

先锋中英双语学校

Pioneer Valley Chinese Immersion Charter School

June 19, 2014

Commissioner of Elementary and Secondary Education
MA Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner:

On behalf of the Pioneer Valley Chinese Immersion Charter School (PVCICS) Board of Trustees, I respectfully request your approval of an amendment to our charter to allow an increase of maximum allowed enrollment from 584 to 968 K-12th grade students. This increased headcount will allow PVCICS to build a high school similar in scale to the Sturgis Charter Public School in Hyannis, MA, which PVCICS is using as a model. These changes to our charter will be effective upon the approval of the Board of Elementary and Secondary Education.

PVCICS is a successful K-9th grade program and in the fall of 2014 expects to serve over 390 K-10th grade students from over 25 communities spanning three counties in western Massachusetts. Most students are not ethnically Chinese, nor do they enter with any Chinese language background. At this time PVCICS principally admits students into Kindergarten, 6th and 9th grades. We are currently the only Chinese language and culture immersion program authorized to become fully articulated for grades K-12th in New England.

PVCICS has worked diligently to build on the school's success and has completed the following:

- The PVCICS Application for Renewal of a Public School Charter was approved on May 9, 2012
- Six annual independent financial audits in years 2008 - 2013
- Purchase and extensive renovation of our facility at 317 Russell Street in Hadley
- A Coordinated Program Review and Mid-cycle Review conducted by the Massachusetts Department of Elementary and Secondary Education, Program Quality Assurance Services
- Demonstrated academic success as measured by our DESE approved accountability plan
- Demonstrated success as measured by annual parent surveys
- Demonstrated success as measured by enrollment waitlists
- Demonstrated success by national recognition as a model Chinese immersion program
- A 38,400 sq/ft four story addition, using funding from the USDA – Rural Development is under construction

PVCICS's educational program has been recognized both nationally and internationally. PVCICS was one of eight schools in the nation to receive a competitive U.S. Department of Education Foreign Language Assistance Program (FLAP) grant award in 2008 for roughly 1.5 million dollars over 5 years to cover the cost to develop our curriculum. Our proposal was ranked third in the nation out of 135 applications by a U.S. Department of Education application review team. PVCICS was honored to be among the first cohort of twenty schools chosen to be Confucius Classrooms, chosen from over 167 applications, in the Hanban - Asia Society Confucius Classrooms Network of model Chinese language programs. Hanban is a non-governmental agency supported by China's Ministry of Education, the branch of the Chinese Ministry of Education that supports the teaching and learning of Chinese language and culture all over of the world. As a Confucius Classroom, PVCICS has established a sister school relationship with the Wuhan Foreign

Language School (WFLS). WFLS was one of the first seven foreign language schools founded in 1964 in China under the direction of the then Premier, Zhou En Lai and Vice Premier, Chen Yi.

On April 12, 2012, Asia Society (New York), a leading pan-Asian educational institution, featured our school in a new book entitled *Chinese Language Learning in the Early Grades*, a handbook of resources and best practices for Mandarin immersion. PVCICS was one of seven schools in the United States profiled in the book and the only one in Massachusetts.

We also have attached a letter of support from then U.S. Senator John F. Kerry, U.S. Congressman Richard E. Neal, U.S. Congressman James McGovern, and the Hadley Selectmen, who unanimously declared our school provides, “essential services, which complement those provided by other schools”. The letters and an editorial from our local newspaper are included in Appendix D.

The PVCICS Board of Trustees requests this change as a logical expansion designed to meet local, state and national needs:

- A July 2010 survey of the parents and guardians of currently enrolled PVCICS students demonstrated a strong desire to have the option to continue in our Chinese language and culture school. The expansion of the high school will allow PVCICS to offer a robust high school program, like the Sturgis Charter Public School in Hyannis, Massachusetts.
- The Massachusetts Board of Education's Global Education Advisory Council has for multiple years recommended that Massachusetts expand its foreign language offerings, particular in critical need languages such as Chinese, as part of a statewide effort to infuse global education into grade K through 12 public education.
- In their 2006 report entitled, *Education for Global Leadership: The Importance of International Studies and Foreign Languages for U.S. Economic and National Security*, the Committee for Economic Development (CED) stated “*To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America’s continued global leadership will depend on our students’ abilities to interact with the world community both inside and outside our borders.*”
- In March 2012 an independent task force sponsored by the Council on Foreign Relations (CFR) published an independent task force report, *U.S. Education Reform and National Security*. They called upon Governors to work with educators, leaders in industry, the military, and others to set "meaningful educational expectations in subjects vital to protecting national security", including foreign languages and cultures.

The Pioneer Valley Chinese Immersion Charter School Board of Trustees voted to approve this request on June 19, 2014 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A, s. 11A1/2. At that meeting, the Board of Trustees authorized me to submit this request on their behalf.

The Pioneer Valley Chinese Immersion Charter School is an academic success, is a viable organization, and is faithful to the terms of its charter.

The Pioneer Valley Chinese Immersion Charter School Board of Trustees respectfully requests that the Board of Elementary and Secondary Education approve this request at its next meeting.

PVCICS would be glad to work with the Department of Elementary and Secondary Education to make adjustments needed to obtain approval for this request, including modifying our region of service.

Please contact me if you have any questions about this request.

Sincerely,

Richard Alcorn
Executive Director

cc.
Director of Massachusetts Charter Schools

Enclosures:

Letter of Support from U.S. Congressman James McGovern – Appendix D
Letter of Support from U.S. Senator John F. Kerry – Appendix D
Letter of Support from U.S. Congressman Richard E. Neal – Appendix D
Letter of support from the Hadley Selectmen – Appendix D
Daily Hampshire Gazette Editorial – Appendix D

**Massachusetts Department of Elementary and Secondary Education
Charter Amendment Request Cover Sheet**

All amendment requests (except board of trustee member approvals*) must include a completed cover sheet.

School Information

School Name and Mailing Address	PVCI Charter School 317 Russell Street Hadley, MA 01035
Districts Chartered to Serve	See districts served below.
Name of School Leader	Kathleen Wang
Name of Board Chair	Dr. Mindy Chang
Contact telephone number Indicate if <input checked="" type="checkbox"/> School Leader or <input type="checkbox"/> Board Chair	(413) 582-7040
Contact email address Indicate if <input checked="" type="checkbox"/> School Leader or <input type="checkbox"/> Board Chair	info@pvcics.org

Nature of Amendment Request

Amendment to be Approved Board (check change(s) that are requested)

- District(s) specified in the school's charter
- Maximum enrollment
- Grades served
- Contractual relationship with an education management organization that is providing or planning to provide substantially all the school's educational services

Amendment to be Approved by Commissioner (check change(s) that are requested)

- School name
- Mission
- Governance or leadership structure
- Educational programs, curriculum models, or whole-school change designs that are inconsistent with those specified in the school's charter
- Bylaws
- Memorandum of Understanding (Horace Mann)
- Schedule (e.g. length of school year, school week, or school day)
- Accountability Plan
- Enrollment policy and application
- Expulsion policy (within code of conduct)
- Location of facilities, if such change involves relocating or expanding to another municipality

*See Charter Amendment Guidelines for information about board of trustees' membership.

Districts Served: 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).

Mission and Key Design Elements

Describe how the amendment request is consistent with the school's mission.

The proposed amendment is consistent with the school's mission and educational program. The PVCICS mission to produce academically strong students highly proficient in Chinese and English applies to the high school grades and the educational program goals continue to be:

- ◆ To develop proficiency¹ 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 other cultures and the ability to interact successfully with others whose language and/or culture differs from their own.

The expansion of student headcount in grades 9 through 12 is a logical next step for the school that responds to local parent demand, state recommendations for expanding the number of Chinese language programs and a critical national need for people with high proficiency in Chinese. It also responds to concerns within our parent and guardian community that there will be enough high school students to support a high school program with a variety of electives and extra-curricular activities, as is the case at the Sturgis Charter Public High School.

Access and Equity

Describe how the charter school has determined a need to increase maximum enrollment and/or increase the grade span.

Describe how the school has determined that there is sufficient parent support to fill existing and proposed seats and/or grades at the school under the proposed amendment.

In its first five years of operations, PVCICS has seen growth our K-12th grade program. Each year, more communities in its region of service are represented such that there are now roughly 30 communities represented at PVCICS. There has been an increase in families wanting to come to PVCICS not only for its Chinese program but also for the positive reputation of its overall academic program.

PVCICS has modeled our high school after the Sturgis Charter Public School in Hyannis, Massachusetts. The Sturgis model has 5 cohorts of 22 students per grade for a total of 440 high school students; PVCICS initially requested 240 high school slots to start up the high school. The Department of Elementary and Secondary Education only authorized 140 high school students, which is inadequate to build a robust high school program modeled after the Sturgis Charter Public High School. We are asking for 300 high school students, so we can fully implement the Sturgis model of 440 students. We are also asking for 84 additional middle school students so most students can start their Chinese studies at sixth grade or earlier.

PVCICS projects we will run out of slots and classroom space in our expanded facility in FY18. It was always our intention to have our current Hadley facility serve as a K-8th grade school. We are asking

¹ Throughout this document, the term "proficiency" will refer to speaking, listening, reading and writing skills.

additional slots now because we would like to have sufficient committed resources and planning time to locate, design, finance and build a new high school.

This charter amendment request is responsive to the PVCICS community. A July 2011 survey of the parents and guardians of all students currently enrolled at PVCICS demonstrated a strong interest in expanding PVCICS to include grades 9 through 12. Over 80% of PVCICS families responded to the survey. The results included:

- Over 90% of the respondents felt it was important for their child to continue learning Mandarin Chinese in high school
- Over 90% of the respondents felt their local school district would *not* be able to support their child's Mandarin Chinese learning needs.
- Over 90% felt current PVCICS Mandarin Chinese immersion program should be extended into grades 9-12.

The PVCICS mission and this charter amendment aim to provide students with a global education to prepare them for the future. This charter amendment request supports the position of the Massachusetts Board of Education's Global Education Advisory Council, which has for multiple years recommended that Massachusetts expand its foreign language offerings, particularly in critical need languages such as Chinese, as part of a statewide effort to infuse global education into grade K through 12 public education.

Finally, this charter amendment request supports the goals of the National Security Language Initiative (NSLI), which include: expanding the number of Americans mastering critical need languages by starting critical need language programs at a younger age, increasing the number of advanced-level speakers of foreign languages, increasing the number of foreign language teachers and the resources for them. The NSLI initiative is coordinated by the State Department, U.S. Department of Education, U.S. Department of Defense and the Director of National Intelligence.

Provide a brief summary of the school's efforts to eliminate barriers to program access, including but not limited to, recruitment and enrollment practices, retention practices, and school policies, such as student support and discipline systems. Indicate how the school's efforts may need to evolve during implementation of the proposed expansion.

A Sample PVCICS Recruitment and Retention Plan is attached in Appendix A. The plan is reviewed annually and updates reported in the PVCICS Annual Report. PVCICS works with the DESE to comply with all Recruitment and Retention Plan requirements. PVCICS expects to expand recruitment outreach to selected populations in the next plan. Our retention is generally quite high.

See "Program Delivery" for information on student support.

See the PVCICS enrollment policy in Appendix B.

PVCICS is complying and providing training around the evolving state requirements around student discipline.

Explain trends and/or anomalies in attendance, retention, attrition, in-school suspension rates, out-of-school suspension rates, and if applicable, graduation and dropout data over the past four years. The Department performs a review using available student data in the aggregate, and by targeted subgroups, and grade cohorts using the [CHART tool](#) at

<http://www.doe.mass.edu/charter/chart/>. Schools should explain any unique circumstances related to published school data, and corrective actions taken to address challenges in any of these areas of school performance.

PVCICS has low rates of suspensions, low attrition and low retention. PVCICS is moving to use the Redicker student information system, which will facilitate attendance tracking and follow up.

Indicate, in a table, both the historical distribution of enrolled students in the present grade span, and the projected distribution of students by grade, including the primary entry points for new students, and the grades where backfilling will occur.

The Pioneer Valley Chinese Immersion Charter School Enrollment Policy and Procedures requires, “Applicants are 5 years old by September 1 of the year of Kindergarten entry or to enter later grades applicants must successfully complete the grade immediately preceding the grade for which they are applying.” Students are backfilled as required by state law and as described in the Pioneer Valley Chinese Immersion Charter School Enrollment Policy and Procedures. Currently, PVCICS principally admits students in Kindergarten, 6th and 9th grades. PVCICS may move the 6th grade entry point to 7th grade to come into synch with local school district grade configurations.

Growth slowed in FY13 because PVCICS turned away sixth grade applicants because we lacked headcount. FY2014 growth was slowed because of uncertainty around the school’s renewal.

PVCICS Historical Enrollment							
Grade	FY08	FY109	FY10	FY11	FY12	FY13	FY14
K	19	43	50	44	44	45	48
1 st	23	26	46	49	44	44	44
2 nd		19	25	42	47	44	44
3 rd			19	29	41	47	44
4 th				14	19	41	47
5 th					13	17	38
6 th			11	16	15	19	18
7 th				9	11	12	19
8 th					7	8	8
9 th						3	12
10 th							
11 th							
12 th							
TOTAL	42	88	151	199	241	280	322

The table below shows the distribution of students in the school and the implementation timeline to project the full grades served. As an immersion school, PVCICS adds grades as students are promoted to the next grade. PVCICS is requesting an additional 384 students to allow 5 cohorts of 22 students for each grade 9 through 12 and 4 cohorts of 22 students for each grade 6 through 8. This is comparable in size to the Sturgis Charter Public High School model we wish to follow and starts most students in Chinese at sixth grade or earlier. FY15 enrollment is expected to come in close to the projection shown below.

PVCICS Projected K-12 Enrollment with 884-Student Cap							
Grade	FY15	FY16	FY17	FY18	FY19	FY20	TARGET
<i>K</i>	44	44	44	44	44	44	44
<i>1st</i>	48	44	44	44	44	44	44
<i>2nd</i>	44	48	44	44	44	44	44
<i>3rd</i>	44	44	48	44	44	44	44
<i>4th</i>	44	44	44	48	44	44	44
<i>5th</i>	47	44	44	44	48	44	44
<i>6th</i>	60	60	60	60	60	60	88
<i>7th</i>	17	60	60	60	60	60	88
<i>8th</i>	18	17	60	60	60	60	88
<i>9th</i>	16	44	44	88	110	110	110
<i>10th</i>	10	16	44	44	88	110	110
<i>11th</i>		10	16	44	44	88	110
<i>12th</i>			10	16	44	44	110
TOTAL	392	475	562	640	734	796	968
Classrooms	21	25	29	32	36	39	46

Submit a draft enrollment policy and application for admission.

See Appendix B for approved PVCICS enrollment policy.

Compliance

Last school year the PVCICS Board of Trustees received an open meeting violation complaint about the appointment of a new trustee. Under the advisement of the school attorney, the candidate resigned from the PVCICS Board of Trustees. The PVCICS Board of Trustees also received a complaint about adherence to school bylaws. The school attorney reviewed the complaint and responded on behalf of the board rendering his opinion that the complaint was without merit.

Dissemination

PVCICS provides an innovative Chinese immersion model that is considered one of the best in the United States. PVCICS welcomes visitors and educators from the local community and national Chinese language community each year. Many educators from other schools want to replicate PVCICS's best practices in language immersion. PVCICS strives to build positive public awareness of the mission and vision as the school has grown. Over the years, these efforts have helped PVCICS build long-term collaborative relationships with organizations that can help sustain its program, broaden outreach and provide opportunities for dissemination both to the public and to other educators.

- The Executive Director was invited to participate as an advisor to Asia Society's Chinese Early Language and Immersion Network (CELIN).
- The Executive Director participated in a small group meeting with China's Ministry of Education's Director of Hanban at the National Chinese Language Conference to provide feedback on the needs of Chinese language programs in the United States.
- The Principal, the Director of Education and two teachers were invited to give two presentations at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2013.
- The Principal was interviewed and PVCICS was featured in an Asia Society article on best practices in Chinese immersion.
- The Principal wrote and submitted a proposal in January 2014 for the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference to be held in November 2014. The proposal was accepted in April 2014 so a team will be presenting at ACTFL in November 2014.

Student Performance

See PVCICS Annual Report

Program Delivery

Briefly describe the supports provided to meet the academic needs of all students, including but not limited to students with disabilities, and English language learners. Indicate how the strategies may need to evolve during implementation of the proposed expansion.

The core of PVCICS's K-8th grade educational philosophy is that sustained immersion in the Chinese language with culture integrated throughout, will lead to students' that have high academic attainment, have high proficiency in Chinese and English, and have greater sensitivity and tolerance for other cultures.

Immersion research has shown that:

- ◆ “Immersion students acquire remarkable proficiency in the second language compared with students in other second language programs”²
- ◆ “Students in early immersion programs perform as well as, or often out-perform, their English-educated peers on tests of achievement in English”³
- ◆ “Immersion students perform as well as or better than their monolingual English speaking peers on test of subject-content mastery in mathematics, science, and social studies. It is interesting to note these tests are administered in English even though the students have been taught through a second language.”⁴

This educational philosophy will extend into grades 9 through 12 in combination with an International Baccalaureate Diploma Programme in grades 11 and 12. Courses in grades 9 and 10 will prepare students for the International Baccalaureate Diploma Programme in grades 11 and 12. The high school curriculum will be principally taught in English based upon the Sturgis Charter Public School’s premise of “International Baccalaureate (IB) for All”. IB was selected because it embraces an educational philosophy and standards that are compatible with the PVCICS mission. This includes both a focus on international awareness, second language acquisition and cross cultural competency. Chinese language and culture courses will be required for all high school grades.

The IB mission statement emphasizes that “the International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” The IB Diploma Programme “encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

PVCICS has established procedures to support the needs of diverse learners, including those with special education and English language learner needs. PVCICS has a resource room for students who need special instruction or services. The school provides small group instruction for students who need additional academic support with Chinese language acquisition or English language writing or reading. PVCICS has staff licensed in counseling, special education, ELL, reading specialists, and speech/language pathology. PVCICS contracts with well known local agencies for occupational therapy, physical therapy and other specialists. Teachers evaluate students as individuals, proactively identify academic issues, and make accommodations for students.

PVCICS uses the Response to Intervention (RtI) process to identify students who need academic, social and/or emotional support. The RtI process provides early intervention services. If teachers have further concerns, they may refer that student’s case to the student support team (“SST” or also known as a “child study team”) for further discussion. The school has a certified special education coordinator who runs the SST, coordinates special education services, and provides professional development regarding special education issues to staff. PVCICS has established procedures to identify, support and evaluate students who are English language learners. The 2010 ESE Site Visit Federal Programs team found evidence that PVCICS had implemented the required criteria for special education and English language learner needs in compliance with state and federal laws.

Findings from the October 26-27, 2011 Federal Programs Renewal Inspection Final Report on PVCICS included:

- Student support services and staffing have been increased in response to the school’s expanding population and the needs of the students.

² Ibid, page 281.

³ Curtain, H. & Dahlberg, C.A. (2004), *Languages and Children: Making the Match*. Boston, MA: Allyn & Bacon, page 281.

⁴ Ibid, page 282.

- The school implements several programs that promote student safety and help to ensure responsiveness to the behavioral and learning needs of students.
- Services to students are provided by qualified staff in the amount and manner described in the student's IEPs. Staff are appropriately supervised.
- Good communication exists between the general and special education instructional staff.
- The school facility is fully programmatically accessible to persons with disabilities.

Sturgis Public Charter School has agreed to mentor PVCICS in its high school implementation. Sturgis Public Charter School has a well established and highly regarded International Baccalaureate Diploma Programme that has proven strategies for the support of diverse learners in an IB program.

Culture and Family Engagement

Briefly describe the strategies used to create a safe school environment, and to address the physical, social, emotional, and health needs of your students. Indicate how the strategies may need to evolve during implementation of the proposed expansion.

These topics are touched upon in the “Program Delivery” section. The Response to Intervention (RtI) process can also address social emotional and health needs of students. PVCICS has nurses, counselors and a psychologist on staff that can participate in the process. As the school grows we will add staff. PVCICS has several programs, like responsive classroom for young children to promote good conduct.

Briefly describe how the school develops strong working relationships with families/guardians in order to support students' academic progress and social and emotional well-being. Indicate how the strategies may need to evolve during implementation of the proposed expansion.

The partnership between family and school is very important. Parents need to understand and believe in PVCICS's mission, goals and approaches to fully support their child and the school. PVCICS ensures that parents are involved before school starts in ways described below:

- ◆ While not required, PVCICS offer parents enrollment information sessions where PVCICS's staff present information about PVCICS's mission, goals and approaches, and PVCICS's expectation of parents in the life of the school. Parents are provided time to tour the school and ask questions.
- ◆ Before the start of school, PVCICS's staff meet with parents to inform them further about PVCICS. Parents are provided the opportunity and encouraged to meet with their children's teachers before the start of school at an individual appointment or at the school-wide “Drop-In Day” for all families right before the first day of school. The drop-in-day is similar to an “open house” where families can come and meet all staff and tour the school.

During the school year, PVCICS parents regularly receive information about their child's progress. PVCICS uses multiple methods to keep parents informed:

- ◆ Teachers maintain regular communication with parents describing activities in the classrooms through newsletters and email updates.
- ◆ Teachers check homework and other assignments. Parents are informed if there are any issues. Parents may be asked to meet if necessary and are encouraged to participate in school activities.
- ◆ Report cards are sent home at the end of Fall and Spring terms. Progress reports are sent at mid-terms.

- ◆ Parent-teacher conferences are held at roughly the mid-point of each term to review progress and plan for the coming term or summer.
- ◆ Parents have regular access to staff and teachers by phone, email and in person.
- ◆ Parents have access to a secure website where they can access their child's classroom activities, homework, news and other general school information.
- ◆ Parent education is offered in the form of guest speakers and workshops. For example, a workshop on how to talk with children about bullying.

Parental involvement & input are encouraged as follows:

- The Principal and Executive Director hold monthly "Conversation Times" to discuss a variety of topics and answer questions from parents.
- PVCICS's Family Association (FA) is open to all families. The FA focuses on involving parents in the school, including coordinating volunteer opportunities, fundraising, and encouraging parents to attend school events. The FA has a website for parents to get news and information about PVCICS events.
- Parents are encouraged to volunteer at PVCICS as field trip chaperones or doing an activity in a classroom.
- The Principal involves parents in discussions about new programs and/or policies through surveys during the school year to gauge interest and help define new programs. For example, online surveys have been used to ask parents about what type of music and enrichment programs should be offered at school. This data was helpful in making budgetary decisions.
- Parents are encouraged to attend student performances and curriculum family nights at PVCICS.
- Parents participate in the end-of-school year annual parental satisfaction survey described below.

PVCICS uses multiple channels of ongoing communication between parents and staff so there are multiple sources of data to gauge parental satisfaction. Quantitative data for measuring parental satisfaction is from an annual parent/guardian survey given to parents/guardians at the end of every school year. This year, 94 parent surveys were returned and 95% of the respondents rated their overall "family experience" with PVCICS as either "Good", "Very Good" or Excellent." Most rated their experience "Excellent".

Capacity

Describe how the staff will implement the request effectively and evaluate its success. Indicate the individuals involved throughout the process of implementation, and the systems in place for decision-making and communication among all members of the school community.

PVCICS has a proven track record staffing and implementing its K-8th grade program. This record includes managing rapid growth in enrollment, changing buildings, and overseeing numerous summer renovations of our facilities. The management team is experienced in building strong organizations. The multi-year rollout allows a slow and focused implementation based on careful planning.

The school staff has begun to implement the request by creating an International Baccalaureate Diploma Programme implementation team that used FY14 as a planning year with the 9th grade high school program made operational. The implementation team now includes four licensed high school teachers with IB training and two with past IB teaching experience. The implementation team will define the high school program in detail by working with the PVCICS's administration, other teachers, external consultants, mentors (such as Sturgis Charter Public School) and parents. PVCICS administration has made a high school implementation plan, as part of our application for authorization by the International Baccalaureate Organization (IBO). The IBO conducted a site visit and has been very favorably impressed with our

preparations. Because the high school implementation is phased over four years, there is adequate time to build capacity to implement the request. Board oversight of this process has been conducted as part of the charter amendment approval process and oversight of staff performance goals.

The school staff and Board of Trustees will use data from internal and external assessments to effectively monitor, improve and evaluate the implementation. Tests used include MCAS, Stanford 10, ELLOPA/SOPA, NOELLA, and STAMP. ELLOPA/SOPA NOELLA and STAMP test Chinese language proficiency.

Data from external evaluators such as immersion experts and Chinese language specialists are combined with local data from parent surveys to inform the evaluation process. PVCICS's advisors include elementary, secondary and college/university educators who can advise PVCICS on implementation. These advisors include: Dr. Yu-lan Lin (Boston Public Schools), Dr. Kathleen Riordan (retired from the Springfield Public Schools), Mr. Chris Livaccari (Director of Education at Asia Society), Dr. Rita Olezek (Glastonbury (CT) Public Schools), Dr. Helena Curtain (University of Wisconsin and immersion expert, retired from the Milwaukee Public Schools) and Mr. Greg Duncan (U.S. Department of Education grant evaluator).

Provide an action plan for implementation. Describe the proposed strategies that will lead to a successful implementation of the proposed changes. Include: a timeline, action(s) to be taken, designated point person, and start date and projected completion date.

The addition currently under construction will economically house students in the near term. The Executive Director oversees construction of the addition. The addition should easily be ready for use in the fall of 2015. Upon approval of the proposed charter amendments, the Executive Director will move to finalize our long term capital plan. The principal is responsible for implementation of the educational program.

Appendix F is an action plan for the implementation of the IB Diploma Programme.

Provide a complete staffing chart and detailed narrative staffing plan to support the planning and implementation of the proposed increase in enrollment and/or grade span.

See five year cash flow analysis in appendix E

The personnel portion of the cash flow in appendix E provides staffing detail and assumes a 4% growth in salaries over a 5 year time horizon. It anticipates adding teachers, administrators and support staff. There is sufficient room in the budget for contingencies.

Governance

Describe how the board of trustees will implement the request effectively and evaluate its success. Provide details of the board's role in planning, and monitoring progress of the expansion.

See Capacity above.

Approved board minutes

See appendix C.

Finance

The Department will review the school's financial history, including the [Financial Dashboard](http://www.doe.mass.edu/charter/finance/dashboard/) at <http://www.doe.mass.edu/charter/finance/dashboard/>, as part of the amendment request. Schools should explain any unique circumstances related to published school data, and corrective actions taken to address challenges in any of these areas of school performance within their request.

As the dashboard shows, PVCICS is in very sound financial shape.

Describe the financial resources that are necessary to implement the school's expansion, including the projected sources of revenue that will ensure the fiscal viability of the school and the successful implementation of the proposed change(s). Describe contingency planning for potential challenges in cash flow or budget shortfalls due to lower than anticipated student enrollment or other financial challenges in the early years of expansion, include specific strategies.

Since its inception, PVCICS has exercised sound financial practices. The Board regularly reviews financial plans and results. PVCICS has passed all required external financial audits since its inception. PVCICS has had a positive and growing cash position or "surplus" at the end of each fiscal year. The financial resources necessary to implement the school's expansion come from tuition, grants and loans. PVCICS projects sufficient demand to fill slots.

In addition to tuition payments, PVCICS has had great success in winning competitive grants. PVCICS was awarded a 5 year \$1,500,000 U.S Department of Education Foreign Language Assistance Program grant to help cover the cost to train teachers and develop Chinese immersion curriculum. PVCICS receives funding from Hanban, which is being used to develop experiential learning opportunities for our students in partnership with the Wuhan Foreign Language School in China. As the school has grown, parents have become more engaged in fundraising. Through parent fundraising and community grants, the school's first outdoor playground set and basketball hoops have been installed.

PVCICS serves rural communities and is eligible for loans and loan guarantees from the United States department of Agriculture – Rural Development. The USDA is providing a long term fixed rate mortgage for the addition currently under construction.

Lower than anticipated student enrollment would slow down the expansion, but is unlikely present a challenge in the context of the expansion into the addition under construction. We see strong demand for student enrollment in SY2015.

Provide financial projections performed in planning for the proposed expansion. Financial projections should reflect both immediate and long-term considerations that the board and school leadership have identified in implementation of the proposed amendment. Provide a detailed narrative explaining the financial forecasts, and the underlying assumptions.

See attached 5 year cash flow and staffing plan in appendix E.

PVCICS has principle entry points of K, 6th, and now 9th grades. The financial plan is based upon a continued growth in enrollment in line with past growth augmented with an additional entry point in 9th grade. Kindergarten is regularly oversubscribed. This year we have two rising 6th grade cohorts and a newly admitted cohort creating a population of roughly sixty 6th graders. There is a 6th grade waiting list. Enrollment into ninth grade is growing as awareness of the program grows.

Near term financial are based upon past experience and the costs associated with the addition currently under construction, which are well understood at this time. The addition project came in well under budget. It was estimated tuition would rise 2% per year and salaries would rise 4% per year.

Longer term financials are based upon estimated costs for a high school facility. We added \$10,000.00 per month for additional space in FY2018 and \$20,000.00 per month in FY2019.

Describe the facility that will be used to meet the school's needs and how it is accessible to individuals with physical disabilities and able to accommodate all students, and if modifications will be required.

The school's current facility houses PVCICS's K-9th grade program. The PVCICS Educational Foundation, a 501(c)(3) corporation, owns the PVCICS facility at 317 Russell Street in Hadley. Built as a "KidSports" gymnasium in 1994, the existing 26,720 sq/ft gross area rigid frame type building is situated on 6.19 acres. The location is central to our region of service and located on Russell Street, which is also known as Route 9, a well travelled commercial state highway that is well maintained. PVCICS is currently completing its fourth major renovations of the interior to create classrooms suitable for the school's educational mission. The facility has town water, town sewer and natural gas, HVAC systems for heat and air conditioning, and wiring to support modern computing needs. Construction has started for a 38,400 sq/ft four story addition to the existing facility. The addition should be complete by August 2015.

Because facilities site planning and securing financing is a multi-year process, PVCICS's Board of Trustees has made it a priority to plan years in the future. The new high school program will eventually require a separate facility. It is desired to maintain proximity between the campuses to support a unified school community. The high school classrooms could be near but not in the same building as the elementary school classrooms. As with PVCICS's current facility, the new high school facility will be built to comply with all state and federal requirements regarding accessibility to accommodate all students.

Describe how transportation services are provided to all eligible students, and if modifications will be required. Please note: charter schools must notify the district(s) providing transportation no later than February 1st prior to the start of the school year of all transportation needs, including any changes resulting from the granting of an amendment.

PVCICS currently provides fee-based transportation services to the northern and southern portions of its region of service. The southern route consists of stops in Springfield, Holyoke and South Hadley. The northern route consists of stops in Greenfield and Deerfield. Students in high school are able to take the same buses since the current high school daily schedule is the same as for the K-8th graders.

The PVCICS transportation services comply with all applicable state and federal law, including the Americans with Disabilities Act. Handicapped van services will be provided, when necessary. Bus fee are reduced for students eligible for free or reduced cost lunches.

APPENDIX A
Recruitment and Retention Plan

Recruitment Plan 2013-2014

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 adoption organizations, Chinese heritage schools, community organizations and public libraries.

Recruitment Plan – Goals and Strategies	
Demographic Group	Description of Activities
A. Special education students	PVCICS will work to make explicit in the school's recruitment efforts the special education, social, emotional and academic support services available at PVCICS. Services will be described at information sessions and on the public website. As occurred last year, a special education will host an information session. This year information sessions will include an offer to have the school principal meet with parents and students requesting information about special education services, either immediately following the information session or during regular school hours.
B. Limited English-proficient students	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 will be described at information sessions and on the public website. Google translator works with our website. As occurred last year an English language learner teacher will host an information session. This year information sessions will include an offer to have the school principal meet with parents and students requesting information about special education services, either immediately following the information session or during regular school hours. We will continue deliver or post flyers to the Center for New Americans and at the <i>International Language Institute of Northampton</i> . Services include reduced cost for student bus service to and from Holyoke, Springfield and Greenfield, which have a higher percentage of Limited English-proficient students.
C. Students eligible for free lunch	PVCICS will work to make explicit in the school's recruitment efforts the social, emotional and financial support provided to students who are eligible for free lunch. Services include reduced cost for student bus service to and from Holyoke, Springfield and Greenfield, which have a high percentage of students eligible for free lunch. Support for students who are eligible for free lunch will be described at information sessions and on the school's website. We will continue to post flyers at regional Community Action centers and the Amherst Survival Center. This year information sessions will include an offer to have the school principal meet with parents and students requesting information about services for students eligible for free lunches, either immediately following the information session or during regular school hours.

<p>D. Students eligible for reduced price lunch</p>	<p>PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and financial support provided to students who are eligible for reduced price lunch. Services include reduced cost for student bus service to Holyoke, Springfield and Greenfield, which have a high percentage of students eligible for reduced price lunch. Support for students who are eligible for reduced price lunch will be described at information sessions and on the public website. We will continue to post flyers at regional Community Action centers and the Amherst Survival Center. This year information sessions will include an offer to have the school principal meet with parents and students requesting information about services for students eligible for reduced price lunches, either immediately following the information session or during regular school hours.</p>
<p>E. Students who are sub-proficient</p>	<p>PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support provided to students who are sub-proficient. Support for students who are sub-proficient will be described at information sessions and on the public website. Additionally, PVCICS offers to post flyers at local Kumon and Sylvan tutoring centers.</p>
<p>F. Students at risk of dropping out of school</p>	<p>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. Support for students at risk of dropping out of school will be described at information sessions and on the public website.</p>
<p>G. Students who have dropped out of school</p>	<p>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. Support for who have dropped out of school will be described at information sessions and on the public website.</p>

Retention Plan 2013-2014

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%
Retention Plan Goals and Strategies -- List goals and strategies for retention activities for each of the target groups A through H	
A. Special Education	PVCICS will continue to provide social, emotional and academic support for special education students. PVCICS uses the RtI model for academic intervention and has reading specialists, guidance counselors and SPED teachers on staff. The RtI process employs progress monitoring and escalating intervention, 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.
B. Limited English-proficient students	PVCICS will continue to provide social, emotional and academic support for Limited English Proficient (LEP) students. PVCICS uses the RtI model for academic intervention and has two licensed ESL teachers and is sending staff for LEP 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 ESL services LEP student retention will be raised.
C & D. Students eligible for free or reduced lunch	PVCICS will continue to offer eligible students free or reduced price lunch, reduced bus rates and social, emotional and academic support. This year PVCICS will send an informational flyer to all incoming parents on the New England Farm Workers program to provide child care vouchers. PVCICS is now eligible for Title I funding and will use the funds appropriately to support a reading specialist.
E. Students who are sub-proficient	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, guidance counselors and SPED teachers on staff. One of the guidance counselors is fluent in Chinese. The RtI process employs progress monitoring and escalating intervention, as needed. PVCICS will continue to build skill by providing teacher training. PVCICS is now eligible for Title I funding and will use the funds to support a reading specialist.

<p>F. Students at risk of dropping out</p>	<p>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, guidance counselors, ESL teachers and SPED teachers on staff. One of the guidance counselors is fluent in Chinese. 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. PVCICS believes that by delivering appropriate educational services and by improving student performance student retention will be raised. PVCICS is now eligible for Title I funding and will use the funds appropriately to support a reading specialist.</p>
<p>G. Students who have dropped out of school</p>	<p>No students who have enrolled have previously dropped out. If a student who had dropped out of school were to enroll PVCICS would provide social, emotional and academic support. PVCICS uses the RtI model for academic intervention and has reading specialists, guidance counselors, ESL teachers and SPED teachers on staff.</p>

Appendix B
Lottery Enrollment Policy

PVCICS Enrollment Policy and Procedures

MA DESE Approved – November 30, 2012

Pioneer Valley Chinese Immersion Charter School (PVCICS) is currently chartered as a K-8th grade school. PVCICS may enroll new students at any grade K-8th. (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1); 603 CMR 1.06(8)) The Pioneer Valley Chinese Immersion Charter School primarily accepts students in Kindergarten and sixth grade. PVCICS will maintain waiting lists and backfill students into all other grades, when required by law, or when deemed in the best interest of the school by the Executive Director.

Admissions Criteria

Charter schools are public schools and are therefore open to all Massachusetts students on a space available basis. This means that the Pioneer Valley Chinese Immersion Charter School will not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Moreover, the Pioneer Valley Chinese Immersion Charter School will not set admissions criteria that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics. M.G.L. c. 71, § 89(1); 603 CMR 1.06(1).

The Pioneer Valley Chinese Immersion Charter School **requires:**

1. Applicants are 5 years old by September 1 of the year of Kindergarten entry. Parents will be required to establish the age of the student prior to enrolling in Kindergarten through documentation which may include, but is not limited to, a Birth Certificate or Passport. PVCICS does not permit students to repeat grades they have previously successfully completed. Students selected for enrollment by lottery or waiting list must provide evidence in the form of permanent transcripts and report cards that they will successfully complete the grade previous to that for which they are seeking enrollment and are not repeating a grade before starting at PVCICS, preferably by August 15. After enrollment families must sign a Permanent Records Release in order for the school to obtain the student's permanent transcript and health records. The Permanent Records Release is required before students can attend PVCICS. Students who, for whatever reason, apply for admission to a grade for which they are ineligible, will be moved to the bottom of the waiting list of the grade for which they are eligible.
2. Students must be residents of Massachusetts at the time that they submit a Lottery Enrollment Form and at the time that they are offered admission.⁵ PVCICS uses the same criteria as the Massachusetts Department of Transportation as acceptable forms of proof of Massachusetts residence. An exception is made in the case of homeless students. Acceptable documents include:
 - a utility bill (gas, electric, wired telephone, wired cable, or heating oil delivery bill) (no more than 60 days old) that contains the name and residential address of the applicant's parent or guardian.
 - home mortgage or lease; or loan contracts (examples include Retail Installment Sale Agreement, and Motor Vehicle Installment Sale Contract), with the applicant's name, residential address and signature (dated within 12 months of application)

See the Appendix A for a complete list. Parents will be asked to provide proof of Massachusetts residency as part of the lottery application.

⁵ Students are offered admission if their assigned numbers are drawn in the lottery or if another student declines an offer of admission/transfers out of the school and their name comes up on the waitlist.

If an applicant does not meet all the requirements above, PVCICS will withdraw the application and make a reasonable effort, as determined by school administrators, to notify the parents or guardians of the deficiency, including notification by phone or email or mail, as needed. If all deficiencies are subsequently corrected, parents or guardians will be able to resubmit the application and participate in a lottery.

The Pioneer Valley Chinese Immersion Charter School **strongly advises and requests, but does not require as a condition of enrollment:**

1. Parents or guardians attend an information session about immersion education within the six months prior to submitting a Lottery Enrollment Form, unless they are parents of a currently enrolled student.
2. Parents/ guardians and students attend an orientation session prior to enrollment.
3. Parents/guardians and students sign compacts that demonstrate their agreement with and understanding of the school's mission, policies and code of conduct.

PVCICS does not require potential students or their families to attend interviews or informational meetings as a condition of enrollment (603 CMR 1.06(2)).

PVCICS does not administer tests to potential applicants or predicate enrollment on results from any test of ability or achievement (603 CMR 1.06(2)).

The Pioneer Valley Chinese Immersion Charter School **will not:**

1. Give preferences to children of staff members or Board members;
2. Give preference to siblings of students accepted to the school but not yet attending; or
3. Make statements in meetings intended to discourage, or that have the effect of discouraging, parents/guardians of students with disabilities, students with limited English proficiency, or any other protected group of students from submitting a Lottery Enrollment Form to the school. See M.G.L. c. 71 § 89(1).

Outreach

The Pioneer Valley Chinese Immersion Charter School provides information about the school to those who are interested throughout the year. The school provides Lottery Enrollment Forms in languages of the community.

The recruitment and enrollment process is a regional outreach effort that may include radio advertising, advertisement in local newspapers, at local libraries, community centers and schools. Notice of all application deadlines is given at least one month in advance (603 CMR 1.06(3)). The Pioneer Valley Chinese Immersion Charter School will strive to make accommodations for families with individual hardships.

PVCICS has established and taken steps to implement a Recruitment and Retention Plan which lists deliberate, specific strategies the school will use to attract, enroll, and retain a student population that, when compared to students in similar grades in schools from which the charter school enrolls students, contains a comparable demographic profile, including limited English proficient, special education, free and reduced-price lunch students. (Chapter 71, Section 89(i)(3)).

Enrollment Process

1. PVCICS will start accepting Lottery Enrollment Forms six months prior to the initial lottery enrollment date. Returning students do not have to reapply. The Pioneer Valley Chinese Immersion Charter School will accept Lottery Enrollment Forms for inclusion in the initial lottery until the lottery enrollment deadline, a date set annually. All information requested in the Lottery Enrollment application, such as language spoken at home or race/ethnicity, is not intended and will not be used to discriminate (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(2)).
2. PVCICS will conduct an initial lottery at our facility located at 317 Russell Street, Hadley, Massachusetts prior to March 15th, publicizing the date and time with reasonable notice of at least one week before the lottery date. 603 CMR 1.06(6).
3. Lottery enrollment forms submitted after the initial lottery enrollment deadline will participate in a subsequent lottery, if one is held. Participants in subsequent lotteries will go to the end of the appropriate waitlist, if a waitlist exists, in the order that they are chosen from any subsequent lottery.
4. The Pioneer Valley Chinese Immersion Charter School will publicize all lottery enrollment deadlines and the fact that there will be a lottery if there are more eligible applicants than there are available spaces within a given lottery enrollment process, with public notice of at least one week before a lottery.

Lottery

The number of spaces available by grade level is determined each year by the Principal and approved by the Executive Director. If there are more eligible applicants than there are spaces available, the Pioneer Valley Chinese Immersion Charter School must hold a lottery to determine which applicants will receive an offer of admission 603 CMR 1.06(3). PVCICS will assign each applicant a lottery number. The school will give public notice of the lottery at least one week before the lottery date. The lottery will be conducted in public at our facility located at 317 Russell Street, Hadley, Massachusetts. Parents do not have to attend the lottery event in order to be enrolled at PVCICS. PVCICS will have a disinterested party randomly draw the assigned lottery numbers of all students, who submitted Lottery Enrollment Forms before the deadline. The individual shall draw the numbers of all the applicants one at a time and record the order in which they are drawn. Parents and guardians of students are entitled to know the lottery number of his or her child or children in advance of the drawing. Student names will not be publically announced at the lottery.

After the lottery enrollment deadline passes, the Pioneer Valley Chinese Immersion Charter School will divide all Lottery Enrollment Forms into three categories under 603 CMR 1.06(4):

- *Siblings* – Students who share a common parent, either biologically or legally through adoption. Whether the children reside in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference. Children who live in separate households may be siblings and those that live in the same household may not be. If siblings are placed in foster homes and one of them enrolls in the charter school, then the siblings of that student are entitled to admission preference. Foster children are not considered siblings of other children in the foster home unless they share a common parent.
- *Residents* - Students who live in the region served by the Pioneer Valley Chinese Immersion Charter School. This region consists of: 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). Residents enrolled in district, charter, private or parochial schools or enrolling in schools in the district get equal preference.

- *Non-residents* - Students who live outside the region served by the Pioneer Valley Chinese Immersion Charter School. Non-Residents enrolled in district, charter, private or parochial schools or enrolling in schools in the district get equal preference.

Preference for admission is given first to applicants in the "Siblings" category followed by applicants in the "Residents" category and then by applicants in the "Non-Residents" category without regard to when their Lottery Enrollment Form was submitted as long as it was prior to the lottery enrollment deadline. The Pioneer Valley Chinese Immersion School will either extend an offer of admission to all applicants within a group (Siblings, Residents or Non-Residents) that meet the lottery enrollment deadline or select applicants randomly using a lottery. The Pioneer Valley Chinese Immersion Charter School will not offer admission to applicants on a first come first serve basis.

Students will be admitted in the order in which they were drawn within categories with the one exception described below:

Sibling Category: By law primary preference for admission is given to siblings of students "currently attending" the school in accordance with Massachusetts Department of Elementary and Secondary Education regulations.

Resident Category: By law secondary preference for admission is given to students who are residents (as defined in 603 1.06(4)) of the Pioneer Valley Chinese Immersion Charter School's region of service at the time that they are offered admission to the school, except in the case of homeless students.

EXCEPTION: As required by state law, the Pioneer Valley Chinese Immersion Charter School must always accept "Resident" students before accepting "Non-Resident" students unless the "Non-Resident" student is also a "Sibling". There is one exception – if a space became available and the enrollment of a student from the waiting list would cause his or her sending district to exceed the net school spending cap, the charter school may skip over that student but keep them on the waiting list. If that student on the waiting list is a sibling of a student currently enrolled at the charter school, the school may enroll that student and the Commonwealth of Massachusetts will pay the tuition to the charter school, subject to state appropriations.

Waiting List

All applicants not selected in an enrollment lottery are placed on a waiting list in the order the applicants were selected while also taking into account sibling and resident preference (603 CMR 1.06(4)(d)).

PVCICS will keep accurate records of their waitlist containing, the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission (603 CMR 1.06(f)).

In conformance with M.G.L. c. 71, § 89, PVCICS shall, if a student stops attending the charter school or declines admission, the next available student on the waitlist for that grade will be offered admission until the vacant seat is filled, up to February 15, excluding seats in the last half of the grades offered and in grades 10, 11, and 12. A vacancy not filled after February 15 moves into the subsequent grade, to be filled the following September if such grade is in the last half of the grades offered and is not grades 10, 11, or 12. Seats for students who have accepted an offer of admission in the charter school but have never attended are exempt from this provision.

Students who have declined an offer of admission are moved off the waiting list.

No student will be admitted ahead of other eligible students on the waiting list unless said student is either a sibling of a previously enrolled student or a resident of the charter school's city or town (603 CMR 1.06(5)). PVCICS will void all waiting lists after February 15.

Additional Lotteries

The lottery process may be repeated, if the school does not place enough students on the waiting list to ensure, in the judgment of the Executive Director, that all available spaces will be filled. The required lottery process will be strictly followed, including public notification and deadlines (603 CMR 1.06(5)). New applicants will go to the bottom of the appropriate existing waiting lists in the order that they are chosen from the new lottery.

Enrollment Confirmation

Parents or guardians will be notified at the lottery and by mail of their admission status (accepted or placement on waiting list). If a student declines an offer of admission, the school will contact the parents or guardians of the next student on the waitlist by phone or email or mail, as needed. Parents or guardians will receive an enrollment packet with all of the forms necessary to enroll, register and attend the Pioneer Valley Chinese Immersion Charter School. PVCICS will require Proof of Residency for enrollment (except for homeless students); proof of the last grade completed for older students or proof of age for students applying for Kindergarten or first grade which may include, but is not limited to, a Birth Certificate or Passport. The school will hold an optional orientation session before the start of school to prepare new families and students for the transition to PVCICS. The final date for all students offered enrollment to accept enrollment is the first day of school.

PVCICS follows state and federal laws (e.g. the Family Educational Rights and Privacy Act or FERPA) regarding disclosure of student information (M.G.L. Chapter 71, Section 89(g)(n)). FERPA is published as part of the PVCICS Family Handbook. PVCICS will provide a form or forms for students and parents to consent or deny disclosure of student information (M.G.L. Chapter 71, Section 89 (g)). Upon request, PVCICS will provide the names and addresses of students to a third party mail house for mailings unless the parent requests that the school withhold their child's information. (M.G.L. Chapter 71, Section 89(g)).

Appendix A
Proof of Residence
(Not Required for homeless students)

(All forms of identification must include name and residential address)

- Current MA learner's permit, MA license, or MA ID card
- Expired MA driver's license or MA ID card (expired no more than 12 months)
- Certified or attested copy of a court order of a federal, state, or county court within the U.S. that contains a raised court seal and includes the applicant's full name, residential address, and DOB (examples include an adoption document, a name change document, and a gender change document) (dated within 12 months of application)
- Home mortgage or lease; or loan contracts (examples include Retail Installment Sale Agreement, and Motor Vehicle Installment Sale Contract), with the applicant's name, residential address and signature (dated within 12 months of application)
- Current, valid homeowner's or renter's insurance policy with the applicant's residential address that is for the current or immediate prior year
- (a) A bank passbook with applicant's name and residential address printed or written in a designated place in the passbook; (b) A bank statement or transaction-related document (no more than 60 days old) on a form generated by the issuing bank and displaying the bank's name and mail address, and the applicant's name and residential address, received through mail by applicant; (c) A checkbook with the applicant's preprinted name and residential address; or (d) ATM/Debit Card statement with name and residential address (no more than 60 days old)
- Canceled personal check (copy acceptable if printed on a sheet with other cancelled checks and issued as part of a monthly statement by the bank) with signature of applicant and preprinted residential address on the check and dated not more than 60 days earlier
- Original or certified copy of a U.S. - issued Marriage Certificate (dated within 6 months of application)
- A utility bill (gas, electric, wired telephone, wired cable, or heating oil delivery bill) (no more than 60 days old) that contains the applicant's name and residential address
- Current Massachusetts registration card
- A property tax or excise tax bill that is for the current or the immediate prior year and contains the applicant's name and residential address
- Tuition bill or student loan coupons, with residential address, with a due date of not more than 12 months old
- Original school transcript with name and residential address (not valid if more than 12 months old)
- Original letter issued and signed by the principal, headmaster, or official keeper of the records of a MA school (including a college or university) on school's letterhead that states the applicant is currently a resident student and includes the name and date of birth (dated within 12 months of application)
- Medicaid correspondence (dated within six months of application)
- Credit Report issued by Experian, Equifax, or TransUnion (dated within 12 months of application)
- Annual Pension or Retirement Statement for the current or immediate prior year
- Annual Social Security Statement for the current or immediate prior year
- First-class mail from any federal or state agency that displays residential address

- W-2 Form from current or previous year that displays residential address
- Voter registration signed & certified by city/town clerk
- Pre-printed pay stub with employer's name and address and applicant's name and residential address (no more than 60 days old)
- Current car loan payment book that displays residential address
- Car insurance policy/bill (no more than 60 days old)
- Current MA-issued Professional License that displays residential address
- Jury Duty Summons (dated within 12 months of application)
- Census or Census Verification for current year
- Notarized statement from parent/legal guardian that states applicant currently resides in the parent/guardian's home

Lottery Enrollment Form – Academic Year 2012-2013

We ask that you fill out this lottery enrollment form completely. Completed lottery enrollment forms may be mailed or faxed to PVCICS at the address at the bottom of the page. The current deadline for submission of this form is _____, 2013 4:00 PM. This information will be kept confidential. The only parts of the lottery enrollment form that affect the lottery are: RESIDENCE and SIBLING STATUS. Residents of PVCICS’s region and siblings of those who are *currently* attending the school get priority in the lottery. The word “sibling” refers to persons who have a common parent, either biologically or legally through adoption.

The lottery is held in public at PVCICS on _____, 2013. We will mail the lottery results roughly one week later.

Pioneer Valley Chinese Immersion Charter School does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement” (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1)).

Student

First Name: _____ Middle Name: _____ Last Name: _____

Address: _____

Date of Birth: __/__/__ Age: _____ City of Birth: _____ Gender: (circle one) M F

Current Grade (2012-2013): _____ Name of Current School: _____

Applying for Grade (for 2013-2014): _____ Sibling of current PVCICS student: _____

Parent / Guardian

Relationship to Student: _____ Relationship to Student: _____

Name: _____ Name: _____

Address: _____ Address: _____

City, State, Zip: _____ City, State, Zip: _____

Home Phone: _____ Home Phone: _____

Cell Phone: _____ Cell Phone: _____

Work Phone: _____ Work Phone: _____

Email address: _____ Email address: _____

A SIGNATURE IS REQUIRED ON THE NEXT PAGE

Optional Information – NOT used in lottery enrollment process

Primary Languages spoken in the home: _____

Primary Language spoken by student: _____

Is the student currently receiving special education services? (circle one) YES NO

If so, what type of service does s/he receive?

Race / Ethnicity – NOT used in lottery enrollment process

The state has redefined these categories to allow individuals the opportunity to select one or more race when reporting. In addition, race and Hispanic origin are considered two separate concepts. Please select one Ethnicity and one Race box for your student:

- Ethnicity: Hispanic or Latino Not Hispanic or Latino
- Race: American Indian or Alaskan Native Native Hawaiian or Other Pacific Islander
 Asian White
 Black or African American

REQUIRED SECTION

Applicants must be 5 years old by September 1 of the year of Kindergarten entry. PVCICS does not permit students to repeat grades they have previously successfully completed or to apply to skip grades. Students selected for enrollment by lottery or waiting list must provide evidence in the form of permanent transcripts and report cards that they will successfully complete the grade previous to that for which they are seeking enrollment and are not repeating a grade before starting at PVCICS, preferably by August 15. Families must sign a Permanent Records Release in order for the school to obtain the student’s permanent transcript and health records. Students must be residents of Massachusetts at the time that they submit a Lottery Enrollment Form and at the time that they register to attend. Proof of residency, as described in the *PVCICS Enrollment Policy and Procedures*, is requested from all students. An exception is made in the case of homeless students.

Required signature of parent or Guardian:

Submission of false information may at the determination of the Executive Director void the student’s application, enrollment and registration. Corrected applications can be resubmitted

Parent/Guardian Signature

Date

Dual Parent/Guardian signatures are not required

Appendix C
Board Minutes

**PVCICS Board of Trustees Meeting Minutes
9/22/2013**

Location: 317 Russell Street, Hadley, Mass.

Board members in attendance: Rosalie Porter, David Braverman, Mindy Chang, Marshall Moriarty, May Lo, David Scott, MeiKuei Huang, Su-Chuan Chung

Other attendees: Richard Alcorn, John Tully, Craig Gibson, Rachel Gibson, Theresa Fitts, Heather Neal, Kristin Neal, Kathleen Wang, Carol Young, Melanie Sage, Anthony Bishop, Steve Toussant, Mary Caris, Daniel O’Shea, Henry Pope, Steffi Crivelli, Kevin Lawson, 3 others.

1. Meeting was called to order at 3:06pm by Chair Mindy Chang.

2. Public comment

Heather Neal spoke in support of the PVCICS High School

John Tully spoke of his disappointment in what he reads in newspaper. Need to stand by Richard Alcorn.

Paula Quinn spoke of her confusion stemming from what she heard at the June 5 Board of Trustees meeting.

Rosalie Porter spoke in response to the Letter from Community. She missed two meetings both related to husband’s surgery and recovery.

3. Administrative items:

Approval of old minutes: May Lo motion to table the vote. Marshall Moriarty seconded, Motion passed by a vote of eight-to-one.

4. End-of –Cycle Summative Evaluation Report: Executive Director

Two revisions to be made by Mindy Chang: Dates added

Richard Alcorn feedback: PVCICS Executive Director’s Evaluation is not consistent with the evaluation of other Charter Schools. Mindy Chang spoke that the school doing well and Richard Alcorn has areas to target for improvement in 2013-14.

David Braverman: Job description should also be included in evaluation for ED.

Mindy Chang moved to accept the evaluation, David Scott seconded, approved unanimously.

5. SY2014 Goals

- **A. Principal Wang (15)**
- **B. Executive Director Richard Alcorn (15)**

5a. SY2014 Goals: Principal Wang

Review of goals

May Lo addressed the composition of SMART goals:

Kathy Wang would like 1 to 2 goals to be assessed via data collection. State looks at MCAS, Stanford 10, and this year have been selected for PARCC testing as well. Kathy Wang and the school use data to show how to proceed and drive decisions.

Discussion of goals: Request made by May Lo to be more specific with goals 1 and 3 by October 7th. Request made by Kathy Wang to have specific suggestions from Board Members in one week.

5b. Executive Director Richard Alcorn:

Implementation of IB Programme is a complex goal requiring implementation at the high school level as well as filtering it through the lower grades. Grades 9 and 10 will be IB Prep.

Review of Richard Alcorn goals

Weekly reports to continue

Executive Director Community Conversation time to be every other month and ED should summarize the conversation to the Board.

Staff training and receive certificate of IB training as an indicator of completion. Key actions need to be in there for the IB implementation and other goals.

Next month: Redo cash flow to accurately portray the finances.

Richard Alcorn was questioned if recruiting students is a rigorous goal for the ED? RA stated that recruiting high school students is a rigorous goal as is designing and implementing a curriculum different for students entering 9th grade with no prior Chinese Instruction. David Scott discussed that the goal is more than recruitment. It is about the sustainability of the school in the long term and should be written as such.

Cherry Hsieh wishes ED goals to include retention of current students and seeking outside funding. Retention is already in the Accountability Plan. Richard Alcorn stated that attracting and retaining students is the best way to raise funds.

Kathy Wang: Fundraising not a one person job.

Revised goals to be sent to Board by 10/7.

Board discussed moving goal-setting to the Personnel Committee.

6. School Building Addition

- A. USDA Funding update
- B. Authorization to proceed with addition project
 - 1. Request authorization from Massachusetts Department of Elementary and Secondary Education (DESE).
 - 2. Sign ESB construction loan agreement
 - 3. Sign ESB equipment loan agreement
 - 4. Sign updated lease agreement

Richard Alcorn discussed revisions to site plan. Modified design will adopt cantilevered design for structure to ensure stability of existing building. The design modification required slightly moving a couple of classrooms in the plans.

6A. USDA Funding update

\$10M loan request has been submitted to the USDA.

6B. Authorization to proceed with addition project

6B.1 Request authorization from MA DESE

Richard Alcorn requested formal authorization to request loan authorization from DESE not to exceed \$10 Million (+). David Scott motioned. Marshall Moriarty second. Passed unanimously.

6B.2 Sign ESB construction loan agreement

No action at this time. Loan will be to the PVCICS Educational Foundation. PVCICS will pay PVCICS foundation to cover construction loan costs.

6B.3 Sign ESB equipment loan agreement

Richard Alcorn requested equipment loan from Easthampton Savings Bank. Maximum: \$450,000. MeiKuai Huang asked for clarification on loan type; Richard Alcorn indicated it would be an equity line. David Scott moved to approve loan agreement. Marshall Moriarty seconded. Motioned passed unanimously.

6B.4 Sign updated lease agreement

No action necessary at this time.

7. Financials

USDA will ask for a loan resolution. Richard Alcorn will need Board approval eventually. Mindy Chang discussed the MA DESE new member orientation 9/26 & 10/30 leaders' orientation. Mindy Chang moved to pre-approve reasonable conference expenses. May Lo second. Passed unanimously.

May Lo asked to see school American Express statements for auditing purposes.

8. Executive Director's Update

Covered in previous discussions.

9. Principal's Update

Kathy Wang discussed Family Association Back-To-School night (including FA fundraiser). Also discussed community time, moon cake making with K, 6,9 graders, curriculum nights, curriculum day for teachers, MCAS results level 1 (PVCICS did well closing achievement gap). PARCC (4th grade math only) will be tested this spring. Online lunch ordering has been implemented. Educator evaluation training was part of curriculum day for teachers. At end of presentation, Rosalie Porter requested, and Mindy Chang supported, moving Principal's Update to beginning

Kathy Wang provided a STARTALK overview. MeiKuei Huang asked for clarification on benefit to PVCICS given the work required in application. Kathy Wang noted that this program would pay for PVCICS staff to attend for professional development (as well as open to other educators).

10. An Executive Session is being held to hear a charge of complaint regarding a staff member and a Board member pursuant to M.G.L., cx. 30A, s21(a)

Mindy Chang read the statement and stated that the Board would not be moving back into regular session. Marshall Moriarty moved to go into session, David Braverman seconded. Mindy Chang held roll call and each member stated his or her name in unanimous agreement to move to executive session

Meeting Regular Session was adjourned at 6:15pm.

Executive Session was called to order at 6:20pm and adjourned at 7:45pm.

**PVCICS Board of Trustees Meeting Minutes
10/17/2013**

Location: 317 Russell Street, Hadley, Mass.

In attendance

Board members: May Lo, Cherry Hsieh, David Braverman, Rosalie Porter, Mindy Chang, David Scott, Marshall Moriarty

Executive Director Richard Alcorn, Principal Kathleen Wang

Other attendees: John Tully, Carol Young, Daniel O'Shea, Shaina Tramazzo.

1. Meeting was called to order at 5:12pm by Chair Mindy Chang.

2. Public comment

None

3. Administrative items

Approval of old minutes:

April: David Scott motioned to approve, Rosalie Porter seconded, all in favor.

May: David Scott motioned to approve, May Lo seconded, all in favor.

June: Rosalie Porter motioned to approve with corrections, May Lo seconded, all in favor.

September Special Meeting: David Scott motioned to approve, May Lo seconded, all in favor.

September Regular Meeting: Rosalie Porter motioned to approve minutes with changes, Marshall Moriarty seconded, all in favor.

4. Report on Massachusetts Department of Elementary and Secondary Education (DESE) Conference

Mindy Chang reported on a DESE conference she attended September 26, 2013 with May Lo. Positive conversations were had with Cliff Chuang, Associate Commissioner, and other DESE officials about PVCICS Board activities and the evaluation process undertaken by the Board this year.

5. Executive Director's Update

Some items (e.g., USDA loan process) were delayed as a result of the federal government shutdown.

6. Principal's Update

Staff are organizing the Parent/Teacher Conferences that are to be held early in November. There has been an increase in afterschool clubs overseen by facility members and these are expected to grow as the student population grows. A goal for the spring is to have sports-related activities. Kathy is asking parents for input.

The administrative team is rotating between Russell Street and Pomeroy locations. Pomeroy location is working well in the first six weeks of the school year. Middle and High School students like the space and would like to have more movement breaks.

Regarding the sports program, Mindy Chang suggested setting up a task force committee (which would include a PVCICS Board member) to get involved with organization the PVCICS sports

program. She asked David Scott to serve on the task force. This past summer Kathy Wang and a PE teacher attended MIAA meeting. PVCICS completed the formal application for MIAA membership and satisfied the MIAA requirements. A challenge comes in finding schools to partner with that meet MIAA requirements (e.g., a “host” school should not have the capacity to field a team in the specified sport without the “partner” school).

7. PCICS Family Feedback Survey: Spring 2013

Mindy Chang expressed the Board’s thanks to Paula Quinn for her work on the survey. Regarding the results, David Scott noted parents’ concerns and recommended a regular letter (semi-annual or quarterly) from the Board of Trustees to parents providing an overview of the Board’s activities. Mindy Chang was concerned about the impersonal nature of a letter and suggested, instead, an in-person meeting(s) with parents to highlight the Board’s achievements. Kathy Wang will meet with the Family Association Chair to discuss what the best way for the Board to host Parents. Kathy will report back to the Board.

8. School Year 2014 goals

The Executive Director and Principal goals will go through one more set of revisions by the Personnel Committee who will report to the full Board.

9. PVCICS Accountability Plan update

The DESE forwarded the foundations of how Charter Schools will be evaluated moving forward, including new Charter School performance criteria. The school has some input around meeting the criteria in accordance with the school's mission. Some edits need to be made to the PVCICS Accountability Plan to reflect the new K-12 nature of the PVCICS charter. The Board will review the revised Accountability Plan at its November meeting.

10. Building Addition update

The federal government has returned to work but the shutdown delayed the USDA loan approval process and has made breaking ground this fall too challenging. Ground will be broken in the spring with first floor occupancy planned for January 2015 (see building schedule for more details). Richard Alcorn has approached DESE to approve the loan agreement with USDA. PVCICS cash flow reports and projections will need to be changed to reflect the later start date of construction but also will benefit from the lower USDA mortgage rates.

Marshall Moriarty asked about the oversight of the bidding process. Richard Alcorn noted that, as a federal project, there is a great deal of oversight, regulation, and a formal process that PVCICS must follow.

David Scott noted the delayed first floor occupancy and the need to keep the community up-to-date on the occupancy schedule. Richard Alcorn noted that he has been keeping the Middle and High School families up-to-date and he will notify the entire community also.

11. Financials

Budget Amendment: Reflects changes in income and expenses as a result of the bus contract, additional funds from grants, and some staffing shifts in employee categorization. May Lo commented that some staff should show up in different payroll categories depending on job functions. David Scott motioned to table the budget amendment until the November meeting, May Lo seconded, and the Board approved unanimously.

Meeting was adjourned at 6:34pm.

**PVCICS Board of Trustees Meeting Minutes
11/21/2013**

Location: 317 Russell Street, Hadley, Mass.

In attendance

Board members: May Lo, Cherry Hsieh, Mindy Chang, David Scott, Marshall Moriarty, MeiKuei Huang, Su-Chuan Chung

Executive Director Richard Alcorn

Other attendees: Carol Young, Paula Quinn.

1. Meeting was called to order at 5:15pm by Chair Mindy Chang.

2. No public comment

3. Administrative items: Approval of old minutes

May Lo motioned to approve October 17, 2013 meeting minutes. Cherry Hsieh seconded. Approved unanimously.

4. Report on China Bridge

Cherry Hsieh and Mindy Chang reported on China Bridge delegation trip to Jiangsu province and schools.

5. Executive Board Report

May Lo reported on system of management of school credit cards. May Lo asked when the American Express credit card account was initiated. From her former administrative role at PVCICS, Cherry Hsieh reported that credit cards started in 2007 or 2008. Initially the school had one card and, as of 2010, two cards (issued to Richard Alcorn and Kathy Wang). Richard discussed how a significant amount of the school's procurement must be done by credit card. The Board agreed that internal controls be established. After discussion between members and Richard Alcorn, the Board requested that Jim Low (the school's auditor) provide suggestions on best practice for internal controls. Richard Alcorn will report on Low's suggestions for next Board meeting.

May Lo questioned the appropriateness of late fees in the credit card and interest accumulated in previous years. Richard Alcorn noted that internal process has been changed to speed up payment (e.g., the school is no longer auditing all invoices before payment is requested).

Regarding payment for expenses, the process was clarified to note that only the Board Treasurer will sign expense report for the Executive Director and Principal.

6. Executive Director's Update

Richard Alcorn discussed Massachusetts Charter Public School Association (MPCSA) discussions regarding equity and access. PVCICS faces a challenge in that its success with English Language Learners (ELL) presents a data reporting challenge. As PVCICS effectively moves children out of ELL status, the school's number of ELL children served declines. May Lo asked about the MPCSA discussions and implications for PVCICS. Richard Alcorn noted that the state's Charter School Office (CSO) recognizes the different nature of PVCICS' program and its success but holds us to the same standards. Regardless of the challenge that a language immersion program presents, Richard Alcorn noted that we are clear with potential students about what the PVCICS program composes and that the school provides a full range of services to students in need.

7. Principal's Update

None. Kathy Wang at conference.

8. SY2014 Goals

Marshall Moriarty commended, and the Board concurred, Richard Alcorn and Kathy Wang's willingness to work with Board to revise their goals.

- **Principal Wang**
 - Marshall Moriarty motioned to approve Principal's goals, Cherry Hsieh seconded. Approved unanimously.
- **Executive Director Richard Alcorn**
 - David Scott motioned to approve Executive Director's goals, Marshall Moriarty seconded. Approved unanimously.

9. PVCICS Accountability Plan Update – vote required

Richard Alcorn noted that the Plan is based largely upon the draft the Board previously saw and has received the provisional approval of the CSO. While the school's mission statement still reads "K-8th", Richard is not sure that we can change the mission statement wording to "K-12th" without a formal charter amendment approved by the state, even though the state has expanded the school's grades served..

May Lo motioned to approve Accountability Plan, Cherry Hsieh seconded. Approved unanimously.

10. Board Agenda Logistics

Mindy Chang asked that we set up a process for setting the agenda and receiving materials. David Scott suggested, May Lo agreed, that a shared drive (e.g., Dropbox, Google Docs) would be a more efficient method of distribution than email.

After discussion, a goal was set to get agenda and materials to Board members one week ahead of meeting.

No vote necessary.

11. Pomeroy classroom division

Richard Alcorn provided details on the need to split current rooms in Pomeroy into new classrooms to account for continuation of lease into 2014.

11. Building Addition

- **Authorization to proceed with addition project**
 - **MA DESE authorization approved**
 - **Updated lease agreement – vote**

Voted table to December 12 meeting.

12. Financials

- **Budget Amendment - vote**
 - Tabled pending answers from Anita Maloney.
- **Updated Cash Flow Analysis**
- **Acceptance of Audit – vote**
 - David Scott moved to accept audit with revisions noted by May Lo, Marshall Moriarty second. Approved unanimously.

Adjourned at 7:15pm.

Board members voted unanimously in a named roll call vote to enter Executive Session and not to return to open meeting after the conclusion of the Executive Session.

Executive session was called to order at 7:15pm.

13. Executive Session – Legal Fee negotiation

Board has been engaged in negotiations with Attorney Perkins to reduce legal fees arising from the DESE issue of last year. The school had asked the Attorney to reduce his fees. The attorney has proposed to reduce his fees. The Board was asked to vote on whether to accept the attorney's offer.

David Scott motioned to accept the negotiated fee. May Lo seconded. Approved unanimously.

Executive Session was adjourned at 7:30pm.

**PVCICS Board of Trustees Meeting Minutes
12/12/2013**

Location: 317 Russell Street, Hadley, Mass.

In attendance

Board members: May Lo, Cherry Hsieh, MeiKuei Huang, Su-Chuan Chung, Rosalie Porter, David Braverman, Kathleen Riordan

Executive Director Richard Alcorn

Other attendees: Carol Young, Paula Quinn.

1. Meeting was called to order at 5:00pm by May Lo.

2. Public comment: Carol Young informed the board of PVCICS Family Association participation in the Valley Gives campaign.

3. Administrative items: Approval of old minutes

November 21, 2013 meeting minutes were approved unanimously.

4. Executive Board Report

None

5. Executive Director's Update

Richard Alcorn discussed the high school information session for parents of existing PVCICS students. Notified the Board the Architect's contract had been approved by the USDA.

6. Principal's Update-N/A

7. SY2014 Goals

Richard Alcorn asked for authorization to use school funds to hire a communications consultant. The board voted unanimously to authorize \$1,500 at this time.

8. Building Addition

After discussion the board voted unanimously to approve the proposed update to the lease agreement with the PVCICS Educational Foundation for the use of the facility at 317 Russell Street in Hadley.

9. Financials

Richard Alcorn presented the allocations of staff salaries that gave rise an increase to the "Director of Education" line item and the "Coaching and Counseling" line items. After discussion it was felt the salaries should fall under "Coaching and Counseling".

May Lo presented an edited version of the proposed policy change sent out to the PVCICS Board of Trustees. The Board voted both to authorize the use of the American Express credit card and the policy as amended unanimously.

Adjourned at 6:30 pm.

**PVCICS Board of Trustees Meeting Minutes
2/16/2013**

Location: 317 Russell Street, Hadley, Mass.

In attendance:

Board members: Chair Mindy Chang, May Lo, Cherry Hsieh, Su-Chuan Chung, David Braverman, Kathleen Riordan, David Scott

Executive Director Richard Alcorn, Principal Kathy Wang

Other attendees: Carol Young, Architect Roy S. Brown, Anita Mahoney (Non-Profit Data Systems).

1. Meeting was called to order at 5:05 pm by Mindy Chang.

2. Public comment: Carol Young informed the Board of the success of the Chinese New Year Celebration held at Smith Vocational School and organized by the PVCICS Family Association. Over 600 participants attended and the Trustees who attended thanked Ms. Young for helping to organize such a wonderful event.

3. Administrative items: Approval of old minutes

December 12, 2013 meeting minutes were approved unanimously. Kathy Riordan motioned to approve the minutes and May Lo seconded the motion.

4. Executive Board Report:

May Lo requested the school's most recent credit card statements.

May Lo also asked if tuition reimbursement varied by grade level. Richard Alcorn noted that tuition varies by school district, not by grade level. Some school districts are related to grade level (e.g., regional school districts) but the sending district is the determining factor, not the grade level of the student. PVCICS uses an estimated average for budgeting purposes.

5. Executive Director's Update:

A public lottery was held to determine slots for the 150 applications that the school received. Approximately seventy-six (76) Kindergarten applications were received, twenty-seven (27) applications for 6th grade, eleven (11) for 9th grade, and the remaining applications were spread throughout the remaining grades. Richard Alcorn expects there to be three cohorts of sixth grade in 2014-15 (forty continuing students plus twenty new sixth graders). Between continuing and new students, ninth grade is expected to have approximately twenty students.

There was a question about the number of special education and ELL students in lottery, based on the state's request that all school districts report the number of the students that a school is serving. Richard Alcorn noted that it is unknown in lottery if a student will require any services. The school becomes aware as families enroll and students enter school and qualify for services.

A discussion was held about the appropriate revision of the Executive Director's job description.

6. Principal's Update:

Received as a written update.

7. Building Addition:

Architect Roy Brown presented a detailed overview of the plans for the building addition that will go out to bid in April. Mr. Brown emphasized revisions made to the plans since previous review by the Board Building Task Force. Efficiency upgrades have been made to the plan affecting the windows and siding. The building will be significantly more efficient than the current structure. The fit and finish of the addition will be comparable to current 2nd floor addition.

The bid request will appear in the Commonwealth's Central Register as well as in a local newspaper and also on the PVCICS website. Other contract bidding websites and newsletters will request the bid to include in their media. Also, Roy S. Brown Architects will send the bid request to contractors who request the document and those who are respected in the industry. The bid request will be comprised of the building plans, the alternates, the timeline, and the bid spec book.

The building schedule is aggressive but Pomeroy is under lease to allow a contingency of an additional semester.

As part of the construction and at the request of the Hadley Police and Fire Chiefs, the school will seek to build an emergency access route into the mall parking lot next door. The Board gave Richard Alcorn the authorization to work with the PVCIF Foundation to negotiate with the mall to request a special license for the emergency access. Kathy Riordan made a motion to provide the authorization, David Braverman seconded the motion, and the Board approved unanimously.

The Board tentatively changed its April meeting date to April 9th at 5pm to facilitate bid review. David Scott made a motion to move the date, Kathy Riordan seconded the motion, and the Board approved unanimously.

8. Financials:

Anita Maloney presented a budget amendment as requested by Richard Alcorn. The amendment reflects additional Title I revenue and changes in operating expenses, in particular how teaching and other staff have been assigned to different job descriptions. Richard Alcorn explained several of the revisions. David Braverman motioned to approve the budget amendment, Cherry Hsieh seconded the motion, and the Board approved unanimously.

Anita Maloney also reviewed other financials and stated that, overall, the school's expenses are running below budget and surplus is running higher than projected at this time of year. The school is in strong financial condition at this date.

9. Trusteeship Committee

Cherry Hsieh's term is expiring and requires reappointment. David Scott nominated Cherry Hsieh for a second term, May Lo seconded the motion, and the Board approved unanimously.

Trusteeship committee will review resumes and candidacy of Scott P. Livingstone and Rita Oleksak.

Adjourned at 6:45 pm. David Scott motioned to adjourn the meeting, May Lo seconded the motion, and the Board approved unanimously.

**PVCICS Board of Trustees Meeting Minutes
3/13/2013**

Location: Room 324 Richard Flynn Campus Union at Springfield College.

In attendance:

Board members: Chair Mindy Chang, May Lo, Su-Chuan Chung, MeiKuei Huang, David Braverman, David Scott

Executive Director: Richard Alcorn

Other attendees: Carol Young, Paula Quinn, John Tully, Chung Liu

1. Meeting was called to order at 5:12 pm by Mindy Chang.

2. Public comment: Paula Quinn asked the Board to consider some input regarding communications. There is confusion among parents because there was no agenda for Trusteeship Committee meeting and, therefore, it was unclear what candidates would be before the Committee and the Board. Ms. Quinn made two email requests to the Board, using the info@pvcics.org address, to which she did not receive a response. Her request was for the Board to outline a procedure for communicating with the Board. A discussion about the need for better managing communications followed her comments.

3) Administrative items:

- **Approval of old minutes**

The minutes from the February 16, 2013, Board meeting were reviewed. May Lo made a motion to approve the minutes. David Braverman seconded the motion and the Board approved the minutes unanimously.

4) Executive Board Report

Chair Mindy Chang reported that Trustee Marshall Moriarty resigned from the Board in an email to her on February 24, 2014, effective immediately.

In other business, May Lo mentioned that that all travel for the Executive Director and Principal must be approved in advance by the Board. A discussion took place between May Lo and Richard Alcorn about the approval process. The discussion was not about specific expenses. May Lo emphasized the importance of maintaining internal control processes as the school grows. Richard also asked if a budget item has been approved by the Board does that mean that the specific expenditure has been approved. May Lo replied that approval of a budget line item does not mean that specific expenses (e.g., travel) have been approved. Per this discussion, Richard asked the Board to communicate this process directly to the Principal. Mindy Chang asked May Lo to write an email to Principal Kathy Wang.

5) Trusteeship Nomination

As a result of Marshall Moriarty's unexpected resignation, Chung Liu was recommended by the Trusteeship Committee to join the Board. Richard Alcorn questioned if the required year had passed between Mr. Liu's previous term on the Board. May Lo believes that school attorney Fred Dupere has clarified this previously. Richard asked for a written clarification from attorney Dupere. Mindy Chang says that attorney Dupere sent an email last year stating that Chung Liu had to step down on the official end of his term on February 26, 2013, not at the annual meeting in April. Under that guidance from the attorney, more than a year has passed since the end of his previous service on the Board.

David Scott asked Chung Liu why he would like to come back to serve on the Board. Chung Liu responded that he had seen a great deal of progress for the school in his previous service on the Board but that he still sees developmental challenges for the school, in particular with the development of the high school and meeting all of the

requirements for the high school (e.g., obtaining International Baccalaureate [IB] approval). Furthermore, he mentioned that he still has a great deal of ideas and passion for the school. David Scott commended his previous service to the Board. David Scott made a motion to approve Chung Liu's membership on the Board. Su-Chuan Chung seconded the motion. The motion was approved unanimously.

6) Executive Director's Update

Richard Alcorn reported that a second admissions lottery had been held resulting in an additional four applications for 9th grade, five additional applications for 6th grade, one additional application for 10th grade and several other applications for other grades.

The bid documents for the addition have been published and the addition is out to bid. Richard stated that would be opened on March 26 and a recommendation would be presented to the Board at its meeting on April 9.

Easthampton Savings Bank has reissued the construction loan and the paperwork is being finalized.

Regarding the IB application, the IB consultant will conduct the PVCICS site visit in March, after which the school will submit its application by April 1. The site visit had been delayed by previous inclement weather. Depending on the visit's timing, PVCICS may request and be granted a later application deadline by the International Baccalaureate Organization. David Scott asked Richard if PVCICS would be prepared to submit the application by the deadline. Noting the potential for an extension of the application deadline, Richard believed that the PVCICS application would be submitted on time. Richard stated that if PVCICS obtains approval to offer the IB Diploma Programme (DP), the DP commences in 11th grade and will be offered first by PVCICS in 2015-16.

Richard reported that he was invited as a resource to New York City by the Chinese Early Language and Immersion Network (CELIN). Mindy Chang and the Board congratulated the Executive Director.

Finally, Richard reported that the school is in strong financial condition.

7) Progress Report for Executive Director's work with Communication's Consultant

Richard presented the report from the Communication's Consultant as well as the results from the Principal and Executive Director Conversation Time surveys.

David Scott encouraged Richard to strive for a strong response rate to the surveys. Mindy Chang mentioned the idea that, as the school's survey requirements become more numerous in the future, a third-party survey consultant may need to be contracted to administer all school surveys, moving away from the current model managed internally by school administration.

**PVCICS Board of Trustees Meeting Minutes
4/9/2014**

Location: PVCICS, 317 Russell Street, Hadley, Massachusetts

In attendance:

Board members: Chair Mindy Chang, May Lo, Su-Chuan Chung, Rosalie Porter, David Braverman, David Scott, Kathy Riordan, Cherry Hsieh

Executive Director: Richard Alcorn

Other attendees: Carol Young, Paula Quinn, Chris Smither, Patsy Barber, Scott Livingstone, Harold Tramazzo, Dan O'Shea and seven other members of the PVCICS community.

1. Meeting was called to order at 5:15 pm by Mindy Chang.

2. Public comment

3. Administrative items:

- **Approval of old minutes**
- **Trusteeship Committee**

Minutes from the March 13, 2014 Board of Trustees meeting were reviewed. Kathy Riordan suggested a fixed time period for Trustee review of minutes and to send back to committee. May Lo motion to accept revised minutes, David Braverman seconded the motion. The minutes were approved unanimously with Kathy Riordan, Cherry Hsieh and Rosalie Porter abstaining.

The Trusteeship Committee reports that the Board will conduct its board self-evaluation before considering new candidates for the Board with a goal to become more proactive about recruitment and identifying needed skills. A discussion followed about the need for the Board to inform Trustee candidates about the Trusteeship process. Moving forward, the Board Secretary will send Trustee applicants a brief letter or email informing the candidates that their materials have been received. In a discussion about the Trusteeship process, David Braverman noted that the bylaws tell us what to do about Trusteeship but not how to do it. The Board needs to address that process.

4. Executive Board Report

David Braverman mentioned that an inquiry had been made to the Board about the school's grievance process but that no grievance has been filed. If a grievance is filed, the Grievance Committee will be informed.

5. Executive Director's Update

- **Request to modify Standards for ED's performance Rating**

Richard Alcorn noted that the bidding process for the building addition went well. Information sessions have been held for new students. Richard requested permission to travel to Asia Society conference and that was granted.

Richard requested clarification about communications expectations for the Executive Director.

Richard Alcorn noted that he will be submitting a request for revision of standards for Executive Director. He would like the school's annual report to replace the current standards for Executive Director performance. Kathy Riordan asked if the Massachusetts Charter Public School Association (MCPSA) has set standards or processes for Executive Director evaluation. Kathy asked Richard Alcorn to ask for MSCSA for such guidance as part of its work.

With regard to the current standards, Richard Alcorn noted that PVCICS adopted the state rubric as a safe haven. Mindy Chang reflected upon her conversation about this subject with Allison Bagg from the state's Charter School Office. Ms. Bagg commented that charter schools have more flexibility as it pertains to evaluation than traditional public schools but she also reminded Mindy Chang that the school's conditions had only just been rescinded by the state.

David Braverman asked about the status of the civil suit. Atty. Dupere noted that a civil suit has been filed in court but has not been served to the Foundation. David Braverman asked for clarification about the PVCICS Foundation. Richard addressed why civil suit complainants would address the school Foundation. Richard was asked to identify the Foundation's Trustees. He answered Kathy Wang, Barbara Wright, and Amy Hughes. Atty. Dupere noted that the Foundation exists to support PVCICS but there can be no relationship between the PVCICS Board of Trustees and the Board of the Foundation.

6. Principal's Update

Kathy Wang noted that, in relation to the March minutes, she requests permission from Mindy Chang prior to conducting any travel. Kathy Wang also noted that she has been extremely frugal in her seven years of service to the Board and has a salary of about half that of an Amherst principal.

Kathy Wang referred to her email correspondence with May Lo on the matter of travel approval. May Lo suggested that the Chair can approve travel for the Executive Director and the Principal, with Board approval of such a process. A discussion ensued about the appropriate travel approval process and wording related to the travel approval. As a result of the discussion, David Scott motioned to reconsider the vote on the March minutes, which make reference to the travel approval process. Rosalie Porter seconded this motion and the motion passed unanimously. David Scott then motioned to table the discussion of the March minutes. Rosalie Porter seconded the motion and it was approved unanimously.

Kathy commented that the students and staff are in the middle of test season. MCAS English and PARCC have been completed and students are currently taking the Stanford 10 test. David Scott passed along a parent question about the necessity of Stanford 10 testing in light of all of the other testing. Kathy Wang noted the state requirement for PVCICS to test and show English language proficiency in all grades (MCAS does not start until 3rd grade). Richard Alcorn noted that Stanford 10 provides a continuity of testing as the state changes testing over time.

Richard noted that the IB application is almost complete.

Kathy discussed the Ultimate Frisbee team, and noted that PVCICS now has an athletics link on the PVCICS website.

7. Financials

Richard stated that there were no reports because it is too early in the month.

8. Building Addition

- **Fontaine bid – Vote to Accept**
- **Construction Loan – Vote to Authorize**
- **USDA Mortgage – Vote to Authorize**

Kathy Riordan made a motion to accept the recommendation of the architect and the USDA to award the building contract to Fontaine Brothers. David Scott seconded the motion. In the discussion, Richard Alcorn noted that Fontaine's bid was around \$6.7 million. Kathy Riordan and Richard Alcorn noted that Fontaine Brothers is a well-reputed company with a strong professional track record. After discussion closed, the motion was approved unanimously. David Braverman commended Richard Alcorn for his work on the building addition process.

Kathy Riordan moved to approve the certificate of vote. Cherry Hsieh seconded the motion and it was approved unanimously.

Kathy Riordan moved to approve the USDA loan resolution and the Certification to Be Executed at Loan Closing. David Braverman seconded the motion and it was approved unanimously.

9. Executive Director contract - vote

A discussion was held regarding changing the Executive Director's contract to a non-rolling contract to make it consistent with other PVCICS administrator contracts. Atty. Dupere noted that the contract is a rolling contract that, as currently written, is due to expire on 8/31/16. In his experience with other school districts, about half of school superintendents and executive directors' contracts are rolling (and half not rolling). Richard Alcorn voiced his concern that the contract would be considered to be "terminated" on the basis of such a vote. Richard Alcorn considers the removal of the rollover provision to be materially damaging his position and he considers that troubling. No vote was taken on the Executive Director's contract.

Conversation moved to the Principal's contract. New state law states that second and subsequent contracts of Principals must be between terms of 3-5 years.

10. Number of visits for Principal Evaluation

Mindy Chang raised the issue of how many visits by Board members (or their designee) are necessary for the Principal's evaluation, given that these visits constitute a significant burden. Kathy Riordan and Atty. Dupere engaged in a discussion about this issue and Atty. Dupere noted that DESE's feedback (after significant discussions) was for 4 formal visits and 3 unannounced visits. The Board will consider revising the number of visits and present that revision to Atty. Dupere who will provide feedback to PVCICS regarding the request before submitting it to DESE. Richard Alcorn noted that Kathy Wang is present at Board meetings, which may constitute a visit. Kathy Riordan suggested that the Personnel Committee develop a rationale for revisiting the number of evaluation visits, confer with Atty. Dupere, and report back to the Board. David Scott made a motion to move ahead with this option. Kathy Riordan seconded and the motion was approved unanimously.

11. Board Elections

Current positions:

Chair-Mindy Chang

Vice-Chair-Vacant (M. Moriarty resigned)

Treasurer-May Lo

Secretary- David Scott

David Scott nominated Mindy Chang as Chair of the Board of Trustees. Rosalie Porter nominated Kathy Riordan, who declined the nomination. Su-Chuan Chung seconded the nomination of Mindy Chang. Kathy Riordan closed the nominations. The Board approved the election of Chair Mindy Chang unanimously, with Rosalie Porter abstaining.

David Scott nominated Kathy Riordan as Vice-Chair of the Board. Su-Chuan Chung seconded the nomination. May Lo nominated David Scott, who declined the nomination. Kathy Riordan closed the nominations. The Board approved the election of Vice-Chair Kathy Riordan unanimously.

Rosalie Porter nominated David Scott as Secretary. David Braverman seconded the nomination. Kathy Riordan closed the nominations. The Board approved the election of Secretary David Scott unanimously.

David Braverman nominated May Lo as Treasurer. Kathy Riordan seconded the nomination. Kathy Riordan closed the nominations. The Board approved the election of Treasurer May Lo unanimously.

Grievance Committee: Mindy Chang nominated David Braverman, David Scott, Kathy Riordan, Rosalie Porter and Su-Chuan Chung to sit on the Grievance Committee

Existing Trusteeship Committee Mindy Chang, May Lo. Committee member Marshall Moriarty resigned from the Board and member Chung Liu rotated off of the Board.

Nominated to the Trusteeship Committee: Mindy Chang, Cherry Hsieh, May Lo, Rosalie Porter and Carol Young.

Meeting was adjourned at 8:05pm

PVCICS Board of Trustees Meeting Minutes

5/22/2014

Location: PVCICS, 317 Russell Street, Hadley, Massachusetts

In attendance:

Board members: Chair Mindy Chang, May Lo, Su-Chuan Chung, Rosalie Porter, David Braverman, David Scott, Cherry Hsieh

Executive Director Richard Alcorn, Principal Kathy Wang

Other attendees: Carol Young, Paula Quinn, Dan O'Shea, Christine Chartier, Angela Dee, Kevin Lawson, Bill Lindsay, Scott Livingstone, and two other members of the PVCICS community.

1. Meeting was called to order at 5:15 pm by Mindy Chang.

2. Public Comment

3. Administrative items:

- **Approval of old minutes**

March minutes will be reviewed again at the June board meeting. April minutes were reviewed by the Board. Mindy Chang noted one correction necessary related to committee membership. May Lo motioned to accept the minutes with the revision. Rosalie Porter seconded the motion and the Board approved the minutes unanimously.

4. Executive Board Report

Mindy Chang spoke to the public on behalf of the Board, noting the Board's work on behalf of the school and the Board's commitment to PVCICS.

The Trustees set the Board schedule for 2014-15 with the following meeting dates.

June 19th, 2014 (previously set)

August 14th, 2014

September 18th, 2014

October 23rd, 2014

November 20th, 2014

December 18th, 2014

January 15th, 2015

February 12th, 2015

March 12th, 2015

April 9th, 2015 Annual Meeting

May 14th, 2015

June 18th, 2015

5. Committee Report

Cherry Hsieh presented the Personnel Committee report. In 2013-14, the Personnel Committee conducted four announced and three unannounced visits to observe Principal Kathy Wang. During their observation visits, Committee members observed the Principal in a number of

activities including staff supervision and curriculum development. Cherry Hsieh noted that Kathy Wang is doing a fantastic job and is “a high quality education leader who PVCICS is lucky to have.”

Personnel Committee is discussing the Principal evaluation visit protocol for the future and, in the future, will present a proposal for the number of visits for evaluating the Principal. The Committee will meet with Kathy Wang on June 2 to address the future evaluation protocol and will share the protocol with Attorney Dupere who will provide advice and discuss with the Department of Elementary and Secondary Education (DESE).

The Executive Director’s job description will be revised to reflect that the Executive Director does not supervise the Principal.

Rosalie Porter presented the report of the Trusteeship Committee. The Trusteeship Committee met to discuss the candidacy of Scott Livingstone and Rita Oleksak. In future meetings, the committee will continue to discuss Trusteeship and the best process for recruiting strong candidates.

Mindy Chang recognized the efforts of David Scott to pull together information regarding past Board membership, trusteeship, officers, and committee membership in order to facilitate future decision making.

6. Make up and status of standing committees, applicable By-Laws relating to such

Rosalie Porter reiterated her desire to increase the membership of the Board as a whole. The question of how to best expand the Board was discussed.

7. Executive Director’s Update

Richard Alcorn reported that the school is winding down the school year. He has starting the hiring process with Principal Wang to account for increased headcount, minimal staff attrition, and increased staff requirements as a result of the International Baccalaureate (IB) application. The school should hear back from the IB organization by late summer regarding the school’s application.

Richard Alcorn noted that he in undertaking budget analysis to account for a number of factors, including teacher merit raises. The financial position of the school is good.

8. Principal’s Update

Kathy Wang noted that there are approximately twenty-four days left of school and things are going well. She also provided some historical context on Trusteeship.

9. Building Addition Update

The PVCICS community was provided with several options for the exterior color of the addition. Parents and the school community provided input. Richard Alcorn made a recommendation based on the parent survey so that the builder can move ahead with the steel order. David Scott motioned to accept Richard Alcorn’s recommendation. Rosalie Porter seconded the motion and the Board approved the recommendation unanimously.

10. Financials

Richard Alcorn presented the financial reports and informed the Board of a strong financial picture for the school.

11. Policy Updates

- **Grievance**

The grievance policy has been updated to reflect state law regarding the grievance process

- **Evaluation**

Richard Alcorn is in the process of developing a revised suggested evaluation process for the Executive Director that is focused on the school's annual report.

As the meeting concluded, Chair Mindy Chang noted that the Trusteeship Committee meeting would reconvene after the Executive Session but the regular Board meeting would not reconvene. The Board voted, by roll call vote, to enter into Executive Session to review the Executive Director's contract pursuant to M.G.L., c. 30A, s. 21, para. 2 which states:

"To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel."

Roll Call vote ayes: David Braverman, Su-Chuan Chung, May Lo, Cherry Hsieh, Rosalie Porter, Mindy Chang, David Scott

The regular Board meeting was adjourned at 7pm.

12. Executive Session to review the Executive Director's contract pursuant to M.G.L., c. 30A, s. 21, para. 2 which states:

"To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel."

Appendix D
Letters and Editorials

Appendix E
Cash Flow

Appendix F
IB DP Implementation Plan

Pioneer Valley Chinese Immersion Charter School - Diploma Programme Implementation Plan

Goal	Task	Who																	Resources	Completed	
			Jan Mar 12	Apr Jun 12	Jul Sep 12	Oct Dec 12	Jan Mar 13	Apr Jun 13	Jul Sep 13	Oct Dec 13	Jan Mar 14	Apr Jun 14	Jul Sep 14	Oct Dec 14	Jan Mar 15	Apr Jun 15	Jul Sep 15	Oct Dec 15			What resources are required to complete the task?
A. Ensuring compliance with Guide to School Application																					
Preparation for authorization	Ensure board support for Diploma Programme (DP)																				
	Conduct feasibility study for introduction of Diploma Programme																				
	Complete and send Interested School Form																				
	Appoint DP Coordinator designate to oversee authorization process																				
	Send DP Coordinator designate to 'new coordinators' workshop																				
	Visit other IB Diploma schools																				
	Contact Regional Office for consultation visit																				
	Obtain Vade Mecum, DP subject guides, past exam papers and other relevant DP information																				
	Propose subjects school will offer and consequent resource and staffing needs (including college counsellor/advisor)																				
	Ensure school infrastructure is appropriate for delivery of DP (including IT access, activity and study space)																				
	Ensure science labs comply with recommended standards																				

Prepare draft budget for DP implementation																				
Consult regularly with parents and students regarding introduction of DP																				
Analyse staffing needs and recruit as necessary																				
Appoint CAS coordinator																				
Assess staff training needs and send staff to appropriate regional workshops																				
Complete draft student timetable																				
Complete draft two year assessment/deadline calendar for students																				
Complete and send Application Part A and fee																				
Gain OCC (Online Curriculum Centre) access once Candidate School status granted																				
Promote use of OCC by prospective DP teachers																				
Department heads create draft lists of texts for ordering																				
Library / resource centre creates draft list of resources for ordering																				
Correspond with regional office regarding dates for pre-authorization and authorization visits																				
Prepare school documentation and policies relevant to introduction of DP																				
Pre-authorization visit																				
Complete and send Application Part B 8 weeks prior to the authorization visit																				
Ensure all staff have attended regional workshops prior to authorization visit																				
Authorization visit																				
Regularly revise implementation plan																				

B. Ensuring attention to key DP Standards and Practices																			
Standard A1 There is close alignment between the educational beliefs and values of the school and those of the programme	Review school's mission statement and policies																		
	Review school's publications, promotional material and website																		
	Ensure familiarity of staff and students with the IB learner profile																		
Standard A2 The school promotes international-mindedness on the part of the adults and the students in the school community.	Review school's policies, practices and curriculum documents to ensure emphasis on international-mindedness by staff and students																		
	Ensure that the diversity of cultures within the school is explicitly recognised and valued																		
	Review/develop a school language policy that makes explicit reference to mother-tongue development																		
Standard B1 The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.	Ensure preparation of school budget that guarantees continuity of DP programme for 5 years																		
	Publish list of accountabilities in the school that make decision-making authority clear and specific																		
	Ensure preparation of job descriptions for DP coordinator and CAS coordinator																		
	Ensure all DP subjects are adequately resourced																		
	Check that draft timetable provides adequate hours for HL and SL courses																		
	Ensure provision of appropriate budget for CAS																		
	Ensure the school has a safe for exam storage																		

Standard C1 A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.	Ensure coursework planning has been completed by all DP subject teachers																		
	Arrange in-school time for all staff to become familiar with role of TOK in their teaching																		
	Review current curriculum and teaching practices with reference to the IB learner profile																		
	Produce CAS programme and CAS handbook																		
Standard C2 The school has implemented a system through which all teachers plan and reflect in collaborative teams.	Build meeting and planning time for DP teachers into the school schedule																		
Standard C3 Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.	Ensure that the school promotes critical thinking in the years preceding the DP																		
	Review/develop an academic honesty policy																		
	Review/develop school policy to ensure adequate provision for students who are not proficient in the language of instruction																		

Standard C4	Review/develop school assessment policy to ensure relevance to DP standards																			
There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.	Ensure that school's assessment policy promotes a balance of formative and summative assessment and student reflection																			
	Review/develop school reporting policy to ensure learning has been assessed against subject specific criteria																			
Standard D1 Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.	Ensure that the school's CAS programme allows for some student-initiated activities																			
	Ensure that the school's CAS programme has students engage in some activities outside the school																			
Standard D2 In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme.	Appoint Extended Essay coordinator (if student numbers warrant)																			
	Produce Extended Essay guide for staff and students																			
	Ensure that students are provided with adequate instruction in study/research skills																			
	Create timetable for the Extended Essay within school calendar																			