

Innovation Virtual School Plan

for the

Massachusetts Virtual Academy at Greenfield

First Year of Operation: 2010-2011

This innovation school plan was approved and the innovation virtual school thus authorized by the Greenfield School Committee on October 1, 2010.

Submitted by
Susan Hollins, Superintendent
and
Doris Doyle, Greenfield Subcommittee Chairperson
for the
Greenfield School Committee
Subcommittee on the Virtual Innovation School
Greenfield Public School
September 30, 2010
Innovation School Information Sheet

Proposed Innovation School Name:	Massachusetts Virtual Academy at Greenfield
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Full/Partial Conversion or New:	New
Proposed School Address (if known):	141 Davis Street Greenfield, MA 01310
Primary Contact Name:	Susan Hollins. Superintendent
Primary Contact Phone Number(s):	(413) 772-1311
Primary Contact Fax Number(s):	(413) 772-1379
Primary Contact Email Address:	superintendent@gpsk12.org

Eligible Applicant: X Superintendent and School Committee Virtual School Subcommittee

Proposed Innovation School opening school year: 2010-11

Proposed duration of innovation plan (up to five years): 5 years

School Year	Grade Levels	Total Student Enrollment under July 2010 rules	Total Student Enrollment Originally planned	Total number of Staff
First Year	K-12	500	500	Up to 25*
Second Year	K-12	500	1000	Up to 50*
Third Year	K-12	500	1500	Up to 75*
Fourth Year				
Fifth Year				
At Full Enrollment	K-12	500	1500	Up to 75*

*These are estimates since the number of staff will be based on grade levels, courses, and needs of students—as yet unknown data.

Will this school serve students from multiple school districts: Yes No

If yes, list the towns/cities in the proposed regions.

Massachusetts Virtual Academy @ Greenfield would be open to any student in any town or city in the Commonwealth of Massachusetts.

GREENFIELD PUBLIC SCHOOLS
 141 Davis Street, Greenfield, Massachusetts 01301
www.gpsk12.org

MASSACHUSETTS VIRTUAL ACADEMY @ GREENFIELD

EXECUTIVE SUMMARY

Opening	September 2010
Grades	Opening planned for grades K-8 in 2010-2011 Grades 9-12 planned in 2011-2012
Criteria for Enrollment	Open to all students who are considered able to successfully participate in a virtual school environment. Preference is given to resident students and: 1. Students with medical conditions that interfere with attendance, e.g. cancer, Crohn's disease, immune and anxiety disorders, 2. Students out of school due to pregnancy or parenting, 3. Students with developmental, social-emotional, pedagogical, or unique individual learning needs well-served by the virtual school medium, 4. Students who feel bullied or who are out of school due to other safety concerns, 5. Students who seek an advanced course program not available in their assigned school, 6. Students who have to work during the day to help support their families, 7. Students who have dropped out of school or whose original high school class has since graduated, 8. Students in training for competitive arts or sports whose days are used for training and practice, 9. Other reasons of a compelling nature, not identified above.
Cost	For Massachusetts parents enrolling students, the tuition is paid by the home district and the rate shall not exceed the maximum allowed under MGL c.76, s. 12B. Tuition cost is otherwise \$6,800. Costs of additional special education services are paid by the student's home district.
Type of School	This virtual innovation school is a public school of the Greenfield School District, authorized by the Greenfield School Committee under Massachusetts statutes for Innovation Schools
Program	The complete school program includes 4-5 core courses, all materials sent to the student's home, an online school management program, certified teacher monitoring and coaching, teacher feedback to parents and students, online office hours, face-to-face and online opportunities with classmates, and enrichment. The program requires a home study mentor or coach.
Staffing	All courses are under the direction of certified MA teachers. Greenfield will have a designated virtual school principal and special education coordinator working with the new school
Assessment	Formative and summative online skill screenings and achievement testing 2-3 times per year; MCAS testing in a proctored environment consistent with test administration guidelines
Virtual School Definition	An innovation school whose students receive 80% or more of their academic instruction on-line at a location other than a public school building.
Special Education	A student with an IEP may enroll in a virtual innovation school if the student's team concurs that such a placement is educationally appropriate. A Greenfield special education team will assure approved, enrolled students have FAPE, working with the sending district to the extent possible
Curriculum Provider	Educational courses and some teaching services, including management software, learning materials, and technical support services will be provided by K12, Inc., a leading virtual school provider. To learn more about this course provider, go to : www.k12.com
Website	www.gpsk12.org/virtualschool/virtualschool_home.html
How to Apply	The application procedure for out-of-area students will be handled through K12; area students and those with IEPs will be referred to Greenfield Schools and the local school district for enrollment. The application will include an affidavit of residency and signed Releases for General and Special Education Records. The process includes a Risk Factor Review analysis. Packet is available online or on location.
Contact	Tracy Crowe, Greenfield MAVA Launch Principal, tracrol@gpsk12.org Kathi Titus, Student Services, Greenfield kattit1@gpsk12.org Susan Hollins, Superintendent, Greenfield superintendent@gpsk12.org

Type of Innovation School

X New Public School; Virtual

Overall Vision

Our vision is:

- creating a unique, high quality virtual public school as a school district school of choice, a school of the Greenfield Public School system, and,
- for the 1% of unique students who cannot or do not attend a traditional public school, offering an option for a quality public education program using the virtual school medium.

Our vision is having a quality virtual public school option that parents, school districts, and organizations serving school-age children use, appreciate, and consider routinely when a school-age student needs a complete schooling option that does not require daily participation in a public school building.

While our school will be open to all students who are considered able to successfully participate in a virtual school environment, we are particularly interested in creating a schooling option for unique students in our district and statewide, including:

1. Students with medical conditions that interfere with attendance, e.g. cancer, Crohn's disease, immune and anxiety disorders,
2. Students out of school due to pregnancy or parenting,
3. Students with developmental, social-emotional, pedagogical, or unique individual learning needs well-served by the virtual school medium,
4. Students who feel bullied or who are out of school due to other safety concerns,
5. Students who seek an advanced course program not available in their assigned school,
6. Students who have to work during the day to help support their families,
7. Students who have dropped out of school or whose original high school class has since graduated,
8. Students in training for competitive arts or sports whose days are used for training and practice,
9. Other reasons of a compelling nature, not identified above.

Our school and its founders have a vision of creating a new 21st-century public school model that could serve many students but specifically can serve the above-mentioned groups of students who often have no viable complete schooling options.

Goals

Academic Goals:

1. Student attendance: Greater than ninety percent (>90%) of students will complete their virtual school attendance requirement, signing on to participate in virtual education the equivalent of 94% of 180 days. The virtual innovation school has a method of calculating attendance through its software monitoring program managed by teachers.
2. Student Engagement in Learning: >Ninety percent (>90%) of students will meet the current required hours of instruction based on 900 hours per year for grades 1-6 and full-day kindergarten, 450 hours per year for half-day kindergarten, and 990 hours for a full year of instruction in grades 7-12.
3. Student Course Hours: >Ninety percent (>90%) of students taking high school courses will meet or exceed Greenfield's guideline for course participation for credit, which is 135 hours of instructional engagement per year. This guideline will stand until and unless the school committee adopts a different guideline for the virtual school courses.
4. Student Promotion, Graduation, and Drop-out rates: Greater than ninety-five percent (>95%) of students who complete the first year of virtual schooling will meet requirements for promotion to the next grade level.
5. Student Achievement in Mathematics and Reading: Greater than eighty percent (>80%) of students will make a year's progress in mathematics and reading from baseline (based on October 1st enrollment and full-year participation).
6. Progress in areas of Academic Underperformance: All students in grades 3-8 will participate in the Scantron Performance Series assessments and will be assessed in the fall and spring of the school year. All students will be expected to meet or exceed the Scantron norm group gains.
7. Progress Among Student Subgroups: For all student subgroups, students in the virtual innovation school will meet or exceed the progress of the same subgroups in other Greenfield schools.
8. Reducing Achievement Gaps: For each student who previously took the MCAS, >90% will advance toward their targeted growth goals.
9. Students with IEPs: For 100% of students with individual education plans (IEPs) there will be Greenfield contact and collaboration on the student's academic goals for the year.

Non-Academic Goals:

1. Student safety and discipline: All students will demonstrate adherence to the school's Code of Conduct and policies set out in the School Handbook. This goal will be measured by teacher observations of student conduct while online and at school outings.
2. Hybrid Model: Greenfield will develop and refine one or more hybrid models for virtual schooling that blends some features of traditional schools and use of virtual curriculum. This goal will be measured by a review of hybrid models designed and/or in place at year's end.
3. Parental satisfaction: Eighty percent (80%) or more of parents or other responsible adults will respond as satisfied with the academic progress their student is making while enrolled in the school. This goal will be measured by a survey of parents.

4. Parental Satisfaction: When surveyed, eighty percent (>80%) of parents will report satisfaction with the support and coaching provided for their child's program.
5. Professional Development: Ninety-five percent (95%) of teachers each year will participate in networking and professional development opportunities with the goal of improving student academic achievement in math and reading. This goal is measured by the percentage of virtual innovation school teachers participating in professional development.
6. Outreach with School Districts: Greenfield will provide 3-4 newsletters a year to participating school districts.
7. Study: Greenfield will locate funding for skilled interviewers and complete one or more studies on pertinent topics that increase understanding of the virtual school option in Massachusetts, e.g. why parents chose the virtual school model, how special education takes place in a virtual school model, model policies needed for a virtual school.
8. Education Alternatives that Serve Children in Massachusetts: Greenfield will continue to work with legislators and the department of education toward lifting the 500-student restriction imposed through rules July 2010 so all students who need a virtual schooling option can access this alternative.
9. Revenue Streams: Greenfield will clarify grants that are available for virtual innovation public schools serving typical and unique students of all ages and specific to accomplishing the goals of its virtual innovation school.
10. Innovation: Greenfield's virtual innovation school will stimulate thinking about school innovation within our district and throughout the Commonwealth as regards education and deeply-ingrained schooling tradition and routine. This goal will be evaluated by the number of programs, organizational discussions, articles, and requests for information or presentations that take place following the virtual innovation school's opening in Massachusetts.
11. Autonomy and Flexibility: Greenfield's virtual innovation school, working with the K12, Inc. model and system, will increase autonomy and flexibility of parents, teachers, and students and, as a result, will help students achieve to high levels. This goal will be measured by a perception survey.
12. Well-rounded Student Programs: Greenfield's administrative team will collaborate with parents, home districts, and community organizations to ensure our virtual innovation school students have a learning community through the virtual school and a well-rounded program with socialization opportunities in their home communities.

Partnerships, Internal and External

Greenfield's primary partner is K12, Inc., a leading virtual school company that will provide education, administrative, and technology services to support and carry out our day-to-day school program.

Partnerships are also evolving with area hospitals, oncology centers, centers working with pregnant and parenting youth, an area educational collaborative, Centers for New Americans, human service and education institutions, children's hospitals, city offices, school districts and personnel, our local Greenfield Education Foundation, and our Greenfield public school community and faculty.

Location of the Virtual Innovation School

The administrative offices of Greenfield's Virtual Innovation School will be located at Greenfield's central administrative offices, currently at 141 Davis Street in Greenfield.

The hybrid classroom will be off campus at least for as long as an off campus location is a requirement.

Needs and Challenges

- As a start-up school and first-of-its-kind school in Massachusetts, we have the challenge of explaining the school to other districts and to developing all the initial systems and policies needed for a Massachusetts virtual school.
- As a first-of-its-kind school—a true innovation school—we have the challenge of working out the virtual school synthesis with all divisions of the department of education, from food services, to school health, to Title I, to school choice.
- Need to maintain communication with stakeholders across the state and the challenge is knowing how to efficiently provide helpful information to others.
- Funding for teacher training, outreach, and parent interviews to develop reports to augment current state information about children who seek a virtual school option.
- Relocating our alternative program to a non-school building, even though the 80% virtual course program will be the same as it would be in a public school building. This relocation is necessary to comply with the July 2010 rule.
- We have a unique challenge locating the students we would like to assure have notice of our new school option.

Areas of Innovation

- Public schooling does not require student or teacher attendance at a brick and mortar school facility.
- Public schooling does not require daily student or teacher transport to a place, based on a predetermined schedule.
- Public schooling is portable, for students, parents, or teachers who travel.
- Public schooling can have an option for children or parents or teachers who do not feel safe in the public school environment for whatever reason.
- This is a first-of-its-kind school model for Massachusetts.

- The traditional roles of students, parents, teachers, school administrators, and school committee members are all somewhat transformed toward 21st-century culture.
- Technology is used to manage and monitor student progress, diligence, and rate of work on an individual basis, daily, with support.
- Greenfield's virtual school will utilize an online curriculum different from the curriculum currently being offered in traditional schools, though aligned to Massachusetts Curriculum Frameworks.
- Greenfield's virtual innovation school is a standards-based, state-regulated public school that also relies on high parent engagement in their child's education.

Autonomy and Flexibility

Greenfield's Virtual Innovation School will provide increased flexibility and autonomy to **students**, who can to a much greater degree take charge of their own learning using 21st-century learning skills. While the virtual innovation school intends to follow Greenfield's approved academic calendar, the virtual nature of the learning program will allow students to access learning materials and the Greenfield online school at any time, 24/7.

In order to implement the virtual school model, **teachers** will have unusual autonomy and flexibility in areas communication, curriculum, instruction, workplace, work schedule, case load, days worked, role definition, contract, seniority, but not qualifications. We have sought and received waivers and/or modifications to the collective bargaining agreement between the school district and the Greenfield Education Association.

The **School Committee** is also required to think flexibility in considering employee contracts and policies. For example, what is the need for contracted personal days for teachers who have flexibility of schedule and days of work? The school committee must consider salary and benefit programs and policies that correlate to the new version of schooling that has autonomy and flexibility in teacher work conditions, including teachers working from their own homes. Teaching personnel will require more extensive and different types of staff training and development than is allowed or in place under the existing collective bargaining agreement.

Lastly, the **Superintendent**, school principals, and special education **administrators** are afforded autonomy and flexibility in considering a schooling option that likely will not require truant officers, extensive nursing services, and home and hospital tutors who are not part of an integrated school program. There is now an immediate alternative for students traumatized or health-impaired who cannot enter their community school facility but who want a quality public education. Each school district administrator will not need to create a whole schooling program for one unique student.

Components of the Innovation Plan

(i) Curriculum Plan:

The Massachusetts Virtual School at Greenfield will utilize curriculum and learning management systems developed by K12, GPS' external partner for curriculum, operation and management of the virtual school. K12's developed Internet-based curriculum includes online lessons delivered over a proprietary school platform and a rigorous system to test and assess students as well as processes to manage school performance and compliance.

Each student's grade-level program will typically include five (5) courses that meet or exceed Massachusetts curriculum standards. Students' instructional work will be monitored daily. Students will be encouraged to have social experiences. Coaching and communication to parent and student will take place regularly.

K12's curriculum includes over 21,000 online curriculum lessons, video activities, online assessments, learning games, labs, physical experiences and published textbooks and workbooks. All materials for the student's program are sent directly to the student's home.

One of the strongest points of the online program and curriculum plan is the ability to closely monitor each student's educational progress and, from this, the overall performance of the school. Students, parents, teachers, administrators, the Superintendent, and the Greenfield School Committee will be able to either continuously measure or receive reports on student achievement gains during the school year using the school's learning management and student information systems. Using these K12 systems, Greenfield's virtual school will deliver the curriculum to its students and permit teachers and parents to see, at every moment, how the student is progressing. These systems provide each student with an individualized and highly-accountable learning experience.

K12's Proposal to Provide Virtual School Services submitted in response to a Request of Proposal, RFP # 10-0520 issued by the Town of Greenfield and subsequently accepted by the Greenfield School Committee outlines in detail in Section A.1 the K12 curriculum and related programs, and how together they work to support and enhance school performance and student achievement. The Greenfield School Committee has previously reviewed and approved this contract in open session which was accepted as a prospectus.

(ii) Budget Plan:

The budget plan is based on 500 students and will be scaled down for fewer numbers of students, as applicable. The budget is \$3,400,000 with an individual student tuition of \$6,800. Under the choice funding guidelines, the district cost for parents choosing the school is 75% of tuition not to exceed \$5,000.

Administrative Rules approved July 2010 by the Board of Department of Elementary and Secondary Education state:

(7) Funding: The sponsoring district shall annually set the per pupil tuition rate for students enrolled in a virtual innovation school, provided that said rate shall not exceed the maximum tuition rate permitted under M.G.L. c.76, s.12B, and provided further that said rate shall apply to students residing in the sponsoring district and students residing in other Massachusetts districts. Tuition payments shall be prorated for students enrolled for less than a full year. In addition to said per pupil tuition rate, the costs of additional services required by a student under an individualized education plan shall be paid by the student's home district pursuant to the provisions of 603.CMR 10.07. Tuition payments shall be made quarterly.

Greenfield School Committee met the above-referenced requirement for the 2010-2011 school year and voted to establish the tuition rate at \$6,800 for the first year of operation based on the first-year budget. The School Committee will annually set the per pupil tuition rate for students enrolled in their virtual innovation school and will bill for tuition in compliance with MGL c.76, s.12B.

In the virtual school model proposed, approximately 50% of budgeted funds will be dedicated to student instruction, including a significant investment in curriculum, materials and technology. The new role of teachers (individualized approach of virtual school teachers as coaches to both parents and students) is a different use of school funding resources. This “coaching” responsibility to parents in their direct role overseeing education of their children would be a new use of funding and does support high expectations for school performance and student achievement.

An additional new use of funding is for a partnership with an active curriculum provider that communicates with the schools about their curriculum materials and methods and has support personnel on-location, working side-by-side with our personnel.

Appendix 1. Greenfield's Virtual Innovation School approved budget

(iii) School Schedule Plan:

The school calendar in the virtual school model will be enhanced and expanded through the flexibility afforded by the online, individualized, adapt-to-the-student's-available-time cyberschool concept.

The virtual innovation school will generally follow the Greenfield School Committee's adopted academic calendar for each school year. Given the nature of a virtual school program, however, student learning time will not be confined to a traditional academic calendar, set school building hours, and instructional time per subject defined by bus and school schedules, not student interest and time available. With 24/7 access to the online school program, teachers, and lessons as well as books and other materials, students can sign on and complete lessons and assignments at any time and have it credited to meet their required attendance and instructional hours.

The virtual format also enhances learning by allowing and facilitating flexibility in the level, pace, and hours spent on each learning objective. Generally, students will complete one academic year's curriculum within a traditional ten-month school year. Each individual student may take greater or fewer instructional hours and more or less effort than the average student to achieve this progress. Greenfield's school vision matches the K12 learning system, which is designed to facilitate student schedule flexibility.

(iv) Staffing Plan:

Greenfield's Virtual Innovation School will have a similar administrative staffing as with to all other Greenfield schools of similar size:

Central Office Administrators,
School-level Administrators (2)
Office Secretary

Instructional Personnel staffing will include primarily teachers and psycho-social support professionals. Our virtual school model includes an at-home education facilitator (typically the parent) with a virtual school teacher as teacher, mentor, and coach. There generally is no need for teacher aides and tutors, except in unusual circumstances based on a special education IEP. Whenever possible, we will try to collaborate with the sending districts to continue the needed special education services through the home district.

Certified Teachers (full-time and part-time)
Psychologist and/or Social Worker (part-time)

Central Office Administrator oversight and leadership for program and budget will be provided by three central office personnel:

Superintendent
Director of Student Services
Business Manager

School-level Administrators

A Launch Principal working as a Greenfield public school principal will report to the Superintendent and work with other central office administrators. Duties of this position include overseeing enrollment notifications and enrollment communications, coordinating initial office setup, oversight for Greenfield virtual school operations, setup and administrative oversight of Greenfield hybrid programs, and coordination of all the virtual school administration, document development and submission, grant oversight, and reporting that takes place in Greenfield as part of the Greenfield Public School system. The Launch Principal will also serve as Greenfield's primary liaison with K12 for matters relating to student enrollment and program, student data reporting, monitoring student

progress, coordination of staffing and plan safety for field events, working directly with the K12's Head Program Administrator. For area students the Launch Principal provides detailed information and internal communications with other school principals and keeps the Superintendent regularly updated on the school's status and details of important matters. The Launch Principal has ongoing communications with parents and will keep logs and files of parent and student information and communication.

A Head Program Administrator (HPA) is also on location representing our program partner, K12, with office co-location in Greenfield's virtual school office, working side-by-side and collaboratively with Greenfield's Launch Principal. Familiar with the actual K12 curriculum and management system, the HPA manages implementation of the K12 program according to K12 standards and day-to-day matters related to program operations in state-wide off campus locations, directly supervising and assuring the integrity of the K12 virtual schooling model, monitoring individualization and teacher management skills. The HPA coordinates specific K12 program training for faculty and administrators, coordinates consultants coming on location, and is the liaison for most day-to-day concerns and issues requiring connectivity with administrators at K12.

Teachers

Our virtual innovation school teachers will be experienced educators who meet both state teacher certification requirements and Highly Qualified Teacher requirements. Virtual innovation school teachers will have a Bachelor's or higher degree, demonstrate competency in either elementary or middle school education, and/or have a competency certificate in a secondary subject area depending on the grade level or subject they will teach. In our first set of hiring, August and September 2010, and with nine (9) days notice to open, we will allow time for new personnel to process certification status.

Each virtual innovation school teacher will also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will be recruited and hired. The faculty will include general educators and special education teachers, as needed, at the elementary, middle, and high school levels. All teachers will be required to create a professional development plan and will be provided opportunities for professional development and training.

Administrators and teachers will be employed, evaluated, and compensated consistent with school committee policies and contracts, including the mutually-determined memorandum of understanding with the Greenfield Education Association.

(v) Policy and Procedures Plan:

As with any other public school that is a part of Greenfield Public Schools, the virtual innovation school will be governed by the Greenfield School Committee and managed by the Greenfield Superintendent of Schools. Greenfield's Massachusetts virtual innovation school operations will be subject to school committee policies that apply and general administrative guidelines and procedures implemented by the Superintendent.

To date several school committee policies have been developed to address unique situations of the new virtual innovation school: Late Student Enrollment, Multiple Children Families, Cyberbullying, and Academy Integrity. As a virtual innovation school there will be operational policies and procedures that are unique to the virtual learning environment, such as attendance and truancy in a virtual school environment and network etiquette.

A school and student handbook will be developed to clarify procedures that support school performance and student achievement, academic integrity, standards for schooling in a virtual environment, expectations of all parties, guidelines for communication and problem-solving, and other specific issues related to managing virtual public schools.

First Year Work Plan:

By 3 months, our new school will have reviewed several virtual school handbooks and manuals to glean most important topics and content to include.

By 6 months (February), there will be a student handbook drafted for review.

By 12 months (August/September), an operations and management handbook developed for virtual innovation school personnel.

Appendix 2. Four School Committee Policies Approved September 2010

(v) Professional Development Plan:

Teacher Professional Development and Training

All Greenfield virtual school administrators and educators will have access to high quality professional development and training throughout the school year that will be provided through Greenfield's contract with K12. K12, has an entire Teacher Effectiveness Division devoted to prepare all new teachers for the demands of their new role as online teachers. All faculty will be provided a variety of well-researched online teaching and related to developing expertise in the delivery of high quality online instruction to students. The specific professional development program used has been used to train over 3,000 teachers.

The professional development training will use expert facilitators who can assist in the creation of a reflective professional development community. Basic programs for all our virtual teachers will include three teacher training courses intended for new and/or returning teachers. Teachers will generally meet in Greenfield or as is practical throughout the state and have time to review research, best practice, and reflection as regards their online teaching experiences. In these ways our teachers develop new skills and sharpen existing ones for the delivery of online instruction that enables students and our school to meet goals of high academic achievement. Customized on-site training will also be available as necessary. The teacher training courses are:

1. Virtual National Teacher Training (VNTT) offers a choice of two online courses: one for K-8 and one for high school teachers. Each course is approximately 40-50 hours in length and includes the K12 Teacher Handbook. These courses are designed to utilize both synchronous and asynchronous components—the same instructional methods and practices utilized within the K12 curriculum. The courses equip new teachers with the skills they need to begin teaching in the K¹² model with topics such as curriculum and placement, tools and techniques, and online communication. Upon successful completion of the program, applicants are immediately eligible to apply to the University of California at San Diego for academic or continuing education credits. Greenfield will be pursuing credit through a New England college, working with its Professional Development Administrator.
2. Online Synchronous Instruction (OSI) Certification is designed for returning teachers. It incorporates 12 synchronous sessions on topics such as creating an interactive and collaborative class, and diverse assessment strategies. Upon successful completion of the program, applicants are eligible to apply to the University of California at San Diego for academic or continuing education credits.
3. National Professional Development (NPD) is designed for new and returning teachers. It incorporates six synchronous sessions on topics such as virtual community building and developing student achievement. A certificate of completion is delivered online after successful completion of a final quiz.

Even with the best training to prepare them to teach online, teachers will have questions as they experience online teachers. Greenfield's virtual innovation school will provide on-demand support for teachers to help answer questions and provide them with additional resources to continually improve their teaching skills through:

- Teacher Hotline is a toll-free number for teachers to get answers to questions about curriculum, instruction, tools, etc. from experienced K¹² master teachers, from 10 a.m. – 6 p.m. EST Monday through Friday.

- Teacher Support Website is a teacher-only community space within thebigthink¹², K12’s proprietary secure online social networking community, providing teachers the opportunity to:
 - o Review nationally collected best practices and teaching resources;
 - o Access hundreds of recordings from synchronous training sessions; and
 - o Collaborate and build community with colleagues from around the country.

Administrator Training

In order for teachers to be effectively led by the school administrators, academic school leaders will also participate in professional development on a monthly basis to ensure that the school is following its strategic plan for student achievement and strategies are executed and evaluated for quality performance. The table below describes the types of activities that leaders will experience during the first school year and beyond. Administrators will also take advantage of leadership training in best practices in leadership, curriculum, and instruction such as attending the iNACOL conference, State and National Title 1 Conferences, and Massachusetts Department of Elementary and Secondary Education conferences.

<i>Month</i>	<i>Sample Administrator Training</i>
<i>July</i>	Administrators will embrace the schools mission and vision and determine individual leadership styles of the team
	Leaders will establish communication plan
	Skill set and knowledge competencies when hiring virtual school teachers
<i>August</i>	Excelling as a highly effective team leader
	The Instructional Model: understanding how to differentiate instruction for all students to achieve academic excellence
<i>September</i>	Administrator training
	Understanding the Role of the Teacher
	Understanding the role of the Parent
	Understanding the role of the student
	Grading and Feedback in a Virtual School
<i>October</i>	Administrator training
	Understanding administrator tools to evaluate teacher performance
	Using data to drive decisions: Understanding student and teacher data to make instructional decisions

	Delivery of Special Education in a Virtual Environment
<i>November</i>	Socialization Opportunities for Virtual School Students
	Physical Education Requirements and Alternatives in Massachusetts
	Due Process & the Virtual School Enrollee: Understanding special education law; Understanding key elements of service and documentation requirements
<i>December</i>	Administrator Training
	Developing a Strong School Achievement Plan (first year) and Annual Improvement Plans (subsequent years)
	Understanding the statutory role of school committees and superintendents in Massachusetts
	Opportunities for Art and Music for virtual school students
<i>January</i>	Administrator training
	Building teacher leaders
	English Language Learners—working with parents and students who have limited English; Virtual Options
<i>February</i>	Thinking and planning strategically to ensure student success

Anticipated Outcomes, Student

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

Anticipated Outcomes, Other

- The majority of participating parents will be more skillful managers and coaches of their child's education.
- Teachers, district administrators, and other officials in Massachusetts involved in Greenfield's innovation school will vicariously become more sophisticated in their understanding of virtual education and how it is delivered and managed.
- A body of retiring, parenting, or other traditional teachers in Massachusetts will become interested in teaching virtually and obtaining training to become a skillful virtual teacher.
- The research provided by Greenfield as to the small percentage of students who seek a virtual schooling option will stimulate beneficial school reform in New England.
- Hybrid models using virtual courses in connection with preparation for high achievement at K-8 as well as 9-12 grade levels will quickly be considered by Massachusetts superintendents.

Areas Where Innovation Plan Conflicts with Law or Rule, for which a Waiver May be Sought

Greenfield sought a waiver for the July 2010 rule of 25% or 10% host district participation, given that that actual percentage of district students who might seek this unique school was estimated to be 1% or less. The waiver request was granted on Friday, August 13th, 2010.

See Appendix 3: Correspondence Related to the Waiver Provision

Process Used to Involve Appropriate Stakeholders

The administrative team will meet at least monthly and, as part of meetings, discuss and plan outreach and involvement of appropriate stakeholders. Types of involvement planned:

- Student and parent surveys
- Open Houses at different locations throughout the state
- Information available on Greenfield's and K12's websites
- Newspaper Articles
- Radio Interviews
- Conference Presentations
- Trips to Observe or Demonstrate Virtual School Management and Program
- Sharing of Data and Informational Guidelines
- Regional Association Attendance and Presentations
- Communication with School Districts
- Meeting Opportunities for Families and Students, goal = monthly

Members of the Innovation School Planning Committee

The consistent virtual innovation school planning subcommittee included:

Doris Doyle, Past President and Member,
Mayor William Martin, Member
John Lunt, Current President
Susan Hollins, Superintendent
Peter Smith, School Attorney

Other persons who participated in meetings and planning sessions:

Carol Holzberg, Technology Administrator
Michael Svinis, Technology Staff
All Building Principals in Greenfield
Lane Kelly, Greenfield Finance Director
Mark Maloney, Former Chair, City Counselor
Kathleen Titus, Director of Student Services
Elizabeth Gilman, School Business Manager
Tracy Crowe, Launch Principal
Representatives of K12, various divisions
Keith McCormic, School Committee Member; Technology Administrator
Charles Zogby, K12, Inc., Consulting

Appendixes

Appendix 1: Greenfield's Virtual Innovation School Approved Budget

Appendix 2: Four School Committee Policies Approved September 2010 (p.13)

Appendix 3: Correspondence Related to the Waiver Provision (p.17)

<i>Virtual School Budget \$3.4 mill</i>		Total FY11 Draft	Total FY11 Draft per Student
<i>Tuition \$6,800</i>			
Managed Enrollments			
K-8		500	
HS		-	
Ending Enrollment (Avg. for Totals)		500	<i>Recommended tuition of \$6,800</i>
Funding Sources		<i>Recommended total budget</i>	
Basic Formula Funding - K-8 and HS	\$	3,398,079	\$
Interest Income / Other	\$	-	\$
Total Funding	\$	3,398,079 100.0%	\$ 6,796
Instruction - Teachers			
Salary - Regular	\$	286,667 8.4%	\$ 573
Salary - Part-Time Regular	\$	20,000 0.6%	\$ 40
Salary - Part-Time Special	\$	18,333 0.5%	\$ 37
Benefits	\$	69,767 2.1%	\$ 140
Bonus	\$	16,250 0.5%	\$ 33
Travel	\$	7,088 0.2%	\$ 14
Phone	\$	7,560 0.2%	\$ 15
Instructional Materials	\$	12,900 0.4%	\$ 26
Curriculum Delivery	\$	27,438 0.8%	\$ 55
K12 Charges-3rd Party Teacher	\$	4,200 0.1%	\$ 8
Teacher Laptops	\$	10,800 0.3%	\$ 22
Non-Instructional Materials & Supplies	\$	9,450 0.3%	\$ 19
Conf., Teacher Training & Prof. Dev.	\$	7,088 0.2%	\$ 14
Printing, Mailing, Postage	\$	1,890 0.1%	\$ 4
ISP	\$	51,030 1.5%	\$ 102
Non-K12 Other	\$	- 0.0%	\$ -
Total Instruction - Teachers	\$	550,459 16.2%	\$ 1,101
Instruction - Students			
Proctored Exams & Test Administration	\$	25,000 0.7%	\$ 50
Curriculum Delivery	\$	898,200 26.4%	\$ 1,796
Instructional Materials	\$	621,000 18.3%	\$ 1,242
Computer, Peripherals, & Software	\$	169,652 5.0%	\$ 339
ISP	\$	26,250 0.8%	\$ 53
K12 Charges Other	\$	25,001 0.7%	\$ 50
	\$	- 0.0%	\$ -
Total Instruction - Students	\$	1,765,103 51.9%	\$ 3,530
Student and Family Services			
Special Ed Contracted Svcs & Other Related Exp.	\$	- 0.0%	\$ -
Field Trips	\$	2,500 0.1%	\$ 5
Hybrid Program	\$	19,250 0.6%	\$ 39
School Events	\$	500 0.0%	\$ 1

	Total FY11 Draft		Total FY11 Draft per Student
Annual School Reports	\$ 2,500	0.1%	\$ 5
	\$ -	0.0%	\$ -
Total Student and Family Services	\$ 24,750	0.7%	\$ 50
School Administration & Governance			
Educational Services	\$ 509,712	15.0%	\$ 1,019
Oversight/Sponsor Fee	\$ 101,942	3.0%	\$ 204
Legal Services	\$ 7,500	0.2%	\$ 15
Payroll Services	\$ 8,220	0.2%	\$ 16
Auditing - External	\$ 8,000	0.2%	\$ 16
Board Development & Training	\$ 2,500	0.1%	\$ 5
Administrator Travel	\$ 7,500	0.2%	\$ 15
Administrator Phone	\$ 1,200	0.0%	\$ 2
GPS School Administrative Staff	\$ 89,250	2.6%	\$ 179
GPS School Administrative Staff	\$ 31,238	0.9%	\$ 62
Temporary employees	\$ 2,500	0.1%	\$ 5
	\$ -	0.0%	\$ -
Total School Administration & Governance	\$ 769,562	22.6%	\$ 1,539

	Total FY11 Draft		Total FY11 Draft per Student
Technology			
Technology Services	\$ 237,866	7.0%	\$ 476
	\$ -	0.0%	\$ -
Total Technology	\$ 237,866	7.0%	\$ 476
Insurance / Facilities / Other			
Rent	\$ -	0.0%	\$ -
Telephone	\$ 3,000	0.1%	\$ 6
Copier / Fax Lease	\$ 5,000	0.1%	\$ 10
Outside Copying	\$ 1,750	0.1%	\$ 4
Office Postage and Shipping	\$ 500	0.0%	\$ 1
Office supplies and equipment	\$ 2,500	0.1%	\$ 5
General Liability Insurance	\$ 10,000	0.3%	\$ 20
Depreciation	\$ 2,589	0.1%	\$ 5
Non-K12 Other	\$ 25,000	0.7%	\$ 50
Total Insurance / Facilities / Other	\$ 50,339	1.5%	\$ 101
Total School Expenditures This Period	\$ 3,398,079	100.0%	\$ 6,796
Surplus (Deficit)	\$ -	0.0%	\$ -