## GREENFIELD PUBLIC SCHOOLS

SUBMISSION FOR CONVERSION TO

Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School

Applicant Information Sheet

***This form must be completed and attached to the final application.***

Name of Proposed CMVS:

Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School

Sponsoring School District(s) and/or Education Collaborative(s)

(Include ESE code. Example, Boston: 00350000. See ESE profiles page for codes: <http://profiles.doe.mass.edu/>.)

Greenfield: 01140000

Primary Contact Person: Susan D. Hollins

Address: 141 Davis Street

City: Greenfield State: MA Zip: 01301

Daytime Phone: (413) 772-1379 Fax: (413) 774-7940

Email: [superintendent@gpsk12.org](mailto:superintendent@gpsk12.org)

1. The proposed school will open in the fall of school year 2013/2014: (3)

|  |  |  |
| --- | --- | --- |
| School Year | Grade Levels | Total Student Enrollment |
| 2013-2014 | K-12 | 750 |
| 2014-2015 | K-12 | 1000 |
| 2015-2016 | K-12 | 1250 |
| Total Enrollment | k-12 |  |

2. Age (year and month) at entry for kindergarten, if applicable: The student must be 5 by September 1st of the year of enrollment

3. (b) Are members of the applicant group currently affiliated with a private or parochial school as the operator or as an employee of the school?

 Yes X No

4. (38) Target ratio: K-6; 7-8; 9-12 teachers to 50-65; 60-100; 180-200 students in this CMVS

5. Will any of the teachers included in your response to the preceding question be responsible for providing instruction and/or other supports to students enrolled in other schools or courses, virtual or otherwise, regardless of their location?

xYes x No

6. (15)(f) Will the school offer online course to students not attending the CMVS?

X Yes  No

7. (g) Will the school permit students to earn credits by demonstrating competency in a grade or subject matter?

X Yes No

8. Will all materials provided to students meet Massachusetts accessibility standards?

(Enterprise IT Accessibility Standards <http://www.mass.gov/anf/research-and-tech/policies-legal-and-technical-guidance/it-policies-standards-and-procedures/ent-pols-and-stnds/accessibility-standards/enterprise-it-accessibility-standards.html> and

Web Accessibility Standards <http://www.mass.gov/anf/research-and-tech/policies-legal-and-technical-guidance/tech-guidance/accessibility-guidance/web-accessibility/web-accessibility-standards.html>)

X Yes No

9. (18) State whether the school will use The Massachusetts Model System for Educator Evaluation for staff evaluation. <http://www.doe.mass.edu/edeval/model/>

X Yes No

## Commonwealth of Massachusetts Virtual School Certification Statement

***This form must be completed and attached to the final application.***

Name of Proposed CMVS: Massachusetts Virtual Academy at Greenfield

I hereby certify that the information submitted in this application is true to the best of my knowledge. Further, I understand that, if awarded a certificate, the proposed school shall be open to all students on a space available basis, and shall 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 academic achievement. I further certify that the proposed school shall comply with federal and state law and guidance including, but not limited to, regulations that will be adopted governing virtual schools. I certify that the proposed school will comply with any conditions imposed on the certificate for the CMVS if a certificate is granted. This is a true statement, made under the penalties of perjury. (8)

Signature of Authorized Person: **<signature intentionally removed>**

Name of Authorized Person: Susan D. Hollins

Date: April 22, 2013

Address: 141 Davis Street

City: Greenfield, State: MA Zip: 01301

Daytime Phone: 413-772-1311 Fax: 413-772-1379

Email: superintendent@gpsk12.org

## Commonwealth of Massachusetts Virtual School Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a certificate for

Massachusetts Virtual Academy at Greenfield

is true to the best of my knowledge and belief; and further, I certify that, if awarded a certificate, the school:

1. Will not charge tuition, fees, or other mandatory payments to students for attendance at the Commonwealth of Massachusetts Virtual School (CMVS), for participation in required or elective courses, or for mandated services or programs. Mass. Gen. Laws c. 71, § 94(k) (specifying tuition to be paid through School Choice); Mass. Gen. Laws c. 71, § 48 (requiring school districts to purchase textbooks and school supplies for students).
2. Will offer required computers, printers, software, and internet access to students free of charge. Mass. Gen. Laws c. 71, § 94(b)(30) and (31) (addressing provision of technology, materials, and technical support); Mass. Gen. Laws c. 71, § 48 (requiring school districts to purchase textbooks and school supplies for students).
3. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the CMVS and any third party provider.
4. Will acknowledge ESE’s right to retain an unlimited and irrevocable right to publish and disseminate any materials or products developed or refined using state and federal funding provided to the CMVS under its certificate.
5. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school.
6. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Mass. Gen. Laws c. 71, § 94(b)(9).
7. Will be open to all students, on a space available basis, and shall 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 academic achievement. Mass. Gen. Laws c. 71, § 94(b)(8); see also 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964); 20 U.S.C. 1703(f) (Equal Educational Opportunities Act of 1974); 20 U.S.C. 1681 (Title IX of the Education Amendments of 1972); 29 U.S.C. 794 (Section 504 of the Rehabilitation Act of 1973); 42 U.S.C. 12132 (Title II of the Americans with Disabilities Act of 1990); 20 U.S.C. 1400 (the Individuals with Disabilities Education Act of 2004); No Child Left Behind Act of 2001 at Title III, Part A, § 3121(c)(1)(C), and Title X, Part C, §§ 721, 722(g)(4) (McKinney-Vento Homeless Education Assistance Improvements Act of 2001); Mass. Const. amend. art. 114 (prohibits discrimination based upon disability); Mass. Gen. Laws c. 71A, § 7 (English language education); Mass. Gen. Laws c. 76, § 5 (prohibiting discrimination in public education base upon race, color, sex, gender identity, religion, national origin, sexual orientation).
8. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
9. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
10. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
11. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
12. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program. Mass. Gen. Laws c. 69, § 1C.
13. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS). Mass. Gen. Laws c. 71, § 94(b)(7).
14. Will submit all data required by the Department of Elementary and Secondary Education in a timely and complete manner, including an annual report no later than January 1st of every year, as required by the Commonwealth of Massachusetts Virtual School statute, Mass. Gen. Laws c. 71 § 94(m).
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than January 1st of every year, as required by the Commonwealth of Massachusetts Virtual School statute, Mass. Gen. Laws c. 71, § 94(n).

1. Will ensure that all core academic teachers of English language learners and the administrators who supervise and evaluate them earn the sheltered English immersion endorsement consistent with 603 CMR 14.07; see <http://www.doe.mass.edu/lawsregs/603cmr14.html?section=07>.
2. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed on all employees, volunteers, and other persons at the CMVS who have the potential for unsupervised contact with children. Mass. Gen. Laws c. 71, § 38R.
3. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property.
4. Will maintain uninterrupted any necessary and appropriate insurance coverage.
5. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school’s board of trustees for approval prior to their service.
6. Will ensure that all members of the school’s board of trustees file with the State Ethics Commission completed Statements of Financial Interest as required by G.L. c. 268B. Mass. Gen. Laws c. 71, § 94(d).
7. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its certificate if the school plans to make any change to its operations that differ from what was planned and approved by the Board and ESE at the time its certificate was issued. In particular, the CMVS agrees to submit such requests and receive approval prior to making any changes to the material terms of its certificate as identified and listed in Mass. Gen. Laws c. 71, § 94(b).

Signature of Authorized Person: **<signature intentionally removed>**

Name of Authorized Person: Susan D. Hollins

Date: April 22, 2013

Affiliation: Superintendent of Greenfield Public Schools

**GREENFIELD PUBLIC SCHOOLS**

141 Davis Street, Greenfield, Massachusetts 01301

[www.gpsk12.org](http://www.gpsk12.org)

**MASSACHUSETTS VIRTUAL ACADEMY @ GREENFIELD: A Commonwealth Virtual School**

**EXECUTIVE SUMMARY** 4.24.2013

|  |  |
| --- | --- |
| **Will Convert** | July 1, 2013 |
| **Founder Entity** | Greenfield School Committee |
| **Governance** | Up to 7 member Board of Trustees; first 3 or 5 appointed by Greenfield School Committee; majority from Greenfield, includes at least 1 parent |
| **Partners** | Greenfield School District; City of Greenfield, YMCA |
| **Curriculum** | K12, Inc. is the online course, materials, and online services provider |
| **Grades** | Opened grades K-8 in 2010-2011 under Innovation School plan; serving grades K-10 in 2012-2013 + K-12 from Greenfield in FY13; will convert and serve students in grades K-12 in FY14 |
| **Criteria for Enrollment** | Open to all students who are considered able to successfully participate in a virtual school environment. Preference is given to resident students and:  1. Students with medical conditions that interfere with attendance, e.g. cancer, Crohn’s disease, immune  and anxiety disorders,  2. Students out of school due to pregnancy or parenting,  3. Students with developmental, social-emotional, pedagogical, or unique individual learning needs  well-served by the virtual school medium,  4. Students who feel bullied or who are out of school due to other safety concerns,  5. Students who seek an advanced course program not available in their assigned school,  6. Students who have to work during the day to help support their families,  7. Students in training for competitive arts or sports whose days are used for training and practice,  8. Other reasons of a compelling nature, not identified above, e.g. students in an institutional setting. |
| **Cost** | The proposed tuition range is $7,655 - $8,518, + special education costs as with the choice model and whatever funding is decided for ELL and food services. Voted tuition in FY10 was $6,800. |
| **Type of School** | This virtual school is a conversion of a public innovation school of the Greenfield School District. It will convert to Commonwealth Virtual School status under statutes for CMVS. |
| **Program** | A full-time students would have 4 core courses, 1 full-year elective, and a PE/Health requirement. A half-time student would have 2 core courses, 1 half-year elective, and a PE/Health requirement. Part-time students would have individual courses. All materials are sent to the student’s home. Includes: online school management program, certified teacher teaching, coaching, monitoring; teacher feedback to parents and students; online office hours; face-to-face outings and online classes with classmates. The program requires a home study mentor or coach. |
| **Staffing** | All courses are under the direction of certified MA teachers. Staff includes nurse, guidance, advisors, special education personnel. Admin staff includes principal, HPA, secretaries, bus. Manager, data services, and central office services. Two services (food/ELL) not complete 4/2013. |
| **Assessment** | Formative and summative online skill screenings and achievement testing 2-3 times per year; MCAS testing in a proctored environment consistent with DESE test administration guidelines. |
| **Special Education** | A virtual school special education team will assure approved, enrolled students have FAPE, working with the sending district to the extent possible |
| **Attendance** | Expected attendance is 180 days or 900 hours between enrollment and June 30th. Other school attendance may be credited. After 15 days without adequate logged participation, enrollment ends. |
| **Curriculum Provider** | Educational courses and teaching services, including management software, learning materials, and technical support services will be provided by K12, Inc., a leading virtual school provider. |
| **How to Apply** | Application components including proof of guardianship and residency plus Releases for General and Special Education Records are collected online and forwarded and reviewed by the CMVS admissions team. |
| **Contact** | Susan Hollins, Superintendent, Greenfield Public Schools [superintendent@gpsk12.org](mailto:superintendent@gpsk12.org%20) |

## GREENFIELD PUBLIC SCHOOLS

SUBMISSION FOR CONVERSION OF

MASSACHUSETTS VIRTUAL ACADEMY AT GREENFIELD

*Narrative, Using DESE RFP*

Reviewed by Greenfield School Committee, April 18, 2013

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## GREENFIELD PUBLIC SCHOOLS

SUBMISSION FOR CONVERSION OF

MASSACHUSETTS VIRTUAL ACADEMY AT GREENFIELD

*Narrative, Using DESE RFP*

Reviewed by Greenfield School Committee, April 18, 2013

In this document, unless it says explicitly Superintendent of Greenfield Schools, Superintendent means CMVS Superintendent.

## I. How will the school demonstrate academic success?

### A. Guiding principles and Core Values adopted by SCHOOL Founders

(9)(36) Identify the student population the school will serve including any preferred student groups as referenced in [D. Key Considerations and Preferences in the Selection Process](#_Key_Considerations_and).

The mission of the pioneering Massachusetts Virtual Academy at Greenfield was to provide a standards-based, Massachusetts public education to the very small percent of students statewide who for specific reasons could not or would not participate in their brick-and-mortar school. A second goal was having a cost-effective virtual school model for local school districts. A third goal was figuring out how to blend virtual education with district public school education since this model was not available in New England.

The first and only Virtual Innovation School in Massachusetts is named **The Massachusetts Virtual Academy at Greenfield.** To continue this school under the new CMVS model without requiring reworking all the school’s materials, the school name will continue at this time with “: a Commonwealth Virtual School ” included in the title.

**The Massachusetts Virtual Academy at Greenfield: a Commonwealth Virtual School** will serve students grades K-12 who, based on application data and prior school experience, are considered able to successfully participate in a virtual school environment and reasonably accomplish this virtual school’s academic program. The school was established to primarily serve students in selected target groups as Greenfield was particularly interested in creating a public schooling option for unique students, including:

1. Students with medical conditions that interfere with attendance, e.g. cancer, Crohn’s disease, immune and anxiety disorders (students who have physical or other challenges making it difficult to physically attend school)\*

2. Students out of school due to pregnancy or parenting,

3. Students with developmental, social-emotional, pedagogical, or unique individual learning needs well-served by the virtual school medium,

4. Students who feel bullied or who are out of school due to other safety concerns,

5. Students who seek an advanced course program not available in their assigned school,\*\*

6. Students who have to work during the day to help support their families,

7. Students in training for competitive arts or sports whose days are used for training and practice,

8. Other reasons of a compelling nature not identified above, which could include being in an institutional setting.

The school also intended to serve Greenfield students who needed unique or advanced courses.

This virtual school is designed for students who can be successfully served by this model.

\*Students who have a current profile of suicide or self-injurious ideation have to have a psychiatrist recommendation that the student can be safely and successfully served by this model and that the virtual school model in the student’s particular instance is part of a recommended treatment plan overseen by the supervising treatment professional.

\*\*Our school does not recommend or require that students be labeled “gifted and talented” in order to access advanced and accelerated coursework.

* (2)(g) Describe the school’s guiding principles and core educational values adopted by the founders and discuss how they will address the diverse needs of the proposed student population.

Our school and its founders had a vision of creating a new 21st-century public school model that could serve students from many average school systems, but fewer than 2% from any one school system. Specifically, the vision was providing a public school online-option for the above-mentioned groups of students who often have no viable, free, public schooling option.

The school’s guiding principles are to:

 creating a unique, high quality virtual school as a school of choice as a school district-governed public school, and,

 for the few unique students who cannot or do not attend a traditional public school, creating a standards-based, Massachusetts public education program using a virtual or online medium.

One guiding principle is to provide a quality, virtual public schooling option that parents, school districts, and organizations serving school-age children can use, appreciate, and consider routinely when a school-age student needs a schooling option that does not require daily participation in a public school building on a set time schedule.

* (2)(g) Identify the foundation of research that supports the school’s guiding principles, core values with regard to how these will support high levels of academic achievement for all students. (reviewed 4.16.2013)

In 2010, the U.S. Department of Education released *Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies,* the largest study of online learning to date. While online learning is relatively new in K–12 public education, the report notes two important findings (while also encouraging the creation of new models to study):

* *Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.*
* *The effectiveness of online learning approaches appears quite broad across different content and learner types.*

Our particular curriculum model is based on “mastery learning.” “Synthesis of Research on Mastery Learning, by Stephen A. Anderson, 1994, published through ERIC, gives an overview of the positive research supporting “mastery learning.” The ERIC Abstract states:

*Since the late 1960s when Benjamin Bloom outlined his mastery teaching strategy, mastery learning programs have been implemented, such as Learning for Mastery and the Personalized System of Instruction, and several experiments have been carried out to test whether the mastery learning technique has an effect on student achievement. This paper synthesizes research on mastery learning, examining outcomes in the areas of achievement, retention of learning, student affect, and related variables. A majority of the studies showed that mastery learning has a positive effect on achievement at all levels and for all subjects and results in positive affective outcomes for students and teachers. Several variables affect or are affected by mastery learning: student entry variables, curriculum, type of test, pacing, level of mastery, and time. (Contains 19 references.) (JDD*)

See Appendix A for more information on K12, Inc.’s Evaluation and Research team efforts.

* (29) Describe how and where students will access the school’s courses.

The Massachusetts Virtual Academy at Greenfield: A Commonwealth Virtual School will utilize online courses accessed on a home computer system as well as live courses and materials accessed through the internet. Students may take courses at any home, hospital, or internet-connected setting. The applicant also will offer testing, orientation, induction, courses, advisor and planning sessions, and tutoring at a school site established for this purpose in Greenfield or other locations.

Wherever accessed, students need desk/table/work space as well as a computer setup. The academic program combines online technology with traditional instruction and materials. Our students in grades K through 12 receive course content, instruction, assignments, assessments, and supplemental materials online (web-based lessons and assessments) as well as hands-on materials in kits shipped directly to the student. Physical, traditional materials each student receives include books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (phonics kits, science experiments materials, art supplies, math manipulatives, musical instruments, etc.).

Most virtual school students will access the school’s web-based curriculum at their home. Less frequently, as needed to supplement home access (e.g., if there is a technology services (ISP) failure at home), the student will access a computer and Internet at a local public library or other location. The student’s Learning Coach is responsible for oversight at any location where students access the school’s courses.

* (35) Describe the school’s capacity to implement the proposal and provide high quality instruction.

Greenfield is in the third year of virtual public school operation under the Innovation School plan approved 2010 by the Greenfield School Committee. With advisement of the Superintendent of Greenfield Schools, Greenfield School Committee has created specific virtual school policies including guidelines that enhance academic success and strengthen school culture.

Under new Commonwealth Virtual School provisions, the current virtual academy’s conversion will continue with existing and expanded capacity:

* Governing Board of Trustees
* Highly Qualified Administration
* Highly Qualified Teachers
* Aligned Curriculum
* Greenfield School Policies
* Three years of Operations Experience

The experience of creating a high quality school takes time—up to five (5) years according to school effectiveness research. New schools must train staff in how to teach, monitor, identify/address virtual schooling issues, calibrate courses to state curriculum and testing expectations, locate teachers and administrators skilled for virtual schooling success, and understand ‘at risk’ considerations for student admissions. All of the unique features of a virtual school take time to development. As a school becomes experienced, it makes gains toward its goal for quality schooling. It takes time.

The virtual school’s students and their learning coaches, teachers, administrators, support staff, and governing board members will continue to focus their talents and efforts on the very specific task of making the school an innovative success. It does take time and we see additional quality features coming online each year.

**Administrators and Support Staff**

The conversion of the Massachusetts Virtual Academy at Greenfield to Commonwealth Virtual School status will guarantee capacity at the outset by contracting with Greenfield Public Schools and City of Greenfield for various administrative services. Our partner curriculum provider, K12, has expertise with this particular school and model (curriculum, instruction, assessment, and online learning technique and structure).

The school’s curriculum-delivery administrative team is poised to continue with a Principal, Head Program Administrator, and Superintendent structure, working in tandem to combine public school system and online learning system requirements. Greenfield School’s central office administrative team will provide services under contract with the virtual school. City of Greenfield will provide Treasurer services under contract with the virtual school.

#### **Board of Trustees** The Board of Trustees may have the advisement of current or past school committee members who have worked with the virtual school.

**Teachers**

To the extent possible, we will recommend continuance of experienced virtual school teachers with one to three years of training in virtual teaching, e.g. synchronous and asynchronous teaching techniques. Greenfield’s virtual school is experienced in providing online technological competency professional development to conventionally-trained teachers.

**Students and their Learning Coaches**

The model of this virtual school combines online technology with traditional instruction and materials. Instruction will be provided by Massachusetts certified teachers who work in conjunction with learning coaches to ensure student success. A learning coach may be a parent or another responsible adult designated by the parent who helps guide a student through his/her daily coursework. The school will require that each parent/guardian specifies an adult to be responsible for working with their student(s) on a daily basis. Teachers will communicate with the students and learning coaches through e-mail, telephone, online web meetings, and physical meetings. We have the capacity to continue with this model and for ensuring strong parent/coach involvement.

### B. Curriculum , Instruction, and Assessment

A VIRTUAL SCHOOL has the freedom to choose and/or to develop curricula that best reflect the guiding principles and core values of the school and best serve the needs of the expected student population. Nevertheless, it is essential that the school’s curriculum aligns with the content and learning standards contained in the Massachusetts Curriculum Frameworks on which the Massachusetts Comprehensive Assessment System (MCAS) is based. Applicants must provide as [Attachments](#_D._Curriculum_Outline) to their proposal, the curriculum scope and sequence for each content area at each proposed grade level and confirm alignment with Massachusetts standards.

The Massachusetts Virtual Academy curriculum scope and sequence for each content area at each proposed grade level is hundreds of pages long and are attached.

* (2) Describe the curriculum and instructional resources that will be used by the school and how they the school’s curriculum is aligned with the Massachusetts Curriculum Frameworks.

Greenfield’s internet-based curriculum will include:

\*four (4) core courses and one (1) elective plus a health/physical education requirement

for full-time students;

\*(two (2) core courses and a ½-year elective plus a health/physical education

requirement for half-time students; and

\*single courses for part-time students.

Instructional resources used will include online lessons delivered over a proprietary school platform. Each student also receives complete, traditional, hands-on resources, e.g. texts, novels, science equipment, art supplies. The academic program combines online technology with traditional instruction and materials. Students in grades K through 12 will receive curriculum and courseware content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (phonics kits, science experiment materials, art supplies, math manipulatives, musical instruments, etc.)

Our program includes systems that allow school personnel to assess student performance levels on a growth model, manage school performance, monitor compliance to school attendance and engagement guidelines, and work-completion efforts.

The curriculum used is the proprietary curriculum of K12, Inc., which is mastery-learning based and uses Core Knowledge as its basis for grade-level material, aligned with the Massachusetts Curriculum Frameworks/Common Core Standards. Since there is no history of complete virtual schooling in Massachusetts, efforts to align these curriculum materials with Massachusetts’ curricular and testing expectations is ongoing. Curriculum alignment to Massachusetts’ state frameworks is being accomplished by the K12, Inc., research and development team.

For Kindergarten through 8, the curriculum has assessments built into every lesson to ensure mastery and provide for remediation or enrichment, where necessary. Optional enhancements to students using the K12 curriculum are plentiful and include innovative games—from “xGerms Computational Fluency,” which features colorful germ characters and a fun laboratory theme, to “Spell-n-Stack,” an arcade-style spelling drill game. K12 has also launched mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include “K12 Money,” which lets students solve math problems using currency, and “K12 Timed Reading Practice,” which helps students calculate their reading pace in words per minute.

*High School Curriculum*

High school students will be offered a broad selection of courses as well as diverse electives that help students meet graduation requirements and develop/prepare for their own post-high school interests. Math, English, Science, and History courses will be offered in a range of levels including Advanced Placement to meet the diverse instructional levels of students. High school students can also take up to four years of world language. Having multiple course levels for all subjects prevents students from being locked into one level for all subjects and allows for varying challenge levels of courses across subjects.

History course options emphasize the narrative of History with stories of people and their governments, arts, belief systems, and technologies developed over time. History courses meet state and national standards for content and skills. Courses are offered in World History, Modern World History, United States History, and Modern United States History. Online lessons also integrate topics in Geography, Civics, and Economics. Students practice the skills of the historian and enrich their learning through virtual field trips, discussion boards, and a variety of research and skills activities.

High School English courses are designed to engage students reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors.  Students demonstrate mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation.  English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, including frequent feedback so students can revise and refine their work.  Students must engage in systematic practice of vocabulary, grammar, usage, and mechanics, and reading comprehension to hone critical skills.

Science course offerings include courses in physical science, biology, earth science, chemistry, physics, and environmental science. High school science courses are academically rigorous, meeting and exceeding national and state science standards. Each course is built around a series of Big Ideas developed in association with working scientists. Students become familiar with and practice using science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions.

Science course offerings include interactive virtual labs (vLabs). Engaging online experiments enable students to demonstrate scientific method, test a hypothesis, witness outcomes, and examine sources of error. Course vLabs are used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

High School Math courses include Algebra I, Algebra II, and Geometry. Math courses emphasize an active, research-based approach to ensure that each student understands the mathematical concepts, but also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are narrated by experienced teachers, while others provide students the ability to interact with a structured, partially-completed problem. The offline textbooks provide reference information, more worked examples, and sequenced problem sets so students can learn by practicing. Each lesson also includes resources that help teachers and mentors support students.

World Languages are an elective. To take a world language students should not be struggling in English and should be demonstrating success in required core academic requirements. Typical language courses are in French and Spanish. It is possible to take other language courses.

* (2) Describe the school’s plan for evaluating the effectiveness of the curriculum and ensuring its successful implementation throughout the school.

The virtual school will have multiple measures for evaluating the effectiveness of the curriculum and ensuring its successful implementation throughout grades and courses. Under the direction of the Board of Trustees, performance measures will be established and quality improvement guidelines monitored.

It is essential to understand that students come to the virtual school from many school and alternative schooling systems and programs and with many prior school success profiles. For this reason, there is a study that takes place during the first 2-4 months of a student’s initial participation, gathering student-by-student data until the virtual school has a reasonably accurate profile of student skills and prior levels of academic achievement. From this data, learning benchmarks are established as well as the appropriate instructional level.

Student achievement and curriculum effectiveness is primarily evaluated on a growth model tempered by student, parent, and teacher observation of time on task capacity and learning progress. Students will take any state test that is required, but achievement on the state test will not be used as a measure of the school’s curriculum effectiveness at grades 3-8 until a student has had two full years in the virtual school. Growth accomplishment and state testing scores will be analyzed, with consultant assistance each year.

The chosen curriculum provider will be asked to work collaboratively with the school’s administration and faculty team in assessing and implementing the curriculum. Should weaknesses be found in the academic program, the provider will continue to be expected to involve its academic services team and product development team to work on curriculum redesign in order to align with Massachusetts expectations and school administrator concerns.

* (g) In the absence of time and learning requirements, describe how the school will ensure that all enrolled students will be fully engaged in teaching and learning and will have opportunities to thrive in the virtual learning environment.

The Massachusetts Virtual Academy at Greenfield: A Commonwealth Virtual School will have time and learning requirements. Initially these will continue to be aligned with time and learning requirements for students in traditional brick and mortar schools. Student time can be modified, following staff and administrative review.

The daily calendar and lesson-tracking system ensure students have a road map to successfully complete their courses of study. We require that students, on average, spend one hour per day on each course. Although for different reasons some students do not meet this structure, it is our articulated goal for all students.

The school will promote a typical 180-day school calendar, at this time following the published calendar of the Greenfield Public Schools. Calendar flexibility is a feature of virtual schooling, however, where any days and any hours can be substituted for a fixed day-and-hour school schedule.

The school administration team will have guidelines for teacher monitoring of time and learning effort. Specific virtual school intervention strategies will be used to help students when data indicate a need for more engagement and success. Not all students will thrive or have learning styles well suited for a virtual learning environment (not always evident when students are accepted, even with a pre-enrollment risk assessment). Students who do not thrive in this schooling medium will not be held in the school.

To assure students are fully engaged in learning with a home-coach model requires teachers to communicate regularly with parents via live synchronous sessions, email, or scheduled telephone conferences. Communications will occur as needed and at least twice monthly. Parents will review student assessment results and engage in discussion of interventions available to students as well as those supports being provided. In addition to meetings between parents and teachers, our virtual school model also engages students in understanding their own progress. Students are encouraged to participate in the scheduled parent-teacher meetings. Parents and students have view access to daily progress data of the school’s online school reporting and tracking system. Our data-tracking model not only shows what assignments students have completed, it also shows the time it took a student to pass the lesson or unit and the level of mastery achieved on lesson assessments. These structures enable parents and students to be fully connected and informed of student engagement and achievement on a daily basis.

* g) Describe the instructional methods and course management system that will be used to implement the curriculum.

The courses are managed in the online instructional system, monitored by teachers and overseen by the school’s administration team. The school’s administration and faculty are able to continuously measure or receive daily or as needed reports on student achievement gains during the school year using the school’s learning management and student information systems. These systems help to tailor the use of best practices in instructional methods such as lecture, lecture-discussion, demonstration, simulations, collaborative learning, cooperative learning, online group classes, tutorial sessions, and problem based and inquiry learning, providing individualized, diagnostic-prescriptive methods when needed. Data for managing learning is electronic; management of achievement is handled by faculty and administration.

Lesson plans will appear daily for each K-8 student in the student’s online school calendar. This will update daily as students progress and master the content in each course. Teachers will provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students’ individualized learning plan through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and students.

Teachers of K-8 students can monitor individual student progress by setting goals, reviewing/grading assignments, giving support and advice, and direct instruction through synchronous sessions. This approach, integrated with assessments and a comprehensive curriculum, provide learning coaches and teachers structures to monitor and manage student learning. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in “real time” through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

In the high school program, students will have one subject-specific teacher for each subject studied, and these teachers will be responsible for reviewing all student work and providing instructional feedback. The teachers will work together in one site as a collaborative teaching team, and employ a cooperative team-teaching approach. Our intent is to have one advisor for each high school student but all teachers working together as a professional learning community.

While the K-8 curriculum is self-paced, our high school courses make use of a weekly schedule of activities and assignments. The student has the flexibility to decide when work gets done during the week. Each week, however, there are due dates, assignments, and mandatory online discussion sessions designed into the program.

Course management also includes students receiving continuous reports on their own achievement gains during the school year; there is a specific learning management and student information system. Our program includes specific lesson planning and scheduling tools, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame.

* (21) Describe how the proposed instructional methods support high standards of achievement and are accessible and appropriate for all students.

Curriculum materials for parents and students articulate expectations for a high standard of learning and effort. In this highly individualized model, instructional delivery consistently reviews achievement and the appropriateness of the level of materials for the student. With funding for reading teacher services, student reading will be screened and supported, as needed.

Personalized learning is an instructional method used in virtual school programs. Our model provides traditional materials and assignments, including textbooks, CDs, novels, videos, art materials, and hands-on manipulatives, to complement interactive online learning and learning labs. This content blend allows the delivery of lessons in diverse ways that accommodate a variety of learning modes and styles. Students are given the opportunity to thrive using the following instructional methods:

* **Individualized Learning Plans** for customized programs,
* **A Learning Coach** (typically the parent) to facilitate daily lessons and keep students on target for work accomplishment and support needed,
* **Computer/Printer Technology** to enable learning anytime, anywhere.
* **Software Management Programs** so students and parents have daily information about work to be accomplished and quality of work being accomplished,
* **Daily Lesson Plans,** announcements, online school discussions, communication, and support tools to tie the experience together,
* **Lectures/Lecture Discussions,** both small group and synchronous learning forums,
* **Online** **Classrooms** for interaction between faculty and students as well as cooperative learning with students working together on a structured project in a small group,
* **Inquiry-based learning,** including learning labs and experiments,
* **Demonstrations/Simulations:** Using synchronous classroom and video instruction faculty propose real-life models to direct instruction.

Oversight is the incredibly important factor in our virtual school program—the key to assuring each student is successful, based on a challenging program at the student’s instructional level.

* (22) Describe how the school will monitor student progress in order to identify areas of difficulty and assist students who need additional support.

Greenfield’s virtual school online program and curriculum allows teachers, parents, students, and administrators to closely monitor educational progress data and overall student performance. Using a K12, Inc., course management system, students, teachers, and parents/coaches at any moment can view a student’s progress and pacing schedule. Students and parents can see if they are on schedule to complete the course by year’s end. Monitoring student achievement data on a daily basis allows administration and faculty to intervene early when students need additional support.

The school’s principal works with teachers to monitor student progress, assuring that students who need additional support are identified and provided an intervention.

(10) Identify any third-party curriculum or assessment vendors with whom the school will contract. Additional details regarding [Partner Providers](#_B._Partnerships) will be provided in a separate section.

K12, Inc., will be the school’s software and curriculum vendor.

(7) Describe how the virtual school will administer state required assessment tests.

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In collaboration with the school’s Superintendent and Business Manager, the Principal and Head Program Administrator of the virtual school will be the responsible party for the virtual school’s MCAS testing program. This effort will include continued support and advisement from the DESE’s MCAS administration office.

Tasks involved:

* Order tests from the Department of Education MCAS Service Center,
* Assign students to testing locations according to geographic residence,
* Oversee separation of tests for students at assigned testing locations,
* Secure test protocols for each site in a locked location at the testing location and at the on-location virtual school office,
* Assign Massachusetts licensed educators as test administrators,
* Assign, in addition to the test administrator, a site monitor for each site to assist with the supervision of hallways, orienting families to the testing location, and assist with any student emergency,
* Coordinate and provide training to all site test administrators and site monitors,
* Meet test administrators at Greenfield offices on test days to sign over site packages,
* Meet test administrators at Greenfield offices after test days to sign in site packages,
* Process contracts for site locations,
* Process travel funds for eligible families,
* Assure test security,
* Provide logistical information to families.

**TEST SECURITY**

All test materials will be shipped to the virtual school’s office, currently at 141 Davis Street, Greenfield, MA, 01301. The Principal and Head Program Administrator will separate and prepare testing materials for each of the testing sites. Each administrator will be responsible for signing testing materials out from Greenfield and returning them to Greenfield at the conclusion of testing period. Test administrators are responsible for the security of the materials from the time they leave Greenfield until they are returned to Greenfield. While materials are in the possession of the test administrator, they will be secured in a locked file. All test security measures will be reviewed with the MCAS division of the Department of Elementary and Secondary Education, as is the current practice.

**LOGISTICS OF TESTING MATERIALS**

1. Site Monitor will pick up tests and do a count with the Principal to make sure all test are accounted for.
2. The Principal will sign the transfer of test to the Site Monitor.
3. The Site Monitor will transfer the lock box to the testing site.
4. The Site Monitor will transfer the lock box to the hotel attendant to be secure in the hotel safe or secured room.
5. Prior to Test Administration the Site Monitor will receive and sign for the secured test, administer the test.
6. The Site Administrators will meet to divide the test for the correct number of students for testing site.
7. Tests will be driven in a lock box to each site with one Site Monitor and one Testing Administrator.
8. Test Administrators will return to Greenfield at the end of the test, where all tests will be stored in a locked storage room.

Training

All test site monitors will be required to attend the MCAS training session via a conference call or an on-site seminar. We will assure there is a back-up trained Test Administrator, if needed.

Timeline, Logisitic, and Test Preparation for students

The virtual school teachers will offer approved practice sessions ad test preparation online. All teachers will work with students, as part of their weekly plan, on the format used regarding how questions are posted and expected to be answered on the state test, and sample question practice.

The virtual school principal will ensure parents receive timeline and logistical information about state mandated testing in advance of the MCAS testing and then the prior week. Our office personnel will communicate with parents about logistical and technical information from the first notification through the testing periods. Parents will receive notification of required testing dates, times testing sites locations as well as helpful hints for preparing their children for a productive, stress-free testing experience.

Student Verification

Parents will be required to sign-in their child(ren) before testing, have a proper photo ID (if needed) and sign-out their child(ren) at the end of testing session. A sign-in and sign-out sheet will be provided at all locations and kept by the Site Monitors.

Information to Parents About Assignment

Our goal is to test each student within an hour’s travel of their home. Directions from N, E, S, and W with map assignment will be sent to parents before the testing dates. Reminders about location and dates will be made by teachers in the days preceding testing.

Test Administration Settings for Regular Education Students

Each site will provide separate testing rooms based on grade level and test similarity/dissimilarity. There will be a test administrator for each separate room as well as a site monitor.

Test Administration Settings for Special Education Students

Each site will provide separate testing rooms based on grade level and test similarity/dissimilarity and also separate testing rooms based for students who require testing accommodations as per IEPs or 504 plans. There will be a test administrator for each room as well as a site monitor.

* (39) Describe whether the school will establish personalized learning plans that are standards based for every student. Describe how the learning plan will be developed for new students and available to receiving districts for students who transfer out of the virtual school.

The new statute requires applicants to describe how the school will establish personalized learning plans “in conjunction with the school’s ‘district of residence (not receiving districts).’”

The virtual school will have personalized learning plans for all students in the broad sense that students will each have appropriate grade-level courses, pacing plans, and adequate teacher intervention time adapted to the needs of each student and coach. More individualized diagnostic-prescriptive learning plans will be developed, if needed, for students not progressing easily on schedule for grade and program.

When needed, Personal Learning Plans will be of two types: 1) grades K-8, based on Scantron Performance Series tests or the equivalent, most recent state testing or the equivalent, prior year’s goals, information on reading levels, and work samples; and 2) grades 9-12, to additionally include student course and career goals and interests, and special initiatives related to meeting high school graduation requirements.

New grade 8-12 students will be assigned a school advisor from among school personnel—one person to help student with courses and special interests, goal setting, and college or career planning.

Diagnostic-prescriptive special education plans—a different type of personalized learning plan-- will, whenever possible, be developed in conjunction with the local school district of residence. The virtual school will prefer the resident district collaborating with the virtual school and providing direct IEP services.

### C. Student Services and supports, including FOR Special Populations

Every VIRTUAL SCHOOL is a public school and must enroll and support students with diverse learning needs, including English language learners and students with disabilities, all of whom must be provided with full and meaningful access to the general educational curriculum.

* (21) Describe the school’s strategies for supporting all students at different ages and grade levels so that they complete courses and achieve their academic and career goals. Include a description of the settings in which these support services will be provided and the qualifications of individuals who will provide the support services.

Our strategies include structures for supporting all students, allowing for diverse learning needs so they complete courses and achieve their academic goals. Specific strategies and structures include:

* clearly stated and attainable education goals,
* instruction adapted to the individual student, when and if needed,
* adjustments to accommodate unique learning styles and approach to coursework,
* flexible scheduling and pacing to meet the individual student style and capacity,
* mastery-based curriculum units with achievement grades provided as students demonstrate mastery of material, instead of grading based on what students do not know at a point in time,
* regular and timely feedback to students and parents/coaches,
* encouragement of student and coach communication with teacher, whenever there is a question or concern,
* students increasingly encouraged to take an interest in their own learning progress and progress monitoring,
* collaboration with reading, guidance, and special education personnel, to have a student services support team as is possible with available funding.

The curricular program has the flexibility to allow differentiation of assignments. Academic teams determine if students need program adaptations, e.g. a different level of course material with the designated teacher providing remediation or acceleration support.

Students with disabilities will have access to the services and supports consistent with their Individual Education Plan (IEP), including accommodations deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum.

With the ability to place students at their appropriate instructional level using a multisensory, mastery-based curriculum, the usage of assistive technology when necessary, support from a remedial reading program, and the use of appropriate instructional strategies – all students will thrive.

* (19) Describe the standards, processes and procedures that the proposed school will employ to identify, assess, teach and support students who are English language learners or in need of special education services.

**English Language Learners**

We believe there is a need for additional funding for ELL teachers and programs for any possible situation, translation of all texts and materials into other languages, interpreters, and core academic teachers who can instruct online in languages other than English. Until there is such funding source, this virtual school does not have capacity at this time to serve non-English or significantly-limited English students.

The school does include a home language survey and student placement assessment. If funding is provided, the school can have ELL teachers or tutors fluent in a child’s first language to support students with mild ELL needs: relating background information and experiences to the students to better grasp a concept, scaffold instruction to aid the students in comprehension, adjusting speech or content, providing project-based learning experiences, recommend necessary visuals to assist with confused concepts, consult to teachers on the type of language-to-language confusions that exist with a particular other language’s construction, and providing in classroom modeling of best instructional practices for the general education teachers. Exit criteria for ELL students will be consistent with Massachusetts and federal requirements.

Professional development will be provided to all staff on the following: research-based bilingual/multicultural programs and implications for instruction, best practices of English as a Second Language (ESL), and /or language-to-language rule confusions.

* (h)Describe how the school will comply with chapter 71B. (see statute) (reviewed 4.17.2013)

The Massachusetts Virtual Academy at Greenfield will accommodate students with disabilities, as required for their participation in a virtual school environment that uses a learning coach model and as addressed in a student’s IEP.

Our practice will be to collaborate with districts of residence whenever this collaboration is welcome, including the decision-making about what services in a current IEP would likely be needed in a home environment with a learning coach. It is our preference to continue the model of districts providing IEP services unless they would prefer having the virtual school locate services and bill back for these.

The funding model necessary for Chapter 71B services is the current special education funding model for Greenfield’s virtual Innovation School. There would be no way to budget for every type of special education service needed for every and any student who might apply to the school, so the funding model needs to be specific to the specific services of unique student Individual Education Plans (IEPs). The best way to avoid conflict about service providers and costs is for inclusive decision-making about service provision with or through the district of residence administrator of special education or designee.

For students who may need special education services, the Commonwealth Virtual School will use the same processes and procedures used by the Greenfield Public Schools, under contract for administrative supervision of Greenfield Public Schools. During the first year, a part-time, fully-qualified Assistant Administrator of Special Education will be assigned to meet the procedural and compliance needs of special education students attending the virtual school.

* (23) If relevant, describe what supports will be provided to help students prepare for college and careers.

To help students prepare for college and careers, the Commonwealth Virtual School will provide the following supports:

1. grades 7 and 8 students will be surveyed about whether or not they have a college or career interest in mind; if funding allows, there will be “pathfinder” career explorations that include online discussions about different types of careers and the preparation needed for each,

2. 8th-grade students will have transition services (between mid-year to end-of-year) to recommend and assist continuing students and parents choose high school courses, particularly selecting instructional levels of mathematics and science achievement,

3. 8th-grade students will have a seminar in high school online learning, online courses available, and other options,

4. grade 9, 10, 11, and 12 students will each have an assigned advisor,

5. grade 8, 9, 10, 11, and 12 students will have a guidance or career counselor services to create a graduation course plan.

6. college and career readiness seminars will be available remotely and in person at our school’s physical location,

7. we will network with other virtual schools to learn how they provide college and career readiness, virtual college tours, and web-based information on how to apply to post-secondary school, colleges, and career training programs and financial aid.

* (24) Describe how the school will support students’ social and emotional growth.

The Massachusetts Virtual Academy at Greenfield, as a new Commonwealth Virtual School, will provide opportunities for students to develop socially in the following ways:

1. monthly social gatherings or activities provided regionally and/or statewide, including back-to-school picnics, academic field trips, and talent shows,

2. school clubs developed to provide student opportunities in person and online so students have group activities with social interaction, e.g. connecting with students of similar age and of similar interests, e.g.:

Language Arts/History Clubs STEM (science/technology/engineering/math)

World Language/Travel Club Music/Art/Dance Clubs

College and Career Clubs Quiz Bowls Art Club Lego Club

Cooking Club Writers Club

(students can make suggestions and start school-wide or regional clubs).

3. advising students and parents of community organizations that offer social and emotional support,

4. facilitation of parents coming together around geographic or common interests,

5. if funding allows, curriculum development to add school-wide themes and activities that explore topics such as courage, honestly, empathy, kindness in a context of personal and social development, characters in literature, personal decision-making,

6. competitions with coaches that teach sportsmanship, such as:

Quiz Bowls STEM Competitions Art Contests

Spelling Bees Poetry Contests Writing Competition

Winter Essay Contests Spring Film Festival

7. leadership opportunities with a Virtual Student Council,

8. specific student handbook guidelines, including Acceptable Use Police for technology

which incorporates the topic of teasing and bullying, how this affects people, and acceptable and unacceptable behavior online and offline,

9. a lecture series on topics of interest and importance to students at certain age levels, including drugs, alcohol, emotional and physical health, personal safety, interventions, and

10. encouragement of students to participate in community health, sport, and fitness programs.

* (25/26) Describe how the school will create a community for students and include any activities the school will do to engage students.

Establishing a sense of vibrant school community is a high priority of Massachusetts Virtual Academy at Greenfield and is an important part of a successful virtual school.

A virtual school community for students is similar to any school community for students—there needs to be open communication, standards for interaction, opportunities for sharing, assuring there is a safe environment, having advisors, embracing a democratic process, having clear expectations for participation and clear consequences, having upper grade student mentors for younger students, bulletin boards that profile student work, newsletters to assure school information is shared, enrichment programs, and planned outings.

We create this community by setting expectations with teachers, students, and parents about the importance of having a certain school culture and school community. Our administrators and teachers will share our goals for community-building.

Massachusetts Virtual Academy at Greenfield, as the first Commonwealth Virtual School, will continue to distinguish itself by providing an opportunity-rich, virtual school learning environment and community. We are committed to developing:

* a strong, sense of school community,
* local parent trainings and networking,
* connecting students on a regular basis with students across the United States in similar virtual academies and across the world through networking and K12 national competitions,
* school graduation ceremonies.

27) Describe how the school will offer extra-curricular activities and any in person activities if applicable.

Chapter 379 requires each proposal to describe “What, if any, in person activities, learning, or interaction will be provided or offered, including extracurricular activities?”

We will offer extra-curricular activities through online forums, physical outings, and encouragement of local activity groups. These are defined about under item #24 on page 15 of this application.

Massachusetts Virtual Academy at Greenfield will determine initial student interests and ideas for extra-curricular activities by surveying students as part of orientation activities or during summer and fall welcome meetings and calls.

* (31) Describe how the school will provide adequate initial and ongoing training and support for students to enable them to successfully participate in online learning. Include any orientation course for students new to online learning, how their ability to learn will be assessed, and what remedial help is available to ensure students are going to be successful online learners.

Chapter 379 at section 94(b)(31) requires each proposal to describe “what technical support shall be available to students, including whether the CMVS applicant shall offer an orientation for taking an online course before starting coursework.”

At each grade level, we will offer introductory information and orientation activities, including short courses or seminars. We provide this to students and parents/learning coaches because initial training and orientation is needed for students, coaches (and personnel) to begin an online learning program. We also offer a daily help desk (with off-hour back-up) and a student support services hotline to continually assist students with technical support for online learning.

Part of teacher assignments (and administrator oversight with teachers) is monitoring student participation and work completion. Teachers are expected to monitor students’ daily attendance and schoolwork completion. Teachers have responsibilities to intervene if there is absence, inadequate work completion or progress, limited success, and non-compliance with school attendance or make-up work policies.

The Learning Coach for each student also has online orientation. We expect the Learning Coach to oversee and also participate in the orientation for their students. Orientation materials for the Learning coach provide an overview of each curriculum area to become familiar with the school’s philosophy and model of our curriculum, instructional method, overall course organization, pacing, grading system, and school policies.

The virtual school medium is highly visual and reading-oriented. It relies partially on a student’s ability to work independently some of the time and to participate in on-line classes that require sustained auditory attention. One way to assure students have a successful educational year is not to hold students in the virtual school who find the online medium too difficult and a mismatch for their own learning style.

In the majority of circumstances where students need support, however, we offer tiered interventions: teacher support, technical support, learning coach support, administrative support, diagnostic analysis, accommodated or revised curriculum or instructional strategies, and specialist back-up support services, as funding allows (reading coaches, math coaches, social worker and psychologist support).

Our school will have no less than one physical learning center location where students can attend for a day and receive intensive diagnostic-prescriptive and remedial instructional support, when needed. These services would be limited only by the ability of the student to access the face-to-face support. Our plan has our teachers teaching at our physical location.

Families begin the school year with one of two Introduction to Online Learning courses targeted to grades K–2, 3–5, 6-8, and 9-12. These mini-courses are designed so that upon completion, students and coaches are ready to begin.

### Governance

A VIRTUAL SCHOOL certificate is granted to a board of trustees. Members of the board of trustees are public agents authorized by the state and are responsible for governing the CMVS.

* (5) Describe the school’s governance structure and the capacity of the school’s board of trustees to found and sustain an excellent school.

Chapter 379 at Section 94(b)(5) asks proposals to describe “the commonwealth virtual school governance and by-laws.”

The CMVS virtual school will have a governing Board of Trustees with staggered one- to three-year terms. Trustees will meet ethics guidelines, as with school committee members. The founding school district proposes a Board of Trustees with 5 to 7 members and 3 or 5 Trustees selected and appointed as of July 1, 2013. The new sitting Board of Trustees will decide whether or not to expand to seven (7) Trustees.

Initially and in the future, Trustees will have the background and experience to reasonably take on a school governance role. Trustee appointments will consider each appointee’s background and specialization. Given the unique conversion of an existing, first Massachusetts public virtual school, initial trustees must share a desire to assure the school’s continued success through the CMVS conversion. Trustees will need to possess communication skills to handle the political and administrative challenges and requirements concomitant with having a first-of-its-kind school in Massachusetts.

From among the initial trustees, members will have backgrounds in finance, law, politics, education, medicine, and school committee governance. At least one Trustee will be a parent with a student attending the virtual school. At least one Trustee will have a background in finance.

Regarding new Trustees alone having the capacity to found and sustain an excellent school, it should be noted that successful governance capacity also requires adequate financial and personnel resources, freedom from excessive regulatory requirements, and absence of conflicting directives. A new Board of Trustees needs an experienced administrative team to offer guidance and advice.

After discussion, the founding district is establishing a payment to members of the Board of Trustees in the amount of $200 per meeting, not to exceed $2400 per year per member or $1200 per half year. The reasons for this are a) the difficulty of finding competent school governing officials and b) the need to compensate for the extensive time involved.

* Describe how the school’s governance structure will interplay with the governance structure of the founding district(s) or educational collaborative(s).

For purposes of efficiency, the founding district plans to provide administrative, financial, and data services for the new Commonwealth Virtual School. This interrelationship assures a level of understanding of this converting virtual school, economies of scale for school administrative services, consistency of current structures and policies, a level of involvement of the founding district, and financial and program benefit for both the district and Commonwealth Virtual School. Shared administrative, financial, and data services also is consistent with shared-administrative-services encouragement by the Department of Education.

This arrangement will not interfere with the authority of the Board of Trustees to make decisions for which it has authority and responsibility.

Governance Policies and By-laws

Until such time that the Trustees have separate body of or individual governing policies, the governing policies of the Greenfield School District as of June 30, 2013, including policies specifically established for the Massachusetts Virtual Academy at Greenfield, an Innovation Virtual School, will be the governing policies of the new Commonwealth Virtual School.

Given this is a non-elective, self-affirming Board, the following policy guidelines will be recommended by the founding entity:

1. A majority of the Board of Trustees will be residents of Greenfield, Massachusetts.

2. A vote of the majority of the Board of Trustees as a whole is required to fill a Trustee vacancy.

3. A Trustee who misses three (3) consecutive meetings without Chairperson approval will be considered to have vacated the position.

4. A Trustee is required to disclose any familiar or financial relationship that may exist with any employee or contracting entity.

5. The Superintendent may be present at all public and non-public meetings of the Board of Trustees.

6. Board members may utilize remote participation following state guidelines.

7. The Board of Trustees will follow Roberts Rules for following parliamentary procedure.

* Disclose any familial or financial relationships that may exist between the Virtual School governing members and any paid Virtual School administrative staff. (reviewed 4.17.2013)

We anticipate there will be no conflicting financial interests, financial or otherwise, between virtual school governing members and any paid virtual school staff. In the event any Board member does have a conflict, he/she will bring it to the attention of the chairman who will discuss with the Board of Trustees’ attorney how the conflict will be managed.

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### B. Partnerships

Applicants may choose to enter into agreements or contracts to procure goods or services. A VIRTUAL SCHOOL may also contract for the provision of substantially all educational management services, curriculum tools, and/or operational support. An applicant must clearly identify potential entities with whom the VIRTUAL SCHOOL intends to contract or otherwise partner, the nature of the legal relationship with such entity, and specifically describe what role(s) the entity will play on behalf of the proposed CMVS.

Examples of potential partners are educational management organizations (EMOs), curriculum or software providers, and higher educational institutions.

* (11) Identify any proposed partner entities and describe how they were vetted and selected over other potential partners.

Chapter 379 at Section 94(b)(11) requires applicants to describe “a proposed arrangement or contract with an organization that shall manage or operate the school, including any proposed or agreed upon payments to such organization.”

1. The City of Greenfield will be a partner for Treasurer Services and possibly school space.

2. The Greenfield School System will be a partner for school administrative and management services.

3. The Greenfield YMCA will be a partner for physical education alternative services, and will, through its executive director, work with this first virtual school to locate YMCA partnerships across the state.

4. K12, Inc., will be the partner for curriculum and services, continuing as the school’s curriculum and services provider. K12, Inc., will not provide school administration services.

A Memorandum of Understanding will outline the contractual arrangements between the new CMVS Board of Trustees and the Greenfield Schools (for school administration and management services, beginning July 2013), the City of Greenfield (for Treasurer services and possibly space), and with the YMCA (for student memberships). The Board of Trustees will initiate contracts with K12 for continued curriculum and related services to power the virtual school.

In addition to the contract for school administrative services, the Board of Trustees will directly employ a part-time, certified School Business official to approve payroll and accounts payable warrants for the Board’s action.

This first Commonwealth Virtual School is a conversion school with curriculum, policy guidance, and administrative services in place. With no transition period provided, the plan is to continue the school as it is currently operating (allowing for needed changes) and to have additional financial safeguards necessitated by the new governance and administrative structures.

11) Summarize each proposed partner’s expertise relevant to this application and how the partnership will support the guiding principles and core values of the proposed CMVS.

The four (4) proposed partner entities are known and have specific expertise relevant to this conversion school application.

**Greenfield Public Schools**

Greenfield Public Schools district is in its third year of operating the state’s first and only Innovation School with partner provider K12. Greenfield is the only school system in Massachusetts with specific expertise relevant to operating a virtual public school in Massachusetts. In its third year, Greenfield continues to make adjustments to its operations with the goal of having an excellent, complete virtual public school at a current tuition rate at least half the rate of any other public school in Massachusetts.

**City of Greenfield**

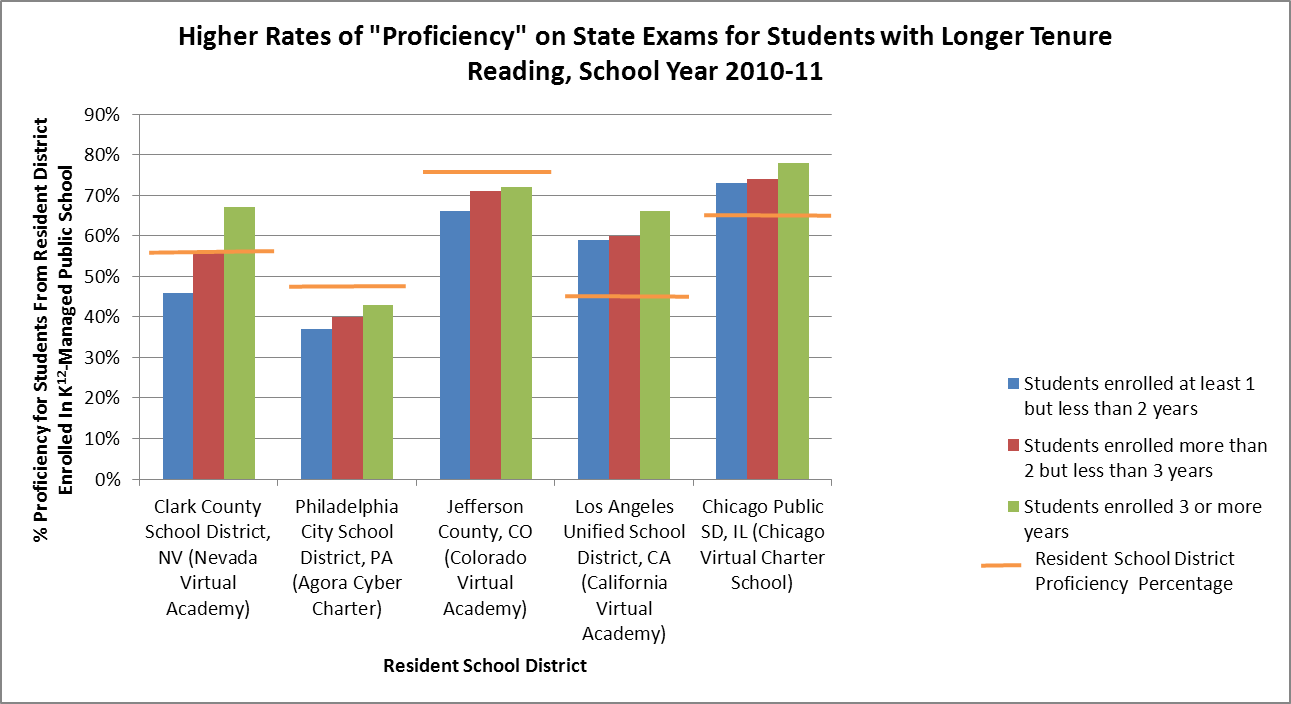
The Mayor, Finance Director, and Accountant have been involved with the Massachusetts Virtual Academy since its inception and have decades of experience in public finance.

**K12 Inc.**

K12 has worked with over 2,000 school districts, including Greenfield Public Schools, and has delivered more than four million courses over the past decade. Their curriculum is rooted in educational research combined with 21st-century technology by cognitive scientists, interactive designers, and teachers. A portfolio of more than 550 unique courses and titles will provide the most extensive offerings in the technology-based education industry, covering every core subject with four high school academic levels including Honors and AP. K12 also offers credit recovery, career-building electives, remediation, six world languages, and STEM offerings.

K12 manages public schools serving more than 120,000 full-time students in 32 states and the District of Columbia and private schools serving students in all 50 states and 85 countries. They are not being contracted to manage this school but bring extensive virtual school expertise to this school. In addition to access to their curriculum, course materials and student computers, they provide these schools with technology and academic support services. They began in September 2001 when, after 18 months of research and curriculum development, K12 Inc., introduced their kindergarten through 2nd grade program. They then launched their initial online learning system in virtual public schools in Pennsylvania and Colorado, serving approximately 900 students in the two states combined. They added new grades over the first seven years until they had a complete K-12 curricular program with different levels of curriculum per grade.

There is a positive trend for achievement gains based on length of time in the virtual program: the longer students have been enrolled in a K12 school, the more likely the students are to be “Proficient” on state exams as compared to students with shorter tenure. While much has been implied about state testing results of the first years of this first Massachusetts virtual school, we anticipate continued achievement gains as teachers become experienced in teaching; the curriculum company aligns its course curricula to Massachusetts testing expectation; our school has funding to provide tutors and advisors; our application guidelines accept only mid-year students likely to complete the year-long program; our home coaches become more experienced; and our orientation includes face-to-face meetings to better explain and support virtual school learning and state testing preparedness.



##### Students graduating from K12 virtual schools have been accepted to hundreds of higher education institutions. Surveys from K12 parents in Spring 2012 showed that 92% were likely to recommend the school their students attended; 93% expressed satisfaction with the K12 curriculum quality; 92% would recommend the K12 curriculum, and 92% expressed their satisfaction with their students’ K12 teachers.

(11) Summarize the entity’s experience and a description of where and how it has implemented its services. Provide evidence that the entity has demonstrated positive academic results and responsible fiscal management.

See above item.

### C. Staff

Applicants must demonstrate they will have sufficient number and quality of staff to deliver on the terms of the certificate and provide a high quality virtual education option to all enrolled students.

* (17)(i) Describe the number, qualifications and experience of teachers and administrators to be employed; including how many are certified to teach in the areas to which they are assigned. For any positions for which an individual has not yet been selected, include a detailed job description with minimum qualifications that candidates must possess in the [Staffing Plan Attachment](#_E._Staffing_Plan).

Chapter 379 at Chapter 94(b)(17) asks for “the number and qualifications of teachers and administrators to be employed.” Greenfield has the number of qualified personnel to deliver the proposed CMVS.

Number and Qualifications of Teachers and Administrators:

The faculty will include general educators and special education teachers, as needed, for students in elementary, middle, and high school grades. All teachers will be certified or certifiable under Massachusetts guidelines. The number of general education teachers and support personnel will be governed by enrollment.

Ratio of virtual school students to teachers will be: grades K-5 @ 50-65 = 1.0 FTE teacher\*; grades 6-8 @ 60 – 100 = 1.0 FTE teacher\*; grades 9-12 @ 180-200 = 1.0 FTE teacher.\* Special education teacher-to-student ratio will be 25-35 students = 1.0 FTE teacher.\*

Guidance personnel will be certified or certifiable under Massachusetts DESE guidelines. Ratio is planned at 300-400 = 1.0 FTE guidance counselor and for special education or unique student guidance the ratio would be 150-200 = 1.0 FTE guidance counselor.

The only times our school will not use a Massachusetts certified teacher are when a) there is no Massachusetts certification for the course the student is taking (e.g. unique world languages or courses) or b) when the number of students requesting a certain is fewer than three (3) and a college or out-of-state class enrollment is available.

Our teaching faculty will represent a range of experience from novice to senior teachers, as is the case in any school. At least one teacher at each level will have enough experience to mentor teachers with less experience.

Any nurse will require a Registered Nurse license and a Bachelor’s degree.

\*There is an advisory function needed for all virtual school students. When this advisory function is covered by teachers, their caseload will be less; when the advisory function is covered by other personnel, e.g. guidance counselors, curriculum supervisors, the teacher: student ratio can be higher.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| Enrollment  Plan | Up to 750 or 2% | Up to 1000 or 2% | Up to 1250 or 2% | Up to 1500 or 2% | Up to 1750 or 2% |
| Elementary | TBD | TBD | TBD | TBD | TBD |
| Middle 6-8 | TBD | TBD | TBD | TBD | TBD |
| High 9-12 | TBD | TBD | TBD | TBD | TBD |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Number and Qualifications of School-level Administrators**

School Administrators will be certified or certifiable under Massachusetts guidelines and will all have at least three (3) years prior administrative experience.

The virtual school will have the equivalent of 1.0 FTE Massachusetts-certified Principal, hired by the Board of Trustees as an employee of the CMVS. Duties of this position include overseeing enrollment, notifications and enrollment communications; coordination of all the virtual school administration, documentation of accountability and goal accomplishment, school-level financial oversight, and report preparation. The Principal is the liaison to the Superintendent to assure the requirements of this school and the school’s personnel are met in timely fashion and to share and resolve concerns.

The Principal will supervise the school’s physical sites and the part-time course use and enrollment program at 0.2 FTE/course. For area students and as requested, the Principal provides detailed information and internal communications with other school principals and keeps the Superintendent updated on the school’s status and details of important matters. The Principal has on going communications with parents and oversees the school’s documentation and files of parent and student information and communication.

The virtual school will also have a full-time Head Virtual Program Coordinator (HPA). This position is specialized with the mechanics and operations of the virtual school, such as curriculum, curriculum delivery, course material levels, course material distribution and recovery systems, and course, orientation, and teacher-training software and programs.

This is a vendor position and requires knowledge of all proprietary systems, software, and data. This position does not require a principal certification, although it does require prior virtual program administrative experience and the candidate may have a Massachusetts principal certificate.

The Principal and HPA collaborate to provide a seamless, public virtual school, including professional development and observations and evaluations of school personnel.

**Number and Qualifications of Central Office Administrators**

Central Office Administrator oversight and leadership for program and budget will be provided under contract by Greenfield Schools. All administrators will have the required credentials and at least three (3) years of administrative experience. When the term “superintendent” is used, it means “superintendent of the CMVS.” Services include:

Superintendent Services

Director of Student Services

Special Education Services

Business Manager Services

Technology Services

Data Services

Food Services

Grant Services

Curriculum and Personnel Services, as needed

(18) Describe the procedures for evaluation and professional development of teachers and administrators, including what training, if any, shall be provided to teachers who have not previously taught online.

Procedures for evaluation of teachers and administrators will follow DESE guidelines, using the model protocol developed by the Department of Elementary and Secondary Education.

Training for teachers who have not previously taught online will include: 20+ hours of orientation, coursework, demonstration and practice with online course instruction, software management, school policies for attendance and communication, monitoring progress, policies on advancement and course selection, expectations for tiered intervention, and required information for assuring that 504, Special education, and ELL needs of students are addressed.

All teachers and administrators will have a professional development plan in place within the first year of employment in the virtual school, reviewed by the superintendent and principal. Professional Development plans will be relevant to the goals of the school, the instructional skill and competencies needed for online teaching, and the needs of the employee.

Our plan will have teachers teaching from a common site so as to have a professional learning community to enhance teacher competence, quality, onsite supervision, and sharing of insight, expertise, and student learning.

* (17) Provide a narrative staffing plan and include a draft staffing chart in the [Staffing Plan Attachment](#_E._Staffing_Plan).

Staffing was previously address in (17) above. A staffing plan attachment is in process and needs funding clarification.

### D. School Finances

Planning and managing school finances are essential for organizational viability, successful implementation, and the monitoring and evaluation of resource allocations. The statute identifies the “School Choice” rate, currently set at $5,000 (less the $75 reserved by the department plus the actual cost of services for special education students – see G.L. c. 71, § 94(k)) as the default reimbursement for each student enrolled in a CMVS. Applicants may request a higher per pupil rate that will need to be justified and approved by the Board.

Applicants must complete the [Budget Template](http://www.doe.mass.edu/cmvs/) and include it as an attachment in the application submission. If an applicant is requesting a rate higher than $5,000, only one Budget Template should be completed for the $5,000 School Choice rate. Applicants requesting a higher rate should include in this narrative section what budget line items would increase if an increased rate is granted by the Board.

* (35) Explain the structure and process for managing the school’s finances. Who is responsible and what are his/her qualifications?

The structure and process for managing the school’s finances will be parallel to the structure and process for managing finances of Greenfield Public Schools. The CMVS will have a separate bank account and fund for Commonwealth Virtual School finances so there is no co-mingling of district and CMVS funding. The CMVS Board will employ a part-time school business manager to approve warrants for the Board of Trustees.

The budget and all contracts will be developed for the governing body’s approval by a superintendent and business manager, including other personnel, as applicable.

Payments paid directly from the Department of Education will be received by a Commonwealth Virtual School treasurer, services initially provided under contract with the City of Greenfield.

The payroll and accounts payable will be overseen by the superintendent and business manager using the established warrant process. Any warrant with payments to Greenfield Schools will be reviewed by the employee business administrator.

The Board of Trustees will have a Finance Committee of at least two members who oversee and sign warrants releasing funds for payment.

The Board of Trustees of the CMVS will have control of the school’s finances and services provided by the Greenfield city and school system, when contracted to be agents for the school.

In accordance with Chapter 379, Section 5,94,(3), the Board of Trustees will have the following authority related to managing school finances:

*(e) The board of trustees of a commonwealth virtual school shall have all powers necessary or desirable for carrying out its virtual program, including, but not limited to, the power to:*

* *acquire real property, from public or private sources, by lease, lease with an option to purchase or by gift, for use as a school facility;*
* *receive and disburse funds for school purposes;*
* *incur temporary debt in anticipation of receipt of funds; provided that, notwithstanding any general or special law to the contrary, the terms of repayment of any commonwealth virtual school's debt shall not exceed the duration of the school's certificate without the approval of the board;*
* *solicit and accept grants or gifts for school purposes; and*
* *… develop the school's annual budget.*
* (35) Describe the fiscal controls and financial management policies the board of trustees will employ to remain informed of the school’s financial position.

Fiscal controls and financial management policies of the Greenfield School system will be the fiscal controls and financial management policies of the Commonwealth Virtual School until such time the governing body determines to make a change in these guidelines. The Board of Trustees will have financial reports as often as these are requested but not less often than quarterly. The finance subcommittee of the Board of Trustees will have a responsibility to understand details of the contract and budget.

* (35) Describe how the school will track finances in its daily business operations in order to maintain needed cash-flow.

Greenfield manages and tracks finances in several ways to account for expenditures and cash flow. These procedures will be used to tack and manage finances in the Commonwealth Virtual School: encumbering salaries and known contractual commitments at the beginning of the budget year, having pre-approval guidelines for purchasing and obligating funding to prevent unknown expenses appearing for payment, having the business department review all requisitions to assure there is funding available, monitoring encumbrance for discretionary budget items.

Regarding cash flow, the new CMVS school will begin on July 1, 2013, without a start-up grant or initial reserve. At this time, Greenfield is working on identifying a method for cash advance.

* (16)(k) Describe what the school can accomplish with the $4,925/student provided to the VIRTUAL SCHOOL under the School Choice rate less the $75/student reservation by the department.

Based on Greenfield experience’s with virtual schooling and budgeting, a per student tuition of $4,925 provides 4-6 courses from an experienced online course vendor per student with Massachusetts-certified, online-trained teachers; provision for every student and employee to have a computer, printer, and internet services; technology orientation services for every student and student coach; ongoing training of personnel; ongoing processing of applications and enrollment; ongoing data services and reporting; a daily help desk which includes logistics of technology and materials (sending out and recovering equipment and course materials); 18 hours/week of secretarial services which covers letters to school superintendents regarding enrollment and part-time phone coverage; modestly-salaried principal services for school administration; specialist administration services related to the curriculum provider’s proprietary systems, software, and programs to assure seamless district operations; office equipment, software, contracts, and licenses that are independent of school system resources. A small amount is provided for central office oversight, mostly used for secretarial/data entry time. The $5,000 tuition had to cover state-requirement costs of statewide MCAS provision (which in turn increased planned costs that could not be covered with the $5,000 per student tuition).

As-needed central office administrative services were provided as part of the school district Innovation Virtual School model. The $4925 will not cover any of these services for a non-district independent entity.

At $5,000 per child and the inability to enroll more than 500 students, our curriculum provider absorbed approximately $700 per student in unfunded contractual expenses. The school system did not bill overtime for key administrators or charge rent. As a ‘school district’ virtual school, additional stand-alone insurance, management software, data services, treasurer services, Board of Trustees services, and many other independent, stand-alone costs were not necessary.

One could estimate that the new school will need at least $700 more than the $5,000 of the school choice model to cover the most basic virtual school services provided by Greenfield’s Innovation Virtual School. To address this question in summary, $4,925 likely provides $700 less than the minimal amount needed to fund a modestly-funded, school district virtual school program in Massachusetts.

* (k) If the school model requires additional funding, identify the proposed rate and describe what services would become possible under this rate. (including identifying which budget line items are impacted).

Since Greenfield’s virtual school was not grandfathered as a school district virtual school, we estimate approximately $2,500 to $3,500 per student, minimum, will be needed in additional funding (in addition to the $5,000 prior allocation) bringing the per student tuition rate within a range of $7,500 to $8,500 per student.

Two of Greenfield School’s mission goals were “having a cost-effective model for local school districts,” and “figuring out how to blend virtual education with district public school education since this model was not available in New England” (it is not a common model nationally).

Since the CMVS statute requires a separate school entity with a separate governing body, and since the RFP is requiring additional support services, there are considerable new costs that increase per pupil tuition:

Based on 500 students (our reference point for a per pupil cost), we estimate the following additional services and additional funding:

Per Student Estimate

**Current Estimated Deficit per Student**:

With district minimalist student program model. $ 700.00 - $ 700,00 Budget Line: See FY13 Line 66

**Additional student services**: School Guidance Counselor,

ELL teacher, Nurse, Psychologist, Tutoring, Reading Teacher,

Other Student Services Coordination, e.g. for school-wide

events or clubs, civic activities, Advisors $ 800.00 - $ 1,000.00 Budget Lines: 41 (Instructional Purchase Services) and 46 (Other student services, partner provided)

**Additional Governance Costs**: Board of Trustees stipends, Board

Secretarial services; liability insurance, legal services, training and

travel expense, organizational and membership dues, supplies, etc. $ 100.00 - $ 200.00 Budget Lines: 14, 16, 22, 24, 59

**Additional Financial Services Costs**: Treasurer and

part-time Business Management services. Independent

audit services for budgets, grants, personnel $ 80.00 - $ 100.00 Budget Lines: 11 (Business Manager), 13 (Audit), 15 (payroll), 26 (partner-provided purchased management, Treasurer)

**Central Office Services**: Superintendent, Curriculum and $ 250.00 - $ 300.00

Assessment, Grants, State and Federal Data, Special

Education, District Technology, Food Services, Related

Secretarial using less than statewide average salaries Budget Line: 26 (partner-provided purchased management)

**Facility Costs**: rental/lease or capital debt (initial rental

for administrative office space and school site for technology

teaching center), maintenance/custodial, code updates, related

supplies and contracts, as-needed regional space $ 500.00 - $ 893.00 Budget Lines: Line C (Administrative Facility Cost), 59 (maintenance of buildings and grounds), 51 (rent or capital debt), 52 (rent of equipment—postage meter, copier)

Contingency Costs: For typical school contingency expenses. $ 300.00 - $ 400.00

There is no existing reserve for this new entity. Budget Line: 64 (contingency)

$2,730.00 - $3,593.00

With $4,925, The Massachusetts Academy at Greenfield:

Commonwealth Virtual School per pupil estimate, FY14 **$7,655.00 - $8,518**

Our preliminary estimate will need adjusting as other expenses may be clarified or identified, such as Food Services

* (16) Briefly explain and justify the proposed budget in the Budget Template. (reviewed 4.17.2013)

The proposed budget is explained and justified in the above item, and represents preliminary review.

## Organizational Viability: How will the school manage operations?

### A. School Characteristics

The school calendar, organization of students within the educational program, and communications with the school community (including parents, students and faculty) are just a few of the elements that an effective school must manage. Your school’s characteristics should be consistent with the proposed mission, guiding principles and core values established by the founders.

* (6) Describe the school’s proposed school year.

**VIRTUAL SCHOOL CALENDAR**

As with Greenfield’s brick-and-mortar schools, the current Massachusetts Virtual Academy at Greenfield’s year-long educational program is based on a 900-hour, 180-day plan.

Virtual school students are advised to keep their schoolwork paced according to the school committee’s approved 180-day, 10-month calendar. However, due to the uniqueness of virtual schooling, a more flexible school calendar is often needed. Accordingly, virtual school students may substitute a day of attendance using any off-calendar day from September 1st to June 30th (Saturdays, Sundays, holidays). Under extenuating circumstances, a student may complete his/her schooling after June 30th, which can only be approved by the Superintendent. Five (5) hours per day of schooling is considered a full day; 2.5 hours per day of schooling is considered a half-day, which is a credited day of attendance by state guidelines.

Virtual school students are required to participate in schooling during the traditional 10-month school year, September (or late August) to June. No student is considered to have completed his/her grade until the end date of the traditional and approved Greenfield school calendar, as with other Greenfield schools. Students who complete their grade-level work significantly ahead of schedule may have supplemental or augmentative work or may start a higher level work prior to graduation from their current grade. Beginning next grade level work requires administrative and guardian approval which factors in teacher recommendation and the time of year.

* (9) Describe how the school will conduct a lottery for admission applications exceeding enrollment capacity.

**The Application Process**

Each year, there will be an enrollment period for the next year. For 2013-2014, the proposed month for enrollment is recommended to be May 2013. The enrollment period in subsequent years is recommended to take place each year during the month of April, with the enrollment period for accepting completed applications closing at 4:00 p.m. on April 30th. The list of available openings will be advertised. If the number of eligible applications per level, grade, or subgroup is greater than the available seats, then enrollment for that level, grade, or subgroup **will be by lottery.**  Levels are K-6, 7-8, 9-12. Since teacher certifications are not interchangeable, each grade, level, and sometimes course or subgroup will have a capacity limit for enrollment, according to the school’s enrollment plan.

Once the enrollment period ends, e.g. at 4:00 p.m. on May 31st, and any required lottery has taken place, available seats will be filled by order of wait-listed students and need. In the absence of wait-listed students, applications for enrollment will be processed on a rolling application basis. Generally, completed applications are reviewed at least once monthly.

If a lottery is needed, the virtual school will assign each applicant student an application lottery number. Items bearing all the application numbers will be held in a container where the numbers cannot be seen and parents will be advised of the lottery date and time so they can attend or watch the lottery event, if available by television or other means. An impartial party will draw lots until all seats have been filled and all lots drawn.

All numbers and student names will be listed in the order drawn. This will comprise the beginning wait list.

Should the Department of Education have specific, different guidelines to follow, these will be followed.

* (33) Describe goals, expectations and mechanisms for communication between the board of trustees, school leaders, teachers and students and how such communications will be tracked and managed.

Chapter 379 at Section 5,94,(b)(33) asks the applicant to describe “expectations and goals for communication **between teachers and students** and how such interaction will be documented.”

The goals of communication is to encourage, expect, and provide two-way information between school, family, and student. Ongoing two-way communication is essential in a virtual school environment, particularly our model that uses a home learning coach and accountability for engagement and work submission on a schedule. We expect our school personnel to reach out to communicate with parents and students. We expect our participating families and students to respond promptly to our communications and also to communicate with school personnel.

There is no expectation that members of the Board of Trustees directly communicate with students, parents, or teachers. This school will follow typical communication guidelines for public schools, following Greenfield Schools policies, where the Board of Trustees is prepared at all times to be an impartial hearing body which can hear complaints and concerns that rise to their level. Indirect communications of the Board of Trustees will be open meetings that are recorded and posted, newsletters, informational meetings in person or online, and the like.

Specific to Chapter 379 requirements, the Greenfield’s CMVS has specific and rigorous communication expectations for teachers with students, teachers with learning coaches, learning coaches with students, and learning coaches and students with school personnel.

Communication structures will include but not be limited to:

* Board of Trustee Meetings with reports and minutes that are published,
* weekly homeroom sessions for students that focus on fostering communication and educational discussions between students and teachers,
* The Learning Coach Communities (LCC) that will meet and support group among learning coaches,
* Synchronous classes for students, multiple times weekly,
* Online office hours so students can contact teachers,
* An advisor/advisee system so all students have one teacher contact who follows their work and experience,
* Presentations and newsletters by and for students,
* Presentations and newsletters by and for learning coaches,
* Ongoing daily communications through email or phone between students and teachers,
* A site staffed with teachers and administrators where any parent or student can find someone available for school-student communication.

(20) Describe how the school plans to conduct outreach to prospective students

The administrative team will meet at least monthly and, as part of meetings, discuss and plan outreach and involvement to prospective students. Types of outreach includes:

Open Houses at different locations throughout the state,

Information available on school and partner websites,

Newspaper articles and press releases,

Radio Interviews and releases,

Presentations,

Communication with school districts,

Newsletters and enrollment information available through parent and organizations, businesses, or institutions that would like to share this information,

Meeting opportunities for prospective families and students.

(34) Describe how the school will involve parents and guardians as partners in the education of students, include goals for parental and family engagement

In this virtual school model, student participation requires a full-time coach where the student will access the program (usually a parent). We engage parents as partners initially through induction, orientation, and training programs that demonstrate and explain the parent-partnering model. Prior to application acceptance we explain to parents our expectation that they will be fully-committed partners and that our virtual school model will not be successful for the student unless parents are actively engaged with school personnel, in particular promptly responding to feedback from the schools, when requested.

We also engage parents by empowering them to understand their child’s effort, level of understanding, and progress on a daily basis in any and every course. We show parents (and walk them through the process until the connection is familiar) that they can instantaneously monitor their child’s progress in any course, and email the student’s teacher with academic interests or concerns with an expectation for a prompt response.

Additionally, Massachusetts Virtual Academy at Greenfield involves parents in a variety of school activities other than Learning coach activities—in particular we provide opportunities for parents to meet other parents with similar children, similar interests, or in similar locations. We support Learning Coach Communities for grades K-6, 7-8 and 9-12, and even parents coming together for group instruction and activities.

At Massachusetts Virtual Academy at Greenfield, learning coaches help guide students through daily coursework using the curriculum and verify the number of hours of educational activities completed by the student each day/week.

In the important Learning Coach role, parents will work closely with certified teachers who will oversee the learning, pacing, and instructional lessons for each child. Parents are expected to conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as Blackboard Collaborate, or in person to discuss their child’s progress. When scheduled, parents are expected to attend school outings, field trips, and other outside learning opportunities with their child whenever possible. Arrangements can be made to enable a student’s attendance even if a parent is unable to attend.

Massachusetts Virtual Academy at Greenfield will provide an extensive support system to both parents and students. Support is offered through regular parent training, speakers, and modeling. Sessions are offered in teaching reading, grammar, writing, motivating struggling learners, reluctant writers, note taking skills, number and math concepts, supporting students as they complete homework, and (now that school personnel have more state testing background) helping prepare students for required state testing. Even decisions about transfers out of the school due to mismatch of style or other reason are made with parents, as partners.

(28) Describe how age appropriate supervision of students under 14 will be communicated, monitored, and addressed if concerns arise

Students under the age of 14 are supervised by their Learning Coach, which in most cases is the parent. Learning Coaches record their student’s attendance in the database and report any concerns to the appropriate faculty and administrators. At outings and events, even knowing parents will be present, the school plans for age appropriate supervision.

(29) Describe where students will access the school’s courses, including whether it is in the home or in a location provided and overseen by the VIRTUAL SCHOOL applicant.

Student can access courses wherever there is an internet connection—at home, in the hospital, in an institution, or even in a park. The majority of courses will be accessed at the student’s home overseen in person by the applicant’s Learning Coach and overseen online by the assigned teacher. Greenfield’s virtual CMVS will also have a site location available for course-taking, tutoring, and assessment overseen by virtual school personnel. The virtual school will schedule students to work with a teacher at a site if additional learning assistance or in-person tutoring is required.

Infrequently, as needed to supplement home access (e.g., if there is a technology services (ISP) failure at home), the student can access courses at computer or other locally-available Internet (e.g., at a local public library or school). The student’s Learning Coach is responsible for oversight of both home and away from home student access to the school’s courses.

### B. School Operations

A VIRTUAL SCHOOL must have strong operational capabilities to support the delivery of a rigorous program, provide accurate and timely information to sending and receiving districts, and report data in a timely manner.

* (12) Describe the schools capacity to support and store all critical student, program, and staff data for expedient retrieval and analysis. State whether the student information system is SIF compliant <http://www.doe.mass.edu/infoservices/data/sif/>. Specify how the school will meet all reporting requirements <http://www.doe.mass.edu/infoservices/data/schedule.html>.

Chapter 379 at Section 5,95,(b)12 asks the applicant to describe its capacity to store all critical student, program, and staff data for expedient retrieval and analysis ‘in compliance with federal and state laws.’ This is extremely specialized data management using specific state data systems and specific state data reporting. It can take a data expert at least a year to become familiar with these state and federal data reporting systems and how to enter, review, corroborate, report, store, and retrieve the data. Greenfield’s data department currently is handling the virtual school as a district school, reporting all of its data and so the current personnel are familiar with the unique features and policies of this virtual school.

The CMVS will contract with the Greenfield Public Schools Data Department for services which has the experience to immediately oversee the CMVS’s independent school data. The following mandatory reporting fields include.

* **LEA Information**: assigned identifier and district code.
* **School Course Information**: The school currently provides the Greenfield Data Department specific school course information including course title, course credits, grade level, and other mandatory course reporting fields.
* **Section Information**: the school currently provides the Greenfield Data Department with student status in each course in which they are or were enrolled.
* **Staff Personnel**: the school currently provides the Greenfield Data Department with a staff roster, work assignment, date of hire, local ID, certification number, and other required personnel information.
* **Student Attendance Summary**: the school currently provides the Greenfield Data Department with all students’ start dates, end dates, excused and unexcused absences.
* **Student Personal Information**: the school currently provides the Greenfield Data Department with students’ first name, last name, birth date, student ID, legal residence, gender, and other required demographic information.
* **School Enrollment Information**: the school currently provides the Greenfield Data Department with entry date, school year, status, grade level, and residency status.
* **Student Section Enrollment**: the school currently provides the Greenfield Data Department mandatory other information, e.g. school year,
* **Student Section Marks**: the school currently provides the Greenfield Data Department with all current grading information for semester submissions.

The school’s Student Information System permanently and electronically stores additional data for each Greenfield school’s academic, program and staff information. This includes:

* Student, guardian, and staff demographics
* Activity time/attendance, assignment grades and final course grades
* Standardized test scores

This data is stored in a reporting database and a data warehouse environment, overseen by the district’s Technology Department. These data stores are backed up regularly and maintain off-site copies for disaster recovery purposes.

School administrators and other staff members utilize data reports on a regular basis to drive academic and operations decisions, as well as to submit required information to state and federal departments of education.

(13) Describe the schools provisions for cyber safety and reference any regulations/processes the school will follow.

Greenfield School District’s virtual school has specific policy guidelines for cyber safety and the school monitors, as best it can, online communications. Teaching about proper use and safety on the internet is part of the schools training for families, students, and school personnel.

The content of the following Bulling/Cyber Bullying Policy was adopted by the Greenfield School Committee for the Massachusetts Virtual Academy at Greenfield. It will become one of the operating policies of the new-version virtual school.

*The Greenfield virtual school will be committed to a safe and positive learning environment for all students, employees, volunteers and parents, free from harassment, intimidation or bullying. All forms of bullying and cyber bullying will be prohibited. Anyone engaging in bullying or cyber bullying will be in violation of Policy and subject to appropriate discipline.*

*Bullying shall mean unwelcome verbal, written or physical conduct directed at any person(s) by any other person(s) when the intentional act:*

* *Physically harms a student or damages the student’s property;*
* *Has the effect of substantially interfering with a student’s education;*
* *Is placing another in reasonable fear of physical, emotional or mental harm;*
* *Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or*
* *Has the effect of substantially disrupting the orderly operation of the school.*

*Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another person by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is:*

* *Physically, emotionally or mentally harming to any person;*
* *Substantially interfering with the student’s education;*
* *Placing any person in reasonable fear of physical, emotional or mental harm;*
* *Is severe, persistent, or pervasive to the extent that it creates an intimidating or threatening educational environment; or*
* *Has the effect of substantially disrupting the orderly operation of the school.*

*Nothing in this policy requires the affected person to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic(s).*

*All forms of bullying are unacceptable and when such actions are disruptive to the education process of Massachusetts Virtual Academy at Greenfield , offenders shall be subject to appropriate staff intervention, which may result in administrative discipline or action.*

*Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).*

*This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.*

*Preventative educative counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and/or remediate the impact on the victim and school community. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy.*

*The Principal is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.*

(14) Describe in detail the process and forms that the VIRTUAL SCHOOL will use to notify each sending school district in writing of the number and grade level of student who shall be attending the VIRTUAL SCHOOL or who have transferred from the VIRTUAL SCHOOL back to the sending district or to another school. (reviewed 4.17.2013)

The Massachusetts Virtual Academy at Greenfield, as it operates, notifies each sending school district in writing of the number and grade level of students who are admitted to the virtual school. Notification letters are sent to the Superintendent’s offices within ten (10) days, and often within 2-3 days. If the resident school district Superintendent identifies a designee for these notifications, informational notices are sent to the designee.

In addition, each school district will be notified after the October 1 count date regarding all students being served in the virtual school from its school district.

Finally, if a student withdrawals from the program, a similar letter of notice is promptly sent to the student’s resident district advising of the data of withdrawal.

* (30) Describe how the school will ensure that all students have access to necessary technology and materials.

In compliance with Mass. Gen. Laws Ch. 94, §71(b)(30), the current program of Greenfield’s virtual academy assures each student has the necessary technology for virtual schooling and all course materials. Low-income students (using Free and Reduced Meal guidelines, confirmed by the district’s F&R administrator) also are eligible Internet service reimbursement.

The virtual school’s Board of Trustees will ensure that access to the required computer equipment and/or Internet access will not prohibit a student’s ability to enroll and maintain enrollment in Massachusetts Virtual Academy at Greenfield, unless the region or specific home location where the child lives has no access to the internet.

* (32) Describe how the school shall define and monitor student attendance, including how it shall verify that each student is actively engaged and participating in classes, how truancy shall be addressed, and goals regarding student attendance.

Greenfield’s current virtual academy determined from the outset to develop its virtual school attendance and participation requirements based on compulsory attendance requirements of the State of Massachusetts (Mass. Gen. Laws Ch. 76 §1 and 603 CMR 8.02). Each parent is advised of these requirements prior to acceptance and, after acceptance, before starting the virtual program. Parents and students are advised that the school’s compulsory attendance guidelines are monitored. A detailed software data system collects daily data of student participation. Activities have a minute equivalent and this is recorded upon completion of work.

Teachers and administrators verify and confirm student participation and work-completion data checking participation metrics such as student login data, time on task, lessons and assignments completed, projects and assessments completed; electronic mail, and phone communication log records. Most important, student participation in synchronous and asynchronous instructional classes allows the teachers to work with and have instructional exchanges with students, confirming the level of student understanding of the coursework at hand.

Stated goals for student attendance are one hour of student work per day per subject and 180 days of school work per year, with flexible date and time structures. Truancy is addressed with interventions—a first intervention after no more than 5 days; a second tier of intervention after no more than 10 days, and a third tier of intervention if there is no understanding and remedial plan in place for student engagement over 15 days.

* (37) How the school plans to provide meals to students eligible for free and reduced lunch, briefly describe the process. (Note: Under G.L. c. 69, § 1C, all public schools must make lunches available to students)

The school has no current plan to provide meals to students out of driving area. The virtual school would need a food services department and administrator to plan compliance with this provision, if it is a requirement, and the cost of this implementation is unable to be estimated at this time. Any costs related to free and reduced lunch requirements are not included in the estimated per student tuition.

Our review of other virtual schools nationwide has found no virtual school that enrolls students from multiple districts and regions providing meals to students. Our review of Chapter 69, 1C, indicates the Board has authority to make revisions and interim regulations. It is proposed that during the first year of operation, this issue is taken under study, locally and nationally, working in conjunction with the Department of Elementary and Secondary Education.

* (31) Describe the technical support available to students, including but not limited to types and hours.

This question was previously asked and answered on page 14.

**Student Support**

Students support is provided by a school help desk, which is usually available daily. In addition,

our curriculum/services partner provides technical assistance for students and parents including web-based and phone support 24/7. All technical support personnel are knowledgeable in our systems use and have received training on resolving technical support problems.

Students and families can choose to access support through three separate channels; information about all three channels is available via the “Customer Support” portal.

* Phone: Customer Care and Technical Support are staffed to handle technical support issues 24 hours per day, 7 days per week.
* Web: A web-based form to request support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. We respond via email or phone within 24 business hours of receiving a customer inquiry.
* Self Help: Self-help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, instructional resources, software downloads, and other information on common issues.

Massachusetts Virtual Academy at Greenfield provides technical support for the issued computer equipment and software. If deemed necessary, computer equipment is replaced to ensure that the student has an operational computer throughout the school year. For students who request using their own computer equipment, their families are responsible for the maintenance and repair of that equipment.

Our school assures support is available so the student/family knows how to return equipment: families receive return labels, pack computers equipment into original boxes, and drop off at a shipping center or schedule a home pick-up.

The most frequent requests for assistance are:

* shipping status questions for materials and computer equipment,
* login information (e.g., can’t remember Username or Password, creating student accounts, etc.),
* how to use features in the Online School support programs,
* materials received (e.g., didn’t match what was expected, missing item, damaged item),
* requesting labels to return materials/computer equipment,
* virus on computer equipment.

## How will the school demonstrate it is faithful to its mission and the terms of its certificate?

Renewal decisions are based upon evidence regarding the success of the school’s academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its certificate. The accountability process for Commonwealth of Massachusetts Virtual school s recognizes that virtual school s are subject to increased accountability in exchange for increased freedom. A school must demonstrate results within the term of its certificate or risk non-renewal.

Each VIRTUAL SCHOOL must establish an accountability plan which sets rigorous, measurable goals for student learning outcomes, organizational viability, and faithfulness to mission, based on the program defined in the application. This plan is finalized and approved by the Office of Digital Learning by the end of the school’s first year of operation. Once approved by the Office of Digital Learning, the accountability plan is used by the school to report the progress in its annual reports, for monitoring and other site visits, and by the renewal process. (m)

**Process**

* Please describe the process you will undertake in the first year of the proposed school to create an effective accountability plan. Identify who will be primarily responsible for defining and overseeing this process, as well as for collecting and analyzing the data to evaluate the school’s progress towards accountability plan objectives.

RFP Response: First and foremost, the Massachusetts Virtual Academy has been in operation as a district-authorized virtual school, governed by its own school districts, following a school-district innovation school plan. Even where the Department of Education has required revisions or constraints, Greenfield virtual school has been true to its mission and purpose.

***Accountability Plan Objectives***

*Give three examples of accountability plan objectives for each area below. These objectives should be rigorous, measurable, outcome-based, and focused on core school priorities.*

*(1) Academic success*

* *For each objective, please describe the evidence that will be used to evaluate student performance and identify specific achievement targets for this performance. Because the objectives are to be accomplished by the end of the third year, please provide benchmarks the school will reach along the way. In creating your academic objectives, consider using different measures and setting different types of objectives. Be sure they are clear, measurable, and data driven.*

RFP Response: This section of the RFP will be met by using the approved virtual Innovation School’s adopted goals and objectives which are rigorous, measurable, outcome-based and focused on the school’s priorities.

**Anticipated Outcomes, Student**

* Attending students who formerly had attendance problems in the school will see a 25% improvement in consistent engagement in schooling.
* Goals established for student achievement will be reached, or very nearly reached.
* Parents and the school will experience mastery learning, particularly in mathematics and science.
* Any prior perceived subgroup bias, intimidation, or harassment based on gender sexual orientation, sexual activity, family status, classroom behavior, race, size religion, handicapping condition, or physical disfigurement will not interfere with the opportunity to engage in a standards-based, public education and parents whose children were in these perceived situations will be relieved, as a result.
* Students will learn 21st century skills and new habits of learning that support achievement in innovative ways.

(2) Organizational viability

* For each objective, please describe the indicators that will be used to evaluate the school’s organizational viability. Meeting these goals should demonstrate that there is sufficient support for the school, that the school manages its operations and finances effectively, and that the board of trustees and school leadership exercise sound governance.

(3) Faithfulness to mission

* Please describe the indicators that will be used to evaluate the school’s faithfulness to its mission. These goals should demonstrate that the school is effectively implementing the program as described in this application and approved by the department and the Board.

Currently, the school’s mission was to serve certain target groups of students who could not or would not access their assigned public education school. Indicators of our commitment to these target students are 1) application procedures which review reasons for applying, and 2) reports that group students by target category.

Our second goal was to try to have a public school option that is affordable for public school districts. To date, under the existing model, we had a model that would have been cost neutral, generally, had the school been allowed to grow, as approved, to 1500 students.

Our third goal was blending district public schooling and virtual public schooling, an uncommon model of virtual schooling. That we have operated as a school system-blended virtual school for nearly three years shows we have stayed the course. We have developed unique policies that blend these two different approaches to public schooling. And our school committee subcommittee, which routinely has addressed complex issues of these connected systems, has met as often as necessary to assure the virtual school policy issues have been addressed. We have required and facilitated modifications in standard virtual school operations with one of the largest virtual schooling providers in the nation as a result of our commitment.

Last but not least, we wanted to provide a teacher-involved, standards-based full education to every virtual schooling student, a needed option for a small percentage of students in each district of this state. We have pioneered and provided this option, where no other school system in New England has done so. At four (4) public meetings and hearings and in the press during Spring 2013, dozens if not hundreds of parents have communicated publicly that our mission is valid and being accomplished.

Note: additional annual report requirements are included in the [Appendix](#_APPENDIX). I can be beneficial to align objectives and associated measures with data that support periodic and annual reports.

## Attachments

The following attachments are **required** and should be sequentially numbered and clearly referred to in the text. Attachments do not count toward the 60 page text limit.

### A. Statements of interest, Commitments and Resumes for Board of Trustees

* (d) Attach a roster of the proposed board of trustees and disclose any relationships between the trustees and staff that would be paid should a VIRTUAL SCHOOL certificate be awarded.

A seven-member Board of Trustees is planned. The first three (3) or five (5) Trustees will be in place on July 1st, at least two (2) with one-year terms to help guide the school through its transition. By September 2015, remaining Trustees will be appointed, unless the five-member Board of Trustees at that time should determine to keep the Trustee members to five (5).

At least one (1) Trustee will have financial experience. At least one (1) Trustee will be a parent of a student attending the virtual school.

* (d) Attach a statement of interest (motivation to serve) and a resume for each prospective member of the board of trustees and other individuals who may be identified as leaders of the proposed CMVS.

In process at this time.

### B. Proposed Budget

* (16) See Budget Template on the VIRTUAL SCHOOL RFP website [http://www.doe.mass.edu/odl/cmvs/app-process.html.](http://www.doe.mass.edu/cmvs/)

### C. Partner Provider Information

If applicable, applicants must provide information about any partners (contracted providers) of instructional, support, and/or management services.

* (11) A proposed arrangement or contract with a partner organization identified in Partnerships. If a draft is unavailable, a brief summary including details of what curriculum, software, operational support, etc. will suffice.

This information is provided on page 20 to the extent possible without the new Board of Trustees in place, acting on these partner arrangements and contracts.

* (10)(11) Complete the Partner Provider Information Sheet.

**PARTNER PROVIDER INFORMATION SHEET**

As part of the VIRTUAL SCHOOL application process, applicants are required to complete this form for each proposed contact with an external provider for curriculum, management and/or other services. The proposed provider(s) must complete the information below and include it in the Attachments. The Department of Elementary and Secondary Education may contact the contact person(s) listed below to request student performance and other accountability data.

This information is defined initially on page 20 to the extent possible without the new Board of Trustees in place, acting on these partner arrangements and contracts.

Name of Partner Provider:

K12, Inc.

Primary Contact Person: Peter Stewart, SVP School Development, K12, Inc.

Address: 2300 Corporate Park Drive

City: Herndon State: Virginia Zip: 20171

Daytime Phone: 406.599.0769 Fax: 703.483.7330

Email: pstewart@k12.com

CONTRACTOR / PARTNER (35)

*Note: This section may be submitted as an attached excel document.*

|  |
| --- |
| Please provide the list of states, school districts and/or individual schools that your organization is currently operating in. In addition, please provide the following information:   * Contractor / Partner; * primary contact name, title, and contact information (address, phone, fax, and email); * name of states, districts, schools as well grade spans and total number of students served; * brief description of the services provided; and * number of years services have been provided.   *Note: The Department reserves the right to deny any applicants that do not report accurate data.* |
| See 2-page Attachment |

### D. Curriculum

Provide the curriculum scope and sequence for each content area at each proposed grade level to confirm alignment with Massachusetts standards <http://www.doe.mass.edu/frameworks/current.html>. (35)

Greenfield has 600 pages of curriculum scope and sequence information available to submit from our curriculum provider.

### E. Staffing Plan

Provide a proposed staffing chart and include resumes (where applicable) and detailed job descriptions with minimum qualifications that candidates must possess. (17)

Until the new Board of Trustees is in place, acting on contractual arrangements, it is not advised that Greenfield commit to the exact resumes of continuing or new personnel at this time. A general teaching job description is attached. All teachers will be Massachusetts certified. All administrators will be Massachusetts-certified with at least three years of administrative experience.

**APPENDIX A: Massachusetts Chapter 71B: Special Education**

“Prior to referral of a school age child for evaluation under the provisions of this chapter, the principal of the child’s school shall ensure that all efforts have been made to meet such child’s needs within the regular education program. Such efforts may include, but not be limited to: modifying the regular education program, the curriculum, teaching strategies, reading instruction, environments or materials, the use of support services, the use of consultative services and building-based student and teacher support and assistance teams to meet the child’s needs in the regular education classroom. Such efforts and their results shall be documented and placed in the child’s school record but they shall not be construed to limit or condition the right to refer a school age child for an evaluation under the provisions of this chapter. The principal of each school shall implement the district’s curriculum accommodation plan created under section 38Q1/2 of chapter 71 in developing strategies for serving children with diverse learning styles within the regular classroom. The principal of each school may designate one professional staff person in the curriculum accommodation plan required in said section 38Q1/2 of chapter 71 to coordinate services, support and resources designed to meet each child’s needs within regular education.

“Children receiving or requiring special education shall be entitled to participate in any of the following programs: (1) additional direct or indirect instruction consultation service, materials, equipment or aid provided children or their regular classroom teachers which directly benefits children requiring special education; (2) supplementary individual or small group instruction or treatment in conjunction with a regular classroom program; (3) integrated programs in which children are assigned to special resource classrooms but attend regular classes to the extent that they are able to function therein; (4) full-time special class teaching in a public school building; (5) teaching at home; (6) full-time teaching in a special day school or other day facility; (7) teaching at a hospital; (8) teaching at a short or long-term residential school; (9) occupational or pre-occupational training in conjunction with the regular occupational training program in a public school; (10) occupational and pre-occupational training in conjunction with full-time special class teaching in a public school building, at home, in a special day school or other day facility, hospital or short or long-term residential school; and (11) any combination or modification of these programs or other programs, services or experimental provisions which obtain the prior approval of the department. Children in public schools shall be entitled to teaching at home and in the hospital if the child’s physician determines the child will have to remain at home or in a hospital for more than 14 school days in any school year. Children in non-public schools shall be entitled to home and hospital services when deemed eligible under this chapter. An expedited evaluation, which shall be limited to a child’s physician statement unless there is a clear indication of the need or unless the parents request additional evaluations, shall be conducted and services provided to eligible students by the school district within 15 calendar days of the school district’s receipt of the child’s physician statement.

“Admission to such programs on the pre-school level at an earlier age than at which schooling is ordinarily provided shall be regulated by the department in conjunction with the departments of public health, mental health and developmental services and shall be restricted to children with substantial disabilities who are judged by said departments to require such programming.

“No child shall be assigned to a special education class unless it is first determined by an evaluation of the child’s disability and the particular special education program that the child is likely to benefit from such program; periodically thereafter, and in no event less often than annually the child and his program shall be reevaluated to determine whether said child is benefiting from said program in accordance with the procedures set forth in section three. In the event that said program is not benefiting the child and that another program may benefit the child more, or said program has benefited the child sufficiently to permit re-assignment, the child shall be reassigned, and in the event of consistent failure of a program to benefit children there assigned, the program shall be abolished or altered.

“Beginning age 14 or sooner if determined appropriate by an individualized education program team, school age children with disabilities shall be entitled to transition services and measurable postsecondary goals, as provided under the federal Individual Disabilities with Education Act, 20 USC sec. 1400, et sec.

APPENDIX B: K12 Partner Information (see attachment)