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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 | |
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# Introduction

This document provides guidelines for applying for a certificate to operate a Commonwealth of Massachusetts Virtual School (CMVS). The CMVS application is a two-stage process administered by the Department of Elementary and Secondary Education (Department). The first stage is the initial application, called a prospectus. If intending to apply, applicant groups must submit a prospectus. Following a thorough Department review of the prospectus, the Commissioner of Elementary and Secondary Education (Commissioner) determines which applications advance to the second stage of the process, known as the final application. Selected applicants submit final applications[[1]](#footnote-2) for Department review. Based on the Commissioner’s recommendation, the Board of Elementary and Secondary Education (Board) will vote whether to grant certificates for a new CMVS at the conclusion of the Department’s application process. Both the prospectus and application reviews are based on the criteria outlined in this document.

Please review all of the information contained in these guidelines before you begin the prospectus and final application, if recommended.

# Eligibility

Persons or entities eligible to submit an application to establish a CMVS may include but are not limited to: a school district; two or more school districts; an education collaborative; an institution of higher education; a non-profit entity; two or more licensed teachers; or parents. Private and parochial schools and for-profit entities are not eligible to submit an application. .

# Relevant Statues and Regulations

The following statues and regulations are referenced throughout this guidance:

* [Chapter 379 of the Acts of 2012: An Act Establishing Commonwealth Virtual Schools](https://malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter379)
* [G.L. ch.71 §94: Commonwealth Virtual Schools](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section94)
* [603 CMR 52.00: Commonwealth of Massachusetts Virtual Schools](http://www.doe.mass.edu/lawsregs/603cmr52.html?section=04)
* [603 CMR 28.00: Special Education](http://www.doe.mass.edu/lawsregs/603cmr28.html?section=all)
* [603 CMR 14.00: Education of English Learners](http://www.doe.mass.edu/lawsregs/603cmr14.html?section=all)

# Definitions

A **CMVS** is a public school operated by a board of trustees where teachers primarily teach from a remote location using the Internet or other computer-based methods, and students are not required to be located at the physical premises of the school. As specified in G.L. c. 71, § 94(c) and (d), there are two types of CMVS.

* **CMVS 1:** As specified in G.L. c. 71, § 94(c) and (d), CMVS 1 may enroll students who live anywhere in Massachusetts or may limit enrollment to students who live in certain districts in Massachusetts. A CMVS I applicant or applicant group must apply to the Board for a certificate to operate the school. Applicants for a CMVS I propose, and the Board appoints, the initial members of the CMVS board, and the Commissioner appoints any additional members proposed by the CMVS board.
* **CMVS 2:** As specified in G.L. c. 71, § 94(c) and (d), a CMVS 2 is formed by a single school district, under an agreement entered into by more than one school district or by an education collaborative. A CMVS 2 may enroll only students who live in the school district that formed the CMVS, in the school districts that signed the agreement, or in the school districts that are members of the education collaborative that formed the CMVS 2. For a CMVS 2, the school committee(s) of the district(s) or the member school committees of the collaborative that formed the CMVS 2 shall appoint the members of the board of trustees and inform the Commissioner of such appointments. Like a CMVS I, an applicant must apply to the Board for a certificate to operate the school, and student enrollment in the school is included under the two percent cap of students statewide attending a CMVS.

While an applicant group may include individuals who do not intend to serve on the CMVS board, the applicant must propose board members who have agreed to serve in that capacity for the certificate to be granted. The Commissioner must approve all subsequent changes in board members of a CMVS 1. A CMVS 2 must notify the Commissioner of all changes in the membership of its board.

A CMVS shall not discriminate in the enrollment of students on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

This application is solely for applicants intending to open a CMVS 1 or CMVS 2. **Please note   
that the Board is currently considering amendments to the regulations for CMVS, 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.**

A third type of virtual school may operate in Massachusetts. As specified in G.L. c. 71, § 94(s), a **Single District Virtual School (SDVS)** is a virtual school authorized by a school committee whose teachers primarily teach from a remote location using the internet or other computer-based methods and whose students are not required to be located at the physical premises of the school. A SDVS is operated within and by a single school district and must only enroll students who live in that district.Such schools do not require a certificate, a board of trustees, or an enrollment cap. For a district to establish a SDVS, it must provide a summary description of the proposed virtual school to the Commissioner for review and comment, at least four months in advance of opening the school. If you are seeking to operate a SDVS, please see the [Department’s SDVS website](https://www.doe.mass.edu/cmvs/sdvs/default.html) for additional [guidance](https://www.doe.mass.edu/cmvs/sdvs/submission-guidelines.docx).

For more information about the three types of Massachusetts virtual schools, please see the following table:

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| **Types of Massachusetts Virtual Schools –** [**G.L. c. 71, § 94**](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section94) | | | |
| **Category** | **Commonwealth of Massachusetts Virtual Schools 1 (CMVS 1)** | **Commonwealth of Massachusetts Virtual Schools 2 (CMVS 2)** | **Single District Virtual School (SDVS)** |
| ***Is there a statewide limit?*** | Not more than 10 CMVS 1s may operate at any time.  Full-time CMVS 1 enrollment may not exceed two percent of the total number of Massachusetts public school students. | Statewide limit of 10 schools does not apply to CMVS 2s if they only enroll students who reside in the school district, in the school districts that signed an agreement, or in the school districts that are members of an education collaborative. The statewide limit on enrollment of two percent does apply. | No limit. |
| ***Who can apply or form the school?*** | (a) a public school district or districts;  (b) an education collaborative;  (c) an institution of higher education;  (d) a non-profit entity;  (e) two or more certified teachers; or  (f) parents.  Private and parochial schools and for-profit entities shall not be eligible to submit a proposal. | (a) a public school district or districts; or  (b) an education collaborative | A school district may create a SDVS by submitting a proposal to the Commissioner for review and comment four months ahead of opening. |
| ***Approval process – Is a certificate needed?*** | The Board grants a certificate to a CMVS board of trustees. | | No certificate required; the Board has no approval or oversight authority over SDVSs. A SDVS requires approval of the local school committee. |
| ***Is a board of trustees required?*** | A board of trustees is required by statute. The school operates as an autonomous entity governed by a board of trustees. | | Not required. SDVS is a school of the district with oversight provided by the local school committee. |
| ***Funding*** | CMVSs are funded through payments from sending districts at a per pupil tuition rate set by the Board. | | SDVSs receive funding through an allocation from its school committee. |
| ***Who is the appointing authority for boards of trustees?*** | The applicant group proposes the members of the board of trustees for appointment. The Commissioner or the Board appoint the members of the board of trustees. | The school committee(s) of the district(s) or the member school committees of the collaborative that formed the CMVS 2 appoint the members of the board of trustees. | Not applicable |
| ***Which students may enroll?*** | As specified in the approved certificate terms, the CMVS 1 may enroll students who reside in any Massachusetts district or who reside in a sub-set of districts. | CMVS 2s may only enroll students who live in the district(s) that formed the school, in districts that are parties to an agreement, or districts that are members of the collaborative that formed the school. | A SDVS is a school of the district and enrolls only students residing in the school district. |

# Authority

The law specifies the terms and conditions applicants must address and authorizes the Board and the Commissioner to oversee the process of issuing requests for proposals, the award of certificates to operate a CMVS 1 or 2, and the promulgation of regulations necessary to implement the statute.

Under no circumstances may the total number of students attending all CMVS full-time exceed two percent of the total number of students attending public schools in the Commonwealth. In addition, not more than ten CMVS may operate in the Commonwealth at any time.[[2]](#footnote-3)

# Key Required Characteristics

The following summarizes some of the key characteristics of a CMVS.

* **Governance:** A CMVS is a public school governed by a board of trustees that operates independently of any school district. The CMVS board, upon being granted a certificate by the Board, becomes a public entity authorized by the Commonwealth, subject to the oversight of the Board and the Department, to govern the CMVS. Subject to oversight and approval[[3]](#footnote-4), the CMVS board has the powers necessary to implement the CMVS including the power to adopt a name for the school, determine the school’s curriculum and annual budget, acquire property for use as a school facility, and receive and disburse funds. A CMVS is a state entity and members of its board are considered to be special state employees under the definition of state ethics laws.[[4]](#footnote-5)
* **Access and Equity:** A CMVS ensures access and equity for all students who attend and who are eligible to attend the school.As public schools, a CMVS is open to all students. If awarded a certificate, the CMVS must not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.
* **Staff:** 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](http://www.doe.mass.edu/lawsregs/603cmr35.html) promulgated by the Board and [guidance](http://www.doe.mass.edu/edeval/) developed by the Department. In addition to licensed teachers, a CMVS must have a Massachusetts-licensed [school nurse](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section53) (RN), a special education administrator, an attendance officer, and a licensed English Language Learner (ELL)/English as a Second Language (ESL) teacher to serve English learners (ELs).
* **Curriculum and instruction:** A CMVS must provide curriculum and instruction aligned with the standards contained in the [Massachusetts Curriculum Frameworks](http://www.doe.mass.edu/frameworks/). A CMVS may choose from available curricula aligned with the frameworks, or develop curricula aligned with these standards that reflect the mission of the school and that are designed to meet the needs of all students enrolled by the CMVS.
* **Assessment**: All students educated with Massachusetts public funds, including all students enrolled in a CMVS, are required to participate in state assessments. The award of a high school diploma includes the requirement that students earn a [Competency Determination (CD)](http://www.doe.mass.edu/lawsregs/603cmr30.html?section=03) in English language arts, mathematics, Science and Technology/Engineering (STE). CMVS must also administer the [ACCESS for ELLs tests](http://www.doe.mass.edu/mcas/access/) annually to measure the proficiency of ELLs in reading, writing, listening, and speaking English, as well as the progress they are making in learning English.
* **Accountability:** The Board grants a certificate to the CMVS board to operate a CMVS for a term of 3-5 years, as determined by the Board, after which the CMVS must apply for renewal of its certificate. The guiding areas of virtual school accountability are academic program success, organizational viability, and faithfulness to certificate. The Commonwealth of Massachusetts Virtual School Performance Criteria articulate the expectations for a CMVS from initial application to the renewal process. The criteria provide guidance about how the Board, the Department, and the Commissioner define virtual school success and on what basis the school will be evaluated; and clarify the connection between virtual school accountability and the [Massachusetts School and District Accountability System](http://www.doe.mass.edu/accountability/).
* **Enrollment restrictions:** A CMVS 1 may enroll students from across the state or from certain districts as specified in the certificate. A CMVS 2, formed by a single school district, under an agreement entered into by more than one school district or by an education collaborative, may enroll students from those districts or collaborative within the agreement. Enrollment from both CMVS 1 and CMVS 2 may not exceed two percent of the number of all Massachusetts students statewide.
* **Reporting:** Once established, a CMVS is assigned an 8-digit LEA code. Like all public schools, a CMVS is responsible for submitting data and filing reports with the Department in a timely and complete manner in accordance with guidelines published by the Department. The Department, in turn, publishes reports on all public schools in Massachusetts.
* **Organizational capacity and experience:** A strong CMVS board defines the mission of the school, develops policies, and changes them when appropriate, hires qualified staff to manage the school’s day-to-day operations, holds the school leader accountable for meeting established goals, and formulates a long-range plan and accountability plan that ensures the school’s continued stability. In addition to its many other responsibilities, the CMVS board must ensure that the school is complying with all applicable state and federal laws and that the board itself is operating in accordance with the rules set out by all applicable Massachusetts laws and regulations. Finally, the CMVS board is responsible for operating the school in accordance with its certificate.

The CMVS board, leadership, and staff of the proposed CMVS must possess a wide variety of skills and qualifications that enable them to develop, open, sustain, operate, and continuously improve an effective school. The CMVS board should be composed of at least five members to conduct business effectively and to provide efficient and effective governance and oversight. In addition, board members must, within a year of their appointment, complete an orientation concerning the responsibilities of their office as defined in the regulations. When recruiting board members, applicants should ensure they:

* + possess the experience and qualifications necessary to implement the proposal outlined in the CMVS application;
  + possess skills and experience in areas such as online or virtual education, management, finance, development, and law;
  + demonstrate the capacity to found and sustain an excellent school; and
  + are able to manage public funds effectively and responsibly.
* **Public accountability:** The CMVS board must operate consistently with laws relating to public accountability, such as the [open meeting law](http://www.mass.gov/ago/government-resources/open-meeting-law/attorney-generals-open-meeting-law-guide.html), the [conflict of interest law](https://malegislature.gov/laws/generallaws/partiv/titlei/chapter268a), and the [financial disclosure law](https://www.mass.gov/info-details/gl-c-268b-the-financial-disclosure-law-as-amended-by-c-194-acts-of-2011). While applicants may choose to contract with other entities to provide services, state ethics law may limit an individual’s ability to serve on the CMVS board if the individual currently holds or previously held a position at the entity with which the CMVS board is considering partnering or contracting, if the individual’s relatives work at the CMVS or for an entity with which the CMVS board is considering partnering or contracting, or if the individual has some other financial interest in the CMVS or in an entity with which the CMVS board is considering partnering or contracting.
* **Learning supports for students in an online environment:** Every CMVS must take appropriate and necessary steps to ensure that access to and engagement in the educational program is afforded to every enrolled student. The Department expects virtual schools to have strong protocols, tools, and practices because virtual learning takes place remotely and by definition poses unique challenges. Every CMVS must meet the time and learning requirements of state law unless it requests a waiver of those requirements and is granted a waiver.
* **Nonconsumable instructional supplies:** [State law](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section48) requires schools to purchase textbooks and other instructional materials and supplies intended for use and re-use over a period of years. Schools then in turn "loan" those instructional materials free of charge to students, who must return them at the end of the school year.[[5]](#footnote-6) Costly tools such as a tablet or other computer or graphing calculator fall in the category of instructional materials and supplies that, similar to textbooks, are intended for districts to purchase and use and re-use over a period of years. A CMVS must be prepared to provide such devices free of charge to students whose families do not choose to buy them or cannot afford to do so. If students need such devices and/or Internet access to complete out-of-school assignments, the CMVS must also provide that access.
* **Additional supports and interventions for special populations:** A CMVS must provide a program that addresses the unique characteristics of the online learning environment and responds to these unique needs appropriately. Students with special learning needs, including ELs and students with disabilities, will require additional supports to ensure they are able to access the whole curriculum, make substantial progress in acquiring the knowledge, skills, and behaviors presented by the curriculum, and particulate fully in all aspects of the school experience.
* **Fiscal responsibility with public funds:** The CMVS must maintain sound and stable finances and operate in a fiscally responsible and publicly accountable manner. Comprehensive financial planning is an essential tool for successful CMVS planning, program implementation, and resource allocation monitoring. The CMVS must develop an annual budget that can be sustained by the CMVS tuition rate, adequate enrollment levels, grants, and other sources of revenue.
* **Restriction of enrollment by sending districts (the district where a student resides):** The school committee of a sending district may vote, to restrict enrollment of its students in a CMVS if the total enrollment of its students in virtual schools exceeds one percent of the total enrollment in its district; provided, however, that no student enrolled in a CMVS is compelled to withdraw as a result of that vote. Only full-time students count towards the one percent threshold. Annually, the Department will publish a list of districts eligible to restrict future full-time enrollment.

# Preferences in the Selection Process

The Board gives preference to applications that include an educational program or specialized focus that appropriately addresses one or more of the student populations listed below. The CMVS must develop a Recruitment and Retention Plan. The Recruitment and Retention Plan outlines deliberate, specific steps to attract, enroll, and retain any target populations specified in its certificate, as long as it does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. Preferences for applications will be considered for CMVSs that seek to serve:

* students with physical or other challenges that make it difficult to physically attend a school;
* students with medical needs requiring a home or hospital setting;
* students with special needs requiring a flexible schedule;
* students who are over-age for their grade;
* students who have been expelled;
* students who have dropped out or who are at risk of dropping out;
* students who are pregnant or have a child;
* students with social and emotional learning needs that make it difficult for them to physically attend a school;
* students who feel bullied or cannot attend school because the student’s safety is at risk;
* gifted and talented students;
* students who seek academic work not available in their school;
* students in rural communities; and
* students in institutionalized settings.

The Board also considers whether proposed schools will create or enhance the opportunity for students to attend virtual schools in all grades from kindergarten to grade 12.

**Additional Information for Applicant Groups**

# Funding

For each student that a CMVS enrolls, it will receive funding from the Commonwealth in an amount set by statute.

* **Per pupil capitation:** The statute identifies the “school choice” rate of $5,000 per student as the default tuition. However, at its December 19, 2017 meeting, the Board voted to amend the certificates of the two operating virtual schools to specify $8,265 in per pupil tuition, less $75 per pupil retained by the Department for program administration.[[6]](#footnote-7) The Board also voted to delegate to the Commissioner authority to adjust this rate annually for inflation for the remainder of the schools' current certificates and amend their certificates accordingly. These rates are simply increased at the same rate as the foundation budget rates for districts. For FY23, the Commissioner adjusted the FY23 base tuition rate for inflation such that each CMVS received $9,184 per pupil.
* **Monthly payments:** Once granted a certificate, a CMVS will receive monthly payments starting in July of the firstfiscal year the school plans to enroll students. Payments will be based on the pre-enrollment estimate that the school must submit annually to the Department. The first five monthly payments will be approximately one-twelfth of the projected annual pre-enrollment multiplied by the approved per pupil tuition rate. Monthly payments from December through May will be based on the October Student Information Management System (SIMS) collection from the CMVS and then will be finalized in June based on the *Spring Claim Form* that the CMVS submits in early May, see the [Spring Claim Form User Guide](https://www.doe.mass.edu/finance/schoolchoice/spring-roster-guide.docx).
* **Provision of special education services:** A CMVS is responsible for providing directly or for arranging for the provision of services specified on a student’s individualized education plan (IEP). The cost of special education services is determined using the *Special Education Increment Form* in accordance with [603 CMR 10.07(3)](http://www.doe.mass.edu/lawsregs/603cmr10.html?section=07). The *Special Education Increment Form* is filed as part of the *Spring Claim Form* each year, see the [Spring Claim Form User Guide](https://www.doe.mass.edu/finance/schoolchoice/spring-roster-guide.docx).
* **Grants and other funding sources:** Every CMVS receives a proportional allotment of federal and state grant funds for which they apply and are eligible, inclusive of most entitlement and competitive grant programs. The CMVS may also apply for private grants, engage in fundraising, and accept gifts.

# Application process

The major components of the application process are summarized below in chronological order.

* **Letter of intent submission:** Prospective applicants submit a letter of intent describing their proposed CMVS in advance of the prospectus [**deadline**](https://www.doe.mass.edu/cmvs/cmvs/default.html). Prospective applicants are provided the opportunity to receive technical support from the Department regarding the application process prior to prospectus submission.
* **Prospectus submission:** Applicants submit the prospectus and all supporting documentation.
* **Prospectus review:** Each prospectus will be reviewed by the Department with the support of external reviewers, using the criteria described throughout this request for proposals.
* **Invitation to submit final application:** The Commissioner will invite selected applicants to submit final applications. Only applicants invited by the Commissioner are eligible to submit final applications.
* **Final application submission** [**deadline**](https://www.doe.mass.edu/cmvs/cmvs/default.html)**:** Applicants submit the final application and all supporting documentation.
* **Final application review:** The final application will be reviewed by the Department with the support of external reviewers using the criteria described throughout this Application.
* **Learning management system (LMS) virtual review:** As part of the review of the final application, applicants will be asked to virtually present key components of their proposed LMS from the perspectives of various stakeholders, including but not limited to students and parents, teachers, and LMS administrators.
* **Public hearing:** The Board will hold a public hearing on the final applications. The hearing will be conducted by one or more members of the Board as stipulated by the statute. The public will also be invited to submit written comments.
* **Interviews:** Department staff will conduct interviews with final applicant groups, including proposed CMVS board members. Comments and questions from the final application review teams and the public hearings will serve as a basis for the interview.
* **Commissioner’s recommendation:** The Commissioner will review the results of this process and make recommendations to the Board regarding the award of CMVS certificates*.*
* **Board vote**: The Board will vote whether to grant a certificate. The Board reserves the right to grant a certificate with the terms and conditions that it deems appropriate, including, but not limited to, the opening date, grade span, and maximum enrollment of the school.

# Letter of Intent, prospectus, and final application submission requirements

* [**Due dates**](https://www.doe.mass.edu/cmvs/cmvs/default.html)**:** The letter of intent, prospectus, final application (if invited by the Commissioner to submit one) and supporting documents must be submitted via email to [virtualschools@mass.gov](mailto:virtualschools@mass.gov) by 12:00 PM on the due date posted on the Department’s [CMVS website](https://www.doe.mass.edu/cmvs/cmvs/default.html); emails must be received and time stamped as delivered no later than 12:00 PM. Late or paper submissions will not be accepted. Materials will be reviewed for completeness before being accepted and distributed to reviewers; incomplete materials will not be accepted. The Department will send a confirmation email to applicants within two business days of receipt of the materials.
  + **Letter of intent and supporting documents are submitted** with the subject line “CMVS Letter of Intent for Proposed CMVS.”
  + **Prospectuses and supporting documents are submitted** with the subject line “CMVS Prospectus: *Name of Proposed CMVS.*”
  + **Final applications and supporting documents are submitted** with the subject line “CMVS Final Application: *Name of proposed CMVS.*”
* **File size:** Neither the prospectus nor the final application should exceed 5MB.
* **Accessibility requirements:** The Commonwealth of Massachusetts is committed to providing information to the public that is accessible to all, including those utilizing assistive technology to access information. Applicants are encouraged to prepare accessible electronic versions of the prospectus and final application for submission to the Department, that conform to the [Department’s website accessibility policy](http://www.doe.mass.edu/resources/policy.html?policy=accessibility).
* **Formatting for prospectus and final application:** The prospectus and final application must correspond to the headings and numbering in the outline provided in this guidance and contain a table of contents inclusive of all attachments. Page numbers in all attachments must be reflected in the table of contents.
* **General formatting for all submissions**:
  + Electronic format;
  + Use standard one inch margins;
  + Be clearly paginated;
  + Use a clearly readable font no smaller in type size than 10 point;
  + Be single-spaced;
  + Utilize bold headings; and
  + Feature a space between each paragraph.
* **Page limits:** The letter of intent is limited to 4 pages of text. The prospectus is limited to 50 pages of text and the final application is limited to 80 pages of text. Page limits do not include the General School Information Sheet, the [Commonwealth Virtual School Assurances](#G_Commonwealth_Virtual_School_Assurance), or required attachments. Additional information can be included in the attachments for select areas.
* **Presentation of data:** Tables, graphs, and other data, if provided, must be clearly presented, clearly explained, and directly relevant to the text. Student-level data must not be included. In addition, submission materials must not include any photographs, pictures, graphics, or news clips that are not directly relevant to the text.

**Required elements of letter of intent**

**All letters of intent include an executive summary and completed General School Information Sheet.** The executive summary 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.

# Required elements of the prospectus and final application

| **Element** | **Prospectus**  **(50 pages)** | **Final application**  **(80 pages)** |
| --- | --- | --- |
| 1. **Overview of the school** | | |
| 1. Cover page | X | X |
| 1. Executive summary | X | X |
| 1. Table of contents listing all major sections and attachments | X | X |
| 1. **How will the school demonstrate academic success?** | | |
| 1. Mission, purpose, and specialized focus | X | X |
| 1. Student population and special programs | X | X |
| 1. Access and equity | X | X |
| 1. Community Demand | X | X |
| 1. Curriculum | X | X |
| 1. Course Design | X | X |
| 1. Print versus electronic resources | X | X |
| 1. Accessibility | X | X |
| 1. Learning management system | X | X |
| 1. Research base | X | X |
| 1. Instructional quality | X | X |
| 1. Personalized learning | X | X |
| 1. Tiered Support Model | X | X |
| 1. Learning Mode | X | X |
| 1. Early reading instruction | X | X |
| 1. Student engagement | X | X |
| 1. Teacher-student interaction | X | X |
| 1. Parent/guardian engagement | X | X |
| 1. Academic integrity | X | X |
| 1. Formative and summative assessments | X | X |
| 1. Qualitative and Quantitative Data | X | X |
| 1. State test administration | X | X |
| 1. Attendance | X | X |
| 1. Supporting all students | X | X |
| 1. Successful participation in online learning | X | X |
| 1. Services for English learners | X | X |
| 1. Services for students with disabilities | X | X |
| 1. Preparation for college and career | X | X |
| 1. Digital citizenship | X | X |
| 1. Social and emotional growth | X | X |
| 1. Tailoring supports around needs of families | X | X |
| 1. School culture | X | X |
| 1. School community | X | X |
| 1. Program evaluation |  | X |
| 1. NCAA eligibility |  | X |
| 1. **How will the school demonstrate its capacity to deliver proposed programs and services?** | | |
| 1. Governance structure | X | X |
| 1. CMVS board oversight | X | X |
| 1. Decision-making | X | X |
| 1. Policy input | X | X |
| 1. Proposed board member profiles | X | X |
| 1. Self-evaluation | X | X |
| 1. Communication and public accountability | X | X |
| 1. Inquiries and complaints | X | X |
| 1. Partner organizations (if applicable) | X | X |
| 1. Partner organization expertise (if applicable) | X | X |
| 1. Vetting of partners (if applicable) | X | X |
| 1. School leader job scope description | X | X |
| 1. Transparent and data-based management |  | X |
| 1. Ex-officio board members (if applicable) |  | X |
| 1. Succession planning |  | X |
| 1. Committees, advisory boards, and task forces |  | X |
| 1. Staff member qualifications |  | X |
| 1. Professional learning and ongoing support |  | X |
| 1. Collaboration |  | X |
| 1. Educator evaluation |  | X |
| 1. Online observations and Course Feedback |  | X |
| 1. Compensation | X | X |
| 1. Budget narrative | X | X |
| 1. Per pupil capitation | X | X |
| 1. Financial tracking and management | X | X |
| 1. Fiscal controls and financial management policies | X | X |
| 1. Solvency and contingency planning | X | X |
| 1. Fundraising | X | X |
| 1. **How will the school manage operations?** | | |
| 1. Enrollment profile | X | X |
| 1. Course access | X | X |
| 1. Proposed school year | X | X |
| 1. Learning Time/School Schedule (narrative) | X | X |
| 1. Recruitment and Retention | X | X |
| 1. Admission | X | X |
| 1. Lotteries and enrollment preferences | X | X |
| 1. Age-appropriate supervision of students under 14 | X | X |
| 1. Technology and materials access | X | X |
| 1. Technical support | X | X |
| 1. Facilities |  | X |
| 1. Student records |  | X |
| 1. District communications |  | X |
| 1. **How will the school demonstrate faithfulness to its mission and terms of its certificate?** | | |
| 1. Access and Equity for Students | X | X |
| 1. Access and Equity for Parents/Guardians | X | X |
| 1. Accountability plan development | X | X |
| 1. **Required Attachments** | **(No page limit)** | |
| 1. [Curriculum Scope and Sequence](#A_Curriculum_scope_sequence) | X | X |
| 1. [Organizational Chart](#B_Organizational_chart) | X | X |
| 1. [Draft agreements with Partner Providers](#C_Draft_agreements_partner_provider) |  | X |
| 1. [Accountability Measures](#D_Accountability_plan_measures) |  | X |
| 1. [Draft Admissions Application and Enrollment Policy](#E_Admissions_application_and_enrollment) (Submit along with the [Enrollment Policies and Admissions Application Checklist](#Enrollment_Policy_App_Checklist) found in resources section of application) |  | X |
| 1. [General School Information sheet](#F_Information_sheet) | X | X |
| 1. [Commonwealth Virtual School Assurances](#G_Commonwealth_Virtual_School_Assurance) | X | X |
| 1. [Questionnaires and Resumes for Proposed Board Members](#H_Questionnaires) | X | X |
| 1. [Assessment Instruments by Grade Level](#I_Assessment_instruments_by_grade_level) |  | X |
| 1. [Core, Intervention, and Supplemental Curricula Provided to Elementary, Middle, and High School Students](#J_Core_intervention_supplemental) |  | X |
| 1. [Draft Bylaws](#K_Draft_bylaw) (Submit along with the [Bylaws Checklist](#Bylaws_checklist) found in the resources section of the application) |  | X |
| 1. [Partner Provider Information Sheet](#L_Partner_provider_information_sheet) |  | X |
| 1. [Proposed Budget](#M_Proposed_budget) (Excel file) | X | X |
| 1. [School Schedule](#N_School_Schedule_Template_Resource) – Submit [School Schedule Template](#School_Schedule_Template) (from the resources section of the application) If applicable, submit the [Application for Student Learning Time Waiver](https://www.doe.mass.edu/redesign/SLTwaiver.html#:~:text=Waivers%20may%20be%20granted%20for,Department%20that%20indicates%20constructive%20results.) |  | X |
| 1. [Evidence of Community Demand](#O_Evidence_of_Demand) | X | X |
| 1. [Draft Recruitment and Retention Plan](#P_Draft_Recruitment_Retention_Plan) (See [Recruitment and Retention Plan Outline](#Recruitment_Retention_Plan_Outline) in the resources section of the application) |  | X |
| 1. **Resources** | **Prospectus** | **Final**  **Application** |
| [Bylaws Checklist](#Bylaws_checklist) |  | X |
| [Enrollment Policies and Admissions Application Checklist](#Enrollment_Policy_App_Checklist) |  | X |
| [School Schedule Template](#School_Schedule_Template) |  | X |
| [Recruitment and Retention Plan Outline](#Recruitment_Retention_Plan_Outline) |  | X |

# Detailed guidance by section

### 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[[7]](#footnote-8), 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)*)*.[[8]](#footnote-9),[[9]](#footnote-10)
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?[[10]](#footnote-11)

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)[[11]](#footnote-12) [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[[12]](#footnote-13) [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*.[[13]](#footnote-14)
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?[[14]](#footnote-15)

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.”[[15]](#footnote-16) [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?[[16]](#footnote-17)

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.[[17]](#footnote-18)
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**.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **General School Information Sheet** | | | | | |
| **General Information Sheet** | | | | | | |
| *Name of proposed CMVS* | | Commonwealth Virtual School | | | | |
| Type of CMVS (check one) | | CMVS 1       CMVS 2 | | | | |
| Sponsoring organization(s): | | | | | | |
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| The CMVS will open in the fall of the 2024-25 school year. Please indicate the grade levels and total student enrollment proposed for the next five school years (the maximum length of the certificate term): | | | | | | |
| School Year | | | Grade Levels | Total Student Enrollment | | |
| 2024-2025 | | |  |  | | |
| 2025-2026 | | |  |  | | |
| 2026-2027 | | |  |  | | |
| 2027-2028 | | |  |  | | |
| 2028-2029 | | |  |  | | |
| Total Enrollment | | |  |  | | |
| Age (year and month) at entry for kindergarten, if applicable: | | | | | Year:       Month: | |
| Are members of the applicant group currently affiliated with a private or parochial school as the operator or as an employee of the CMVS? | | | | | Yes (X):       No (X): | |
| What is the target student-teacher ratio in the proposed CMVS [G.L. ch.71 §94(b)(38)]? | | | | | 1 teacher to       students | |
| 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? | | | | | Yes (X):       No (X): | |
| Will the CMVS offer online courses to other Massachusetts students not attending the school [G.L. ch.71 §94(b)(15)]?[[18]](#footnote-19) | | | | | Yes (X):       No (X): | |
| Will the CMVS permit students to earn credits by demonstrating competency in a grade or subject matter? | | | | | Yes (X):       No (X): | |
| Is the CMVS requesting a [waiver of student learning time requirements](http://www.doe.mass.edu/lawsregs/603cmr27.html?section=all)?  *Note: see the resources section for additional information required for a waiver of student learning time.* | | | | | Yes (X):       No (X): | |
| Will all materials provided to students meet Massachusetts’ [Enterprise IT Accessibility Standards](https://www.mass.gov/policy-advisory/enterprise-information-technology-accessibility-policy) and [Web Accessibility Standards](http://www.doe.mass.edu/resources/policy.html?policy=accessibility)? | | | | | Yes (X):       No (X): | |
| Does the CMVS have a plan for providing meals to all students [G.L. ch.71 §94(b)(37)]? | | | | | Yes (X):       No (X): | |
| Will the CMVS use the [Massachusetts Model System for Educator Evaluation](http://www.doe.mass.edu/edeval/model/) for staff evaluation? | | | | | Yes (X):       No (X): | |
| Indicate if the CMVS plans to offer programs specifically for students in the following categories. If approved, a school must develop deliberate, specific steps to attract, enroll, and retain any target populations specified in its certificate, as long as it does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. | | | | | | |
|  | Students with physical or other challenges that make it difficult for them to physically attend a school; | | | | | |
|  | students with medical needs requiring a home or hospital setting; | | | | | |
|  | Students with unusual needs requiring a flexible schedule; | | | | | |
|  | Students who are over-age for their grade; | | | | | |
|  | Students who have been expelled; | | | | | |
|  | Students who have dropped out or are at risk of dropping out; | | | | | |
|  | Students who are pregnant or have a child; | | | | | |
|  | Students with social and emotional challenges that make it difficult for them to physically attend a school; | | | | | |
|  | Students who feel bullied or cannot attend school because their safety is at risk; | | | | | |
|  | Students who are gifted and talented students; | | | | | |
|  | Students who seek academic work not available in their school; | | | | | |
|  | Students in rural communities; | | | | | |
|  | Students in institutionalized settings | | | | | |
| Does the CMVS plan to request a per-pupil tuition rate higher than current approved rates for the two CMVSs in operation because it believes it is necessary to implement the school’s proposed program? | | | | | Yes (X):       No (X): | |
| Is the CMVS Assurances provided as an attachment? | | | | | Yes (X): | |

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| 1. **Commonwealth Virtual School Assurances** | |
| **Commonwealth 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 Commonwealth Virtual School Assurances.  As the authorized representative of the applicant group, I certify under the penalties of perjury that the information submitted in this application for a certificate for | |
| Name of proposed CMVS: | |
| 1. Will not charge tuition, fees, or other mandatory payments to students for full-time attendance at the Commonwealth of Massachusetts Virtual School (CMVS), for participation in required or elective courses, or for mandated services or programs. G.L .c. 71, § 94(k) (specifying tuition to be paid through School Choice mechanism). 2. Will offer required computers, printers, software, and Internet access to students free of charge. G.L. ch. 71, § 94(b)(30) and (31) (addressing provision of technology, materials, and technical support); G.L. ch. 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 terms of any contract between the CMVS and a third-party provider. 603 CMR 50.03 (3). This does not prohibit the CMVS from reaching an agreement with another school or district in the Commonwealth regarding the charge to that school or district for a student’s participation in individual courses offered by the CMVS. G.L. ch. 71, § 94(k), and 603 CMR 50.05 (12). 4. Will acknowledge the Department’s unlimited and irrevocable right to publish and to 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 applications exceeds the spaces available, the school will hold a lottery in accordance with G.L. ch. 71, § 94(b)(9), and 603 CMR 50.05 (6). 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. G.L. ch. 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); G.L. ch. 71A, § 7 (English language education); G.L. ch. 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, 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. Shall ensure access to school meals for all enrolled students in the virtual school. G.L. c. 69, § 1C(a). 13. Shall provide physical education classes to students, as required by law. G.L. c. 71, § 3. 14. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program. G.L. ch. 69, § 1C. 15. 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 state assessments. G.L. ch. 71, § 94(b)(7).[[19]](#footnote-20) 16. 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 for the previous school year, as required by the Commonwealth of Massachusetts Virtual School statute, G.L. ch. 71, § 94(m). 17. 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 for the previous school year, as required by the Commonwealth of Massachusetts Virtual School statute, G.L. ch. 71, § 94(n). 18. Will submit an accountability plan following the school’s renewal, reestablishing specific 3-5-year performance objectives as specified by state regulations. 603 CMR 52.04 (3)(i). 19. 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](http://www.doe.mass.edu/lawsregs/603cmr14.html?section=07). 20. Will submit a required pre-enrollment estimate by May 1 to the Department of Elementary and Secondary Education. 603 CMR 52.08(5). 21. Will submit waitlist report data, as necessary, to the Department of Elementary and Secondary Education. 22. 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. 603 CMR 52.08(7). 23. Will maintain uninterrupted any necessary and appropriate insurance coverage. 603 CMR 52.08(7). 24. Will operate in compliance with generally accepted government auditing standards and any guidelines issued by the Department. 603 CMR 52.08(3). 25. Will maintain financial records to meet the requirements of all relevant laws, including those outlined in G.L. ch. 71, § 94 and 603 CMR 52.00. 26. Will participate in the Massachusetts State Teachers’ Retirement System. 27. Will employ teachers who hold an appropriate license to teach in a public school in Massachusetts 603 CMR 52.06(5). In addition to licensed teachers, a CMVS will have a Massachusetts licensed school nurse (RN), a special education administrator and attendance officers, and a licensed English language Learner (ELL)/English as a Second Language (ESL) teacher. G.L. ch. 71, § 94(i). 28. Will provide the Department of Elementary and Secondary Education with written assurance (signed letter from board chair or designee) that a criminal background check (CORI) has been performed, a check of sex offender registry information (SORI) has been completed, and fingerprints were submitted for a national criminal history check for all employees, volunteers, and other persons at the CMVS who have the potential for direct and unmonitored contact with children. G.L. ch. 71, § 38R. 29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining. 30. 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 (applicable for CMVS 1 only). 31. Will ensure that every member of the school’s board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealths open meeting law and conflict of interest law. 603 CMR 52.06. 32. Will ensure that every member of the school’s board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission completed Statements of Financial Interest as required by G.L. ch. 268B. G.L. ch. 71, § 94(d). The disclosure is in addition to the requirements of said chapter 268A, and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A. 33. Will provide the Department of Elementary and Secondary Education with a federal tax identification number issued solely to the virtual school, and banking information regarding a bank account solely in the name of the virtual school, as required by the State Treasurer for the transfer of public funds. 603 CMR 52.04(6). 34. Will, in the event the board of trustees intends to procure substantially all educational services for the CMVS from another person or organization, the board of trustees shall submit for approval by the Commissioner of Elementary and Secondary Education and provide for the necessary revisions and final approval prior to the beginning of the contract period. G.L. ch. 71, § 94 (b)(11) and 603 CMR 52.04 (5)(a) and 52.10 (2)(l). 35. 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 the terms and conditions specified in its certificate. (Examples include the school name, grades served, instructional methodology, or contractual relationships.) In particular, the CMVS agrees to submit such requests and to receive approval prior to making any changes to the material terms and conditions of its certificate. See [Amendment Guidance](https://www.doe.mass.edu/cmvs/cmvs/amendment-guide.docx). 603 CMR 52.10(2). 36. Will include a daily visual component as part of a “live check-in” between student(s) and teacher. | |
| This is a true statement, made under the penalties of perjury. | |
| Digital signature of authorized person: |  |
| Name of authorized person: |  |
| Title: |  |
| Address: |  |
| City: |  |
| State: |  |
| Zip: |  |
| Telephone: |  |
| Fax: |  |
| Email: |  |

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| 1. **Questionnaires and Resumes for Proposed Board Members** | | | | | | | | | |
| **Questionnaires and Resumes for Proposed Board Members** | | | | | | | | | |
| *Attach a completed questionnaire 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, such as an executive director or principal, if such individuals have been identified.* | | | | | | | | | |
| Name | | | | |  | | | | |
| Present employer and job title | | | | |  | | | | |
| Education | | | | |  | | | | |
| Past or present employment by or board membership in a school, educational management organization, or school support organization | | | | |  | | | | |
| Town of residence | | | | |  | | | | |
| 1. How did you become aware of the proposed CMVS? | | | | | | | | | |
|  | | | | | | | | | |
| 2. Why do you wish to serve? If you will be a board member, what office on the board would you anticipate holding, if any (e.g., such as chairperson or treasurer)? How long do you anticipate being a member of the board? | | | | | | | | | |
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| 3. Provide specific examples of actions that you have taken that demonstrate your commitment to public education. | | | | | | | | | |
|  | | | | | | | | | |
| 4. What is the role of a CMVS board member? | | | | | | | | | |
|  | | | | | | | | | |
| 5. Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written. | | | | | | | | | |
|  | | | | | | | | | |
| 6. Please describe any current or past relationship that you or an immediate member of your family[[20]](#footnote-21) has with the persons or organization(s) applying for the certificate. | | | | | | | | | |
|  | | | | | | | | | |
| 7. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by other members of the proposed board, proposed employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists. | | | | | | | | | |
|  | | | | | | | | | |
| 8. Please indicate if you or an immediate member of your family has or may have a financial interest[[21]](#footnote-22) in the proposed CMVS; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain. | | | | | | | | | |
|  | | | | | | | | | |
| 9. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain. | | | | | | | | | |
|  | | | | | | | | | |
| 10. Describe what you would do if you believed one or more members of the school’s board was acting unethically or not in the best interests of the CMVS. | | | | | | | | | |
|  | | | | | | | | | |
| 11. To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the CMVS? If yes, please explain briefly. Individuals are encouraged to contact the [State Ethics Commission](http://www.mass.gov/ethics/) about how conflict of interest law applies to their situation. | | | | | | | | | |
|  | | | | | | | | | |
| Please mark (X) all areas for which you possess demonstrated expertise. | | | | | | | | | |
|  | Community service | |  | Early childhood | | |  | | Special education |
|  | Fundraising | |  | Elementary education | | |  | | English learner education |
|  | Educational leadership | |  | Secondary education | | |  | | Human resources |
|  | Finance/business | |  | Law | | |  | | School governance |
|  | Management | |  | School improvement | | |  | | Technology |
|  | Innovative public school models | |  | Online/blended learning | | |  | | Data services |
|  | Other (please list.) | | | | | | | | |
| **Certification**  I recognize that all information submitted with this proposed board of trustees’ questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury. | | | | | | | | | |
| **Signature** | |  | | | | **Date** | |  | |

1. **Assessment Instruments by Grade Level:** In the table below, provide the names of the formative and summative assessments (not including state assessments), the specific areas of knowledge and skill the instrument is designed to assess, and how the resulting data informs curricular and instructional decisions in the elementary, middle, and high school grades, respectively. For information about Early Literacy Universal Screening Assessments, please see the Department’s [Center for Instructional Support webpage](https://www.doe.mass.edu/instruction/screening-assessments.html).

| **Elementary (K-5)** | Name(s) of instrument(s): | What does it assess? It is formative or summative? | How does the resulting data inform decisions around curriculum and instruction? |
| --- | --- | --- | --- |
| English language arts |  |  |  |
| Mathematics |  |  |  |
| Science |  |  |  |

| **Middle (6-8)** | Name(s) of instrument(s): | What does it assess? It is formative or summative? | How does it inform curricular and instruction decisions? |
| --- | --- | --- | --- |
| English language arts |  |  |  |
| Mathematics |  |  |  |
| Science |  |  |  |

| **High (9-12)** | Name(s) of instrument(s): | What does it assess? It is formative or summative? | How does it inform curricular and instruction decisions? |
| --- | --- | --- | --- |
| English language arts |  |  |  |
| Mathematics |  |  |  |
| Science |  |  |  |

1. **Core, Intervention, and Supplemental Curricula Provided to Elementary, Middle, and High School Students:** List and describe the core, intervention, and supplemental curricula provided to elementary, middle, and high school students.

* **Core curricula** are provided to all students, and usually guided by an overarching program or text.
* **Supplemental curricula** go beyond that provided by the core curricula because the core curricula do not provide sufficient instruction or practice in a key area to meet the needs of the students in a particular situation. For example, teachers may observe that their core program does not provide enough instruction in vocabulary to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.
* **Intervention curricula** are provided only to students who are lagging behind their classmates in the development of critical knowledge and skills. These curricula will usually be guided by specific instruction that focuses on one or more key areas of knowledge and skill. This type of instruction is needed by only a relatively small minority of students.

| **Elementary (K-5)** | Core | Supplemental | Intervention |
| --- | --- | --- | --- |
| English language arts |  |  |  |
| Mathematics |  |  |  |
| Science |  |  |  |

| **Middle (6-8)** | Core | Supplemental | Intervention |
| --- | --- | --- | --- |
| English language arts |  |  |  |
| Mathematics |  |  |  |
| Science |  |  |  |

| **High (9-12)** | Core | Supplemental | Intervention |
| --- | --- | --- | --- |
| English language arts |  |  |  |
| Mathematics |  |  |  |
| Science |  |  |  |

1. **Draft Bylaws:** Submit a draft of the bylaws, along with the completed [checklist](#Bylaws_checklist) found in the resources section of the application, indicating which pages of the draft bylaws address each of the 34 required criteria.
2. **Partner Provider Information Sheet:** As part of the application process, applicants are required to submit this form for each proposed contract with an external provider for curriculum, management, and/or other services, if applicable. The proposed provider(s) must complete the information below and include it in the Attachments. The Department may contact the person(s) listed below to request student performance and other accountability data.[[22]](#footnote-23) and [[23]](#footnote-24)

| **Partner Provider Information Sheet** | | | |
| --- | --- | --- | --- |
| Name of partner provider |  | | |
| Primary contact |  | | |
| Address |  | | |
| City |  | | |
| State |  | | |
| Zip |  | | |
| Daytime phone |  | | |
| Email |  | | |
| Has the partner provider completed a [Voluntary Product Accessibility Template](https://www.section508.gov/sell/vpat/) (VPAT)? (X) | | Yes | No |
| If Yes, provide a link to the VPAT |  | | |
| In addition, provide a list the list of states, school districts and/or individual schools in which your organization is currently operating. In addition, provide the following information:   * Name of Partner Provider; * 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. | | | |

1. **Proposed Budget (Excel file):** As noted above in [Section III, question 23](#budget_narrative_23), applicants are asked to complete a three-year operating budget and provide a descriptive budget narrative. Complete the Budget Template for the first three years that the proposed school will operate, plus the pre-opening period from approximately the date the certificate is granted to the first day of school. The template is available [here](https://www.doe.mass.edu/cmvs/cmvs/budget-template.xlsx).

1. **[School Schedule Template](#School_Schedule_Template) or** [Application for [student learning time waiver](https://www.doe.mass.edu/redesign/SLTwaiver.html#:~:text=Waivers%20may%20be%20granted%20for,Department%20that%20indicates%20constructive%20results.)](https://www.doe.mass.edu/redesign/SLTwaiver.html#:~:text=Waivers%20may%20be%20granted%20for,Department%20that%20indicates%20constructive%20results.) (if necessary): As stated above, 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 template, found in resources section of the application.

To apply for a waiver,provide answers to the questions below in a separate paragraph with the heading “[*Application for student learning time waiver*](https://www.doe.mass.edu/redesign/SLTwaiver.html#:~:text=Waivers%20may%20be%20granted%20for,Department%20that%20indicates%20constructive%20results.).”

* Explain the educational rationale for the waiver and why it is needed.
* Provide the proposed policies and standards for promoting students to the next grade, achievement level, or grouping level. Provide a clear sense of what students will know and be able to do when they move to the next level.
* Explain how the school will measure the quality of the implementation and outcomes of the program. Describe the measures that will enable the program and the Department to ensure that enrolled students are making appropriate and satisfactory progress in mastering the content and attaining the other desired outcomes of the program. Include examples of the types of student data and stakeholder feedback that will be reviewed to ensure quality programming.

1. **Evidence of Community Demand:** To demonstrate evidence of demand for your school, provide answers to the prompts below.

* Define the districts or region, within Massachusetts or the entire Commonwealth of Massachusetts that you seek to serve.
* Describe the research you conducted to determine and validate demand specifically for these districts, region, or the entire Commonwealth of Massachusetts.
* Provide a forecast of the demand for your school in Massachusetts for the 2024-25 through the 2028-29 school years.
* Explain how your analysis of demand led you to conclude there will be sufficient student enrollment for another full-virtual, public option in the Commonwealth beyond those currently available to parents/guardians.
* Provide the data supporting your responses to the above prompts.

1. **Draft Recruitment and Retention Plan:** As noted above in [Section IV 5](#Recruitment_and_retention_IV_5). In the final application, provide [*Attachment P (Draft Recruitment and Retention Plan Outline)*](#P_Draft_Recruitment_Retention_Plan).

### Resources

### **Bylaws Checklist**

Use this checklist to guide the development of the proposed school’s Bylaws for the Board of Trustees. In the final application, submit a draft of the bylaws, along with the completed checklist, indicating which pages/sections of the bylaws address each of the criteria.

|  |  |
| --- | --- |
| **Bylaws Checklist** | |
| *Use this checklist to guide the development of the proposed virtual school’s bylaws.* | |
| **Check (X)** | **Criteria** |
|  | 1. State the name and purpose of the CMVS and that it is a public school. |
|  | 1. State that the name of the CMVS must include the words “commonwealth virtual school” as part of its name. |
|  | 1. Cite G.L. ch. 379 |
|  | 1. State that the board of trustees holds the certificate granted by the Massachusetts Board of Elementary and Secondary Education. |
|  | 1. State that the board of trustees of a virtual school is a public entity, which operates independently of a school committee. |
|  | 1. Remember that the bylaws should not refer to the CMVS as a non-profit corporation, a charitable organization, a 501(c) (3), or use descriptions indicating that the school is anything other than a public entity. |
|  | 1. State that the individual board members are considered special state employees. |
|  | 1. State that the board is a public employer for the purposes of tort liability (G.L. Chapter 258) and for collective bargaining purposes (G.L. ch. 150E). |
|  | 1. State that the board of trustees may not discriminate against potential members on the basis of race, color, national origin, creed, ancestry, ethnicity, age, gender identity, religion, marital status, sexual orientation, or non-disqualifying handicap or mental condition. |
|  | 1. Specify that public notice be given of the date, time and location of all meetings in accordance with the law pertaining to the open meetings of governmental bodies. |
|  | 1. Specify that detailed, accurate records of every meeting be adopted and kept in accordance with the law pertaining to the open meetings of governmental bodies. |
|  | 1. Stipulate the situations under which an executive session may take place. |
|  | 1. State that trustee participation occurs in person for the purpose of a quorum or vote. The board may include language addressing remote participation provided such language is consistent with G. L. ch. 30A, § 20(d); 940 CMR 29.10; and guidelines issued by the Office of the Attorney General. |
|  | 1. Specify the minimum (at least five) and maximum number of trustees required on the board. |
|  | 1. Specify that action by the board requires a majority vote of a quorum of seated trustees and, to the degree required, specify the situations for which approval may require a special majority. |
|  | 1. Define the number of years that shall constitute a board member’s term. |
|  | 1. Set a specific, reasonable, limit on successive or total terms that a member may serve. |
|  | 1. State that a formal vote of the board of trustees is required to accept all new members. |
|  | 1. Expressly require a voting employee representative in the board’s composition if the school intends to have any paid employee member(s) serve on the board. |
|  | 1. Specify the number and titles of officers (e.g., chair, vice-chair, secretary, and treasurer). |
|  | 1. Describe the responsibilities of each officer. |
|  | 1. Describe a process for electing officers. |
|  | 1. State that the board complies with the state conflict of interest law, G.L. ch. 268A. |
|  | 1. State that board members must disclose any financial interest or business transactions that they (or any immediate family member) have in any school district in Massachusetts or elsewhere with the State Ethics Commission, the Department, and the city or town clerk within 30 days of joining the board and by September 1 annually, including the year after service is completed (unless service is less than 30 days in that year). |
|  | 1. State that the board of trustees shall request the appointment of a trustee to the board only where the board has no reason to know that the trustee has a financial interest under G.L. ch. 268A which may preclude a majority of the board from participating in deliberations or voting on certain matters that are expected to come before the board. The board must exercise due diligence prior to determining that a proposed trustee does not have such a financial interest. |
|  | 1. Specify that the school’s fiscal year begins on July 1 (and ends on June 30 of the following calendar year). |
|  | 1. Specify a process for making amendments to the bylaws, subject to the approval of the board of trustees and the Department. |
|  | 1. Describe the procedure for responding to any complaints filed with the board of trustees. |
|  | 1. Prohibit the board of trustees from exercising managerial powers over the day-to-day operations of the CMVS. |
|  | 1. State the ability of the board of trustees to select, appoint, evaluate, and/or remove only the school leader. |
|  | 1. Specify the process through which a trustee may resign and/or be removed from the board. |
|  | 1. Require that the board of trustees meet at least quarterly. |
|  | 1. Require an annual meeting of the board of trustees. |
|  | 1. Describe the process for the formation of committees and/or task forces. |

### **Enrollment Policy and Application for Admission Checklist**

Use this checklist to guide the development of the proposed school’s enrollment processes. In the final application. submit a draft of the enrollment policy and application form for admission, along with the completed checklist, indicating which pages of the policy and application, address each of the criteria.

|  |  |
| --- | --- |
| **Enrollment Policy and Application for Admission Checklist** | |
| **I. General policy statement(s) (or introduction):** | **Page/location:** |
| 1. State the grades that the CMVS serves. [G.L. c. 71, § 94(b)(3)] State the grades at which the CMVS accepts applications to enroll new students, provided sufficient capacity exists. [603 CMR 52.05(5)] |  |
| 1. State a non-discrimination policy that includes “[name of school] does not discriminate on the basis of race, color, national origin, creed or religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.” [603 CMR 52.05] |  |
| 1. State that the CMVS will have and implement a student recruitment and retention plan. [A CMVS must develop deliberate, specific steps to attract, to enroll, and to retain any target populations specified in its certificate. [G.L. c. 71, § 94(m), and 603 CMR 52.05(2)] |  |
| 1. State that the CMVS will not use financial or technology incentives to recruit students. [603 CMR 52.05(5)] |  |
| 1. State that the CMVS does not charge an application fee for admission. [603 CMR 52.03(3)] |  |
| 1. State the total number of students attending the CMVS in a given school year cannot exceed the total number of students approved in the certificate (maximum enrollment). [603 CMR 52.05(7)] |  |
| 1. State thatif the number of full-time students allowed to attend a CMVS reaches the statewide two percent cap, no additional full-time enrollments will be allowed. (603 CMR 52.05) |  |
| 1. State whether the CMVS will allow a student enrolled in another district to take individual online courses. The CMVS may charge a district or a school for individual courses provided the virtual school reaches an agreement with the district or school. If the CMVS permits individual online course enrollment, the enrollment policy must also state that “A student may take some classes online when such classes are approved by the district in which the student attends school. The student will be counted in the foundation enrollment of the district of residence and such courses shall be reported as online courses in accordance with Department guidelines.” [603 CMR 52:05(12)] |  |
| 1. State the CMVS’s policy regarding disclosure of student information, including the process to consent to or opt-out of the disclosure of student information, in compliance with the Family Educational Rights and Privacy Act (FERPA) and the state student records regulations at 603 CMR 23.00. |  |
| 1. Specify that ‘’[t]he CMVS statute (M.G. L. c. 71, § 94(t)) state that a ‘school committee may, by vote, restrict enrollment of its students in commonwealth virtual schools if the total enrollment of its students in commonwealth virtual schools exceeds 1 percent of the total enrollment in its district; provided, however, that no student enrolled in a commonwealth virtual school shall be compelled to withdraw as a result of that vote.’” |  |
| 1. State that to comply with this law, the school will track enrollment trends to inform the school’s enrollment processes and communicate accurate information to families.  The school must explain admission practices clearly on its website and, where applicable, the constraints related to districts with enrollment caps. [603 CMR 52:05(11)] |  |
| **II. Description of the enrollment eligibility and preference criteria for admission** |  |
| 1. State that the applicant must be a resident of Massachusetts[[24]](#footnote-25) [[25]](#footnote-26)to apply for admission, to enroll, and to attend a CMVS. State that a student shall not attend as a full-time virtual student while attending another school. [603 CMR 52.05(5)] |  |
| 1. Specify age thresholds for kindergarten and age ceilings for high school programs, consistent with state and federal law. A CMVS may request reasonable proof of age related to these requirements, such as a birth certificate or equivalent proof of age. [603 CMR 52.05(10)] |  |
| 1. Provide a list of the preferences for admission, in priority order. These preferences and priorities are stated in every school’s Terms of Certificate. [G.L. c. 71, § 94(b)(9), and 603 CMR 52.08(1)(b)] |  |
| 1. Specify that if false information is determined to have been provided on the application for admission and the student is found not eligible for admission, the student shall be denied admission or be unenrolled. |  |
| 1. Define requirements for reasonable proof of residency, including addressing the unique needs of homeless students. |  |
| 1. If “siblings” is included as a preference, the enrollment policy defines a sibling as persons who have a common parent, either biologically or legally through adoption. |  |
| 1. State that the CMVS does not require potential students or their families to attend interviews or informational meetings as a condition of application and/or enrollment. [603 CMR 52.05(5)] |  |
| 1. State that the CMVS does not administer tests to potential applicants or predicate enrollment on results from any test of ability or achievement. [603 CMR 52.05(5)] |  |
| **III. Description of the enrollment process** |  |
| 1. Describe the CMVS’s enrollment processes, including the initial application process, and any subsequent application and lottery processes. Virtual schools may have a rolling admissions process but shall give reasonable public notice, of at least one month, of all application deadlines. [603 CMR 52.05(4)(6)(7)(8)] |  |
| 1. State that the CMVS will determine the number of spaces available each year by grade level. |  |
| 1. State that reasonable public notice of all application deadlines is given at least one month in advance. [603 CMR 52.05(7)] |  |
| 1. State that the CMVS shall conclude its principal enrollment process for the upcoming school year no later than May 1st. [603 52.05(6)] |  |
| 1. State that in such cases where there are fewer spaces for admission than eligible applicants, students shall be accepted for admission from among applicants by a lottery based upon the enrollment preferences provided in the terms of the CMVS’s certificate. [G.L. c. 71, § 94(b)(9), and 603 CMR 52.05(6)(a)] |  |
| 1. State that the CMVS must skip over students living in districts that have voted to impose enrollment caps when they are selected during an admission lottery and place such students on its waitlist in the order in which they are selected. The [school] cannot skip over a student if their district of residence has not voted to restrict enrollment. As a space becomes available, [the school] shall offer the seat to the next available student on the waitlist, pending cap restrictions and in accordance with preferences for admission. |  |
| 1. Specify that the CMVS will post an annual list of districts that voted to restrict enrollment to 1 percent for the subsequent school year, and a list of districts that have reached or exceeded the 1 percent threshold on the enrollment section of school’s website. The list shall be located on the enrollment section of the CMVS website to clearly indicate to families the enrollment limitations from specific districts and state why the limitations are in place. |  |
| 1. State how the CMVS will notify students of an offer of admission and set a deadline for acceptance of the offer of admission. |  |
| 1. State that if the principal enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a waitlist or a wait pool does not exist and the required lottery process is strictly followed, including public notification and deadlines. [603 CMR 52:05(7)] |  |
| 1. State when students must begin attending school in accordance with its attendance policy. |  |
| 1. State the CMVS’s policy for students who have withdrawn from the school and that such students would need to reapply for admission. |  |
| **IV. Description of the lottery procedures** |  |
| 1. State that at least one-week notice is given prior to each enrollment lottery. [603 CMR 52.05(8)] |  |
| 1. State that each lottery is conducted in public with a neutral party drawing names, and with reasonable public notice given at least one week prior to the lottery. Such lotteries may be conducted electronically, and the neutral party will certify the process is fair and selection is random. Lottery results must be published online consistent with student records regulations at 603 CMR 23.00 and guidelines. [603 CMR 52.05(8)] |  |
| 1. State that all applicants will be entered into a single lottery for each grade. The lottery will establish the random rank order, after which preferences for admission will be applied. |  |
| 1. State that in cases where offering admission would exceed the two percent statewide CMVS enrollment cap, the student will not be offered admission but shall remain on the waitlist or in the wait pool. |  |
| 1. State that all applicants not selected in an enrollment lottery are placed on a waitlist or a wait pool as outlined in the certificate. The CMVS will maintain a waitlist or a wait pool of students not selected in the enrollment lottery only for the school year for which the students sought admission. [603 CMR 52.05(6)(c) and (9)] |  |
| 1. State that lottery results shall be published online, on the school’s website. [603 CMR 52.05(8)] |  |
| 1. Specify whether the school will use a waitlist or a wait pool. |  |
| 1. State that if spaces become available during the school year and a waitlist or a wait pool does not exist, a CMVS may repeat the enrollment process to fill these openings, providing such process is fair and open and the CMVS gives reasonable public notice at least one month prior to the application deadline. [603 CMR 52.05(7)] |  |
| **V (A). Description of the waitlist policy (as applicable)** |  |
| 1. Specify the rules for the creation and maintenance of waitlists and the enrollment preferences of individuals on the waitlist. Please refer to the terms of the CMVS certificate regarding whether the school must use a waitlist or a wait pool. If the school’s board of trustees wants to change its method from a waiting list to a wait pool, it must request an amendment to the school’s certificate. |  |
| 1. State that the CMVS will keep accurate records of their waitlist containing the names (first, middle, last), dates of birth, cities or towns of residence, grade levels, home addresses, and telephone numbers of students who entered the lottery but did not gain admission. |  |
| 1. State that no student will be admitted ahead of other eligible students unless such a student is a member of a group with enrollment preference in the CMVS (specified in the terms of the certificate). 603 CMR 52.05(7) |  |
| 1. State how the school will inform students on the waitlist of an offer of admission and the deadline for acceptance of the offer of admission. |  |
| 1. State that if a student stops attending the CMVS or declines admission, the next available student on the waitlist for that grade, subject to enrollment preferences at the time of admission, will be offered admission until the vacant seat is filled. |  |
| **V (B). Description of the wait pool policy (as applicable)** |  |
| 1. Specifies the rules for the creation and maintenance of wait pools and the enrollment preferences of individuals in the wait pool. Please refer to the terms of the CMVS certificate regarding whether the school must use of a wait pool or a waiting list. If the school’s board of trustees wants to change its method from a waiting list to a wait pool, it must request an amendment to the school’s certificate. |  |
| 1. State that the CMVS will keep accurate records of their wait pool containing, the names (first, middle, last), dates of birth, cities or towns of residence, grade levels, home addresses, and telephone of students who entered the lottery but did not gain admission. |  |
| 1. State that the selection process will involve the random selection of an applicant based on the order of enrollment preferences described in the school’s certificate and enrollment policy. |  |
| 1. State how students in a wait pool will be informed of an offer of admission and the deadline for acceptance of the offer of admission. |  |
| 1. State that if a student stops attending the CMVS or declines admission, the next available student randomly selected from the wait pool, for that grade, subject to enrollment preferences at the time of admission, will be offered admission until the vacant seat is filled. |  |
| **VI. Application for admission requirements** |  |
| **NOTE:** The application used by the school requires the Commissioner’s approval. The school must provide a copy of the application with its proposed enrollment policy to DESE for review. 603 CMR 52.10(2)(o) |  |
| 1. The application form includes the following student information:  * Student name (first, middle, last); * Date of birth; * City or town of residence; * Grade level; * Home address; and * Telephone number. |  |
| 1. State a non-discrimination policy that includes “[name of school] does not discriminate on the basis of race, color, national origin, creed or religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.” |  |
| 1. State any and all enrollment preferences, as specified in the school’s certificate, and provides an opportunity for applicants to identify which enrollment preference(s) they are eligible to receive. |  |
| 1. The application requires the signature of only one parent/guardian unless a court order indicates otherwise for an individual applicant. |  |
| 1. The application does not require submission of the student’s social security number. |  |
| 1. The application includes a written notice with the approximate date of destruction and the right to receive a copy of the documents to be destroyed for applicants who are not admitted. |  |

### **CMVS Statewide Assessment Administration Request Form**

Every CMVS must administer state-required tests to all of its students, either at regional test sites or at schools in the student’s district of residence (also called the sending district). For example, the CMVS may arrange for students to participate in testing in their resident district upon parental request and with the agreement of the resident district. Each winter, in preparation for the spring state test administration, virtual schools complete a form to assure testing adheres to administration rules established by the Department.

A request form similar to the example below is to be faxed to the Office of Student Assessment at 781-338-3630 and emailed to [virtualschools@](mailto:odl@doe.mass.edu)mass.gov. Retain all documentation on file for three years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CMVS** **Test Administration Request Form** | | | | | |
| Principal’s name: | |  | | | |
| Name of CMVS: | |  | | | |
| Telephone: | | | | Fax: | |
| Select all that apply (X): | | We will administer state assessments in regional test sites | | | We will administer state assessments in the student’s district of residence |
| Please provide the information below. | | | | | |
| **Regional test sites (if selected above)**   * **Proposed test administration schedule:** The principal must establish a definition of a regular school day for MCAS testing purposes. Students may have the length of a regular school day to complete each test session. * **Plans for ensuring the secure transport of test materials and secure testing conditions:** The principal must coordinate procedures (e.g., preparing a sufficient quantity of materials for distribution to the sites). * **Procedures for materials to be returned to locked storage at the end of each day:** If a hotel safe is used, materials must be locked in a portable safe within the hotel safe. * **Proposed test administrators:** Test administrators must meet state licensure requirements. For each proposed test administrator, provide the person’s name, position in the school or district, and the date of training in administering MCAS tests. Note that at least two test administrators must be present at each site and one individual must be named as a site supervisor. * **Plan for notifying parents/guardians:** Parents/guardians must be informed that they will need to provide verification of the student’s identity, if school staff cannot identify students by sight. * **Transportation notification:** Prior to testing, the CMVS must notify parents/guardians in writing of the testing location and that the CMVS is responsible for arranging for student transportation to state assessment tests. Parents/guardians who prefer to transport their own children to state assessment tests must notify the CMVS in writing. * **Test accommodations:** Describe how test accommodations will be provided to students with disabilities based on their individualized education plans (IEPs) and 504 plans.   **Resident district test sites (if selected above)**   * **Fees:** The CMVS must be prepared to pay a fee for service, if the district charges such a fee. * **Memoranda of understanding:** The CMVS must maintain memoranda of understanding with the sending districts as part of their school files. * **Communication with the Department:** The CMVS must submit specified information to the Department that will enable student results to be processed and reported appropriately (information will be provided upon approval of request).   **Other (regional and resident district test sites)**   * **MCAS-Alt:** Describe how the MCAS-Alt will be conducted for students with significant disabilities * **ACCESS for ELs:** Describe how testing will be administered to ELs enrolled in the CMVS | | | | | |
| **In signing this form, I acknowledge the following:**   * Test materials will be kept secure during transportation to the sites and during test administration. * Test administration will follow all procedures described in test administration manuals published by the Department. * Test materials will be returned according to instructions in the appropriate test administrator’s manual, and additional student information will be provided to the Department upon request for accurate processing of results. | | | | | |
| Principal’s name: |  | | | | |
| Principal’s signature: |  | | | | |
| Date: |  | | | | |
| **For use by the Department staff only:** | | | | | |
| Status of request | Approved (X): | | Denied (X): | | |
| Name: |  | | | | |
| Title: |  | | | | |
| Signature: |  | | | | |
| Date: |  | | | | |

### **School Schedule Template**

The template is designed to assist CMVS in meeting the learning time requirements (900/990 hour and 180 days) of the Student Learning Time Regulations. All proposed schools must fill out and submit this form. 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) and submit a [SLT waiver application](https://www.doe.mass.edu/redesign/SLTwaiverApp.docx).

**Proposed School Schedule Template**

[Proposed Name of CMVS]

|  |  |  |
| --- | --- | --- |
| **ITEM 1 DAILY/WEEKLY SCHEDULE FOR STUDENTS** | | |
| **Day** | **Typical Total Hours** | **Type of Instruction[[26]](#footnote-27)** |
| Monday |  |  |
| Tuesday |  |  |
| Wednesday |  |  |
| Thursday |  |  |
| Friday |  |  |
| Other *(if applicable)* |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **YEARLY SCHEDULE FOR STUDENTS** | | | |
| **Minimum Number of Days** | **Number of Student Hours Per Year** | **Scheduled Emergency/Snow Days** | **Total number of scheduled school days** |
|  |  |  |  |
| Please note below if the schedule includes **mandatory** special programming for **all** students, such as Saturday school or summer school. | | | |
|  | | | |

### **Recruitment and Retention Plan Outline**

Use the tables below to draft the CMVS’s efforts in recruiting and retaining specific populations of students during the opening year 2024-25 school year. Describe deliberate, specific steps that the CMVS will take in 2024-25 to recruit and retain specific populations of students outlined in this application.

In the tables below, provide the following information for each student category specified as an enrollment preference within the CMVS’ application and draft enrollment policy:

* the student category (from the [General School Information Sheet](#F_Information_sheet) of this application and the draft enrollment policy);
* how the CMVS will recruit this student group for the 2024-25 school year;
* how the CMVS will work to retain this student group during the 2024-25 school year; and
* at the end of the 2024-25 school year, how will the CMVS assess its success in recruiting and retaining this student group.

|  |  |
| --- | --- |
| **Recruitment and Retention Plan Outline** | |
| **Student category[[27]](#footnote-28) from this application and enrollment policy** |  |
| How will the CMVS **recruit** the specific student population for **2024-25** school year. |  |
| How will the CMVS **retain** the specific student population during the **2024-25** school year. |  |
| How will the CMVS assess its success in recruiting and retaining this student group. |  |

|  |  |
| --- | --- |
| **Student category[[28]](#footnote-29) from this application and enrollment policy** |  |
| How will the CMVS **recruit** the specific student population for **2024-25** school year. |  |
| How will the CMVS **retain** the specific student population during the **2024-25** school year. |  |
| How will the CMVS assess its success in recruiting and retaining this student group. |  |

|  |  |
| --- | --- |
| **Student category[[29]](#footnote-30) from this application and enrollment policy** |  |
| How will the CMVS **recruit** the specific student population for **2024-25** school year. |  |
| How will the CMVS **retain** the specific student population during the **2024-25** school year. |  |
| How will the CMVS assess its success in recruiting and retaining this student group. |  |

[add more tables as needed]

1. Applicants invited to submit final applications will be permitted to revise their responses between the prospectus stage and the final application stage. [↑](#footnote-ref-2)
2. Statewide limit of 10 schools does not apply to CMVS 2 if they only enroll students who reside in the school district, in the school districts that signed an agreement, or in the school districts that are members of an education collaborative. [↑](#footnote-ref-3)
3. Appointing Authority differs for CMVS 1 and 2. The CMVS 1 applicant group proposes the members of the board of trustees. If awarded a certificate, and for all subsequent proposed trustees, the Commissioner of Elementary and Secondary Education or the Board of Elementary and Secondary Education appoint the members of the board of trustees. For CMVS 2 applicant groups, the school committee(s) of the district(s) or the member school committees of the collaborative that formed the CMVS 2 appoint the members of the board of trustees and must inform the Commissioner of such appointments. [↑](#footnote-ref-4)
4. Note that, when selecting members of the board of trustees for the CMVS, applicant groups must take care to avoid potential conflicts of interest. CMVS Board members must be able to make decisions that are solely in the best interest of the school. CMVS Board members and immediate members of their families may not hold a financial interest in the proposed school or in the proposed educational management organization or school support organization (if applicable). They also may not hold a financial interest with any individual(s) or any organizations that may contract or provide service to the proposed CMVS. [↑](#footnote-ref-5)
5. The exception to this general rule is consumable supplies - those supplies that typically are used up by students during the year. Schools may ask students to supply their own notebooks or binders, papers, pencils and pens, and tissues. [↑](#footnote-ref-6)
6. For more information, refer to the [November 28, 2017](http://www.doe.mass.edu/bese/docs/fy2018/2017-11/item7.docx) and [December 19, 2017](http://www.doe.mass.edu/bese/docs/fy2018/2017-12/item5.html) Board items, respectively. [↑](#footnote-ref-7)
7. 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-8)
8. 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-9)
9. 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-10)
10. [G.L. ch.71 §94(b)(35)] [↑](#footnote-ref-11)
11. 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-12)
12. 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-13)
13. 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-14)
14. 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-15)
15. The virtual school shall not, however, restrict enrollment to target populations. (603 CMR 52.05 (2)). [↑](#footnote-ref-16)
16. 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-17)
17. 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-18)
18. A CMVS may not offer courses to students who are not Massachusetts residents. [↑](#footnote-ref-19)
19. On November 12, 2015, the Board of Elementary and Secondary Education voted to develop next-generation English language arts and mathematics assessments, to be administered in all schools beginning in the spring of 2017. The Board has previously voted to retain the legacy MCAS test as the high school competency determination through at least the class of 2019. The next-generation test would become the competency determination for the class of 2020. [↑](#footnote-ref-20)
20. Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse. [↑](#footnote-ref-21)
21. Financial interest is defined as anything of economic or monetary value. [↑](#footnote-ref-22)
22. The [Center on Online Learning and Students with Disabilities](https://codl.ku.edu/) provides information about product accessibility from vendors. [↑](#footnote-ref-23)
23. The Department reserves the right to deny any applicants that do not report accurate data. [↑](#footnote-ref-24)
24. *"Actual residence" may be determined by looking at physical presence in the city or town with an intent to remain in the city or town and make it the applicant's home, "the center of [the applicant's] domestic, social and civil life." See Lydia D. v. Payzant, No. 03-5847-E, 2003 Mass. Super. LEXIS 471, at \*6-7 (Mass. Super. Ct. Dec. 30, 2003) (addressing exclusion of students from Boston Latin School based upon residency).* [↑](#footnote-ref-25)
25. *A CMVS must specify the reasonable evidence and documentation of residency in its enrollment policy, as approved by the Department. The CMVS, however, must be flexible regarding what information they will accept as documentation. CMVS may set reasonable requirements for documentation (e.g., utility bills, signed leases, etc.) in their enrollment policy. Schools may not require proof of residency for students who can be identified as "homeless" under the McKinney-Vento Act.* [↑](#footnote-ref-26)
26. \***Special note for virtual programs**

    Virtual school schedules and models are varied by design to align with the specific goals, vision, context, population, and resources of the local context. For a waiver request to the requirement for in-person learning, complete this template to demonstrate weekly time on learning as well as the mode in which education is delivered (e.g. student independent work (asynchronous), small group work, live teacher direct instruction (synchronous), etc.). [↑](#footnote-ref-27)
27. G.L. c. 71, § 94(b)(36) the school's capacity to instruct students in the following categories, if the school intends to serve any such students: (i) students with physical or other challenges that make it difficult for them to physically attend a school; (ii) students with medical needs requiring a home or hospital setting; (iii) students with unusual needs requiring a flexible schedule; (iv) students who are over-age for their grade; (v) students who have been expelled; (vi) students who have dropped out or are at risk of dropping out; (vii) students who are pregnant or have a child; (viii) students with social and emotional challenges that make it difficult for them to physically attend a school; (ix) students who feel bullied or cannot attend school because their safety is at risk; (x) gifted and talented students; (xi) students who seek academic work not available in their school; (xii) students in rural communities; and (xiii) students in institutionalized settings [↑](#footnote-ref-28)
28. ibid [↑](#footnote-ref-29)
29. ibid [↑](#footnote-ref-30)