# Greater Commonwealth School Annual Report

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For FY25

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# Introduction

# Introduction to the School

| Greater Commonwealth Virtual School (GCVS) | | | |
|---|---|---|---|
| **Year Opened** | 2013 | **Year(s) Certificate Renewed** | 2016, 2019, 2022 |
| **Name of Contractual Relationships (if applicable)** | NA | **Maximum Enrollment** | 1200 |
| **Grades Served** | K-12 | **Enrollment as of June 30, 2025** | 2014 |
| **Number of students eligible for free and reduced price lunch as of 5/22/25** | 693<br>(Source: EWIS) | **Number of students on waitlist as of 6/09/25** | 292 |
| **Mission Statement:**<br>The Greater Commonwealth Virtual School, a public school of choice, serves students from across Massachusetts who need a learning community that is accessible, flexible, and inclusive. As a pioneer of online learning, we empower our educators to tailor learning experiences to each student's strengths, interests, and challenges. We redefine and change how students and teachers engage through innovative technology, while ensuring mastery of competencies embedded in a rigorous curriculum. | | | |

# School Performance and Program Implementation

## Faithfulness to Certificate

### Criterion 1: Mission and Terms of the Certificate

*Provide evidence of how the CMVS is faithful to its mission, implements the terms outlined in its certificate, and demonstrates progress towards meeting its accountability plan goals, and if not, why not*.

The Greater Commonwealth Virtual School remains faithful to its mission. We prioritize the applications of students according to our certificate. In SY2025, of the 691 applications the

school processed, 181 applicants enrolled because of health reasons, 21 claimed bullying as the primary reason, 140 claimed a disability (188 arrived with IEPs, and even more requested evaluations once they enrolled; the Special Education department also received 38 requests for evaluations this year); two students enrolled because of pregnancy, and six enrolled because of their professional/competitive lives. One hundred-eleven students arrived with pre-existing 504 plans, and 46 students whose home language was a language other than English. In cohort, GCVS continues to serve students who need "a learning community that is accessible, flexible, and inclusive."

The school continues to refine the curriculum in order to keep the certificate up-to-date. The mapping project initiated in August 2022 has led to the adoption of new materials that better align with the Massachusetts standards. For the 2025 school year, we piloted:

| Grade | Content Area | Curriculum | Decision for FY26 |
|---|---|---|---|
| K-4 | ELA (reading instruction) | Wilson Literacy | Adopt as core/Supplant FLVS |
| 6-8 | ELA | Amplify | Adopt as core/Supplant FLVS |
| 6-8 | Science | Amplify | Adopt as core/Supplant FLVS |
| 6-8 | Math | Amplify Desmos | Adopt as core/Supplant FLVS |
| 5-7 | Social Studies | Investigating History | Adopt as core/Supplant FLVS |
| 8 | Social Studies | Democratic Knowledge Project (Civics) | Adopt as core/Supplant FLVS |

We adopted these new programs that were piloted in FY24:

- Wilson Reading Systems for grades K-4
- GCVS-curated course *Atlantic History: Then and Now* for HS
- Activate Learning *Engineering the Future* for HS

The school continues to work with the Office of Charter Schools and School Redesign to pilot and adopt curriculum in a way that is methodical and transparent.

The school also continues to meet more of its accountability targets by introducing programs aimed to support student academic growth and acceleration (such as the Essentials Math courses in high school and developing an asynchronous platform that uses the same materials as live courses), an advisory

period in middle school that uses Second Step (an SEL program) and a more targeted screeners in the elementary school.

The school petitioned the Board of Elementary and Secondary Education for an increase in its reimbursement rate, and was granted this increase for FY26.

### Criterion 2: Access and Equity

*Describe the school's expectations for student attendance and participation. Explain how the school monitored and tracked student attendance and participation during the 2024-25 school year*.

Students are expected to attend school every day that the school is in session. Attendance is taken by teachers in classes. At in-person events, such as MCAS and meet-ups, students (or the learning coach) registers attendance by scanning a QR code and registering the student at the event. This information is used to record the student's presence or absence in PowerSchool. Students in the asynchronous program are monitored via visual attendance and work completion daily by each teacher in each class, and also required to meet with an adult once a day for a live view.

*This is a link to the school's most recent, publicly available student attendance data*.

*This is a link to the school's most recent, publicly available student enrollment data*.

## Academic Program Success

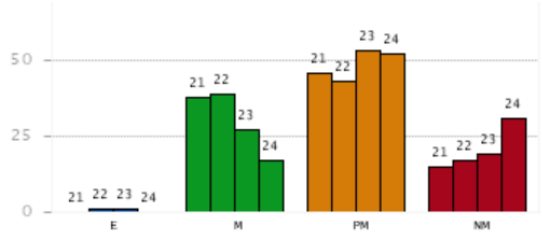
### Criterion 4: Student Performance

*This is a link to the GCVS FY24 Report Card, the most recent one available*.

*Provide clear and concise information, in the aggregate, about **2024-25** student performance on internal or external assessments (including data from MCAS) that the school would like the Department to consider as evidence of academic progress.*

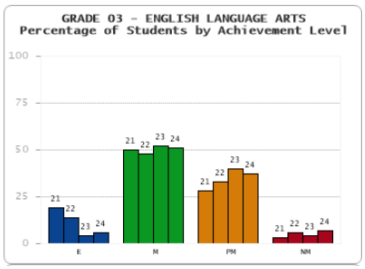
MCAS data are currently embargoed and will remain so until after the submission of this report. However, since the same statement was made about the SY2024 MCAS, it stands to reason that general trends should be reviewed. A review of the DESE Profiles page "MCAS Annual Comparisons" shows that MCAS participation in grades 3-8 is less than 80%, and the number of students not meeting expectations is larger than the number of those who do. This trend shows why the accountability plan is so important for measuring the school's academic program success.

In general, the four-year trends all tend to look like this:

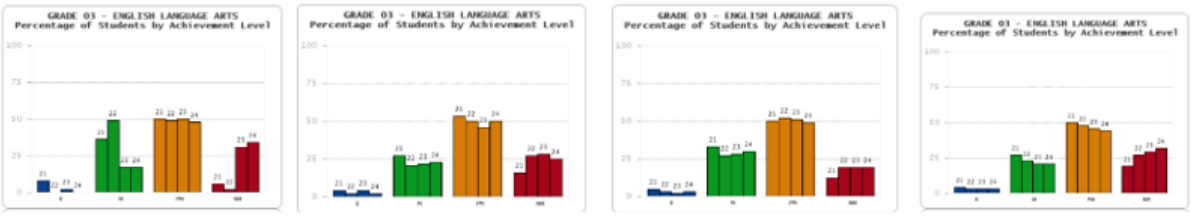


Few students exceed expectations, and the percentage of students approaching expectations is larger than the number actually meeting expectations. The number of students not meeting expectation grows each year.

In many ways, the achievement patterns for GCVS students mirror the patterns in urban districts. If we look at achievement patterns for different socio-economic communities, we have this four-year achievement pattern for suburban schools:




Note that the number of students in the suburban model who meet expectations is higher than those who are approaching expectations (orange), and the number of students who are not meeting expectations is very low (red). Now let's look at achievement patterns for various urban schools:




(For the purposes of this discussion, identifying data are not included, although it might be helpful to note that these are grade 3 ELA scores, chosen because third grade literacy is a key data point in determining a student's risk level for not graduating high school.) GCVS is the first school; the others are three districts whose students comprise a large percentage of the GCVS student body. GCVS is not doing any better or worse than the majority of its contributing schools, but we'd like to be doing better in addressing the consistent decrease in the number of students meeting expectations, and the increase in the number of students who are not. In school data dives, many possible causes have been advanced, and school administrators have explored several possibilities.

Is the cause:

| | |
|---|---|
| Leadership churn at certain grade levels? | Hire and support administrators from within GCVS to reduce churn |
| Weak curriculum? | Map the curriculum to identify weaknesses, find resources/replace curriculum when necessary |
| Poor instruction? | Ensure that all evaluators are trained in the same |

| | |
|---|---|
| | methods and language; evaluate feedback for consistency |
| Lack of support/differentiation? | Build a schedule to support building academic skills<br>Review the MTSS process for effectiveness |
| A change in students' level of need? | MTSS should be able to address this. |

A note about instruction: After the 2024 DESE Year 11 Review, school leaders focused on two key findings. One was that 18 out of 25 classrooms had teachers using expected instructional practices for high-quality virtual teaching, which means 7 out of 25 did not. The evaluation team used the list of expected behaviors to provide feedback to teachers about how to better engage students. The other finding was that only 11 of 25 classrooms demonstrated high expectations for student work. This is not surprising, given that the school population is 25% special needs and 71% high needs, but it is still not acceptable. The past school year, then, school leaders focused on raising expectations for *all* students. In SY26, evaluators will implement a version of virtual learning walks that will focus on building consistent expectations for classroom routines.

We are proud that during the term of this current certificate, GCVS has consistently met its grade-level competency measures in math and reading. Yet in the past four years, GCVS has not met its writing objective. The first three years were because of technical issues: lack of consistent implementation, then lack of consistent data collection. This year, we addressed those technical issues, only to be disappointed by the results. A little more than half the grades 3-5 students (53.5%) met the objective. A significant problem in the middle school is that 53 students refused to take the two tests, and another 9 refused to take the EOY portion, so the data set was incomplete. Still, even if these students are removed from the data set, the percentage of students who meet the objective is 63.2%. This means that GCVS has two issues. One is the lack of engagement in rigorous class work, and the other is poor performance. These findings, combined with evidence from the Year 11 Review, show that GCVS will still have to build stronger critical thinking skills and cognitive stamina for the majority of its students in elementary and middle school. Our current curriculum does not offer students many opportunities for writing. We attempted to build supplemental writing activities, but have come to the conclusion that high quality instructional materials must replace FLVS. During this current school year, the middle school piloted several different content curricula; in FY26, there will be no FLVS for grade 6-8. The elementary school will begin the process of ELA curriculum selection in FY26. We must also work on high expectations, and not allow students to "miss" key assignments that measure grade-level skills. The Administrative Leadership Team has already begun its plan to work with teachers on shifting expectations.

On a different note, the statewide referendum to remove MCAS as a graduation requirement allowed us to re-enroll two students whose anxiety did not allow them to pass MCAS in previous years. Both had good grades and attendance throughout their years at GCVS; their only stumbling block was the test, and both left school because of multiple failures. Once came back to complete a credit. The other

graduated in January. Adding two students to our list of graduates may seem small, but the difference it made to these students is immeasurable.

## Criterion 5: Program Delivery

*Provide a description of the school's academic program (curriculum and course design, instruction, assessments and program evaluation, and support for all learners) during the 2024-25 school year. In addition to the description of the school's academic program, please address the following:*

- *The expectations for student-teacher interaction on a weekly basis broken down by grade spans, including how often teachers and students were required to interact within each week, for what purposes, and how these interactions are monitored*

| Grade spans | Weekly Expectations, purpose | Interactions monitored how? |
|---|---|---|
| Kindergarten | | |
| 1-5 | Daily attendance in classes (on Zoom) from 8:30 to 2:30, except for lunch, for the purpose of instruction or work completion. | A teacher is present for instruction. All lessons are recorded.<br>Teacher or para present for work completion.<br>Some students are released to the Learning Coach, who monitors the work completion.<br><br>If a student chooses to have "recess" (online play space using Topia), interactions are monitored by the Student Engagement team. |
| 6-8 | Daily attendance in classes (on Zoom) from 8:30 to 2:30, except for lunch, for the purpose of instruction or work completion. | A teacher is present for instruction. All lessons are recorded.<br>Teacher or para present for work completion.<br>"Student lounge" is monitored by the Student Engagement team. |
| 9-12 | High school starts at 8:30 and ends at 3:10. Classes meet four times a week. | Teachers and paras monitor students. All lessons are recorded.<br><br>Asynchronous (see monitor) |

- *The level of supervision or support needed for students in grades K through 8*

At the elementary level (grades K-5) students receive daily full class and small group live instruction in core academic subjects. At the middle school level (grades 6-8) students receive five live lessons a week in each core academic subject. Art, Music, Physical Education, and

Computer electives rotate each quarter and meet live once per week. GCVS employs Family Engagement Liaisons (FELs) who provide support and assistance in addition to the support provided by the classroom teachers. Teachers alert the FELs to any individual family concerns who, in turn, work with those families on an individual basis to ensure proper support for students at home. As part of the school structure, GCVS also uses the following supports: Title I and English as a Second Language (ESL) services; Family Engagement; contracts for students with particular needs; Special Education supports, in person meet-ups, extra help from teachers, dual enrollment with Greenfield Community College, use of GCVS Chromebooks with added security measures.

- *Examples of academic or non-academic activities that were implemented throughout the year to engage students and how students participated in those activities*

We offer many activities: Books & Blankets (open to all K-5), a virtual read-aloud held weekly on Tuesday evenings, clubs, dances (both live and virtual), live meet ups with virtual counterpart activities (a live visit to the Museum of Science in Boston with a live, virtual visit to some of the Smithsonian buildings in Washington, D.C.)

- *The supports provided to students to ensure that students successfully complete online courses*

Online courses at the high school are now almost all aligned to the live courses, and teachers work from both platforms. Work and materials for the async courses are slowly released throughout the year, so a student paces with the live students (in general). This means that all students in, say, Chemistry, have the same teacher who is reviewing all student work at the same time. If a student is not attending, the teacher knows and reaches out immediately. If a student is foundering, the teacher sets up an extra help session (or sends the student to Skooli). In short, student progress is monitored daily by the teacher teaching the course, and supports are in place if needed.

## Criterion 6: School Climate and Family Engagement

*Describe how the school creates a community for students and an environment that supports all students' sense of belonging.*

Student connection is key at GCVS. In classes, students participate in Morning Meeting (K-5) and advisory (grades 6-8), part of the Responsive Classroom structure. Students might also be scheduled to meet a counselor/trusted adult on a regular basis, for specific reasons such as reviewing the week's progress or to improve executive functions. High school guidance counselors meet with students about their schedules, their progress to graduation, and credits.

Our certificate guarantees that the school will provide opportunities for students to develop socially. We offer:

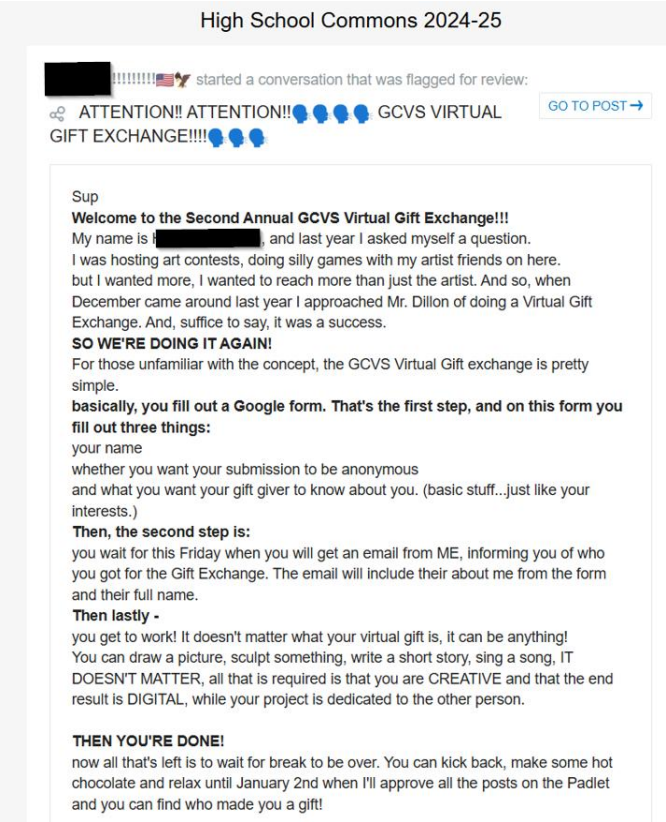
- social gatherings and activities provided regionally as well as statewide, including back-to-school picnics, roller skating, and a field day; academic field trips, designed to enhance the curriculum and targeted toward specific grades; a weekly evening read-aloud called Books& Blankets for the early grades;

- school clubs and online for group activities such as Dungeons and Dragons, a math club, and an on-line chat room where middle and high school students hang out and talk. Elementary school students have a virtual playground;
- parent gatherings;
- a lecture series on topics of interest and importance to students including drugs, alcohol, emotional and physical health, personal safety, interventions; and
- encouraging students to participate in community health, sport, and fitness programs.

The school offers extra-curricular activities through online forums and physical outings, and helps families and students locate resources in their communities.

GCVS also has an in-person support center. This is a place where middle and high school students can go for extra help, social activities, and lunch. Because 10% of the GCVS students hail from the Springfield/Holyoke area, we are closing the site in Hadley and will open one in a place that is more accessible to students.

As an illustration, here is how one student used InScribe (the student chat room) to organize as gift exchange among students:



High School Commons 2024-25

[redacted]!!!!!!!!🇺🇸🦅 started a conversation that was flagged for review:

ATTENTION‼ ATTENTION‼🗣️🗣️🗣️🗣️ GCVS VIRTUAL GIFT EXCHANGE!!!!🗣️🗣️🗣️

GO TO POST →

Sup
**Welcome to the Second Annual GCVS Virtual Gift Exchange!!!**
My name is I[redacted], and last year I asked myself a question.
I was hosting art contests, doing silly games with my artist friends on here.
but I wanted more, I wanted to reach more than just the artist. And so, when December came around last year I approached Mr. Dillon of doing a Virtual Gift Exchange. And, suffice to say, it was a success.
**SO WE'RE DOING IT AGAIN!**
For those unfamiliar with the concept, the GCVS Virtual Gift exchange is pretty simple.
**basically, you fill out a Google form. That's the first step, and on this form you fill out three things:**
your name
whether you want your submission to be anonymous
and what you want your gift giver to know about you. (basic stuff...just like your interests.)
**Then, the second step is:**
you wait for this Friday when you will get an email from ME, informing you of who you got for the Gift Exchange. The email will include their about me from the form and their full name.
**Then lastly -**
you get to work! It doesn't matter what your virtual gift is, it can be anything!
You can draw a picture, sculpt something, write a short story, sing a song, IT DOESN'T MATTER, all that is required is that you are CREATIVE and that the end result is DIGITAL, while your project is dedicated to the other person.

**THEN YOU'RE DONE!**
now all that's left is to wait for break to be over. You can kick back, make some hot chocolate and relax until January 2nd when I'll approve all the posts on the Padlet and you can find who made you a gift!

*Describe how the CMVS develops strong collaborative relationships with all families/guardians and effectively communicates with them about the academic progress and social-emotional well-being of students. Give examples of parental involvement with the school.*

It starts in enrollment. Students who have IEPs and 504 plans, and/or who speak a home language other than or in addition to English, are flagged for review and brought to the attention of the appropriate department. The Director of Special Education meets with parents to review how the child's IEP might look in a virtual school and to explain how support and services are implemented in the virtual setting. Students with 504 plans are listed on a sheet for the 504 team to review and monitor over several weeks, and parents are notified about the monitoring period. Multi-language learners' histories are reviewed by the ESL team to determine language needs and family support. We work hard to make sure that students have a place to land when they come to GCVS. All students and Learning Coaches have an onboarding session with a family engagement specialist, who gives them a "welcome tour" of the school and our systems.

GCVS staff build partnerships with parents by listening, and by helping parents find a trusted adult within the school. All staff play a role--teachers call and email families, progress reports are sent home, and parents are taught to use the parent portal and to reach out with questions about their child's performance. The nurse and counselors work with parents and the families' outside providers/health institutions in order to create a safe place for the student. (This is particularly important when a student is transitioning back to school after being in a hospital setting for some time. ) At the end of the year, we get emails like this:

> *I can't thank you enough … for all your guidance and support this school year. I am thinking of the conversations approximately one year ago with [Director of Special Education Services] and how [my daughter's] life has changed exponentially since we started this journey with GCVS. It has been an educational corrective experience. Literally life changing for the entire family. She is blossoming into a self confident and engaged learner. She verbalizes feeling accepted by her peers and teachers and most importantly heard and valued for her opinions and input in the classroom. [She] sums up the experience "they are my school family, all the kids, the teachers and helpers, I love them".*

# Organizational Viability

## Criterion 7: Capacity

GCVS organizational charts for FY24 and FY25 (next page).

During this school year, the GCVS Board of Trustees approved the position of Deputy Superintendent, ensuring that, in the case of an emergency, there was a designated school leader. This position was approved at the August Board meeting.

*Provide a brief summary of the professional development that was required for all virtual school teachers during the 2024-25 school year.*

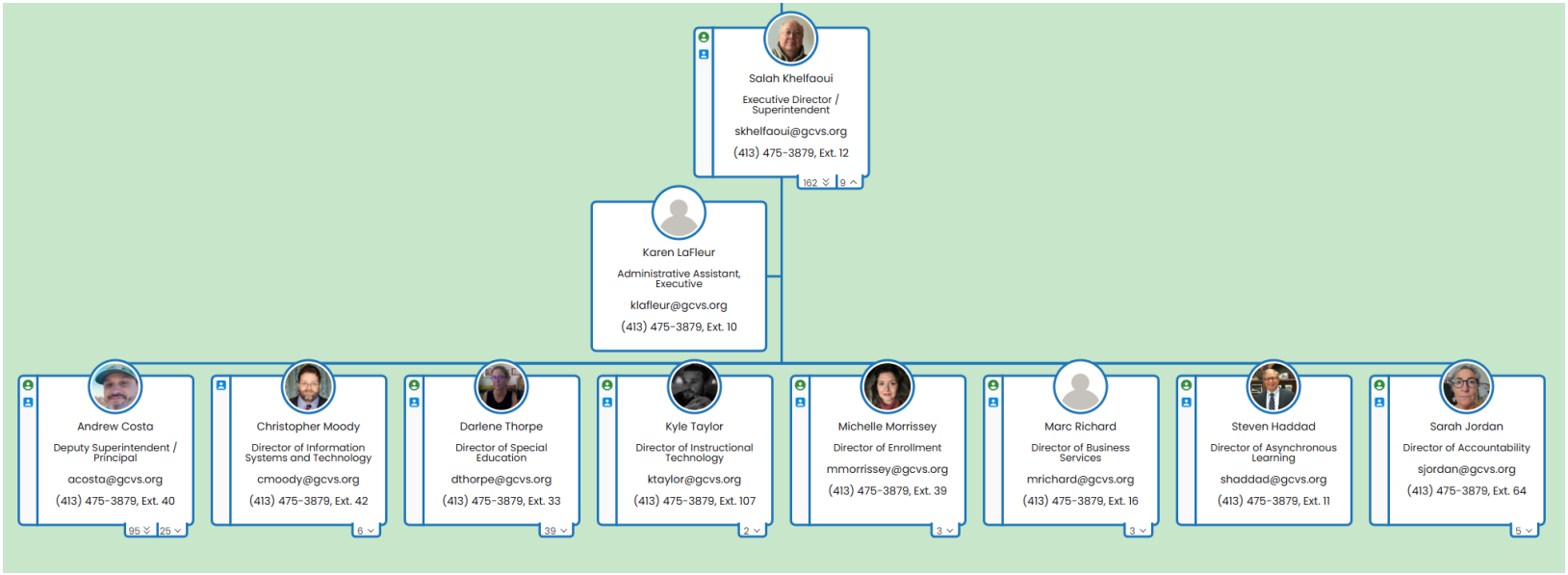
Professional development at the beginning of the year focused on becoming familiar with new curriculum (e.g., Amplify Desmos at the middle school, mClass screening at elementary) and platforms (we switched from Zoom to Class, although we jettisoned that mid-year to return to Zoom, for safety and access reasons). During the school year, teachers used PD time to work on maps and review student data.

## Criterion 9: Finance

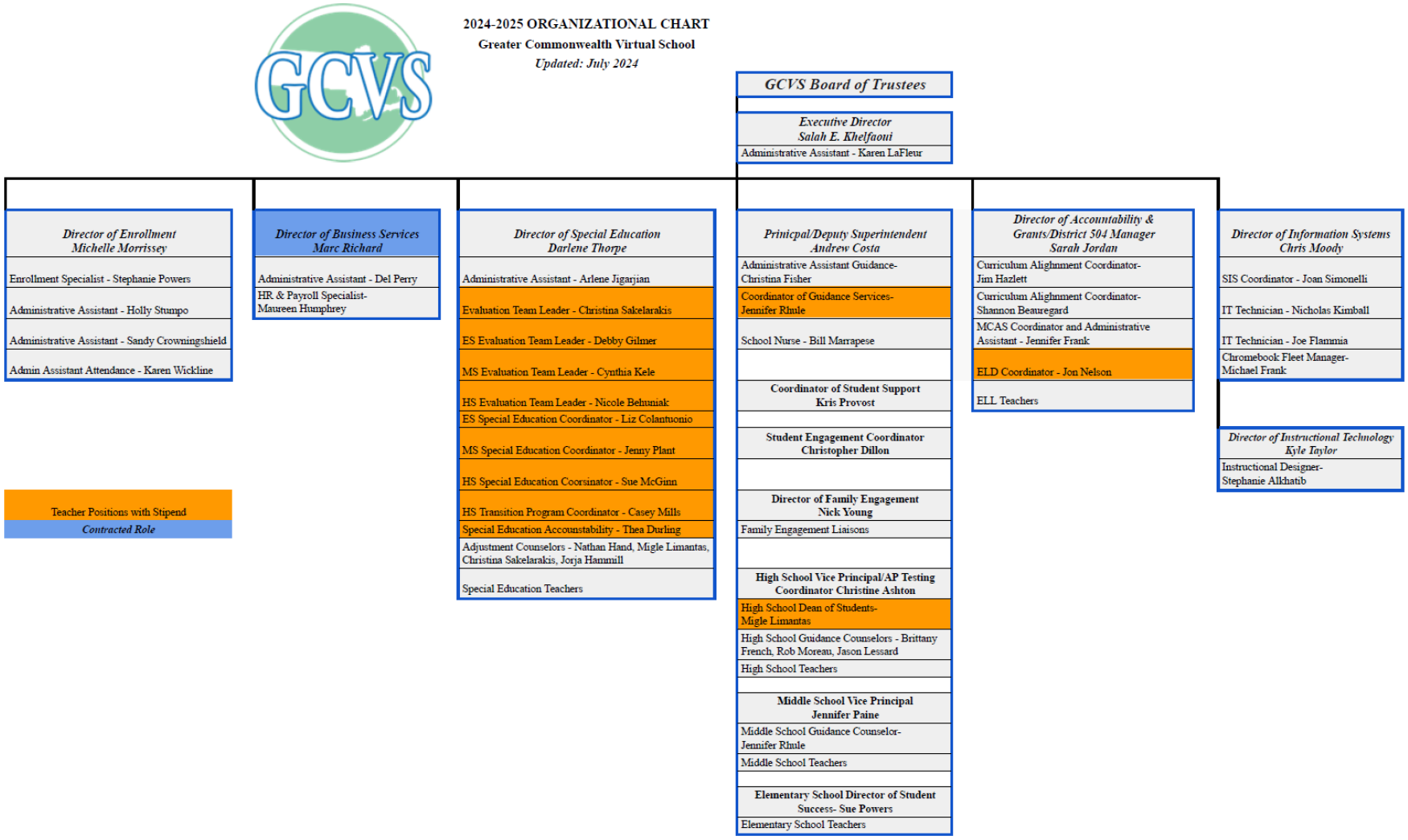
*Provide an unaudited FY25 statement of revenues and expenditures and a FY25 balance sheet describing the school's assets, liabilities, and fund balances or equities.*

Please see the addendum on page 40.

Senior Leadership:



## Chain of Supervision



# Appendix A: Accountability Plan Performance

**Number of students in each engagement phase at the beginning and end of the 2024-25 school year:**

| | Minimally Connected <81% attendance | Partially Connected 81.1-90% | Connected >90.01% |
|---|---|---|---|
| **As of October 1, 2024 *n*= 1187** | **160** | **119** | **908** |
| **As of June 30, 2025 *n*= 1220** (includes graduated students; 1094 without) | **102** | **154** | **964** |
| **FAY *n*= 982 (includes graduated students)** | **40** | **92** | **850** |

**Measuring Progress and Success in Raising Student Achievement:**

**Objective: GCVS will ensure that students show individual growth toward achieving mastery of grade-level competencies.**

| | Minimally Connected (MC) *N*=40 | Partially Connected (PC) *N*=92 | Connected © *N*=850 | 2024-25 Performance (Met/Not Met) | **Evidence** (including detailed evidence with supporting data or examples) |
|---|---|---|---|---|---|
| **Reading**<br>**Measure:** Each year, 80% of students who are enrolled for the full academic year (FAY) will either<br>(1) score at their grade level (using GLE) by the end of year OR | 37 met ((92.5) | 82 met (91.6%) | 814 met (89.1%%) | **Met** | 933/982=95% |

| | | | | | |
|---|---|---|---|---|---|
| (2) meet their SGP goal based on engagement level OR<br>(3) increase their GLE by at least 1 grade level on STAR reading assessments. | | | | | |
| **Math**<br>**Measure:**<br>Each year, 80% of students who are enrolled for the FAY will either<br>(1) score at their grade level (using GLE) by the end of year OR<br>(2) meet their SGP goal based on engagement level OR<br>(3) increase their GLE by at least 1 grade level on STAR math assessments. | 31 met (77.5%) | 80 (87%) | 798 (93.9%) | **Met** | 909/982 = 92.6% |
| **Star Participation**<br>**Measure:**<br>Each year, 90% of all students who are enrolled for at least 45 days will take the STAR 360 assessment in math and reading and at least once during the year. | Total *N*=1348 | | | | |
| **Reading** | 1120 | | | **Met** | 1120/1348 = 83% |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| **Math** | 1124 | | | **Met** | 1124/1348 = 83% |
| **Measure:**<br>Each year, 90% of all students enrolled for the full academic year (FAY) will take at least two STAR 360 assessments in math and reading and complete at least two anchor assignments**.** | 31 | 81 | 761 | **Met** | 873/982 = 88.9 |
| **Graduation**<br>**Measure:**<br>Each year, 90% students who are eligible to graduate* by Oct 1 will graduate by the end of the year. | October *N* = 140 seniors<br>118 graduated in June, 9 more graduated in August | | | **June: Not met**<br>**August: Met** | 118/140 = 84.28%<br>127/140 = 90.7% |
| | *Not captured in these data:* 13 seniors, none of whom were here the full academic year (mode = 46 days; median = 60 days) worked with Family Engagement to locate and enroll in a HiSET/GED program, and actually attended. | | | | |
| **Progress toward graduation**<br>**Measure:**<br>Each year, 90% of students who were enrolled for the full | 14/17<br>= 82% | 20/28<br>= 71% | 401/416<br>= 96% | **Met** | 435/461 = 94% |

| | | | | | | |
|---|---|---|---|---|---|---|
| academic year (FAY) will earn a year's worth of credits by Aug 1. (Most students are expected to earn 5.5 credits/year)<br><br>*N* = 461 HS FAY<br><br>Note: For the renewal application, the school will have to meet this goal by June 15. | | | | | | |
| **Progress toward graduation**[1]<br><br>**Measure:**<br><br>Each year, at least 90% of students who are enrolled for the full academic year (FAY) and are missing any core credits at the beginning of the year will reduce their credit gap by at least 0.5 credits by Aug 1. | 9th grade<br><br>BOY: 7 grade 9 students repeating grade<br><br>EOY: 3 caught up | 10th grade<br><br>BOY: 28 w/credit gap<br><br>EOY: 16 closed | 11th grade<br><br>BOY: 19 w/credit gap<br><br>EOY 10: closed gap | 12th grade<br><br>BOY: 7 w/credit gap<br><br>5 closed gap | **Not met** | Total<br><br>61 total<br><br>34 met<br><br>=55.7% |
| | | | | | | |
| **Positive Exits**<br><br>**Measure:**<br><br>Each year, 90% of students enrolled by Oct 1 2023 (FY24) will re-enroll by Oct 1 of the | *N* = 1162<br>Still enrolled: 683<br>Graduated: 161<br>Transferred to other school: 236<br>Return to homeschooling: 16<br>= **1096** positive outcomes | | | | **Met** | 1096/1162 = 94% |

[1] There is a problem with this objective, because we are tracking credits for a very transient population. For example, a student enrolled for the SY2025 year as a sophomore, since that is how many credits he had. He *should* have been a senior. Over this year, and with summer school, he earned enough credits to enter SY2026 as a senior. He, and students like him, are not included in this data because he had enough credits for his initial placement, and no initial gap was ever noted.

| | | | |
|---|---|---|---|
| following year or have a positive exit* between June 30 and Oct 2024 (FY25).<br><br>*N* = 1162 | 66 dropouts | | |
| **Measure:**<br><br>Each year, the school's adjusted dropout rate will not exceed 10% each year (calculated by June 30). | *N* = 796<br>175 left GCVS, of which<br>8 are coded as drop outs | **Met** | 8/621 = 1.3%<br><br>Even if we look at all students coded 30-36, N = 20. 20/621 = 3.2%) |
| **3-8 Writing Growth**<br><br>**Measure:**<br><br>Each year, 90% of students in grades 3 through 8 who are enrolled for the FAY will either achieve their expected rubric level OR grow at least one level on the MCAS Writing Rubric through their anchor assignments. | N = 391<br><br>209 at grade level or grew a level on the rubric | **Not met** | 209/391 = 53.5% |
| **K-2 Writing Growth**<br><br>**Measure:**<br><br>Each year, 90% of students in grades K through 2 who are enrolled for the FAY will either achieve their expected rubric level OR grow at least one level | N = 88<br><br>63 at grade level or grew a level on the rubric | **Not met** | 63/88 = 71.6% |

| | | | |
|---|---|---|---|
| on standards-based grade-level rubric through their anchor assignments. | | | |
| **K-8 Engagement**<br><br>**Measure:**<br><br>Each year, 90% of all students in grades K through 8 who are enrolled for at least 45 days will complete at least one anchor assignment. | N = 570<br><br>550 completed one anchor assignment | **Met** | 550/570 = 96.5% |

**Fulfilling Terms of the Certificate and Viable Organization**

| **Objective:** | | | | | |
|---|---|---|---|---|---|
| GCVS will ensure students and families have a positive and productive experience by providing the appropriate supports to students and families. | **Minimally Connected (MC)** | **Partially Connected (PC)** | **Connected (C)** | **2024-25 Performance (Met/Not Met)** | **Evidence** (including detailed evidence with supporting data or examples) |

| | | | |
|---|---|---|---|
| **Measure:**<br><br>Each year, 90% of learning coaches who participate in the survey will respond that they are satisfied (agree or strongly agree) with GCVS on the "intent to return" form at the end of each year.<br><br>Each year, the school will aim for a participation rate of at least 60% and not below 50%. | Intent to return: 1024 responses = 96% response rate<br><br>Very Dissatisfied 1<br>Dissatisfied 10<br>Neutral 76<br>Satisfied 333<br>Very Satisfied 605 | **Met** | 938/1024 = 91.6% positive response |
| **Measure:**<br><br>Each year, 90% of students who participate in the Panorama Social-Emotional Learning: Student Supports + Environment will respond positively (strongly agree and agree).<br><br>Each year, the school will aim for a participation rate of at least 75% and not below 60%. | We no longer use Panorama. Instead, we embed surveys into the high school period and 7 classes, middle school advisory, and elementary morning meetings.<br><br>Key question: When I share an idea, my teacher listens and takes me seriously.<br><br>769 respondents = 64% participation | Sense of belonging:<br><br>**Met**<br><br>Response rate:<br><br>**Not met** | HS: 274/344 = 80%<br><br>MS: 197/238 = 83%<br><br>ES: 167/187 = 89% |

# Appendix B: Recruitment and Retention Plan

As defined in M.G.L. 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." 603 CMR 52.05 (2). The CMVS must annually report "the virtual school's recruitment and retention of students in the categories outlined in M.G.L. c. 71, § 94(b)(36), and the categories specified as enrollment preferences in the Terms of Certificate for the virtual school" 603 CMR 52.08 (1).

CMVS shall submit recruitment and retention plans for approval by the Department that meet the requirements of M.G.L. c. 71, § 94; 603 CMR 52.05; 603 CMR 52.08; and any guidelines issued by the Department. Please complete the following tables as directed.

**GCVS Plan in general: Student recruitment efforts to enroll the targeted populations on our certificate have waned as our reputation grows. Greater Commonwealth Virtual School has become well-known to other districts and support agencies. We no longer feel compelled to attend conferences to make our school known to others. Instead, we now reach out to collaborate with agencies to support our students and their families. As a Commonwealth School, we need a healthy list of community and state resources to support our school, which is why we attended the Community Resources Fair, and the Youth At Risk Conference.**

Outreach during the FY25 school year

During the 2025 school year, GCVS engaged a Merrimack College Fellow who worked on the parent portal as part of her practicum. As part of her internship, she connected GCVS with the Mass Non-Profit Network (contact list available), and worked with the Federation for Children with Special Needs to add GCVS as a resource to their website.

GCVS engaged with:

Conferences

- Presented at Danvers Community Resource Fair Date: Thursday, October 3rd, 2024,
- Youth At Risk Conference (table) Endicott College May 28th, 2025

Agencies that work directly with specific situations

- Southbridge Families
- Clinical & Support Options, Northampton, MA 01060 (Sarah Martin)
- advocatetipoftheday (Cynthis Moore)
- Children's Friend and Family Services, A Division of Justice Resource Institute (Kaidian Gilbert)
- Corewell Health (Janis Traynor M.ED.)

Law Offices

- healthlawadvocates.org (Brian Berudez)
- Attorney Abbey Luxembourg

The EMMA Newsletter System sent out 317 agencies across MA Oct 2024 & Jan 2025.

**A note about data collection:** When students enroll they are asked to select why they are enrolling at GCVS, which allows us to keep a log of how many students in each priority group have enrolled. But we do not attach that information to a student, so that it is not in the SIS or reported in the SIMS update. It's easy enough to sort the enrollment data by month, so we can report those data. Because students change during the year, there are certain categories of students for which we cannot provide a count. For example, a student may become pregnant during the year, but that student's condition is only known to those who need to provide the services and support. Therefore, we can only provide October counts for SIMS reported conditions.

| Student category[2] from terms of the certificate and enrollment policy | Students who are unable to attend school in-person because of the student's medical condition |
|---|---|
| CMVS efforts to **recruit** the specific student population for **2024-25**. Note successful strategies with an * | Director of Enrollment collaborates with service providers in the following:<br>Bay Path Medical Center<br>Boston Children's Hospital<br>Shriners<br>Mental health agencies throughout MA<br>Family Support Agencies throughout MA (Youth conference)<br>Mail fliers and send periodic GCVS new letters to groups and individuals who inquire |
| CMVS efforts to **retain** the specific student population for **2024-25**. Note successful strategies with an * | Health consults with school nurse; health plans aligned with Section 504. |

| | | |
|---|---|---|
| Number of students enrolled **beginning and end of 2024-25** | OCT:<br>● Newly enrolled: 61<br>● Total: Not SIMS | EOY:<br>● Newly enrolled: 120<br>● Total: 181 |

| | |
|---|---|
| Specific steps CMVS will take to improve recruitment and/or retention of this specific student population for **2025-26** | Continue to work with schools and health agencies. |

| Student category from terms of the certificate and enrollment policy | Students who are out of school due to bullying or other safety concerns |
|---|---|

2

| | |
|---|---|
| CMVS efforts to **recruit** the specific student population for **2024-25**. Note successful strategies with an * | Director of Enrollment collaborates with Social workers in the following:<br>Local School districts<br>Mental health agencies throughout MA<br>Family Support Agencies throughout MA (Youth conference) |
| CMVS efforts to **retain** the specific student population for **2024-25**. Note successful strategies with an * | These students are provided safe, monitored places to engage with each other. When parents indicate that their child has been bullied, the director of enrollment offers to schedule a meeting to see if there are specific concerns and if additional referrals need to be made. Particular care is taken around the initial in-person meet-ups. We have a bullying policy and set of procedures in place. |

| | | |
|---|---|---|
| Number of students enrolled **beginning and end of 2024-25** | OCT:<br>● Newly enrolled: 5<br>● Total: Not SIMS | EOY:<br>● Newly enrolled: 16<br>● 21 |

| | |
|---|---|
| Specific steps CMVS will take to improve recruitment and/or retention of this specific student population for **2025-26** | In terms of retention, we *like* to return students to their local schools. It means we were successful in helping this child heal. |

| Student category from terms of the certificate and enrollment policy | Students with disabilities |
|---|---|
| CMVS efforts to **recruit** the specific student population for **2024-25**. Note successful strategies with an * | Director of Enrollment collaborates with Social workers in the following:<br>Bay Path Medical Center<br>Boston Children's Hospital<br>Shriners<br>Mental health agencies throughout MA<br>Local School districts<br>Family Support Agencies throughout MA (Youth conference)<br>Most candidates are referred by their own school districts. |
| CMVS efforts to **retain** the specific student population for **2024-25**. Note successful strategies with an * | When a student with an IEP is enrolled, the Director of Enrollment immediately contacts the Director of Special Education to review the IEP. Then, one of them reaches out to the family to explain how the services in the IEP will translate into virtual services. There is a meeting to ensure clear expectations. Students with 504 plans are not recorded as having disabilities. Many will have health plans or attendance plans, and others may be served by the DCAP. |

| | | |
|---|---|---|
| Number of students enrolled **beginning and end of 2024-25** | OCT:<br>● Newly enrolled: 86<br>● Total: 299 | EOY:<br>● Newly enrolled: 140<br>● Total: 293 (SIMS) |

| | |
|---|---|
| Specific steps CMVS will take to improve | More outreach to local SEPACs. |

| | |
|---|---|
| recruitment and/or retention of this specific student population for **2025-26** | |

| Student category from terms of the certificate and enrollment policy | Students out of school due to pregnancy or parenting |
|---|---|
| CMVS efforts to **recruit** the specific student population for **2024-25**. Note successful strategies with an * | Local School districts<br>Family Support Agencies throughout MA (Youth Conference)<br>Healthy Families program throughout the state |
| CMVS efforts to **retain** the specific student population for **2024-25**. Note successful strategies with an * | The Director of Enrollment contacts both the school guidance counselors and Family Engagement, who meet with the student to understand needs, outline services. School administrators work with teachers to make sure each student's needs (e.g., medical) are accommodated in the class and content expectations. School nurse is highly involved. |

| | | |
|---|---|---|
| Number of students enrolled **beginning and end of 2024-25** | OCT:<br>● Newly enrolled: 0<br>● Total: Not SIMS | EOY:<br>● Newly enrolled: 2<br>● Total: 3 (one current student as well as the two who enrolled) |

| | |
|---|---|
| Specific steps CMVS will take to improve recruitment and/or retention of this specific student population for **2025-26** | Continued outreach to local schools. |

| Student category from terms of the certificate and enrollment policy | Students who seek an advanced coursework not available in their current school |
|---|---|
| CMVS efforts to **recruit** the specific student population for **2024-25**. Note successful strategies with an * | Outreach to schools |
| CMVS efforts to **retain** the specific student population for **2024-25**. Note successful strategies with an * | This is a very small group. When a parent checks this box, the Director of Enrollment asks for a meeting to better understand what the family is looking for. The information is relayed to the school vice principal, who follows up again to set up a plan. This year, for example, we enrolled a 5th grader who was on an accelerated path but his local district would not allow him to enroll beyond grade 7. We enrolled him in grade 8 so that he could take the grade 8 MCAS and then have access to high school classes as well as classes through the community college. And he can still play with his local friends after school. |

| | | |
|---|---|---|
| Number of students enrolled **beginning and end of 2024-25** | OCT:<br>● Newly enrolled: 0<br>● Total: Not SIMS | EOY:<br>● Newly enrolled: 0<br>● Total: We do not enter these data into the SIMS |

| | |
|---|---|
| Specific steps CMVS will take to improve recruitment and/or retention of this specific student population for **2025-26** | This group is hard to target. We rely on word-of-mouth and the conferences we go to. |

| Student category from terms of the certificate and enrollment policy | Students in training for competitive arts or sports whose schedules prevent them from attending school on a regular basis |
|---|---|
| CMVS efforts to **recruit** the specific student population for **2024-25**. Note successful strategies with an * | Hockey Academies<br>Miles Stone Stables<br>Ballet Companies<br>Performing Arts Programs |
| CMVS efforts to **retain** the specific student population for **2024-25**. Note successful strategies with an * | Students who apply under this condition must present a letter from their local agency. This year, for example, we had several students from Bayside FC and Unified (soccer), Hackworth School of Performing Art, and have a longstanding history with NE Revolution. We support these students with their schedule, and sometimes with contracts that modify attendance requirements. |

| | | |
|---|---|---|
| Number of students enrolled **beginning and end of 2024-25** | OCT:<br>● Newly enrolled: 6<br>● Total: Not SIMS | EOY:<br>● Newly enrolled: 1<br>● Total: 7 |

| | |
|---|---|
| Specific steps CMVS will take to improve recruitment and/or retention of this specific student population for **2025-26** | Again, this is a hard group to target, since our focus is on the first three groups. We rely on our current relationships with the above-listed agency. |

About siblings: We not not need to actively recruit siblings. For the record, 202 siblings were newly enrolled by October. Another 99 enrolled after that.

A note about retention: GCVS is very happy when students return to their home districts, seeing it as a sign of success. Here is an email from a parent, explaining why the student chose to unenroll:

*Hi [Special Education administrator] and the amazing team at GCVS, I just wanted to follow-up regarding [student's name] disenrolling from your virtual program. I first want to make it clear that we are not disenrolling because we were dissatisfied—in reality, you have been the best thing that has happened to us in a long time. [Student] had a goal of completing her senior year at [Local] High School and wanted to prove to herself that she could do it. She is incredibly talented, and all she needed was the right support—and you provided that in abundance.*

*I cannot thank you enough for everything you have done for her, for giving her the independence to thrive, and for helping her build the confidence to take this next step. We are hopeful that everything will go smoothly, but I wanted to notify you that she will be disenrolling and transferring back to [Local] High School in September.*

*To everyone who played a role in making this experience such a success—thank you. While I am disappointed to be disenrolling, I trust my daughter and fully support her goal of finishing her senior year in person at [Local ]High School.*

*With gratitude*,

## Appendix C: Programs and Courses Offered

| Grade Span | Name of Curriculum | What courses or programs are based on the curriculum? | Asynchronous or Synchronous |
|---|---|---|---|
| **K-4** | Fundations (Wilson Literacy) | Reading Instruction | Synchronous |
| **K-5** | Florida Virtual (FLVS)<br><br>Teacher curated courses | ELA<br>Math<br>Science<br>Social Studies (except for grade 5)<br><br>Music, PE | Synchronous |
| **5-7** | Investigating History | Social Studies | Synchronous |
| **6-8** | Amplify *and* FLVS<br>In SY2025 the middle school piloted the Amplify materials but also used FLVS<br><br>Teacher curated courses | ELA<br>Science<br>Math)<br><br>Music, art, PE, technology | Synchronous |
| **6-8** | Edgenuity | ELA<br>Math<br>Science<br>Social Studies | Asynchronous |
| **8** | Democratic Knowledge Project | Social Studies / Civics | Synchronous |
| **9-12** | FLVS | ELA<br>Math<br>Science<br>Social Studies | Synchronous and asynchronous |

| | | | |
|---|---|---|---|
| | | World Languages | |
| **9-12** | GCVS-curated course for upper level students<br><br>Activate Learning | Social Studies: *Atlantic History: Then and Now*<br>Elective courses in the arts and technology<br><br>*Engineering For the Future* | Synchronous and asynchronous |
| **9-12** | AP courses | English, sciences, math, history, art | |
| | Edgenuity | American Sign Language II | Asynchronous |

**Additional Programs and/or Courses Offered:**

| **Grade Span** | **Hours of Asynchronous and Synchronous Instruction per Week** |
|---|---|
| **K-2** | Asynchronous: 0 hrs<br>Synchronous: 27.5 hrs (Live Program Students) |
| **3-5** | Asynchronous: 0 hrs<br>Synchronous: 27.5 (Live Program Students) |
| **6-8** | Asynchronous: 27.5 (Middle School Asynchronous Program Students)<br>Synchronous: 27.9 (Live Program Students) |
| **9-12** | Asynchronous:27.5 (High School Asynchronous Program Students)<br>---<br>Synchronous: 21.5 (Live Program Students)<br>Asynchronous 6 (Live Program Students)<br>Total=27.5 (Live Program Students) |

## Appendix D: Course Completion Data

Provide a summary of course completion for all grades based on the number of students enrolled in the CMVS as of October 1 of the prior school year, excluding transfers out and transfers in after October 1.[3]

| | A. | B. | C. | D. | E. | F. | G. |
|---|---|---|---|---|---|---|---|
| **Grade** | **Enrollment** | **Courses Attempted** | **Courses Incomplete** | **Courses Completed** | **Courses Completed (%)** | **Courses Passed** | **Courses Passed (%)** |
| K | 18 | 101 | 0 | 101 | 100% | 101 | 100% |
| 1 | 33 | 203 | 0 | 203 | 100% | 195 | 96% |
| 2 | 38 | 245 | 6 | 239 | 98% | 239 | 100% |
| 3 | 40 | 251 | 0 | 251 | 100% | 240 | 96% |
| 4 | 37 | 233 | 0 | 233 | 100% | 223 | 96% |
| 5 | 52 | 322 | 0 | 322 | 100% | 316 | 98% |
| 6 | 70 | 595 | 7 | 588 | 99% | 559 | 95% |
| 7 | 78 | 675 | 11 | 664 | 98% | 620 | 93% |
| 8 | 112 | 930 | 11 | 919 | 99% | 837 | 91% |
| 9 | 129 | 980 | 105 | 875 | 89% | 697 | 80% |
| 10 | 126 | 996 | 118 | 878 | 88% | 743 | 85% |
| 11 | 127 | 1079 | 176 | 903 | 84% | 785 | 87% |
| 12 | 122 | 1021 | 155 | 866 | 85% | 809 | 93% |
| **Totals:** | 982 | 7631 | 589 | 7042 | 95.3% | 6364 | 93.1% |

[3] M.G.L. c. 71 §94(m)(8)

## Appendix E: Administrative and Board Roster

### Administrative Roster During the 2024-25 School Year

| **Name, Title** | **Brief Job Description** | **Start Date (MM/YY)** For the position listed | **End Date** (if no longer employed at the school) |
|---|---|---|---|
| Salah Khelfoaui, PhD | Executive Director/ Superintendent | 11/18 | |
| Marc Richard | Business Director | 12/16 | |
| Andrew Costa | Principal, Deputy Superintendent | 07/22 | |
| Darlene Thorpe | Director of Special Education | 07/20 | |
| Sarah Jordan, PhD | Director of Accountability | 07/20 | |
| Chris Moody | Director of Information Technology | 07/17 | |
| Kyle Taylor | Director of Instructional Technology | 01/21 | |
| Michelle Morrissey | Director of Enrollment | 05/19 | |
| Steve Haddad | Director of Asynchronous Learning | 04/19 | |

## Board Membership During the 2024-25 School Year

| Name | Position on the Board | Committee Affiliation(s) | Number of Terms Served on the Board | Length of Each Term (Start and End date) |
|---|---|---|---|---|
| Fernando Fleury | BOT Chair<br>. | Finance subcommittee | 3 | 9/2018 -2021<br>2021-2024<br>2021-(present) |
| Jennifer Reynolds | BOT Vice-Chair, Interim Treasurer | Policy subcommittee<br>Finance subcommittee (after October) | 3 | 11/2018-2020<br>2020-2023<br>2023-(present) |
| Devin Sheehan | | Finance subcommittee | 1 | January 2022-<br>October 2024 |
| Benjamin Opara | | Policy subcommittee<br>Curriculum subcommittee | 1 | 10/2022-6/2025<br>2025- (present) |
| Donovan Stevens | | Chair, Policy subcommittee<br>Curriculum subcommittee | 2 | 4/2021-2023<br>2023-(present) |
| Michael Dodge | | Policy subcommittee<br>Curriculum subcommittee | 1 | 8/2024-(present) |
| John Lunt | Treasurer | Chair, Finance subcommittee<br>(after October) | 3 | 2015-2016<br>2016 -2019<br>2019-2022 (resigned)<br>Returned October 2024 |

Appendix F: Board and Committee Meeting Schedules

## Board of Trustees Meeting Schedule for the 2025-26 School year

| Date/Time | Location |
|---|---|
| 7/01/2024 | BOT link on Zoom |
| 8/12/2024 | Zoom |
| 9/09/2024 | Zoom |
| 10/07/2024 | Zoom |
| 10/21/2024 (special meeting) | Zoom |
| 11/04/2024 | Zoom |
| 12/16/2024 | Zoom |
| 1/13/2025 | Zoom |
| 1/18/2025 (Board retreat w/ Leadership) | Deerfield Inn, Deerfield MA |
| 2/10/2025 | Zoom |
| 3/10/2025 | Zoom |
| 4/14/2025 | Zoom |
| 5/12/2025 | Zoom |
| 6/09/2025 | Zoom |
| 6/23/2025 (special meeting) | Zoom |

## Committee Meeting Schedules for the 2025-26 School Year

| Name of Committee | Date/Time | Location |
|---|---|---|
| Finance | 8/8/24<br>10/3/24, 10/31/24<br>12/12/24<br>3/06/25, 3/27/25<br>4/03/25, 4/10/25<br>6/5/25, 6/18/25<br>All meetings at 12:00 noon | Zoom |
| Policy | 8/01/24 5 PM<br>6/03/25 3:30 PM | Zoom |
| Curriculum | No meetings this school year | |

This is a link to the Board of Trustees' page on the school website, this link is for the agendas, and this link is for the minutes.

## Addendum 1: Professional Development Agendas

***Greater Commonwealth Virtual School***
***Back to School: Professional Development Agenda for August 21,22,23, & 26***
***2024-2025 School Year***

| Date: | Topic and Times | Attendees | Host and Links |
|---|---|---|---|
| August 21, 2024 | 8:30- 9:00 Welcome<br><br>9:00- 12:00 mClass Training for ES Teachers<br>Grades 4-5 Writing Prompt Review/Planning<br><br>9:00 - 9:45 Middle School Class Calendar Set Up<br><br>9:00 - 9:45 High School Staff Meeting<br><br>10:00 - 11:00 Middle School Staff Meeting<br><br>10:00 - 11:00 High School Esped Refresher<br><br>11:00 - 12:00 All Teaching Staff CLASS refresher and new features<br><br>12:30-1:30pm Elem Team Meeting<br><br>12:00-4:00 Teacher Time for Schoology Planning/Classwork or GCN/Ethics training<br><br>2:00-3:00 All Special Education Staff Welcome Updates<br><br>12:30 - 3:30 Amplify Desmos Math | All Staff<br><br>ES Teachers K-3<br>ES Teachers 4-5<br><br>MS Staff<br><br>HS Staff<br><br>MS Staff<br><br>HS Staff<br><br>All Teaching Staff<br><br>ES Staff<br><br>All Spec Ed Staff<br><br>MS Math Teachers/Special Ed Teachers: (Thea, Chrissy, Laura) | Andrew Costa, Meeting Link<br><br>M. O'Connor (Amplify)<br>Kristen Baker<br><br>Jennifer Paine / Kyle Taylor<br><br>Christine Ashton<br><br>Jennifer Paine (on calendar)<br><br>Christine Ashton<br><br>CLASS & Kyle Taylor Please select "enroll in this class" when asked.<br><br>Sue Powers<br><br>Darlene ThorpeAll Spec Ed Staff Welcome(back)<br><br>Amplify/Jennifer/ Kyle Taylor |
| August 22, 2024 | 8:30-8:50 am Elem Team Forum<br><br>9am-12:00pm mClass Training for ES Teacher<br>Grades 4-5 Writing Prompt Review/Planning<br><br>8:30 - 9:45 Middle School Esped Refresher<br><br>8:30-10:00 High School Class | ES Staff<br><br>ES Teachers K-3<br>ES Teachers 4-5<br><br>MS Staff<br><br>HS Staff<br><br>HS Staff | Sue Powers<br><br>Sarah Suloff (Amplify)<br>Kristen Baker<br><br>Jennifer Paine<br><br>Christine Ashton<br><br>Kyle Taylor |

| | | | |
|---|---|---|---|
| | Community Roundtable<br><br>10:15 11:45 High School Class Calendar Set Up<br><br>9:00-3:00 SafetyCare Recertification<br><br>10:00 - 12:00: Middle School Content Meetings<br><br>1:00 - 2:00: HS Async Teacher check-in<br><br>12:00-4:00 Teacher Time for Schoology Planning/Classwork or GCN/Ethics training | Student Center Staff<br><br>MS Gen Ed Teachers<br><br>HS Async Gen Ed Teachers | Kris Provost<br><br>Jennifer Paine<br><br>Kyle Taylor |
| August 23, 2024 | 8:30-8:55 GCVS Evaluation System Review<br><br>9:00-2:00 SafetyCare Training<br><br>9:30-10:30 Elem Class/Teams meeting links (SGY calendar)<br><br>9:30 - 10:15 Middle School Second Step<br><br>10:45-11:15 Elem ESPED refresher<br><br>10:30 - 12:00 Middle School Grade Level Meetings<br><br>11:00 - 12:00 High School Gradebook Passback Set-Up<br><br>1-2pm Elem Class Support (optional)<br><br>12:00-4:00 Teacher Time for Schoology Planning/Classwork or GCN/Ethics training | All Teachers<br><br>Student Center Staff<br><br>ES Staff<br><br>MS Advisory Teachers<br><br>ES Staff<br><br>MS Staff<br><br>HS Teachers who need grades passed back<br><br>ES Staff, optional | Andrew Costa, Meeting Link<br><br>Kris Provost<br><br>Kyle Taylor, Chris Moody, Powers<br><br>Jennifer Paine<br><br>Sue Powers<br><br>Kyle Taylor<br><br>Kyle Taylor |

| | | | |
|---|---|---|---|
| August 26, 2024 | 8:30-8:55 Bullying Prevention and Intervention<br><br>9:15 - 9:45 Middle and Elem School CLASS<br><br>9:45-10:30 Elem Powerschool/Schoology Gradebook<br><br>10:45-11:30am High Quality Instruction in Elem Co-Teaching Classrooms<br><br>10:45 - 11:30 MS Gradebook Passback Set-Up<br><br>11:30-4:00 Teacher Time for Schoology Planning/Classwork or GCN/Ethics training | All Staff<br><br>MS and ES Staff<br><br>ES Staff<br><br>ES Staff<br><br>MS Teachers who need grades passed back | Andrew Costa, Meeting Link<br><br>Jennifer Paine / Carolyn Buckley<br><br>Kyle Taylor / Sue Powers<br><br>Sue Powers/ Special Education<br><br>Jennifer Paine / Kyle Taylor |

**Midyear**

## *Greater Commonwealth Virtual School*
## *Tuesday, January 21, 2025*
## *Professional Development Agenda*

| Grade Band | Time | Topic | Attendees | Facilitator/Link |
|---|---|---|---|---|
| Elementary School | 8:30-9:15<br><br>9:30-10:30<br><br><br><br><br>10:30-12:00<br><br><br>12:00-1:00<br><br>1:00-2:30<br><br>2:30-3:30 | Zoom: Whiteboard<br><br>Creating Accessible Learning Experiences with Seesaw<br><br>Score Writing Assessment<br><br><br>Grade Level Work Session<br>Transitional Planning<br><br>Lunch<br><br>Team Meeting<br><br>Grade Level Work Session<br>Transitional Planning | All Elementary Staff<br><br>All K-3 & SpecEd Staff in Gr 4 & 5<br><br>Gr 4 & 5 Gen Ed Staff<br><br>Gen Ed Elementary Staff<br>Special Ed Staff<br><br>All Elementary Staff<br><br>Gen Ed Elementary Staff<br>Special Education Staff | Kyle<br><br>Marlen Diaz from Seesaw<br><br>Kristen Baker<br><br>Gen Ed works at grade level Special Ed Staff Link<br><br>Sue and Kyle<br><br>Gen Ed works at grade level Special Ed Staff Link |

| | | | | |
|---|---|---|---|---|
| | | | | |
| Middle School | 8:30-10:00<br>10:15-11:15<br>11:30-12:00<br>12:00-1:00<br>1:00-3:30 | WIDA: Training and work time<br>Zoom: Whiteboard<br>AI<br>Lunch<br>**Curriculum Mapping/Planning | All Middle School Staff<br>All Middle School Staff<br>All Middle School Staff<br>All Middle School Staff<br>All Middle School Staff | Jon Nelson<br>Kyle<br>Jennifer & Matt<br><br>Shannon & Jenn<br>Special Ed Staff Link |
| High School | 8:30-9:00<br>9:15-10:15<br>10:30-11:30<br>10:30-11:30<br>11:45-12:45<br>12:45-3:30 | Team Meeting<br>Zoom Whiteboard<br>Optional SEL Session<br>Special Ed Planning<br>Lunch<br>**HS Check-in & Curriculum Mapping/ Semester 2 Planning | All HS Staff<br>All HS Staff<br>All HS Staff (optional)<br>HS Special Education Staff<br>All HS Staff<br>All HS Staff | Christine<br>Kyle<br>Karina Tuting<br><br><br>Christine<br>Special Ed Staff Link |
| School Adjustment Counselors | 9:30-11:00<br>12:00-2:00 | Group Work Session<br>Group Work Session | School Adjustment Counselors<br>School Adjustment Counselors | Link<br>Link |

## *Greater Commonwealth Virtual School*
## *Tuesday, January 21, 2025*
## *Professional Development Agenda*

| Grade Band | Time | Topic | Attendees | Facilitator/Link |
|---|---|---|---|---|
| Elementary School | 8:30-9:15<br><br>9:30-10:30<br><br><br><br><br>10:30-12:00<br><br><br>12:00-1:00<br><br>1:00-2:30<br><br>2:30-3:30 | Zoom: Whiteboard<br><br>Creating Accessible Learning Experiences with Seesaw<br><br>Score Writing Assessment<br><br><br>Grade Level Work Session<br>Transitional Planning<br><br>Lunch<br><br>Team Meeting<br><br>Grade Level Work Session<br>Transitional Planning | All Elementary Staff<br><br>All K-3 & SpecEd Staff in Gr 4 & 5<br><br><br>Gr 4 & 5 Gen Ed Staff<br><br><br>Gen Ed Elementary Staff<br>Special Ed Staff<br><br><br><br>All Elementary Staff<br><br>Gen Ed Elementary Staff<br>Special Education Staff | Kyle<br><br>Marlen Diaz from Seesaw<br><br><br>Kristen Baker<br><br><br>Gen Ed works at grade level Special Ed Staff Link<br><br><br><br>Sue and Kyle<br><br>Gen Ed works at grade level Special Ed Staff Link |
| Middle School | 8:30-10:00<br><br>10:15-11:15<br><br>11:30-12:00<br><br>12:00-1:00<br><br>1:00-3:30 | WIDA: Training and work time<br><br>Zoom: Whiteboard<br><br>AI<br><br>Lunch<br><br>**Curriculum Mapping/Planning | All Middle School Staff<br><br>All Middle School Staff<br><br>All Middle School Staff<br><br>All Middle School Staff<br><br>All Middle School Staff | Jon Nelson<br><br>Kyle<br><br>Jennifer & Matt<br><br><br><br>Shannon & Jenn<br><br>Special Ed Staff Link |

| | | | | |
|---|---|---|---|---|
| High School | 8:30-9:00<br><br>9:15-10:15<br><br>10:30-11:30<br><br>10:30-11:30<br><br>11:45-12:45<br><br>12:45-3:30 | Team Meeting<br><br>Zoom Whiteboard<br><br>Optional SEL Session<br><br>Special Ed Planning<br><br>Lunch<br><br>**HS Check-in & Curriculum Mapping/ Semester 2 Planning | All HS Staff<br><br>All HS Staff<br><br>All HS Staff (optional)<br><br>HS Special Education Staff<br><br>All HS Staff<br><br>All HS Staff | Christine<br><br>Kyle<br><br>Karina Tuting<br><br><br><br><br><br>Christine<br><br>Special Ed Staff Link |
| School Adjustment Counselors | 9:30-11:00<br><br>12:00-2:00 | Group Work Session<br><br>Group Work Session | School Adjustment Counselors<br><br>School Adjustment Counselors | Link<br><br>Link |

***Greater Commonwealth Virtual School***
***June 17 and 18, 2025***
***Professional Development Agenda***

| Time | Topic | Attendees | Facilitator/Link |
|---|---|---|---|
| **June 17, 2025** | | | |
| 8:30- 9:00 AM<br>9:00- 10:00 AM<br>10:00- 12:00 PM<br>12:00- 1:00 PM<br>1:00- 3:30 PM | All School Meeting<br>Finalize Q4 Grades<br>Wrap Up the 24-25SY; Prep for 25-26SY<br>Lunch<br>Wrap up the 24-25SY; Prep for 25-26SY | All GCVS Faculty | Andrew Costa |
| **June 18, 2025** | | | |
| 8:30- 9:00 AM<br>9:00- 11:00 AM<br>11:00- 12:00 PM<br>12:00- 1:00 PM<br>1:00- 3:30 PM | Elementary Team Meeting<br>Wrap Up the 24-25SY; Prep for 25-26SY<br>OPTIONAL: SGY Set Up Support<br>Lunch<br>Wrap up the 24-25SY; Prep for 25-26SY | All ES Staff | Sue Powers<br><br>Kyle Taylor |
| Documents for the 25-26SY:<br>Save the Dates (Draft Form) Resources for Morning Meeting Folder<br>Planning Template Grade Level, Title One & Specials Schedules<br>Rubrics: Academic Grading & Participation 2025-2026 School Calendar | | Please make sure you have completed:<br>-Resource Folder -Complete Staff Survey -Sign Evaluation<br>-Fall Welcome letter -Teacher Introduction Slide<br>-Plans for the first 4 days of school (8/26-8/29/25) | |

## Addendum 2: Instructional Technology & Tools Database

| Tool | Use | Type of tool | Subject | Grade |
|---|---|---|---|---|
| Schoology | The Learning Management System (LMS) that hosts all of GCVS's courses. | Platform | ALL | All |
| **Zoom** | The video hosting tool for live classes. Zoom also records and stores the live class recordings. | Platform | ALL | All |
| **Edgenuity** | A platform for asynchronous learning that offers a fully packaged learning experience, including all content, materials, activities, and assessments. | Platform | ALL | 6-8, 9-12 |
| **PowerSchool** | A comprehensive Student Information System used to manage student data, attendance, grades, and other administrative tasks. | Platform | ALL | NA |
| **Classlink** | A platform that manages student rostering and provides access to applications that do not integrate directly with Schoology. | Platform | ALL | NA |
| **Star 360** | An assessment tool used four times a year to measure student growth in math and language skills. | Accountability | ALL | NA, All |
| **LightSpeed** | A content filtering and student monitoring tool that helps teachers manage and supervise student activity online. | Accountability | ALL | NA |
| **Kami** | A Google Chrome extension used in most subjects to mark up and annotate PDFs, enhancing student engagement with digital documents. | Learning Supports or Tools | ALL | All |
| **Pear Deck** | An interactive slideshow tool that integrates with Google Slides, allowing teachers to deliver live lessons with real-time student feedback. | Learning Supports or Tools | ALL | All |
| **Screencastify** | A teacher-friendly recording tool used to capture screen activity and create instructional videos. | Learning Supports or Tools | ALL | NA |
| **Canva** | A versatile design platform that enables users to create a wide range of visuals, including flyers, presentations, and more. | Learning Supports or Tools | ALL | All |
| **Google Suite** | Offers a collection of productivity tools such as Gmail, Google Docs, Sheets, Slides, Hangouts, and Meet to support communication and collaboration. | Learning Supports or Tools | ALL | All |

| | | | | |
|---|---|---|---|---|
| **Quizizz** | A platform for creating gamified quizzes and interactive lessons that engage students through fun, game-like assessments. | Learning Supports or Tools | ALL | All |
| **Raz Plus** | An elementary reading program that provides access to a wide variety of leveled texts and resources to support literacy development. | Learning Supports or Tools | ELA | K, 1-2, 3-5 |
| **Topia** | A video platform featuring avatars with spatial video chat, empowering students to connect to each other with interactive social experiences inside a branded virtual campus. | Learning Supports or Tools | ALL | All |
| **SeeSaw** | An elementary visual learning platform that supports lesson delivery and student mastery. It offers learning materials and allows both teachers and students to create content. | Learning Supports or Tools | ALL | K, 1-2 |
| **Actively Learn** | A platform for middle and high school ELA and other subjects that supports interactive reading and comprehension activities. | Learning Supports or Tools | ELA, Science, ? | 3-5, 6-8, 9-12 |
| **Amplify** | Offers comprehensive curriculum solutions in Math, Science, and Social Studies designed to support K-8 learning. | Learning Supports or Tools | Math, Science, ELA | 6-8 |
| **IXL** | Provides skills practice, diagnostic tools, and curriculum enhancement across subjects. It also offers interactive reading materials with accompanying activities. | Learning Supports or Tools | Math | 9-12 |
| **Gizmos** | An interactive platform with math and science simulations that engage students in hands-on learning. | Learning Supports or Tools | Science | 9-12, K, 1-2, 3-5 |
| **PLT4M** | A comprehensive physical education curriculum designed to engage students in fitness and wellness activities. | Learning Supports or Tools | PE/Wellness | 9-12, 6-8 |
| **Happy Numbers** | A supplemental math tool that provides standards-aligned practice and instruction for students. | Learning Supports or Tools | Math | K, 1-2 |
| **Brainpop** | Offers educational videos and accompanying tools to support learning across various subjects. | Learning Supports or Tools | ALL | 6-8, 3-5, 1-2, K |
| **CK-12** | Provides customizable math and science curriculum resources for K-12 students. | Learning Supports or Tools | Math, Science | All |
| **SORA eBook app** | The online student library app for GCVS, offering access to a wide selection of ebooks. | Learning Supports or | ALL | All |

| | | | | |
|---|---|---|---|---|
| | | Tools | | |
| **Magic School** | A secure, school-based generative AI tool designed to support teaching and learning within a controlled environment. | Learning Supports or Tools | ALL | All |
| **Voyage Math** | Offers targeted middle school math practice to reinforce key concepts and skills. | Learning Supports or Tools | Math | 6-8 |
| **Edpuzzle** | An interactive video platform that allows teachers to add questions and track student engagement with video lessons. | Learning Supports or Tools | ALL | All |

## Addendum 3: Financial statement/budget

| | | FY26 TOTAL BUDGET ALL FUNDS | FY25 TOTAL BUDGET ALL FUNDS |
|---|---|---|---|
| | | | PROJECTED |
| **FY26 BUDGET** | | | |
| | **Description** | | |
| **ADMINISTRATION** | | | |
| | ADMINISTRATION/NON-UNION SALARIES | 4,099,776 | 3,868,939 |
| 1141231 | Contracted Business Services | 160,000 | 142,055 |
| 1141231 | Other Professional Services | 116,560 | 100,756 |
| 1242355 | Professional Development - ADM | 1,000 | 808 |
| 1141233 | Prof Development - BOT | 5,000 | 1,660 |
| 1141234 | Dues, Memberships, Subscriptions | 24,500 | 18,038 |
| 1141412 | Audit | 35,000 | 28,475 |
| 1141413 | Payroll Service | 19,500 | 16,000 |
| 1141421 | Advertising / Marketing | 3,000 | 2,000 |
| 1141430 | Legal | 15,000 | 27,000 |
| 1141452 | Voice & Data Services | 5,000 | 33,000 |
| 1151232 | Office Supplies | 4,000 | 4,000 |
| 1151342 | Postage & Shipping | 42,500 | 35,523 |
| 1151450 | Tech Software & Supplies - Adm | 75,000 | 43,000 |
| 1161451 | Info Tech Hardware | 71,258 | 645,386 |
| 1160235 | ADM Travel | 6,000 | 6,900 |
| 1161235 | Travel - BOT | 500 | 521 |
| 1161414 | Bank Charges | 100 | 221 |
| 1167300 | Office Furniture | 500 | - |
| 1168500 | Graduation | 15,000 | 15,000 |
| 1168000 | Other expense | 65,000 | 121,094 |
| 1242400 | Support Center | 85,000 | 87,000 |

| | | | |
|---|---|---|---|
| **INSTRUCTIONAL** | | | |
| | INSTRUCTIONAL/UNION SALARIES | 7,298,962 | 6,984,190 |
| 1232442 | Stipends Instructional | 263,550 | **265,250** |
| 1242320 | OT, PT, Speech, Vis, Contracted | 920,000 | **1,037,758** |
| 1242357 | Professional Development, Instruct | 41,135 | **48,074** |
| 1242442 | Field Trips/Outings | 7,000 | **6,000** |
| 1242445 | Purchased Instructional Service | 550,000 | **592,757** |
| 1242450 | Student ISP Reimbursement | 7,000 | **7,000** |
| 1242720 | Testing & Assessment | 75,000 | **83,000** |
| 1252415 | Instructional Supplies, Student | 13,000 | **14,112** |
| 1252416 | Instructional Supplies, Staff | 1,000 | **992** |
| 1261235 | Travel Instructional | 4,000 | **3,000** |
| 1262410 | Instructional Technology & Software | 65,000 | **49,500** |
| 1262441 | Dues, Memberships, Subscription | 5,000 | **6,100** |
| **OTHER STUDENT SERVICES** | | | |
| 1313201 | Health Supplies | 250 | **28** |
| 1313300 | School Physician | 4,000 | **4,000** |
| **OPERATIONS & MAINTENANCE** | | | |
| 1444110 | Cleaning Services | 11,800 | **11,800** |
| 1444130 | Utilities | 7,000 | **7,000** |
| 1444220 | Building Maint, Contracted | 3,300 | **3,222** |
| 1445300 | Equipment Rental | 5,000 | **4,350** |
| 1445350 | Building Rental | 85,000 | **79,470** |
| **FIXED CHARGES** | | | |
| 1545200 | Fringe Benefits | 1,400,000 | 1,068,000 |
| 1545203 | Payroll Taxes - Employer | 265,000 | 252,250 |
| 1545280 | Non-employee Insurance | 90,000 | 70,000 |
| **OTHER EXPENSE** | | | |
| | Repayment of FY25 Funds Taken From Reserves | 1,606,966 | (299,530) |
| | Payment to Reserves in FY26 | 418,906 | |
| **SUSPENSE ACCOUNT** | | | |
| | Suspense Account | 464,000 | |
| | **TOTAL** | **18,461,063** | **15,495,699** |
| | | | |

| | | | |
|---|---|---|---|
| **REVENUES** | | | |
| 1104500 | **Interest Income** | 12,000 | 15,300 |
| 1468000 | **School Choice Tuition Revenue** | 15,949,200 | 11,672,400 |
| | **Sped Increment** | *1,627,600* | *1,627,600* |
| 1484000 | **Miscellaneous Income** | 500 | 1,200 |
| 1484100 | **Out of District Tuition** | 2,800 | 2,800 |
| | **FY26 Title I Revenue** | 479,154 | 479,154 |
| | **FY26 Title IIA Revenue** | 50,135 | 50,135 |
| | **FY26 Title IV Revenue** | 36,320 | 36,320 |
| | **FY26 IDEA 240 Revenue** | 276,066 | 276,066 |
| | **FY26 ECSE 262 Revenue** | 3,288 | 3,288 |
| | **FY26 DPH Revenue** | 24,000 | 24,000 |
| | **TOTAL REVENUE** | **18,461,063** | **14,188,263** |
| | | **FY26** | **FY25** |
| | **NET** | **$ 0.00** | **$ (1,307,436.17)** |
| | ***TOTAL PROJECTED/ESTIMATED TO BE REPAID TO RESERVES*** | | **$ (1,606,966.02)** |