and ‘Sped Teachers’ per student than can be found in neighboring public-school districts.

PVCICS staff believes the school’s robust RtI program, greater number of teachers and greater student classroom time reduces the percentage of students with disabilities, who do not make effective progress. This reduces the number of students with IEPs and explains our lower than typical percentage of students with disabilities. Additionally, PVCICS provides far more resources to support students with IEPs than is found in a typical school district.

- English Learner (EL): PVCICS had a 0.4% increase in the percentage of students receiving EL services in the past year.

State law requires charter schools to attract and enroll a student population comparable to the schools in their region of service. CHART enrollment demographics shows 21.4% of 2019 PVCICS students were ‘First Language Not English’ (FLNE). This is well above the reported 13.7% of FLNE student within our state defined regional comparison index.

The state does not report on the percentage of EL students attracted to and enrolling into charter schools, rather it reports data on the percentage of EL students receiving EL services at charter schools. This approach penalizes schools that have greater success graduating students out of EL services.

While serving a higher percentage of ‘First Language Not English’ students, the percentage of students at PVCICS receiving English Learner services is lower at 3.2% than the 2019 state defined GNT target percentage of 4.5%. This metric does not accurately reflect PVCICS’s success attracting and enrolling EL students, because PVCICS has been graduating students from EL services, after they meet English targets, at roughly twice the state average rate. Were the state to measure the percentage of EL students attracted to and enrolling at PVCICS, as specified by state law, we believe PVCICS would exceed the target.

Both Amherst and Holyoke Public Schools now offer a Spanish dual language immersion program, which may have greater appeal to EL students with Spanish as a home language. Spanish is the dominant second language for EL students in our region. Note: We are told the Amherst program was to start fall 2019.

- Economically Disadvantaged: There was a 0.3% decrease in the percentage of Economically Disadvantaged students to 15.7%. Economically Disadvantaged numbers declined statewide. Students coming from urban centers with far higher low-income numbers tend to be further away from the school campus.

PVCICS has only recently been provided access to the MA Executive Office of Health and Human Services databases that will help school staff to identify and support economically disadvantaged students, who have not exercised their right to enroll for state and federal services.

Wait list data shows growing demand from communities with high needs populations. PVCICS is working to expand the number of seats to serve all students. Expansion will also make more funds available for bus services to areas with higher percentages of students with high needs.

PVCICS supports the efforts of the charter association to change charter school legislation to permit preferences for targeted groups.

General Recruitment Activities Undertaken Each Year Which Apply to All Students

PVCICS will advertise its information sessions and its public website address on radio stations covering PVCICS’s region of service. PVCICS will use targeted emails and literature drops to after-school programs, enrichment organizations, heritage language schools, community organizations and public libraries.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2018-2019 Strategies

(a) CHART data

School percentage:5.5%
GNT percentage: 10.9%
CI percentage: 14.7%

The school is below GNT percentages and below CI percentages

- PVCICS will work to make explicit in the school’s recruitment efforts the special education, social, emotional and academic support services available at PVCICS.
- PVCICS website and recruitment flyers state that “Children with special needs are welcome at PVCICS”.
- Services are described at information sessions and on the public website.
- A special education teacher hosted at an information session
- Information sessions included time for parents and students to receive additional information about special education services.
- PVCICS recruited a full time licensed special education administrator and updated the information session presentation to reflect this fact.
- Information sessions direct prospective families to the school website and SEPAC page for contact information and details about programs, events, and special needs services.
- PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.
- PVCICS information sessions will publicize the fact PVCICS has a higher ratio of special education staff to special education students than most public schools.
- Pick-up and drop-off bus service to Springfield is non-stop.
- PVCICS added a bus stop in a district with a higher percentage of students with disabilities during the 2018-2019 school year.

(c) 2019-2020 Additional Strategy(ies), if needed

- Did not meet GNT/CI: additional and/or enhanced strategies below:
 - PVCICS is contracting for a larger bus to serve Springfield.

	<ul style="list-style-type: none"> PVCICS hired a new Special Education Administrator with Parent Consultant Training from the Federation for Children with Special Needs. End of Year SIMs reporting for 2018-2019 shows the school percentage grew to roughly 9.3%, which is close to the GNT percentage.
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Limited English-proficient students/English learners

	(b) 2018-2019 Strategies
<p>(a) CHART data</p> <p>School percentage: 3.2%</p> <p>GNT percentage: 4.5%</p> <p>CI percentage: 6.4%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<ul style="list-style-type: none"> PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support for Limited English-proficient students available at PVCICS. Services are described at information sessions and on the public website. Google translator works with PVCICS’s website. As occurred last year, an English Learner teacher will host an information session; Information sessions will include time for parents and students to receive additional information about services for limited English-proficient students. PVCICS will continue to distribute flyers at Centers for New Americans and at the International Language Institute of Massachusetts. Services include reduced cost for student bus service to and from Holyoke, Chicopee, Springfield and Greenfield, which have a higher percentage of Limited English-proficient students. PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. Students, who have direct certification as Economically Disadvantaged, will also receive free bus service on the supported routes. Pick-up and drop-off bus service to Springfield is non-stop. PVCICS added a bus stop in a district with a higher percentage of students with limited English proficiency during the 2018-2019 school year.
	(c) 2019-2020 Additional Strategy(ies), if needed
	<input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: <ul style="list-style-type: none"> PVCICS is contracting for a larger bus to serve Springfield. PVCICS information sessions will publicize the fact PVCICS graduates EL students out of services at roughly twice the state average rate.

Students eligible for free or reduced lunch (Low income/Economically Disadvantaged)

	(b) 2018-2019 Strategies
<p>(a) CHART data</p> <p>School percentage: 15.7%</p> <p>GNT percentage: 24.1%</p> <p>CI percentage: 41.9%</p> <p>The school is below GNT percentages and below CI percentages</p>	<ul style="list-style-type: none"> PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and financial support provided to students who have direct certification as Economically Disadvantaged. Services include reduced cost for student bus service to and from Holyoke, Chicopee, Springfield and Greenfield, which have a high percentage of Economically Disadvantaged students. Supports for Economically Disadvantaged students are described at information sessions and on the school’s website.

	<ul style="list-style-type: none"> • PVCICS will continue to post flyers at regional Community Action centers, public libraries and the area survival centers. • Information sessions will continue to include time for parents and students to receive additional information about services for Economically Disadvantaged students. • PVCICS will provide flyers to at least two YMCA programs that tend to service lower income families and their children. • PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • PVCICS will participate in future Springfield Area Charter School Showcase organized by the Massachusetts Charter Public School Association. • Students, who have direct certification as Economically Disadvantaged, will also receive free bus service on the supported routes. • Pick-up and drop-off bus service to Springfield is non-stop. • PVCICS added a bus stop in a district with a higher percentage of economically disadvantaged students during the 2018-2019 school year. <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • PVCICS is contracting for a larger bus to serve Springfield. • PVCICS will educate parents of enrolled students about the Project Bread FoodSource Hotline to encourage all eligible students to enroll. • PVCICS information sessions will publicize the fact PVCICS exceeded the state's average Student Growth Percentiles (SGP), which measures how a group of students' achievement has grown or changed over time, for "High Needs" students.
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Supports for students who are sub-proficient are described at information sessions and on the public website. • PVCICS distributed flyers at local after-school enrichment and tutoring centers. • PVCICS will be explicit about how its programmatic elements (e.g., two teachers in all K-5 classes and extended school day) are beneficial to students who have struggled academically and/or may need more intensive support.
<p style="text-align: center;"><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"> • PVCICS will work to make explicit in the school's recruitment efforts the social, emotional and academic support provided to students at risk of dropping out of school. Supports for students at risk of dropping out of school are described at information sessions and on the public website.
<p style="text-align: center;"><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"> • PVCICS will work to make explicit in the school's recruitment efforts the social, emotional and academic support provided to students who have dropped out of school. Supports for who have dropped out of school are described at information sessions and on the public website.

Retention Plan 2018-2019

Implementation Report on 2018-2019 Retention Plan

PVCICS has licensed staff and procedures to support the needs of diverse learners, including those with special education and English Learner needs. See the “Program Delivery” section under the “Academic Program Success” heading of this document for staffing details. PVCICS has dedicated space for students who need special instruction or services. The school provides small group instruction for students who need additional academic support in core academic subjects including Chinese.

In 2018-2019, PVCICS was in its eighth year implementing a robust Response to Intervention (RtI) process that uses a multi-tiered approach for delivering academic, social and/or emotional support to students. RtI is a regular education initiative of differentiated instruction to improve learning outcomes for students without a requiring a diagnosed disability. PVCICS’s RtI team of teachers, instructional support staff and specialists, met monthly to consistently monitor information showing how a student is progressing and make recommendations on the use of specific teaching techniques, the collection of data, and additional support.

If the student continues to have difficulties, the student is referred to the Student Support Team (“SST”) which will either recommend that additional interventions be implemented or makes a referral to special education. The school has a certified full-time special education administrator who advises the Student Support Team (SST), coordinates in-house and contracted special education services, and provides professional development regarding special education for staff. Similarly, PVCICS has established procedures designed to identify, support and evaluate students who are English Learners.

The Education Reform Act of 2010 mandated backfilling students, potentially with no fluency in Chinese, into grades where core curriculum is taught in Chinese in classrooms principally populated with students who have studied Chinese in an immersion setting for years. PVCICS enhanced its RtI with Chinese Support Intervention (CSI) and roughly 12% of students in 2018-2019 received CSI to help retain these state-mandated late-entry students and other students requiring support for Chinese.

The PVCICS staff believes that the robust RtI program reduces the percentage of students referred for Special Education. In 2018-2019 roughly 14.5 % of PVCICS students received RtI interventions. In 2018-2019 roughly 7.8% of PVCICS students had 504’s. One indication of the effectiveness of PVCICS’s robust RtI program is the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.

The 2018-2019 goal for student retention was 92.0%. The actual student retention was 89.0%. Student retention at PVCICS was lower than the state average of 91.6% and the comparison median of 91.6% reported for “all students”.

PVCICS experienced 7.1% attrition for English Learners (EL), which below the state average of 13.3% and the comparable median of 13.0%.

Roughly 14.3% of Students with Disabilities left PVCICS. The attrition rate of students with disabilities was above the state average of 9.3% and the comparable median of 9.7%. This attrition rate arose from a small change in the number of Students with Disabilities.

The attrition rate of Economically Disadvantaged students was 10.3% below the state average of 10.6% and the comparable median of 11.9%.

When one examines attrition of “High Needs” students, which includes Students with Disabilities, English Learners and Economically Disadvantaged students, PVCICS is at 10.1%, which is quite close to the state average of 9.9% and the below comparable median of 11.3%.

The highest level of attrition for “All Students” was for eight graders rising to high school and to a lesser degree during middle school transition points. Some of this reflects a decision by students and parents/guardians to place greater priority on extracurricular activities that PVCICS is currently too small to support. Some attrition may also reflect a decision not to devote such a large portion of the school day to language learning. PVCICS believes this rate will decline as the high school program grows and matures. The school is already establishing a record of successful student outcomes.

There are no consistent patterns for attrition for of “High Needs” students by grade. These decisions can reflect a change in the priorities of students and parents/guardians. Some students may no longer wish to devote a large portion of the day to language learning while others may prefer a larger school with more extracurricular activities. PVCICS needs to ensure the fact that it exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students is understood by the parents of “High Needs” students. Parents also need to know, PVCICS has a higher ratio of special education staff to special education students than most public schools.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90.0%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 14.3%</p> <p>Third Quartile: 16.1%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced strategies described below.</p> <ul style="list-style-type: none"> • PVCICS will continue to provide social, emotional and academic support for special education students. • PVCICS uses the RtI model for early academic intervention and has reading specialists, counselors, SPED teachers and other specialists (SLP, OT, PT) on staff. The RtI process employs progress monitoring, escalating intervention, and referral to SPED, as needed. • PVCICS will continue to maintain a full range of services for students on IEP’s. • PVCICS will continue to build skill by providing teacher training. • PVCICS believes that by delivering appropriate IEP services, IEP student retention will be raised. • PVCICS hired a full time licensed special education administrator. • PVCICS will publicize to parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.

	<ul style="list-style-type: none"> • PVCICS will publicize to parents/guardians the fact PVCICS has a higher ratio of special education staff to special education students than most public schools.
	(c) 2019-2020 Additional Strategy(ies)
	<input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed

Limited English-proficient students/English learners

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 7.1% Third Quartile: 23.1%</p> <p>The school is above third quartile percentages.</p>	(b) 2018-2019 Strategies
	<input checked="" type="checkbox"/> Below third quartile: no enhanced strategies described below. <ul style="list-style-type: none"> • PVCICS will continue to provide social, emotional and academic support for Limited English Proficient (LEP) students. • PVCICS uses the RtI model for early academic intervention and has two licensed ESL teachers available to provide EL services. PVCICS is sending staff for RETELL training to ensure compliance with the new regulatory environment. • The RtI process employs progress monitoring and escalating intervention, as needed. • PVCICS believes that by delivering appropriate EL services, LEP student retention will increase. • PVCICS will publicize to its parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • PVCICS will publicize that 30.8% of our Limited English-proficient students graduated from receiving services in the 2017-2018 school year
	(c) 2019-2020 Additional Strategy(ies)
	<input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed

Students eligible for free or reduced lunch (Low income/Economically disadvantaged)

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 10.3% Third Quartile: 16.8%</p> <p>The school is below third quartile percentages.</p>	(b) 2018-2019 Strategies
	<input checked="" type="checkbox"/> Below third quartile: no enhanced strategies needed. <ul style="list-style-type: none"> • PVCICS will continue to offer Economically Disadvantaged students social, emotional and academic support. • PVCICS will send an informational flyer to all incoming parents on the New England Farm Workers program to provide childcare vouchers. • PVCICS is eligible for Title I funding and will use these funds to support a reading specialist. • PVCICS will publicize to parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students. • Students that have direct certification as Economically Disadvantaged will receive free bus service on the supported routes.
	(c) 2019-2020 Additional Strategy(ies)
	<input checked="" type="checkbox"/> Below quartile: no enhanced strategies needed.

<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"> • PVCICS will continue to provide social, emotional and academic support to students who are sub-proficient. • PVCICS uses the RtI model for academic intervention and has reading specialists, counselors. SPED teachers and other specialists on staff. • The RtI process employs progress monitoring and escalating intervention, as needed. • PVCICS will continue to build skill by providing teacher training. • PVCICS is eligible for Title I funding and will use the funds to support a reading specialist.
<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"> • PVCICS will continue to provide social, emotional and academic support to students who are at risk of dropping out. • PVCICS uses the RtI model for academic intervention and has reading specialists, counselors, ESL teachers, SPED teachers and other specialists on staff. • The RtI process employs progress monitoring and escalating intervention, as needed. • PVCICS will continue to maintain a full range of student services. • PVCICS will continue to build skill by providing teacher training to assist in early identification and support for students at risk of dropping out.
<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"> • To date, no students who have enrolled have previously dropped out. • If a student who had dropped out of school were to enroll, PVCICS would use the RtI process to identify social, emotional and academic interventions needed to support students who have dropped out of school. • PVCICS would work with area agencies to provide other services and support outside of school if necessary.

Appendix C: School and Student Data Tables

Student demographic information can be found on the Massachusetts Department of Elementary and Secondary Education's website at the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04970205&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (Data as of the EOY June 2019 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	37	7
Asian	94	18
Hispanic	37	7
Native American	0	0
White	269	53
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	75	15
Special education	48	9.3
Limited English proficient	15	2.9
Economically Disadvantaged	82	16

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date as Admin	End date
Richard Alcorn, Executive Director	The Executive Director is the school's leader responsible for the strategic management of the organization.	9/2010	N/A
Kathleen Wang, Principal	The Principal is the school's educational operations leader responsible for the implementation of the instructional program and daily school operations.	5/2007	N/A
Youko Parsons, Director of Business Operations	The Director of Business Operations administers the day-to-day financial responsibilities.	8/2015	N/A
Maureen Shaw, Special Education Administrator (Coordinator)	The Special Education Administrator manages the special education program and ensures compliance with all state and federal laws and regulations.	8/2018	N/A
HsiuWen Hsieh, Director of Education	The Director of Education (DE) manages the educational program.	8/2011 ⁶	N/A
Marilyn Kusek, Director of Student Services	The Director of Student Services manages support services for students.	8/2011 ⁷	N/A

⁶ The Director of Education was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

⁷ The Director of Student Services was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

Patrice MacPherson, IB Coordinator	The International Baccalaureate (IB) Coordinator ensures compliance to IB standards and works with high school students to guide them through IB program. (.5 FTE)	8/2015 ⁸	N/A
Dorothy Hartman, Middle School Administrator	The Middle School Administrator assists in coordinating middle school educational activities.	8/2015	N/A
David Bulley, Discipline & Restorative Practices Administrator	The Discipline and Restorative Practices Administrator administers the discipline and restorative practices within the school.	8/2016 ⁹	N/A
Catherine Zatyorka, Director of Operations and Student Activities	The Director of Operations and Student Activities manages school operations and student activities (clubs, before/after school, extracurricular activities, bus, lunch, etc.).	8/2017	N/A
Jing-Ji Marsha Liaw, Education Director	The Education Director manages the high school Chinese educational program.	8/2018	N/A
Christine Flynn, Athletic Director	The Athletic Director manages the middle and high school extracurricular athletics programs. Note: part-time in 2018-2019, has been an employee in another role since 8/2016.	8/2018	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number 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	70 (see note 1)	3 (see note 3)	15 (see note 5)	See notes as specified.
Other Staff	27 (see note 2)	2 ((see note 4)	2 (see note 6)	See notes as specified.

Notes:

1. Total number of teachers is an actual count of individuals, not in FTE.
2. Total number of staff is an actual count of individuals, not in FTE.
3. Three teachers resigned for personal reasons, including maternity leave.
4. Two staff resigned for personal reasons.
5. Eleven teachers moved out of the area (seven to other states and four to their home country). Two teachers were not renewed. Two teachers resigned to accept other employment.
6. Two staff were not renewed.

⁸ The IB Coordinator is also a teacher at PVCICS. Her start date with PVCICS was 8/2014 and she moved into the IB Coordinator role in 8/2015.

BOARD MEMBER INFORMATION	
Number of Commissioner approved board members as of August 1, 2019	12
Minimum number of board members in approved by-laws	8
Maximum number of board members in approved by-laws	18
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year	1

BOARD MEMBERS FOR THE 2018-19 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served (count of completed 3-yr terms)	Length of each term (including date of election and expiration)
Paula Quinn	Chair	Trusteeship	1	10/26/2015 thru 9/24/2021
Scott Livingstone	Vice Chair	Trusteeship, Personnel	1	1/30/2015 thru 1/29/2021
Elizabeth Larivee	Secretary	Trusteeship, Personnel	1	3/1/2016 thru 2/28/2022
Dana Parsons	Treasurer	Finance	0	7/1/2018 thru 6/30/2021
Roland Mandler		Finance	0	7/1/2017 thru 6/30/2020
Peter Wood		Personnel	0	7/1/2017 thru 6/30/2020
Dan O'Shea		Finance, Trusteeship	1	1/25/2016 thru 1/24/2022
Carol Young		Trusteeship	0	5/2/2016 thru 5/1/2019
Charles Bagley			1	1/30/2015 thru 1/29/2021
Lian Duan			0	7/1/2018 thru 6/30/2021
Min Xiong	Teacher Representative		0	9/1/2018 thru 6/30/2020
Sara Wong	Student Representative		0	9/1/2018 thru 6/30/2019

Appendix D: Additional Required Information

Key Leadership Changes

Key Leadership Changes <i>2018-2019 School Year</i>		
Position	Name	No Change/New/Open Position
Board of Trustees Chairperson	Paula Quinn	New
Executive Director	Richard Alcorn	No Change
Principal	Kathleen Wang	No Change
Special Education Administrator	Maureen Shaw	New
MCAS Test Coordinator	Marilyn Kusek	No Change
SIMS Coordinator	Kathleen Wang	No Change
English Learner Director	Marina Jones	No Change
School Business Official	Youko Parsons	No Change
SIMS Contact	Kathleen Wang	No Change

Facilities

Facilities	
Location	Dates of Occupancy
Hadley, MA	August 1, 2008 – present.

Enrollment

Enrollment Dates for 2020-2021	
<i>Note: typically PVCICS conducts several lotteries.</i>	
Action	Estimated Date
Student Application Deadline	February 10, 2020
1 st Lottery	February 12, 2020

Anticipated Board Meeting Schedule for 2019-2020

Regularly scheduled Board meetings are held monthly from September to July at PVCICS on the first Thursday of the month at 6:00 PM. The Board does not typically meet in August. Additional committee or special meetings may also occur throughout the year. The schedule for Board meetings is available on the school's website www.pvcics.org and posted in the school lobby.

Complaints

No formal complaints were made about PVCICS violating any provision of M.G.L. c. 71, § 89, or 603 CMR 1.00. The Board did oversee the review of a complaint about bus fees.

** End of Annual Report **