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| Massachusetts Department of Elementary and Secondary Education's dese logo | |
|  | Application for a Certificate to Operate a Commonwealth Virtual School |
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| This document provides guidelines for applying for a certificate to operate a Commonwealth Virtual School (CMVS).  **April 2023** |
| **Please note that the Board of Elementary and Secondary Education is currently considering amendments to the regulations for Commonwealth of Massachusetts Virtual Schools, 603 CMR 52.00. Information on the proposed amendments can be found on** [**here**](https://www.doe.mass.edu/bese/docs/fy2023/2022-12/)**. We will update the application as required.**  Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  [www.doe.mass.edu](http://www.doe.mass.edu) |

### Overview of the school

1. **Cover page:** The cover page should be labeled “Application for a Certificate to Operate a Commonwealth Virtual School” and include the following information:

* Name of proposed CMVS
* Name of educational collaborative and/or sponsoring district(s) – If applicable
* Contact information: name, title, organization, telephone, and email address
* Submission date

1. **Executive summary:** The executive summary of no more than two pages should summarize the proposed school’s mission, educational program, instructional methodology, services, how this potential school will enhance options for students, make online delivery as good as or better than face-to-face delivery, any specialized student focus, and the founding group’s capacity to make the school a success.
2. **Table of contents listing all major sections and required attachments:** The table of contents must list all major sections and attachments and include page numbers.

### How will the school demonstrate academic success?

1. **Mission[[1]](#footnote-2), purpose, and specialized focus [G.L. ch.71 §94(b)(1)]:** Describe the mission, purpose, and specialized focus, if any, of the proposed CMVS. *Provide* [*Attachment F*](#F_Information_sheet) *(*[*General School Information sheet*](#F_Information_sheet)*)*.
2. **Student population and special programs [G.L. ch.71 §94(b)(37)]:** Identify the student population the school intends to serve, including any programs specifically for students listed in the *Considerations and Preferences in the Selection Process*. Explain the proposed school’s capacity to instruct and meet the needs of these students and describe specific strategies and resources that will be used to serve their unique needs.
3. **Access and equity:** Describe how the school will ensure access and equity for all students who attend and who are eligible to attend the school. Include information about how the school will make sure that information is readily available to families, students, and the public about the online learning program, non-discriminatory enrollment practices, and the availability of specialized programs and services to meet the needs of all students. Further, provide information about how the school will guarantee that all students will have access to necessary technology and materials and how the school will support all families and students to enhance their success in online learning.
4. **Community Demand:** Demonstrate evidence of demand for a virtual school, from the community you seek to serve. *Provide* [*Attachment O*](#O_Evidence_of_Demand) *(*[*Evidence of community demand*](#O_Evidence_of_Demand)*)*.
5. **Curriculum:** Describe the curriculum that the CMVS will use, and how the CMVS will ensure that the curriculum is aligned vertically between grades and horizontally across the same grade level. Describe how the CMVS will make sure that the curriculum is aligned with the [Massachusetts Curriculum Frameworks](http://www.doe.mass.edu/frameworks/) and will support opportunities for all students to master these skills and concepts. Describe how the school will ensure that the curriculum provides lessons and materials that represent a variety of cultures and perspectives. Also, describe the systems that the CMVS will use to regularly review and revise the curriculum to ensure quality. *Provide* [*Attachment A*](#A_Curriculum_scope_sequence) *(*[*Curriculum scope and sequence*](#A_Curriculum_scope_sequence)*)*.[[2]](#footnote-3),[[3]](#footnote-4)
6. **Course design:** Describe how the school will organize course offerings in a way that stakeholders can easily navigate. Describe how the courses offered will integrate materials and technology that appropriately support learning goals and enhance the learning experience, support active and authentic learning, and provide appropriate opportunities for both asynchronous and synchronous learning.
7. **Print versus electronic resources:** Describe the print materials that will be provided to students and indicate the percentage of time students will spend using print versus electronic resources.
8. **Accessibility [G.L. ch.71 §94(b)(30)]:** Explain how CMVS will ensure that all students (including students with disabilities, who may be using assistive technologies) will be able to access the general education curriculum (both online and offline components).
9. **Learning management system (LMS):** Describe the LMS that will be used to deliver the curriculum.
10. **Research base [G.L. ch.71 §94(b)(2)]:** Identify the foundation of research and best practices in the field that support the school’s educational program, course design, instructional methodology, LMS, and services to be offered to students.
11. **Instructional quality:** Describe how the school will establish expectations for high-quality teaching practices that align with its stated mission, certificate terms, learning goals, and evidence-based practices, and define the frequency and quality of teacher student interaction. Describe how the instructional practices are based on high expectations for all students, inclusion of all learners, and cultural responsiveness. Describe how the instructional practices will foster student engagement and allow for interaction between students and teachers.
12. **Personalized learning [G.L. ch.71 §94(b)(39)]:** Describe whether the CMVS will establish a personalized learning plan for each student, in conjunction with the student’s school district of residence. Include information on how students and parents will be able to monitor the student’s progress. Indicate whether the learning plan will be made available to receiving districts for students who transfer out of the CMVS.
13. **Tiered support model:** Describe how the school will have a proactive system to effectively identify and address all students’ strengths and needs for academic, behavioral, and social-emotional develop through a tiered support model. Describe how the school will provide supports, interventions, and acceleration opportunities in an equitable manner to enable all students, including, but not limited to students with disabilities and English learners, to complete their courses and meet their goals.
14. **Learning mode:** Indicate the frequency of the synchronous learning opportunities and the percentage of instruction that will occur synchronously in a typical week. Also indicate if these sessions will be required or optional for students. Describe the learning activities that take place asynchronously and the percentage of instruction that will occur asynchronously in a typical week. Describe if learning activities will take place offline and how instruction that takes place outside the learning management system will be monitored and assessed.
15. **Early reading instruction:** Explain how the CMVS intends to administer early literacy screening, as required by the regulations and how the school will provide instruction to students in the big ideas of early reading (phonemic awareness, alphabetic principle, accuracy and fluency with text, vocabulary, and comprehension). For additional information and resources, see the [Department’s Mass Literacy webpage](https://www.doe.mass.edu/massliteracy/about.html).
16. **Student engagement [G.L. ch.71 §94(b)(26)]:** Describe how the CMVS will ensure that all enrolled students will be fully engaged in learning and will have opportunities to thrive in the virtual learning environment.
17. **Teacher-student interaction [G.L. ch.71 §94(b)(33)]:** Describe the expectations and goals for communication between teachers and students and how such interaction will be documented.
18. **Parent/guardian engagement [G.L. ch.71 §94(b)(34)]:** Describe how the school will foster a safe, respectful, inclusive engaging, culturally responsive, and welcoming learning environment that cultivates supportive, authentic relationships and a strong sense of belonging and connection, and that values the diverse assets and voices of all students, staff, families, and community members. Describe how the CMVS will involve parents/guardians as partners in the education of the children and goals for parental and family engagement. Describe how the school plans to develop effective relationships with all families/guardians and effectively communicates with them about academic progress and social emotional well-being of students. If the CMVS will have requirements for the frequency of contact between the teacher and student and parents/guardians, include those requirements.
19. **Academic integrity:** Describe strategies the CMVS will use to promote academic integrity, discourage plagiarism, and prevent cheating on assignments and tests.
20. **Formative and summative assessments [G.L. ch.71 §94(b)(22)]:** Describe how the school will ensure maximum participation in school assessment and administration. Describe how the CMVS will use a system of assessments to monitor and report on student progress in order to identify areas of difficulty and assist students who need additional attention. Include what proactive steps the CMVS will take to intervene with students who are below grade level, at grade level but are struggling, are ELs, and/or are students with disabilities. Explain how the CMVS will use data, including a balanced system of formative, summative, and benchmark assessments, to inform instructional strategies and staff development plans. *Provide* [*Attachment I*](#I_Assessment_instruments_by_grade_level) *(*[*Assessment instruments by grade level*](#I_Assessment_instruments_by_grade_level)*) in the final application*.
21. **Qualitative and quantitative data:** Describe how the school will use disaggregated qualitative and quantitative data from multiple assessment sources to modify the program to improve academic and non-academic outcomes for each student.
22. **State test administration [G.L. ch.71 §94(b)(7)]:** Describe how the CMVS will administer, and proctor state required assessment tests in accordance with state protocols, including how the CMVS will arrange for student transportation to state assessment tests. Please review the [Virtual School Test Administration Form](#CMVS_Test_Administration_Request_Form) in the resources section of the application.
23. **Attendance [G.L. ch.71 §94(b)(32)]:** Describe how the school will establish clear goals regarding attendance. Outline how the school defines and monitors student attendance, truancy, and engagement in a virtual setting, including how it will verify that each student is participating in classes and courses in a manner consistent with Department policies and regulations. Describe how the CMVS will implement a “live check-in” between student(s) and teacher/staff in which staff are required to visually see students, conduct wellness checks online, and prioritize safety, engagement, and connection. Include how the school will analyze student enrollment, attendance, and attrition data in the aggregate and by student group.
24. **Supporting all students [G.L. ch.71 §94(b)(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 them. *Provide* [*Attachment J*](#J_Core_intervention_supplemental) *(*[*Core, intervention, and supplemental curricula provided to elementary, middle, and high school students*](#J_Core_intervention_supplemental)*) in the final application.*
25. **Successful participation in online learning [G.L. ch.71 §94(b)(31)]:** Describe how the CMVS will provide adequate initial and ongoing training and support for students to enable them to successfully participate in online learning before starting significant coursework. Describe the orientation to online learning technology and successful online learning practices that the school will provide, how students’ ability to learn online will be assessed, and what academic services or advising will be available to ensure students will be successful online learners in accordance with state regulations.
26. **Services for English learners [G.L. ch.71 §94(b)(32)]:** Describe the standards, processes and procedures the CMVS will employ to identify, assess, teach, and support students who are ELs, in compliance with [Chapter 71A](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71a), including [WIDA standards](https://www.doe.mass.edu/mcas/access/resources.html). For additional resources, please see the [Department’s Office of Language Acquisition’s Webpage](https://www.doe.mass.edu/ele/).
27. **Services for students with disabilities [G.L. ch.71B]:** Describe how the CMVS will provide special education services to students with disabilities, as indicated in the students’ individualized education plans, included but not limited to: the appropriate assistive technologies, modifications, accommodations, supports, adaptions, and related services as required by Massachusetts Law [Chapter 71B](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71b), the American’s with Disabilities Act, Individuals with Disabilities Act (IDEA), and Section 504 of the U.S. Rehabilitation Act. Please also describe, how and when the CMVS might work with the sending district to provide additional services to meet student needs.
28. **Preparation for college and career [G.L. ch.71 §94(b)(23)]:** If the CMVS will enroll secondary students, describe what supports will be provided to help them prepare for college and careers.
29. **Digital citizenship [G.L. ch.71 §94(b)(13)]:** Describe how the CMVS will support students’ social and emotional needs and growth, including how it will promote good digital citizenship, provide provisions for cyber safety, and prevent cyberbullying.
30. **Social and emotional growth [G.L. ch.71 §94(b)(24)]:** Describe how the CMVS will support students’ social and emotional knowledge, skills, and competencies for a multicultural world.
31. **Tailoring supports around needs of families/guardians:** Given that student learning will occur at home, explain how the CMVS will tailor supports around the specific needs of families/guardians to ensure all students are provided with high quality learning experiences. Describe how the CMVS will develop effective relationships with all families/guardians and effectively communicate with them about the academic progress and social emotional well-being of students.
32. **School culture:** Describe how the CMVS will establish a school environment that is safe, supportive, culturally responsive, inclusive, and reflective of the community and students’ cultures and identities. Describe how the school will create an environment that supports all students’ sense of belonging.
33. **School community [G.L. ch.71 §94(b)(25) and (27)]:** Describe how the CMVS will create a school climate that is safe, supportive, culturally responsive, welcoming, respectful, trauma-sensitive, gender-and sexually inclusive, and reflective of the communities and students’ cultures and identifies. Describe how the school will create a community for students and an environment that supports all students sense of belonging. Describe how the school will establish effective connection and communication between students and the boarder community and helps student develop social and emotional knowledge, skills, and competencies. Include extra-curricular activities that will be offered, including any face-to-face activities, and how often the activities will take place. Describe how the CMVS will measure student and parent satisfaction.
34. **Program evaluation:** Describe how the school plans to use qualitative and quantitative data to regularly evaluate the quality and effectiveness of the school in serving all students. Particularly, describe how the CMVS plans to review and evaluate its curriculum, course offerings, LMS and instruction, ensuring its successful implementation throughout the CMVS, and refining it as needed.
35. **NCAA eligibility:** Schools provide a critical role in the initial-eligibility certification process for college-bound student athletes. If the CMVS plans to pursue approval by the National Collegiate Athletic Association (NCAA), describe the timeline for submission of materials to the NCAA and how the school’s NCAA approval status will be communicated to current or prospective parents/guardians of aspiring student-athletes.

### How will the school demonstrate its capacity to deliver proposed programs and services?[[4]](#footnote-5)

1. **Governance structure [G.L. ch.71 §94(b)(5)]:** Describe the school’s governance structure. Clearly distinguish between the roles and responsibilities of the board of trustees and the school’s leadership as they relate to curriculum, personnel decisions, budget allocation, and vendor selection. *Provide* [*Attachment K (Draft Bylaws)*](#K_Draft_bylaw) *in the final application, along with the completed* [*bylaws checklist*](#Bylaws_checklist)*.*
2. **CMVS board oversight:** Describe processes related to the board’s oversight of the CMVS, including setting priorities and goals; monitoring school’s academic program and progress (regularly review student disaggregated student data to ensure success for all students); developing the annual budget; monitoring the school’s finances; conducting long-term financial and strategic planning; evaluating the performance of partner providers; and supporting, monitoring, and evaluating the school leader(s).
3. **Decision-making:** Describe the process the board will use to make decisions, regarding policies, procedures, fiscal planning, and operations. *Provide* [*Attachment B (Organizational chart)*](#B_Organizational_chart)*.*
4. **Policy input:** Describe how the board intends to seek feedback from school staff, parents, and the larger community when setting policy.
5. **Proposed board member profiles:** Summarize each proposed board member’s experience and qualifications, including members that have not yet been selected. If the CMVS intends to identify additional members, describe the process that will be used to recruit and select them. *Provide* [*Attachment H (Questionnaires and resumes for proposed board members)*](#H_Questionnaires).
6. **Self-evaluation:** Describe the annual process the board will use to evaluate its own performance. Include steps that will be taken to guide the board’s development and maintain its effectiveness.
7. **Communication and public accountability:** Describe how the board will communicate with the following stakeholders: contractual vendors (if applicable), CMVS administration, teachers and other educators, students, and parents/guardians (e.g., board meetings will be designed to foster open, deliberate, and thorough discussions).
8. **Inquiries and complaints:** Describe the process that will be used to handle inquiries and complaints made to the board. For more information, review [603 CMR 52.09](https://www.doe.mass.edu/lawsregs/603cmr52.html?section=09) which outlines the required complaint procedures that CMVS boards of trustees must follow.
9. **Partner organizations (if applicable)[[5]](#footnote-6) [G.L. ch.71 §94(b)(10)]:** Identify any proposed partner organizations, third-party software or curriculum vendors that the CMVS intends to use or providers and describe the nature and purpose of the school’s partnership with each (e.g., provision of learning management system, curriculum, assessments, and/or services and supports for students or parents/guardians). *If applicable, provide* [*Attachment L (Partner provider information sheet)*](#L_Partner_provider_information_sheet) *in the final application*.
10. **Partner organization expertise (if applicable):** Summarize each proposed partner’s expertise relevant to this application and how the partnership will enhance, complement, and/or support the guiding principles and core values of the CMVS.
11. **Vetting of partners (if applicable):** Describe how each partner was vetted and selected over other potential partners. Provide evidence that the partner has demonstrated positive academic results and responsible fiscal management. Identify where and how each partner has implemented its services. *If applicable, provide* [*Attachment C (Draft agreements with partner providers)*](#C_Draft_agreements_partner_provider) *in the final application*.
12. **School leader job scope description:** If the school leader has been selected, describe the process and criteria used to determine that this person was the best candidate for the position. Describe the person’s skills and experience, explaining how they will enable the person to successfully achieve the school’s mission. If the proposed school leader has never led a virtual school (or a brick-and-mortar school), describe any training the proposed leader has completed or is currently participating in. If the school leader has not been selected, describe the desired skills and experience of the ideal leader, as well as the plans for recruiting and selecting the person.
13. **Transparent and data-based management:** Describe how the leadership team will manage the school transparently, providing accurate, regular, and timely information on progress towards attainment of goals. Describe how the school leadership, as needed will take concrete and ambitious steps to close identified achievement, access and opportunity gaps.
14. **Ex officio board members (if necessary):** Indicate if there will be any ex officio members of the board (i.e., seats that are earmarked based on a person’s position, such as school principal or parent, or student representative) and explain the rationale for including them.
15. **Succession planning:** Provide a description of the succession planning for board officers. Include a description of the orientation and development process for new board members.
16. **Committees, advisory boards, and task forces:** Describe any committees, advisory groups, and/or task forces and their role in supporting school development and success.
17. **Staff member qualifications[[6]](#footnote-7) [G.L. ch.71 §94(b)(17)]:** Describe the qualifications and experience of the staff, 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 the minimum required qualifications.
18. **Professional learning and ongoing support [G.L. ch.71 §94(b)(18)]:** Describe the professional learning and ongoing support that will be provided for teachers and administrators, including any professional learning that will be required for teachers, so they are prepared to teach in an online environment specifically via training in both online pedagogy as well as the technologies incorporated into the academic program. Describe how the school will address the social and emotional needs of staff.
19. **Collaboration:** Describe opportunities the CMVS will provide for teachers to collaborate, share effective and practices, and make decisions that affect instruction. Include strategies that will be used to help teachers and specialists plan how to best serve students who need extra support.
20. **Educator evaluation:** Describe the procedures for evaluation of teachers and administrators including how frequently formal and information evaluations will take place. (All teachers hired by a CMVS must be licensed in Massachusetts in the areas in which they teach, pursuant to state law. All educators must be evaluated consistent with regulations promulgated by the Board and guidance developed by the Department’s Office of Educator Licensure). Educator evaluation tools should be adapted to reflect best practices for online teaching standards. For additional resources, please see the [Department’s Educator Evaluation webpage](https://www.doe.mass.edu/edeval/).
21. **Online observations and course feedback:** Describe how school leaders will observe the virtual instruction, review online courses and materials, provide feedback to teachers regarding ways to improve their practice, and provide support to any underperforming staff. Briefly describe the school’s working conditions, hours, and compensation package(s) that will attract highly qualified staff.
22. **Compensation:** Explain how individual base salaries and increases will be determined for all employees, including leadership, administrators, teachers, and non-instructional staff.
23. **Budget narrative [G.L. ch.71 §94(b)(16)]:** Provide a budget narrative explaining the projected revenue and expenses, including descriptions of staffing and other operating expenses. Include information on the assumptions behind the budget projections. *Provide* [*Attachment M (Proposed budget)*](#M_Proposed_budget) *in the final application*.[[7]](#footnote-8)
24. **Per pupil capitation [G.L. ch.71 §94(b)(16)]:** Include a budget based on the FY23 tuition rate received by the two CMVSs: $9,184 per pupil.
25. **Financial tracking and management [G.L. ch.71 §94(b)(16)]:** Explain the process for tracking and managing the school’s finances, the persons responsible and their qualifications.
26. **Fiscal controls and financial management policies [G.L. ch.71 §94(b)(16)]:** Describe the fiscal controls and financial management policies the board of trustees will employ to remain informed of the school’s financial position. If the CMVS will contract with an external provider for financial management services, explain how the board of trustees will monitor the provider’s performance and hold it accountable.
27. **Solvency and contingency planning [G.L. ch.71 §94(b)(16)]:** Explain how the CMVS will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to start-up costs, and school operation. Describe contingency planning for potential financial challenges, such as cash flow problems due to lower than anticipated student enrollment. Include specific strategies for dealing with these challenges.
28. **Fundraising [G.L. ch.71 §94(b)(16)]:** Explain whether the CMVS expects to raise additional funds and why. If so, describe any short-term or long-term financing that the CMVS anticipates securing during the period of this budget.

### How will the school manage operations?[[8]](#footnote-9)

1. **Enrollment profile [G.L. ch.71 §94(b)(3)]:** Describe the organization of the CMVS by ages of students or grades to be taught and an estimate of total enrollment.
2. **Course access [G.L. ch.71 §94(b)(29)]:** Describe how and where students will access the school’s courses, including whether it is in the home or in a location provided and overseen by the applicant.
3. **Proposed school year [G.L. ch.71 §94(b)(6)]:** Describe the school’s proposed school year in days and hours.
4. **Learning time/School Schedule:**  Every CMVS must meet the [student learning time (SLT) requirements](https://www.doe.mass.edu/lawsregs/603cmr27.html?section=all) outlined in state law (900/990, 180 days). Provide the daily/weekly school calendar and yearly school schedule via the template, found in resources section of the application. Describe how the CMVS will track student learning time. If any programs will be offered in the summer months, describe these programs and their goals. However, if the proposed CMVS is interested in requesting a waiver of the time on learning requirements, please see the information found on the [SLT waiver webpage.](https://www.doe.mass.edu/redesign/SLTwaiver.html) In the final application, *Provide* [*Attachment N (School Schedule Template)*](#N_School_Schedule_Template_Resource)*. If the proposed school is interested in applying for a SLT waiver, also submit the* [*Application for student learning time waiver*](https://www.doe.mass.edu/redesign/SLTwaiver.html).
5. **Recruitment and Retention [G.L. ch.71 §94(b)(20)]:** Describe how the CMVS plans to conduct outreach to prospective students, including targeted groups specified in the application. As defined in MGL c. 71, § 94 and 603 CMR 52.00, Commonwealth of Massachusetts virtual schools (CMVS) “must develop deliberate, specific steps to attract, to enroll, and to retain any target populations specified in the certificate.”[[9]](#footnote-10) [603 CMR 52.05 (2)](https://www.doe.mass.edu/lawsregs/603cmr52.html?section=05). *In the final application, provide* *[Attachment P (Draft Recruitment and Retention Plan Outline)](#P_Draft_Recruitment_Retention_Plan).* Include the draft recruitment and retention of students in the categories outlined in G.L. c. 71, § 94(b)(36), as well as any other targeted groups specified in the application. Please use the Recruitment and Retention Plan template found in the resources section of the application.
6. **Admission [G.L. ch.71 §94(b)(4)]:** Describe the method for and timetable of admission to the CMVS. For the final application please include a draft of the school’s enrollment policy, and application for admission, along with the completed checklist, as attachment E. Please use the [Enrollment Policies and Admissions Checklist](#Enrollment_Policy_App_Checklist), found in the resources section of the application.
7. **Lotteries and enrollment preferences [G.L. ch.71 §94(b)(9)]:** Describe how the CMVS will conduct a lottery if admission applications exceed capacity and describe any preferences the CMVS shall give for enrollment.
8. **Age-appropriate supervision of students under 14 [G.L. ch.71 §94(b)(28)]:** Describe how age-appropriate supervision of students under 14 will be communicated, monitored, and addressed if concerns arise.
9. **Technology and materials access [G.L. ch.71 §94(b)(30)]:** Describe how the CMVS will ensure that all students have access to the technology and materials necessary to complete their course of study, including Internet access, at no cost.
10. **Technical support:** Describe how the school will provide timely and effective technical support. What technical support will be available to students, families, and staff, including but not limited to the types of support that will be available and the hours that it will be offered.
11. **Facilities:** Describe any physical facilities that will be used as an administrative office, drop-in center, meeting space, and so on. Describe how the CMVS will maintain its infrastructure, including service level agreements and procedures for resolving any outages.
12. **Student records [G.L. ch.71 §94(b)(12)]:** Describe the school’s capacity to support and store all critical student, program, and staff data for expedient retrieval and analysis in compliance with federal and state laws. State whether the student information system is compliant with the [school interoperability framework (SIF)](http://www.doe.mass.edu/infoservices/data/sif/) and specify how the CMVS will meet [reporting requirements](http://www.doe.mass.edu/commissioner/checklist.html). For information about data privacy efforts in Massachusetts in general, and data privacy agreements in particular, you can review the information on the [Massachusetts Student Privacy Alliance (MSPA)](https://sdpc.a4l.org/about_alliance.php?state=MA#:~:text=The%20MSPA%20is%20a%20collaboration%20of%20Massachusetts%20school,parties%20involved%20have%20a%20common%20understanding%20of%20expectations.) website.
13. **District communications [G.L. ch.71 §94(b)(14)]:** Describe in detail how the CMVS will notify each resident district in writing of the number and grade levels of students who will be attending the school from that district within 10 days of the student registering for enrollment in the CMVS.

### How will the school demonstrate faithfulness to its mission and terms of its certificate?[[10]](#footnote-11)

1. **Access and Equity for Students:** Describe how school policies and practices will ensure access and equity for all students who attend or are eligible to attend the school. Describe how information will be readily available in multiple languages and formats about the school’s online learning programs, enrollment practices, and the availability of specialized programs and services for all students. Describe how the school will provide an orientation and supports for students and families to enhance their success in online learning before students begin significant coursework.
2. **Access and Equity for Parents/Guardians:** Specifically provide information about how the school eliminates barriers for parents/guardians regarding information and program access, including but not limited to, providing translated materials and for materials to be provided in multiple modalities.
3. **Accountability plan development:** Describe the process the CMVS will undertake in its first year 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 its accountability plan objectives. *Provide* [*Attachment D (Accountability measures)*](#D_Accountability_plan_measures) *in the final application*.
4. **Required Attachments**
5. **Curriculum Scope and Sequence:** Provide the curriculum scope and sequence for each content area at each proposed grade level, along with a curriculum map showing how the school’s curriculum aligns with [Massachusetts Curriculum Frameworks](http://www.doe.mass.edu/frameworks/).
6. **Organizational Chart:** Provide an [organizational chart](#B_Organizational_chart) that includes employees of the CMVS, as well as the board of trustees. Provide a narrative that clearly explains the reporting structure, who is responsible for hiring and evaluating teachers, and the relationship between the school’s leader and other staff members. Include the number of teachers and administrators per grade/subject, as well as the target student/teacher ratio.
7. **Draft Agreements with Partner Provider(s):** Provide draft agreements with partner providers that delineate the roles and responsibilities of the partner provider, the board, and CMVS leadership. This document should describe how the board will provide effective oversight of the partner provider, including monitoring academic performance and fiscal activity. The draft agreement(s) should also include annual performance evaluation measures (including student academic performance), the total fee paid for management services, a description of the payment structure, clarification of authority over hiring and firing, and the conditions and procedures for the contract’s renewal and termination.[[11]](#footnote-12)
8. **Accountability Plan Measures:** Each CMVS must establish an accountability plan that sets rigorous, measurable goals for fulfilling terms of the certificate, measuring progress and success in raising student achievement, and establishing a viable organization. This plan will be finalized and approved by the Department by the end of the school’s first year of operation. Once approved, the CMVS will use the plan for annual reporting on its progress, for monitoring, and for renewing its certificate.

Give two examples of goals for each area below. These goals should be rigorous, measurable, outcome-based, and focused on core priorities:

* + **Faithfulness to Terms of the Certificate & Student Achievement:** Create goals that will be used to evaluate student performance and identify specific achievement targets for this performance. Because the goals are to be accomplished by the end of the certificate term, it is important to think ahead about what the school aims to accomplish during that time. Be sure the goals are clear, measurable, and data driven.
  + **Organizational Viability:** Create goals that will be used to evaluate the school’s organizational viability. Meeting these goals should demonstrate that there is sufficient support for the CMVS, that it offers a productive and collaborative environment for learning and work, and that the board of trustees and other leadership exercise sound governance.

1. **Admissions Application and Enrollment Policy:** Submit a draft of the admissions application and enrollment policy, along with the completed [checklist](#Enrollment_Policy_App_Checklist) found in the resources section, of the application, indicating which pages of the draft application and enrollment policy address each of the required criteria**.**

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| 1. **General School Information Sheet**   Provide an overview of school information relevant to CMVS operations if certificate is granted. |

1. The mission statement communicates the essence of the school. It should reflect the applicant’s commitments, core beliefs and values about a virtual school education and address the diverse needs of the student population and should be founded on an understanding of effective, research-based educational practices, best practices from the field, and high standards for student learning. [↑](#footnote-ref-2)
2. The scope and sequence provide an overview of the concepts to be covered in a given period of time, as well as how those concepts are addressed over the series as whole. [↑](#footnote-ref-3)
3. A CMVS may choose and/or to develop curricula that best reflect the mission, 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](http://www.doe.mass.edu/frameworks/) on which state assessments are based. [↑](#footnote-ref-4)
4. [G.L. ch.71 §94(b)(35)] [↑](#footnote-ref-5)
5. Applicants may choose to enter into agreements or contracts to procure goods or services. A CMVS 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 CMVS 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. [↑](#footnote-ref-6)
6. Applicants must demonstrate they will have a sufficient number of qualified staff to deliver on the terms of the certificate and provide a high-quality virtual education option to all enrolled students. See *Key Required Characteristics* for more information. [↑](#footnote-ref-7)
7. The proposed budgets must reflect expenses related to all of the commitments proposed in the application, including the educational program, expected population of students with disabilities and ELs, human resources needs, and repayment of potential debt. It should also include total expected realistic sources of revenue, including tuition, any grants (federal, state, and private), and fundraising. The budget should begin with the pre-operational period and go through the school’s third year of operation. [↑](#footnote-ref-8)
8. The calendar, organization of students within the educational program, and communications with the community (including parents, students, and faculty) are just a few of the elements that an effective CMVS must manage. The school’s characteristics should be consistent with the proposed mission, guiding principles, and core values established by the founders. Likewise, a CMVS must have strong operational capabilities in order to support the delivery of a rigorous program, to provide accurate and timely information to sending and receiving districts, and to report data in a timely manner. [↑](#footnote-ref-9)
9. The virtual school shall not, however, restrict enrollment to target populations. (603 CMR 52.05 (2)). [↑](#footnote-ref-10)
10. 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. Virtual schools 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. [↑](#footnote-ref-11)
11. If the partner is a college, university, museum, educational institution, or other not-for-profit entity, a letter of commitment from the organization can take the place of a contract. The letter should indicate the proposed affiliation and the terms and scope of the partnership. [↑](#footnote-ref-12)