

## Part 1– Information Sheet

- **Name of Proposed SDVS:** FRPS SDVS (FRPS SDVS)
- **School District:** Fall River Public Schools (FRPS)
- **Contact Person:** Dr. Kathleen Smith, Superintendent
- **Contact Email and Phone Number:** [kasmith@fallriverschools.org](mailto:kasmith@fallriverschools.org)  
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Please indicate the grade levels and total student enrollment proposed for the next three to five school years using the blank cells in the table below.

| School Year | Grade Levels | Total Student Enrollment |
|-------------|--------------|--------------------------|
| 2026-2027   | 9-12         | 75-100                   |
| 2027-2028   | 9-12         | 80-115                   |
| 2028-2029   | 9-12         | 100-125                  |
| 2029-2030   | 9-12         | 125-150                  |
| 2030-2031   | 9-12         | 125-150                  |

- Age (year and month) at kindergarten entry, if applicable: **Year:** **Month:**
- What is the target student-teacher ratio in the proposed SDVS? **1 teacher to 10-15 students**
- Will any of the teachers included in your response to the preceding question be responsible for providing instruction and/or other supports to students enrolled in other district schools? **Yes:** **No: X**
- Will the SDVS permit students to earn credits by demonstrating competency in a grade or subject matter? **Yes: X** **No:**
- Is the SDVS considering requesting a waiver of student learning time requirements? If yes, please visit the [student learning time waiver process website](#) for additional information, including but not limited to the application and timelines. **Yes:** **No: X**
- Will all materials provided to students meet Massachusetts' [Enterprise IT Accessibility Standards](#) and [Web Accessibility Standards](#)? **Yes: X** **No:**
- Will the district contract with any vendors to run the school? **Yes:** **No: X**
- **FOR THE FINAL SUBMISSION ONLY.** [Not required for the Department's review process.] Is the SDVS Statement of Assurances (Part 3) provided as an attachment? The Statement of Assurances for SDVS **must** be submitted before opening. **Yes: X** **No:**

## Part 2 – Proposal Template

Districts must address the prompts in the proposal template below. Please type your responses below where noted.

- **Proposed SDVS Name:** FRPS SDVS (FRPS SDVS)
- **School District:** Fall River Public Schools (FRPS)

### Access to Opportunity

- **Access to Opportunity:** The proposal should describe the community of students to be served by the SDVS, how the school will offer access to this opportunity to students, and how the school will meet the needs of students and their families.
  - a. **Describe the student population that will be served by the SDVS, and the needs of that population, in the context of the district community. Who are the most affected stakeholders who would benefit from this SDVS? What does the data tell you about the assets and needs of these students, and how does that relate to the need for a single district virtual school option?**

#### District Response:

Fall River Public Schools (FRPS) is a large urban school district serving the racially, ethnically, and socioeconomically diverse Fall River community. As of March 1st, 11,048 students are enrolled in K-12 and 2872 students are in grades 9-12. In addition to being a diverse learning community, 86% of Fall River students are designated as high need, with 79% of students identified as economically disadvantaged. The 2025 graduation rate rose to 76.8% in 2025, and the dropout rate has remained at 5% over the past three years. 2025 MCAS data shows that 32% of 10th-grade students in FRPS met or exceeded expectations on the ELA MCAS (up from 31% in 2024), while 17% of 10th-grade students met or exceeded expectations on the Mathematics MCAS (up from 15% in 2024).

The district has one large comprehensive high school, B.M.C. Durfee High School, which has a growing CTE program serving over 1000 students and an Early College program, serving over 250 students. In addition to these pathways, FRPS has committed to expanding educational opportunities for students at the high school level for the 2026-2027 school year through a new Opportunity Hub. The Fall River Public Schools' Single District Virtual School (FRPS SDVS) is one of these schools.

Since the COVID-19 pandemic, Fall River has experienced large increases in the number of students with anxiety and depression, which is associated with a decreased sense of psychological safety. As a result of these challenges, school avoidance and disengagement have increased, especially for students with a history of mental health, trauma, or safety concerns. Over the last two years, FRPS has seen an increase in students dropping out of school, transferring to established virtual schools (i.e., TECCA or Time4Learning), or transferring to homeschooling.

FRPS has demonstrated the need for an additional choice-based virtual pathway to graduation for students who want and/or need a different setting and delivery of instruction from what our comprehensive high school and two other competency-based

high schools offer. FRPS SDVS intends to serve students who have:

- Medical concerns or family members with medical concerns that can be minimized or accommodated by learning at home;
- Previously been home-schooled or attended a virtual school for personal reasons, but whose families desire an alternative to in-person learning;
- A need for a more flexible schedule to accommodate personal and family obligations;
- Consistent transportation barriers to in-person instruction that have not been remedied by alternative methods;
- Social and/or other types of anxiety that inhibit their ability to attend school and participate in the traditional learning environment;
- A higher level of psychological safety when they can learn at home;
- A desire for independent learning; and/or
- Expressed that they thrive in the virtual setting, rather than in-person.

In addition to identifying student needs, FRPS recognizes the strengths and assets of these students including resilience, independence, self-direction, digital fluency, multilingualism, and strong family engagement, all of which align with success in a virtual environment. In a virtual school setting, these students will be empowered through demonstrating competency/mastery in a different setting. The virtual school is designed to remove the barriers that impede their learning in a traditional high school setting.

**b. Describe how the SDVS will offer educational opportunities that will address the needs of the student population.**

**District Response:**

FRPS SDVS will offer students an educational setting tailored to their specific needs.

**Rigorous, Customized Learning Paths:** Recognizing that students have different learning styles, strengths, and existing progress toward graduation, we'll offer customizable learning paths for each student. All students will have flexibility in the types and delivery of courses they take to demonstrate competency and meet Mass Core requirements. Competency-based and microcredentialed core courses, grounded in high-quality instructional materials, will make up the lion's share of curricula learners will choose from. These courses will be delivered by certified teachers through virtual google suite. Students may also select advanced placement, credit recovery, health and wellness, and elective courses to meet specific interests and passions that align with their post-secondary goals through After-Dark CVTE programming and/or Edgenuity. Students' schedules will be designed with students and guardians each quarter to ensure students have access to courses necessary for their unique graduation paths.

**Flexible Scheduling:** FRPS SDVS will offer students both synchronous and asynchronous learning opportunities, as well as in-person tutoring options. In a required daily advisory period staff will facilitate live, daily, required virtual check-ins touch points to ensure that students have access to individualized support

**Personalized Academic Support:** Within smaller classes, students have access to teachers for small-group and individualized support for all core classes. Students will

also be able to connect with their teacher for academic support and feedback outside of class time. Additionally, students will have the option to visit campus in-person for small group and individualized support daily. Students will also have daily access to meet with their school counselor to discuss academic goals, strategies to meet those goals, and their progress toward achieving those goals.

**Personalized Social-Emotional Support:** All students have access to both a school counselor, a school adjustment counselor (SAC), and a virtual pathway specialist for support with social-emotional needs and engagement. Students are also required to meet daily with their advisor, who is also the student's liaison for more intensive social-emotional support and case conferencing. All students will also have access to individualized outpatient therapeutic counseling services with both telehealth and in-person options as referred by the SAC (see Appendix H).

**Robust Post-Secondary Planning:** All students are required to present a robust post-secondary capstone portfolio that demonstrates mastery of all core competencies needed for post-secondary success. All students will engage in a comprehensive post-secondary curriculum, grounded in college and career readiness standards. The post-secondary capstone curriculum is delivered synchronously and asynchronously by the school counselor, ensuring all students see graduation as the starting line for their next steps, rather than the finish line, for their next goals in life.

**Civic and Community Engagement Opportunities:** In addition to our students having access to all of our FRPS high schools' sports, extracurricular clubs, and district-wide community events sponsored by our other high schools, FRPS SDVS students will have the opportunity to engage monthly in civic and community engagement activities and/or events. By implementing student surveys and leadership groups, we will take a student-centered approach to designing monthly, real-world opportunities for our students to come together, both in person and virtually, to positively impact their local community in a way they find meaningful and relevant.

**Accessible Resources:** To ensure equitable access to educational resources, we'll provide students with access to all of the resources necessary to be successful, including Chromebooks, hotspots for internet access, and other educational tools. Technical support is also offered to all students through a virtual ticketing system, as well as through in-person support. Additionally, students will have access to school meals available at the Opportunity Hub for lunch and dinner.

- c. Describe how the proposed SDVS responds to actual, documented demand for a virtual learning option. How will this school prioritize outreach based on opportunity gaps within the district? How does the proposed maximum enrollment and grades served reflect the demand?**

**District Response:**

Fall River has seen a significant increase in students leaving the district for Commonwealth Virtual Schools and/or homeschool for online options. Since 2018, enrollment in virtual schooling has more than quintupled in Fall River. As of October 1, 2025, 143 students transferred from FRPS to commonwealth virtual schools; 71 were in grades 9-12. Additionally, in the 2024-25 SY, 28 high school students transferred to homeschooling; another 40 high school students have transferred to homeschooling so far in the 2025-26 SY. Public virtual schools enrollment has increased 67% between the

2024 and 2025 school years alone with FRPS losing 139 high school students to non-traditional learning options we do not offer

In addition to students leaving the district for Virtual and/or homeschool options, creating an in-district option for virtual learning will support reengagement efforts to students who have dropped out. In a recent follow up survey, 67% of students who recently dropped out of school said they would consider returning if a virtual option was offered. Additionally, FRPS has identified over 50 current students, through needs assessment data, who would pursue in-district virtual learning if it was offered. Establishing FRPS SDVS, with an enrollment we strategically plan to scale up to 150 students over the next 5 years, certainly has the data to support its growing need.

### **Mission and Vision**

- **Mission and Vision:** The mission communicates the essence of the proposed SDVS and defines the core purpose and key values of the school to its stakeholders and the public. The mission should be clearly connected to the rest of the proposal. The vision statement is a public declaration of the school's core beliefs and educational values. This usually includes a high-level explanation of future goals, which is more detailed than the mission statement, and paints a picture of how the school will operate, basic organizational principles, long-term goals, and what students will learn and be able to do as a result of attending the school.

- a. Provide a succinct, meaningful mission statement for the SDVS that is consistent with the high academic standards of the district.**

#### **District Response:**

FRPS SDVS creates personalized and competency-based virtual learning experiences for students seeking a flexible, supportive, and strengths-based community. We empower students to develop the skills, agency, and post-secondary readiness necessary for success in college, career, and life.

- b. Provide a vision statement for the SDVS which outlines the school's core beliefs, educational values, as well as future goals for achieving the school's mission.**

#### **District Response:**

FRPS SDVS envisions a future where every student has equitable access to an innovative, flexible, and inclusive virtual learning environment that adapts to their unique strengths and needs. Through personalized, competency-based education and the transformative use of technology, we strive to empower all learners to achieve mastery, think critically, communicate effectively, and confidently pursue their post-secondary goals and lifelong success, while becoming civically engaged and responsible members of their communities. At the core of this work are essential social-emotional CASEL competencies which guide personal growth, interpersonal success, and responsible citizenship (see Appendix A).

- c. In what ways will this mission and vision be implemented to provide historically underserved student groups with equitable opportunities to excel?**

### **District Response:**

FRPS SDVS implements its mission and vision to provide historically underserved student groups with equitable opportunities to excel by creating a personalized and flexible learning environment that meets each student's unique strengths, interests, and challenges. Through a competency-based curriculum delivered by certified FRPS teaching staff, students progress based on mastery, ensuring that all learners, regardless of background or sociopolitical factors, have the support and resources needed to achieve academic and social-emotional success. Our core values that focus on social-emotional learning, helping students develop the confidence, resilience, and interpersonal skills necessary to navigate diverse settings and overcome systemic barriers.

Specialized staff, including MLL and special education teachers, will collaborate with content teachers to provide targeted instruction, accommodations, and language scaffolds within the virtual platform. The program will leverage flexible scheduling, assistive technology, and personalized progress monitoring to meet each student's IEP or English Language Development plan. By combining inclusive curriculum design with high-quality virtual pedagogy, the virtual high school will create a learning environment where historically underserved students can thrive academically and fully engage

Additionally, FRPS SDVS emphasizes post-secondary planning and life readiness, equipping students with the knowledge, skills, and experiences to pursue college, career, and community engagement. By integrating civic responsibility, critical thinking, and cultural competency, the school ensures that historically underserved students are not only academically prepared but also empowered to become engaged, responsible members of their communities.

The mission and vision will be revisited continually with all stakeholders to ensure that it is operationalized with fidelity. The following steps will occur to ensure it is operationalized:

1. Mission will be aligned with school goals, initiatives, and improvement plans to the mission and vision so every major project has a direct connection.
2. Mission will be built into adult learning, including staff meetings, coaching, and professional development, so teachers know how the mission changes practice.
3. Mission and vision will be used in decision-making. When choosing programs, schedules, or policies, the mission will guide whether each option advances the school's stated purpose.
4. Mission's implementation will be monitored with evidence such as walkthrough data, student outcomes, climate surveys, attendance, and participation in aligned practices

## **Educational Program**

- **Educational Program:** SDVS are expected to deliver high-quality academic programs that result in strong academic outcomes and educational success for all students, and consistently meet state student performance standards as defined by the statewide accountability system.

- a. **Describe the SDVS's pedagogical approach and a coherent and holistic range of programming that is responsive to the needs and interests of a diverse student group. How is the approach aligned to the school's mission and founded on an understanding of effective, evidence-based educational practices and high standards for virtual teaching and learning? How does this approach foster deeper learning in which experiences are relevant, real-world, and interactive? For more information about high-quality virtual education, please see the National Standards for Quality Online Learning (NSQOL) website.**

#### **District Response:**

FRPS SDVS will implement its mission and vision to provide historically underserved student groups with equitable opportunities to excel by designing and delivering an online learning program that aligns with the National Standards for Quality Online Learning (NSQOL) and reflects best practices for course design, instruction, and overall online program quality. At the core of FRPS SDVS' instructional model is an NSQOL aligned framework, delivered through a personalized, competency-based curriculum. The curriculum will support learners in progressing based on mastery of clearly defined competencies and learning objectives, emphasizing measurable outcomes, aligned content, and multiple meaningful assessments that inform instruction and support student success.

Our primary instructional priority is to engage students in rigorous academic discourse across all subject areas, allowing them to collaboratively make meaning of content, apply core competencies, and develop the knowledge, skills, and mindsets in our Portrait of a Graduate slated to be developed by a stakeholder team in the coming months.

FRPS SDVS plans to leverage FRPS's high-quality instructional materials (HQIM) including Odell Education's High School Literacy Program for ELA, OpenSciEd for Science, Carnegie Learning's MATHBook and MATHia coaching curriculum for Mathematics, and HMH's Social Studies curriculum. The curriculum within these programs will be modified for virtual delivery and organized into competency-based micro-credentialized courses. Competency-based, summative assessments will also be designed for each of these courses to assess mastery of both the Massachusetts curriculum frameworks and competencies.

Our online instructional model incorporates high-impact virtual instructional practices, including formative assessments, mastery checks, feedback cycles, collaborative problem-solving, and structured opportunities for discussion and reflection. Academic discourse will be a prioritized competency embedded and assessed in all courses, which is an intentional instructional design to uplift student voice and create learner-centered virtual instruction. These course design and instructional practices uphold NSQOL expectations for engagement and belonging and learner-centered instruction.

Additionally, FRPS SDVS will integrate Springpoint School's Transformative Learning Experiences (TLEs) for college and career readiness and Springpoint's Academic Case Conferencing and Primary Person Model curriculum in daily advisory sessions to provide individualized academic support and guidance.

To deepen learning and connect academics to the real world, FRPS SDVS will partner with community-based organizations whose programs and initiatives align with

the learning content and skills in our curriculum (see Appendix H). These partnerships would provide students with meaningful opportunities to apply academic and social-emotional skills in authentic, local contexts while reinforcing civic engagement and responsible citizenship. Courses will be intentionally designed to integrate community engagement, allowing students to collaboratively practice and demonstrate competencies while strengthening their connection to the communities they serve.

**b. Describe the SDVS's synchronous and asynchronous learning expectations and opportunities.**

**District Response:**

**Advisory for Academic Case Conferencing through the Primary Person Model:** All students will engage in daily, synchronous Google Meets advisory classes, with cameras on for face-to-face interaction, offered throughout three different times in the school day. Students will select the advisory time that best fits their schedule and aligns with their other scheduled courses.

**Synchronous Core Courses:** All core academic subject courses will be offered synchronously, in 80-minute Google Meets classes. Inclusion classes will be co-taught with a content area teacher and a special education teacher and/or paraprofessional. During the 80-minute class, students will engage in a blend of teacher-led direct instruction, whole group instruction, small group instruction and have the opportunity for 1:1 feedback. All students will also be required to engage in a synchronous Post-Secondary Capstone course, which is a graduation requirement. All synchronous courses will also require students to take final competency-based assessments at the end of each course, which occur quarterly and will be facilitated through Google Meets—leveraging our district's GoGuardian software to monitor students' screens during testing—as well as being offered in-person if students prefer.

**Asynchronous Elective, Advanced Placement, Credit-Recovery and Career Credentialing Courses:** All elective courses, Advanced Placement courses, credit-recovery courses, world language courses, and health and wellness courses will be offered through Imagine Edgenuity. All career credentialing courses are offered through Coursera. These courses are completed asynchronously without live, Google Meets direct instruction. However, students are able to engage in live, Google Meets support lab classes, or in-person learning lab support, which are also available to all students throughout the duration of the school day. The virtual support labs, both in-person and virtually through Google Meets, are designed to offer students small group and 1:1 support, as needed, to successfully master course content in the asynchronous courses (See full schedule in Appendix I).

- **Curriculum and Learning Management System:** A SDVS must provide high-quality instructional materials, methods, and a curricular model. How will the proposed school ensure that the curriculum and instruction are based on high-quality materials and are aligned with the Massachusetts curriculum frameworks as well as district standards and expectations? A SDVS may choose from available curricula or develop curricula aligned with district standards and expectations that reflect the mission of the school and are designed to meet the needs of all students enrolled at the SDVS. Additionally, the SDVS must ensure that its high-quality curriculum

materials are compatible with its Learning Management System (LMS) and that the LMS supports excellent teaching and learning.

- a. **Describe the chosen SDVS curriculum and state whether it is district-created or commercially available. Describe how the district evaluated the available curriculum and determined that the chosen curriculum is high quality and engaging and aligned with the Massachusetts curriculum frameworks as well as district standards. See the Department's Curriculum Matters initiative for further resources: <https://www.doe.mass.edu/instruction/impd/default.html>. Also, see English as a Second Language (ESL) guidance related to curriculum: <https://www.doe.mass.edu/ele/instruction/default.html>.**

#### **District Response:**

FRPS SDVS's curriculum is composed primarily of commercially available, HQIM carefully selected to align with the Massachusetts Curriculum Frameworks, district standards, and the needs of a diverse student body, including historically underserved learners. Core subjects are supported by Odell Education's High School Literacy Program for ELA, OpenSciEd for Science, Carnegie Learning's MATHBook and MATHia coaching curriculum for Mathematics, and HMH's Social Studies curriculum. Electives, Advanced Placement courses, and health and wellness classes are offered through Imagine Edgenuity, and career credentialing electives are available via Coursera. Post-secondary readiness is supported by Springpoint School's Transformative Learning Experiences (TLEs) and daily academic support through Springpoint's Academic Case Conferencing.

The district conducted an extensive evaluation of available curriculum in alignment with the Massachusetts Department of Elementary and Secondary Education's Curriculum Matters initiative, reviewing materials for alignment to state frameworks, instructional coherence, rigor, inclusivity, engagement, and effectiveness for diverse learners, including English learners and students with disabilities. The materials were also selected for being culturally responsive, providing modifications for special education students, and designed to ensure that students are performing the cognitive lift and engaging in critical thinking in every lesson.

The commonality for all district-selected curriculum is its rigor, equity, and student-centered design. Data from these commercially available programs demonstrate that they are increasing learning outcomes, engaging, relevant, and purposeful to students. Each resource provides a coherent sequence of lessons targeting grade-appropriate knowledge and skills while embedding opportunities for academic discourse, collaborative learning, and application of content and skills in real-world contexts, including community-based partnerships. All core content classes will be taught by licensed teachers.

To extend learning opportunities and support diverse pathways, we plan to utilize Imagine Edgenuity for electives, Advanced Placement (AP) courses, world languages, credit-recovery courses and health and wellness courses. FRPS will also explore a partnership with Coursera, platform will be further explored for career credentialing electives, providing high-interest based courses from over 350 top universities and companies. Edgenuity courses will not be directly taught by a teacher and will be

asynchronous; however, students will have access to licensed teachers during lab periods for support with these courses.

- b. Provide evidence that the instructional materials support culturally and linguistically sustaining practices and fosters learning experiences that are relevant, real-world, and interactive? See the Department's guidance on [Supporting Culturally and Linguistically Sustaining Practices](#).**

**District Response:**

FRPS SDVS selects instructional materials that support culturally and linguistically sustaining practices (CLSP) and foster learning that is relevant, real-world, and interactive. Core programs reflect diverse perspectives, integrate multilingual and multicultural texts, and provide structured support for English learners and students with special education needs, including scaffolds, differentiated instruction, resources for remediation of skills, and accessible materials. These curricula offer structured opportunities for academic language development, vocabulary acquisition in context, and active engagement in discourse, ensuring all students can access content and demonstrate mastery. During the lesson planning process, teachers will engage in intellectual preparation for the lessons that also assesses the lessons' cultural relevance. Electives through Imagine Edgenuity to expand student choice and real-world application, while partnerships with community organizations provide authentic, experiential learning opportunities.

- c. Identify the learning management system, digital applications, or platforms that staff members and students will use, specified by grade or content, where relevant. How will the chosen LMS support teaching and learning and facilitate student engagement with high-quality curricula?**

**District Response:**

Google Workspace (Google Email, Google Classroom, Google Office, Google Meets, etc.) is the main learning management system that will house all coursework and support live delivery of instruction for both students and staff. Additionally, each district-selected HQIM will connect to its own platform as well. Imagine Edgenuity will be used as the platform for elective courses. FRPS will explore partnering with Coursera to offer enhanced opportunities for career credentials. Staff will utilize Aspen/X2 for SIMs, grading, reporting, and attendance management as well as Parent Square for communication with students and guardians. Students will utilize Student Square, Google Classroom, Gmail, or Google Meets as modes of communication with FRPS SDVS staff. Additionally, Google Classroom now features built-in tools for recording audio, video, and screen-casts directly within the platform. These tools allow teachers to record instructions and feedback, while students can record responses to assignments, removing the need for external recording software.

Students and staff will also leverage Renaissance and EduClimber as an academic assessment tool, as well as Satchel Pulse as an SEL screening and assessment tool. Ellevations will also be used by staff to support and monitor English language learners' progress. FRPS also uses Clever, a digital learning platform and single sign-on (SSO) portal that provides students with one-click access to all their educational applications and digital resources to support ease of access across multiple platforms.

- Learning Supports and Services for All Learners to enable student success in an online environment: The SDVS must respond to the educational needs of enrolled students by providing a full continuum of services; students must receive required services in an appropriate setting and be able to participate fully in the educational goals and mission of the school. Students with special learning needs, including English learners (ELs) and students with disabilities, will require additional supports so that they can access the whole curriculum, make substantial progress in acquiring the knowledge, skills, and behaviors presented by the curriculum, and participate fully in all aspects of the school experience.
- a. Provide a detailed plan for the provision of a responsive, general education environment that supports the needs of all students. The plan should describe how the proposed curriculum, learning management system, and instructional methods are accessible and appropriate for all students at all levels, including students with diverse learning styles; English learners; students with disabilities; students who enter below grade level, or students identified as at risk; and advanced students who perform significantly above grade level.**

**District Response:**

FRPS SDVS is committed to providing a responsive, inclusive general education environment that ensures all students have equitable access to rigorous, engaging, and meaningful learning experiences. Grounded in our mission, vision, and core values, our approach integrates high-quality curriculum, an accessible learning management system, and research-based instructional practices to meet the diverse needs of all learners, including students with varying learning styles, English learners, students with disabilities, students performing below grade level or at risk, and students who exceed grade-level expectations. Special education and ELL services will be delivered virtually, based on each student's plan. Special education inclusion services will be delivered through inclusive co-teaching for English and math core subjects. Language-based EL support will also be delivered inclusively as well, through co-taught English courses. Our detailed plan addresses curriculum accessibility and responsiveness, accessibility of our LMS and learning platforms, plans for instructional methods and differentiation, and plans for holistic support and engagement for diverse learners (see Appendix B and C for details).

- b. If the instructional methods and supports available for all students do not result in student progress, describe the additional supports and interventions that would be implemented through a Multitiered System of Supports (MTSS). How would MTSS supports and interventions be implemented in a virtual environment? See the Department's resources and guidance related to MTSS at the [Systems for Student Success Office](#) online.**

**District Response:**

FRPS SDVS is committed to ensuring that all students make meaningful academic and social-emotional progress. When core instructional methods and universal supports do not result in sufficient progress, the school implements a Multitiered System of Supports

(MTSS) aligned with Massachusetts guidance to provide increasingly targeted and intensive interventions within a virtual environment (See Appendix C).

- c. Specifically describe the SDVS's intended programs, supports, and services for students with disabilities, and how they will be implemented within the virtual context of the SDVS.**

**District Response:**

FRPS SDVS provides a fully inclusive, responsive program for students with disabilities, ensuring access to the general education curriculum and progress toward academic, social-emotional, and post-secondary goals in alignment with IDEA and Massachusetts regulations. See Appendix B, section C for more information.

- d. Specifically describe the SDVS's intended programs, supports, and services for English learners, and how they will be implemented within the virtual context of the SDVS.**

**District Response:**

FRPS SDVS is committed to providing equitable access to high-quality instruction for English learners (ELs) through programs and services designed to support language development, academic achievement, and full participation in the general education curriculum within a virtual learning environment. For more specific details, see Appendix B, section B.

- **School Culture and Family Engagement:** As a public virtual school, the SDVS must support students' social and emotional health in a safe, respectful, inclusive, and equitable learning environment that engages students, families, and the broader community. The SDVS must support all students' sense of belonging and help students develop social and emotional knowledge, skills, and competencies for a multicultural world. The SDVS must develop effective relationships with all families/guardians and effectively communicate with them about the academic progress and social-emotional well-being of students.

- a. Describe how the SDVS will support students' social and emotional health and help them develop social and emotional knowledge, skills, and competencies.**

**District Response:**

At FRPS SDVS, all staff are grounded in our core values, which are aligned with the CASEL core competencies. These competencies are embedded across all core content classes, ensuring that SEL is integrated into daily instruction through collaborative activities, transformative learning experiences, and academic discourse. This approach ensures that students are consistently practicing and applying SEL skills in meaningful, real-world, and academic contexts (see Appendix D).

- b. Describe how the SDVS will create and sustain a culture that provides a safe, inclusive, and equitable learning environment that supports all students' sense of belonging.**

**District Response:**

FRPS SDVS is committed to fostering a culture of safety, inclusion, and equity where every student feels a strong sense of belonging and is supported academically, socially, and emotionally. A school culture team made up of counseling staff, student support members, and teachers, led by the school Principal, will implement and monitor all school culture practices.

### **Inclusive and Equitable Practices**

All courses and instructional materials are selected for cultural responsiveness, linguistic accessibility, and differentiated support, ensuring that students of diverse backgrounds, learning abilities, and needs are able to fully engage. SEL instruction is embedded across all core content classes through collaborative activities, academic discourse, and transformative learning experiences, allowing students to practice CASEL competencies in meaningful academic contexts. Daily advisory with a primary-person advisor ensures that each student has a caring, trusted adult to provide guidance, support, and encouragement. Students' application of SEL skills is recognized through weekly celebrations, where advisors highlight and publicly acknowledge examples of students demonstrating core values and SEL growth, such as resilience, collaboration, leadership, or effective communication.

### **Student Voice and Participation**

FRPS SDVS provides multiple avenues for students to share feedback and input, including advisory discussions, virtual town halls, surveys, and participation in Academic Case Conferencing. This ensures that students feel heard, included, and empowered to shape their learning community. Students also have access to monthly, school-wide civic engagement activities and events that are planned with student-voice in mind. Students may also participate in clubs, sports, and all extracurricular activities offered at any of the FRPS high schools, keeping students connected to peers within their community.

### **Social-Emotional and Community Supports**

Students complete the Satchel Pulse screener, a universal baseline measure that assesses internal social-emotional strengths and external supports, identifying students who may need additional interventions. Tier 2 and 3 supports include individualized assistance from FRPS SDVS's full-time SAC and School Counselor, offering virtual and on-site individual and small-group counseling, structured check-ins, and referrals to community resources including Cartwheel Telehealth, 1:1 therapy, therapeutic mentoring, psychiatric services, mobile crisis, and family support.

### **Integration with Academic and Post-Secondary Planning**

The required Capstone embeds academic, social-emotional, and career/workforce development skills, giving students opportunities to apply CASEL competencies while exploring post-secondary pathways and career options.

Students will be required to engage with their school counselor in MyCap activities to learn about themselves, their strengths, their skills, their values and how they related to making informed decisions about their future. The post-secondary Capstone curriculum will be phased-in, with addition of performance tasks aligned with post-secondary readiness.

### **Sustaining a Positive School Culture**

Ongoing professional development for all staff emphasizes culturally responsive teaching, SEL integration, and creating psychologically safe online and in-person spaces. Monitoring through the Conditions for Learning survey, advisory observations, and student feedback ensures the effectiveness of inclusive practices and allows for data-informed adjustments.

A safe school environment grounded in mutual respect, empathy, and understanding is further reinforced through restorative justice practices, which provide students with structured opportunities to resolve conflicts, repair harm, and build stronger relationships within the school community.

- c. Describe how the school will: provide robust stakeholder and family/guardian engagement; develop relationships with families/guardians; and effectively communicate about student academic progress, level of school engagement, as well as social-emotional well-being of students.**

#### **District Response:**

FRPS SDVS prioritizes robust, culturally responsive, and two-way communication with families, guardians, and stakeholders, recognizing that clear, consistent, and frequent engagement is paramount to student success. The school is committed to fostering strong relationships with families to support academic achievement, school engagement, and social-emotional well-being. The virtual pathway specialist, school counselor, and student adjustment counselor are responsible for upholding the systems of student support that ensure there is robust student and family engagement, as well as social-emotional supports being provided with fidelity and evidenced by successful student outcomes. Outcomes tracked will include, attendance, course completion, and summative assessment data.

#### **Family Engagement and Relationship-Building**

Families and guardians are actively engaged in the interviewing and onboarding process, ensuring they are partners from the very start. During onboarding, families receive an orientation on accessing supports, navigating school-wide communication systems, understanding progress reports, and using the LMS to view classwork and assignments. Families are personally contacted daily regarding attendance and engagement concerns through calls and home visits, creating a proactive system to ensure all students remain connected and supported. Families are invited to monthly school-wide events including coffee chats, Parent Academy sessions, celebration days, etc. built to reinforce community. Families are kept informed through weekly newsletters via the Parent and Student Square apps and through high-engagement social media platforms tailored to family needs.

#### **Academic Progress and Social-Emotional Communication**

Families receive regular updates on academic progress, school engagement, and social-emotional well-being through multiple channels, including LMS dashboards, newsletters, and direct communication with advisors and teachers. Quarterly student-led virtual progress meetings allow students to showcase their achievements, discuss goals, and collaborate with families and stakeholders to identify additional support as needed.

## **Ongoing Collaboration and Cultural Responsiveness**

All communications are designed to be culturally responsive, accessible, and two-way, enabling families to provide input, share insights about their child, and actively participate in decision-making. School staff are trained in cultural responsive pedagogy to develop strong partnerships with families, ensuring every student has at least one caring adult who regularly engages with their support network.

### **d. Describe how the school will prepare families/guardians to be successful in the SDVS, particularly in a virtual learning environment.**

#### **District Response:**

At FRPS SDVS, all students and their families/guardians participate in a comprehensive onboarding process designed to ensure success in a virtual learning environment. As part of enrollment, students and families are interviewed together to discuss goals, academic needs, and social-emotional supports, fostering alignment with the school's mission and personalized approach. Students and families then participate in a "Day in the Life of an FRPS SDVS Scholar" orientation, which provides hands-on experience with daily routines, virtual class structures, advisory, academic expectations, and SEL support. During orientation, families learn to navigate the LMS to access classwork, view progress reports, and communicate with teachers, as well as how to use school-wide communication tools to stay connected and informed. Onboarding is conducted in person, welcoming families to the school, introducing them to teaching and support staff, and establishing early relationships that foster engagement, confidence, and a sense of partnership in supporting their child's academic, social-emotional, and personal growth.

### **e. Describe how the SDVS will ensure high levels of student engagement/attendance that will enable student academic progress.**

#### **District Response:**

FRPS SDVS prioritizes high levels of student engagement and attendance as essential to supporting academic progress. All students are required to attend daily advisory through live Google Meets, providing face-to-face interaction with a primary-person advisor and fostering connection, relationship-building, and SEL skill development. Advisory sessions are offered at flexible times throughout the day to accommodate varied student schedules. Advisors work with students through the primary person model to do case conferencing, develop SMART goals for attendance and, when needed, create individualized attendance support plans in collaboration with families and the student's support network to proactively address barriers.

The school implements a daily attendance monitoring system managed by the Virtual Pathway Specialist, tracking student participation in both synchronous and asynchronous learning. Student engagement and progress are further monitored through weekly student support meetings, allowing staff to proactively identify challenges, provide individualized support, and intervene early when attendance or engagement issues arise.

To encourage consistent attendance, FRPS SDVS emphasizes positively recognizing and celebrating students who demonstrate strong engagement and participation. Coursework is intentionally designed to be meaningful, relevant, and

purposeful, motivating students to actively participate and connect learning to real-world contexts and personal goals. Community partnerships that permeate the school to community boundaries are also leveraged to make the curriculum come to life for students and to support real-world connections to their learning.

Students requiring additional support receive assistance from district attendance monitoring staff (attendance officer), as well as counseling services through Cartwheel Telehealth for school avoidance or social-emotional challenges. When needed, FRPS SDVS leverages district attendance cars to conduct home visits and provide in-person support, including academic assistance or social-emotional interventions, ensuring students remain connected to the school and have the resources necessary to succeed.

## **Organizational Structure and Capacity**

- **Staff:** All teachers hired to work at the SDVS must be licensed in Massachusetts in the areas in which they teach, pursuant to state law. All educators must be evaluated consistent with [regulations](#) promulgated by the Board and [guidance](#) developed by the Department. In addition to licensed teachers, a SDVS must have a Massachusetts-licensed school nurse (RN), a special education administrator, an attendance officer, and, if the school serves English learners, a licensed English Language Learner (ELL)/English as a Second Language (ESL) teacher.

- a. Include a staffing chart showing all SDVS employees (note: some employees may work part-time at the SDVS and part-time for another district school). Please put a chart here or attach it to the document.**

**District Response:** See Appendix G.

- b. Provide a narrative outlining the rationale for the staffing chart.**

**District Response:**

FRPS SDVS will feature a mostly dedicated staff designed to support rigorous instruction, social-emotional wellness and post-secondary planning. The position of a department head will serve as the virtual school's instructional leader and instructional coach and supervise all instructional and non-instructional support staff. The school adjustment counselor and school counselor will coordinate all social-emotional, post-secondary, and holistic supports for students. There are 4 certified subject area teachers (English, Math, Science, and Social Studies) and a special education teacher to provide inclusion services for students with disabilities. Teachers will deliver direct instruction synchronously, as well as synchronously offer small group and 1:1 support in a virtual and in-person lab setting. An ESL teacher will also be staffing FRPS SDVS. A virtual pathway specialist will monitor all student progress and engagement, as well as coordinate support services and serve as a liaison between families and other support staff. A special education paraprofessional will also support students in core content synchronous classes, as well as support students with asynchronous classes during virtual and in-person lab time. All teachers, counselors, and support staff will also serve as primary person advisors with a small caseload of advisees.

FRPS is investing in a full-time teaching and student support staff, dedicated to providing high-quality, virtual instruction. The staffing model prioritizes a dedicated staff for FRPS SDVS, to ensure consistent professional development and clear communication and systems of student support. The Assistant Superintendent for

Student Services and Strategic Integration will oversee the virtual school and coordinate support along with the school principal. Other staff who will be shared among all three high schools (FRPS SDVS, Evolve, and Compass) will be a special education administrator, school clerk, school nurse, community facilitator, technology facilitator, and an attendance officer. All positions will follow the FRPS job descriptions and contractual obligations. All positions will also operate under the contractual supervisory structure.

**c. Describe plans for the recruitment and retention of high-quality educators and staff members for the SDVS.**

**District Response:**

FRPS SDVS and district leaders will be working with the Executive Director of Human Resources to support recruitment and retention of both full-time and shared staff. We will be highlighting the opportunity to join a dynamic and innovative virtual school community, fostering collaboration, creativity, and student-centered learning. For dedicated staff, we will be seeking candidates with proven leadership experience in education, preferably with a background in online or blended learning environments. We will be recruiting individuals who possess the mindset that all students can achieve high levels of academic success when provided the right support, and educators who are eager to grow professionally through instructional coaching and feedback cycles to provide high quality virtual instruction.

Specific recruitment strategies for anticipated full-time staff of Principal, teachers and counselors will begin in late Spring 2026 and will include upcoming job fairs, as well as regular posting on various job-board sites. The Assistant Superintendent of Student Services and Executive Director of Human Resources will lead the recruitment and hiring search.

For all staff we will be developing a comprehensive onboarding program to ensure staff have resources and support needed to effectively support students. All teaching staff will have onboarding modules to complete to become proficient in all learning platforms, as well as engage in planning and coaching to support course and lesson design, as well as high-quality instruction that meets the NSQOL. District leaders are leveraging the FRPS 2027 budget process to be in-line with district hiring and recruitment timelines and efforts. FRPS is also partnering with a network of other online learning schools to learn from their best practices, especially in regard to recruitment and hiring and professional development priorities and plans.

**d. Describe the professional development plan for SDVS staff.**

**District Response:**

FRPS SDVS staff will be expected to participate in all district-led professional learning opportunities. Beginning in Summer 2026, staff will participate in a 4-day FRPS Leadership Professional Development Institute and will also participate in an FRPS SDVS Leadership retreat to support the launch of the new school. At the site level, professional development will be delivered during weekly professional learning communities, common planning time meetings, instructional coaching meetings, and through bi-monthly faculty meetings (See appendix E).

- **Assessment:** All students educated with Massachusetts public funds, including all students enrolled in a SDVS, are required to participate in state assessments. The award of a high school diploma includes the requirement that students earn a [Competency Determination \(CD\)](#) in ELA, mathematics, and STE. [ACCESS for ELLs tests](#) must be administered annually to all ELs measure the proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. Likewise, SDVS should implement a school-level system of assessment.
  - a. **Provide a general overview of how the SDVS intends to administer in-person state required assessments, such as the MCAS and ACCESS for ELLs.**

**District Response:**

All state-required assessments will be administered on-site in classrooms at FRPS SDVS's building, located at 290 Rock Street in Fall River. This location is accessible via public transportation, with a bus stop located within 1 block of the building. The building has ample space where testing can be administered within classroom and office settings for small group testing. Licensed and trained FRPS SDVS staff will administer all state assessments to students.

- b. **How does the SDVS plan to assess student progress in the virtual curriculum, assess student social/emotional needs, or assess student supports needed? How will these plans be similar to and/or different from district's assessments and practices? How will the school demonstrate the students are making progress in the virtual learning environment?**

**District Response:**

FRPS SDVS will assess students in core subjects both quarterly and summatively. Asynchronous courses will have both formative and summative assessments. SEL progress also will be measured using a Satchel Pulse Screener and CFL survey. Weekly academic progress monitoring will also occur for every student to assess progress and identify supports (see Appendix F).

- **Accountability:** The School Committee has final approval over whether and under what terms a SDVS operates provided those terms comply with state and federal law. SDVS are subject to the [Massachusetts School and District Accountability System](#). In addition to its many other responsibilities, the district school committee must ensure that the school is complying with all applicable state and federal laws.
  - a. **Describe how, and if, the school committee has been involved in the development of the SDVS proposal. How does the school committee plan to hold the district accountable for SDVS results?**

**District Response:**

The district initially explored the development of a virtual school in 2024 but did not move forward with submitting a final application at that time. Due to current budget reallocation and strategic planning, the district is now better positioned to prioritize this initiative and allocate the necessary resources to ensure a successful launch of a

high-quality virtual school. In March 2026, the School Committee's Alternative Education and Special Education Subcommittee was formally informed of the district's proposal to submit an application for a single-district virtual school, and members expressed their support for moving forward. At the April 2026 School Committee meeting, a vote to submit an application for a single-district virtual school was supported. The School Committee also recognizes the increasing need for alternative educational pathways within the district and supports this application, as enrollment data indicates a growing demand for a district-led virtual option that meets the diverse needs of students and families.

To ensure ongoing quality and effectiveness, FRPS SDVS will implement a continuous improvement cycle that includes both quarterly and annual reviews. These reviews will be grounded in clearly defined student learning goals, including academic achievement, engagement, attendance, and social-emotional development. The school will utilize the NSQOL to guide evaluation of course design, instruction, and overall program effectiveness. Data sources will include student performance metrics, LMS engagement data, SEL screening tools, and stakeholder feedback. Findings from these reviews will inform adjustments to curriculum, instruction, supports, and professional development, ensuring that FRPS SDVS remains responsive, effective, and aligned to best practices in virtual learning.

**b. Provide the district's plan to communicate and report SDVS progress to the school committee and the public at large throughout the year.**

**District Response:**

The Superintendent and Assistant Superintendent for Support Services and Strategic Integration will provide periodic updates to the school committee throughout the year and will include written summaries in the Superintendent's report to the committee each month. Regular, quarterly presentations to the school committee are planned to ensure the school committee and the public at large has information the progress of the school and outcome data is shared on a regular basis

FRPS SDVS will also be building a website which will be a hub for student/family information on the school, including the mission and vision, school profile, student expectations, program of studies, handbooks etc. Data regarding student learning and academic achievement regarding mastery will also be shared after each student progress "step back" meeting in the school's newsletter to all stakeholders. A social media presence will help highlight the ongoing work of students in the school, as will regular parent/family forum, workshops, open houses, student and family events, and information sessions.

- **Organizational Capacity and Experience:** In addition to areas outlined above, a strong SDVS newly develops or amends district policies for a virtual environment, hires qualified staff to manage the school's day-to-day operations, holds the staff accountable for meeting established goals, and formulates a long-range plan that ensures the school's continued stability. The SDVS, leadership, and staff must possess a wide variety of skills and qualifications that enable them to develop, open, sustain, operate, and continuously improve an effective school in collaboration with the school district.

**a. Describe the capacity, qualifications, and experience of the school district and staff to develop and implement a successful SDVS.**

**District Response:**

FRPS has the experience and qualifications to successfully develop and implement FRPS SDVS, with strong support from the Superintendent, district leadership, and the School Committee. The initiative is led by the Assistant Superintendent for Student Services and Strategic Initiatives, who brings extensive leadership experience in academic programming and student support.

The district conducted collaborative planning with administrators, counselors, support teams, and curriculum leaders, and consulted established single district virtual schools and commonwealth virtual schools to identify best practices. Targeted surveys and focus groups with families and students ensured the program responds to diverse student needs, including those in virtual, homeschooling, or nontraditional settings.

Certified teaching staff will be interviewed and selected through a performance-based hiring process and trained in high-quality virtual instruction aligned to the NSQOL. Teachers will demonstrate a commitment to equity and rigorous, relevant learning for all students.

FRPS SDVS builds on the district's ongoing improvement efforts with partners like Springpoint, Barr Foundation, Lynch Leadership Academy, and TNTP, plus investments in instructional materials and student supports.

**b. Summarize some of the standard district policies that may need to be amended to allow for the successful operation of the SDVS.**

**District Response:**

FRPS uses an online policy manual co-copyrighted with the Massachusetts Association of School Committees. There are several policies that may not be applicable to FRPS SDVS, particularly those pertaining to school building facilities and presence of school therein. The following FRPS policies will need to be adjusted and policy adjustment will need to be adopted by the School Committee:

- Language referencing FRPS School Choice to indicate that students who attend school in the district through school choice under G.L. c. 76, §12B, are not eligible to attend.
- FRPS Attendance Policy will need to be adjusted to reflect the FRPS SDVS attendance-taking policy; this is annually updated in August.
- FRPS Bullying policy will be updated to include language that is inclusive of the virtual school students. This will be updated in July 2026.
- The principal of FRPS SDVS, in collaboration with the stakeholder planning group will develop a student and staff handbook, leveraging the already adopted/approved policies for the District and best practices

Any edits or changes that need to reflect the virtual school model specifically will be brought before the School Committee in August prior to the school year starting.

**c. Describe the district's plans to hire and evaluate SDVS staff to support the planned level of enrollment and needs of the student body.**

**District Response:**

FRPS will leverage the support of the district Human Resources department to recruit, hire, and retain high-quality staff for FRPS SDVS, ensuring that staffing aligns

with projected enrollment and the diverse needs of the student body. All staff members will be supported, coached, and evaluated using both the National Standards for Quality Online Teaching (NSQOL) and the district's Educator Effectiveness Rubrics, ensuring consistent and rigorous performance expectations for instruction and student support.

FRPS SDVS will maintain a staff-to-student ratio of no greater than 1:12, with a full-time, dedicated teaching and support staff. A full-time school adjustment counselor, a full-time school counselor, and a full-time virtual pathway specialist will provide direct academic and social-emotional support for students, while the principal provides overall instructional and operational leadership. Four full-time content area teachers, a special education teacher, as well as a paraprofessional support staff and an ESL teacher (pending enrollment), will also provide direct instruction and support to students. If enrollment grows beyond the 100 students from the first year, additional teaching staff will be recruited and hired to ensure that the student-to-staff ratio remains at 1:10.

The department head of virtual learning (a newly created position) will serve as the primary evaluator for all teaching and support staff, with the principal providing additional oversight. As the instructional leader, the department head will conduct observations, provide actionable feedback, and deliver ongoing coaching to ensure high-quality instruction, engagement, and adherence to best practices in virtual education.

- **Time on Learning Requirements:** Every SDVS must meet the [Massachusetts Time on Learning Requirements](#) of state law unless it requests and is granted a [waiver of those requirements](#) via an application.
  - a. **Describe the proposed schedule for the school and outline how the school will meet the required time on learning requirements.**
- **District Response:**

FRPS SDVS is proposing a hybrid model of instruction, providing core academic content instruction synchronously, taught by certified Fall River Public Schools content teachers, with elective courses taken asynchronously, supported by FRPS SDVS staff. Each term, students will enroll in four 82 minute periods, in a block scheduling model. Students will also have a synchronous advisory class for 20 minutes. Students will also have a post-secondary capstone class, scheduled as a core, synchronous class, during their junior and senior years.

While FRPS SDVS will follow the FRPS calendar, and require 180 instructional days, with 348 minutes per day. Over the course of a school year, students will have access to at least 1044 hours of Structured Learning Time.
- **b. If the school district is requesting a waiver to the time on learning requirements, briefly explain the general rationale for this potential waiver request. Note: Visit the student learning time waiver process website for additional information, including but not limited to the application and timelines.**

**District Response:**

We are not requesting a waiver to the time on learning at FRPS SDVS.

- **Non-consumable Instructional Supplies:** [State law](#) requires schools to purchase textbooks and other instructional materials and supplies intended for use and re-use over a period of years. Schools then, in turn, "loan" those instructional materials free of charge to students, who must return them at the end of the school year.<sup>1</sup> Costly tools such as a tablet or other computer or a graphing calculator fall in the category of instructional materials and supplies that, similar to textbooks, are intended for districts to purchase and use and re-use over a period of years. A SDVS must be prepared to provide computer or tablet devices free of charge to students whose families do not choose to buy them or cannot afford to do so.

**a. Include a detailed plan for providing instructional tools and supplies for all students enrolled in the school.**

**District Response:**

All instructional tools and supplies available to FRPS students will be available to FRPS SDVS students. All students will go through a student orientation prior to enrolling in FRPS SDVS coursework. At this orientation, students will receive their chromebooks, charger, and all needed supplies. A centralized location of the school at 290 Rock Street will facilitate access to and/or delivery of tools during the course of the school year. When transportation for families is a barrier, the Fall River Team will make home visits to deliver instructional tools via the district's attendance cars.

- **Connectivity:** A SDVS must also be prepared to arrange internet access or connectivity if families do not choose to buy it or cannot afford to do so.

**a. Include a detailed plan for ensuring connectivity for all students enrolled in the school.<sup>2</sup>**

**District Response:**

FRPS is committed to ensuring that all students have access to the digital tools and resources they need to succeed, both inside and outside of the classroom. This is why every secondary student has 1:1 Chromebook, allowing them to engage in online learning and complete assignments wherever they are. Likewise, students at FRPS SDVS would also receive a Chromebook with necessary instructional tools and applications to support their success.

Moreover, we recognize that for many students and families within Fall River, reliable wireless internet access may pose a barrier, which can contribute to disparities in experiences and outcomes. To address this issue, all students who enroll in FRPS SDVS will be provided access to a hotspot, enabling them to connect to reliable internet service. During student orientation, students will be provided training on how to connect their chromebook to the hotspot.

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<sup>1</sup> The exception to this general rule is consumable supplies - those supplies that typically are used up by students during the year. Schools may ask students to supply their own notebooks or binders, papers, pencils and pens, and tissues.

<sup>2</sup> By law, the SDVS may only enroll students who reside in the district.



## Part 3 – SDVS Statement of Assurances

**Part 3 must be submitted with the final proposal submission, and NOT during the Department's review phase.**

This form must be signed by a duly authorized representative of the district school committee and submitted with the final proposal. As the authorized representative of the district, I certify under the penalties of perjury that the information submitted in this proposal.

**Name of proposed Single District Virtual School (SDVS):** Fall River Public Schools  
Single District Virtual School

1. Shall be open to all students who live in the district on a space-available basis.
2. Shall comply with enrollment restrictions and only enroll students who reside in the district M.G.L. c. 71, § 94.
3. Shall provide physical education classes, as required by law. M.G.L. c. 71, § 3.
4. Shall comply with federal and state law, regulations, and guidance.
5. Will not charge tuition, fees, or other mandatory payments to students for full-time attendance at the SDVS, for participation in required or elective courses, or for mandated services or programs. M.G.L. c. 71, § 48 (requiring school districts to purchase textbooks and school supplies for students).
6. Will offer required computers, printers, software, and Internet access, connectivity, to all students free of charge. M.G.L. c. 71, § 48 (requiring school districts to purchase textbooks and school supplies for students).
7. Will not charge any public school for the use or replication of any part of their curriculum, subject to the terms of any contract between the SDVS and a third-party provider.
8. Will permit parents to enroll their children only voluntarily and not because they must send their children to this SDVS.
9. Will be open to all students, on a space-available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. See 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964); 20 U.S.C. 1703(f) (Equal Educational Opportunities Act of 1974); 20 U.S.C. 1681 (Title IX of the Education Amendments of 1972); 29 U.S.C. 794 (Section 504 of the Rehabilitation Act of 1973); 42 U.S.C. 12132 (Title II of the Americans with Disabilities Act of 1990); 20 U.S.C. 1400 (the Individuals with Disabilities Education Act of 2004); No Child Left Behind Act of 2001 at Title III, Part A, § 3121(c)(1)(C), and Title X, Part C, §§ 721, 722(g)(4) (McKinney-Vento Homeless Education Assistance Improvements Act of 2001); Mass. Const. amend. art. 114 (prohibits discrimination based upon disability); M.G.L. c. 71A, § 7 (English language education); M.G.L. c. 76, § 5 (prohibiting discrimination in public education based upon race, color, sex, gender identity, religion, national origin, sexual orientation).

10. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
11. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
12. Will adhere to all applicable provisions of federal and state law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and chapter 71B of the Massachusetts General Laws.
13. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners, including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
14. Will meet the performance standards and statewide assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools. M.G.L. c. 71, § 94(b)(7).
15. Will submit all data required by the Department of Elementary and Secondary Education in a timely and complete manner.
16. Will ensure that all core academic teachers of ELs and the administrators who supervise and evaluate them earn the sheltered English immersion endorsement. 603 CMR 14.07.
17. Will include a daily visual component as part of a “live check-in” between student(s) and teacher.

**This is a true statement made under the penalties of perjury.**

- **Digital signature of authorized person:** \_\_\_\_\_
- **Name of authorized person:** Dr. Kathleen Smith
- **Title:** Interim Superintendent of Schools
- **Address:** 417 Rock Street
- **City:** Fall River
- **State:** MA
- **Zip:** 02720
- **Phone:** 508-675-8420 Ext. 53800
- **Email:** [kasmith@fallriverschools.org](mailto:kasmith@fallriverschools.org)

## Appendix A: Social Emotional Learning

**Self-Awareness** – Recognizing and understanding one’s own emotions, thoughts, values, and how they influence behavior across contexts. Students develop honesty, integrity, self-efficacy, a growth mindset, and a sense of purpose.

**Self-Management** – Effectively regulating emotions, thoughts, and behaviors to achieve personal and collective goals. Students practice self-discipline, motivation, stress management, initiative, planning, and organizational skills.

**Responsible Decision-Making** – Making caring and constructive choices about personal behavior and social interactions. Students analyze information, anticipate consequences, and reflect on their roles in promoting personal, family, and community well-being.

**Social Awareness** – Understanding and empathizing with the perspectives of others, including those from diverse backgrounds and cultures. Students recognize social norms, situational demands, and systemic influences while demonstrating empathy, gratitude, and cultural competency.

**Relationship Skills** – Establishing and maintaining healthy, supportive relationships and navigating diverse social settings. Students develop communication, collaboration, teamwork, conflict resolution, leadership, and advocacy skills.

# **Appendix B: Learning Supports and Services for All Learners**

## **A. All Learners**

### **Curriculum Accessibility and Responsiveness**

FRPS SDVS utilizes the aforementioned HQIM, all of which are designed with universal design principles, scaffolds, and differentiated supports. These curricula provide multiple entry points to content, incorporate diverse perspectives, and ensure that students engage in rigorous, grade-level learning with appropriate support. Materials include embedded supports such as guided questions, visual representations, chunked texts, language scaffolds, and opportunities for academic discourse and collaborative meaning-making, ensuring accessibility for students with diverse learning styles and needs. For English learners, the curriculum emphasizes disciplinary language development, vocabulary in context, and structured opportunities for speaking, listening, reading, and writing. For students with disabilities, materials provide built-in accommodations and can be further adapted to align with Individualized Education Programs (IEPs) through flexible pacing, modified assignments, and alternative demonstrations of learning.

At the same time, the curriculum supports advanced learners through extension opportunities, deeper inquiry tasks, and opportunities for independent and applied learning, ensuring all students are appropriately challenged. Imagine Edgenuity offers Advanced Placement courses, and Coursera offers college-level courses that students can take for dual credit.

### **Learning Management System (LMS) and Technology Accessibility**

FRPS SDVS's learning management system, Google Workspace, is designed to be intuitive, accessible, and flexible, supporting multiple modes of engagement and representation in alignment with best practices for online learning. The LMS provides:

- Multiple means of access to content, including text, video, audio, and interactive tools
- Built-in accessibility features such as closed captioning, screen reader compatibility, adjustable pacing, and translation supports
- Clear organization and navigation aligned with national standards for quality online learning, ensuring transparency and ease of use for all students

The LMS enables students to access learning anytime and anywhere, supporting flexibility for students with varying schedules, learning needs, and life circumstances. It also allows educators to monitor progress in real time and provide timely, personalized feedback and targeted interventions.

### **Instructional Methods and Differentiation**

FRPS SDVS's instructional model is grounded in personalized, competency-based learning and high-impact virtual instructional practices. Instruction is designed to ensure that all students are actively engaged in academic discourse, critical thinking, and collaborative learning. Teachers use data-driven instruction to tailor

supports and provide: Differentiated instruction based on readiness, interest, and learning profile

Small-group and individualized instruction for targeted skill development

Frequent formative assessments and mastery checks to guide instruction

Flexible pacing and multiple opportunities to demonstrate learning.

For students who enter below grade level or are identified as at risk, FRPS SDVS provides targeted interventions, additional instructional time, and personalized learning plans, supported through daily advisory and Springpoint's Academic Case Conferencing model. English learners receive integrated language and content instruction, including explicit language objectives, scaffolded support, and opportunities for meaningful interaction and discourse. Students with disabilities are supported through inclusive practices, co-teaching in all core content courses, and alignment with IEP accommodations and services, ensuring access to the general education curriculum.

Advanced learners are provided with accelerated pathways, enrichment opportunities, Advanced Placement courses through Imagine Edgenuity, and the district will explore access to Coursera credentialing, allowing them to extend their learning and pursue advanced academic and career interests.

## **Holistic Student Support and Engagement**

FRPS SDVS's model includes a strong emphasis on SEL, advisory, and post-secondary planning, ensuring that students are supported academically and personally. Through Springpoint's TLEs and partnerships with community-based organizations, students engage in real-world, relevant learning experiences that connect academic content to their lives and future goals.

Students are consistently provided with student-centered choices in how they engage with content and demonstrate learning, fostering agency, motivation, and ownership. This approach ensures that learning is not only accessible but also meaningful and engaging for all students.

Through the intentional integration of accessible curriculum, flexible technology, differentiated instruction, and comprehensive student supports, FRPS SDVS creates a responsive general education environment where every student, regardless of background, ability, or starting point, has the opportunity to succeed, grow, and excel.

Students who are in need of telehealth, outpatient counseling for mental health, can also use the Cartwheel platform. This platform connects students to mental health clinicians virtually, as well as offers students a school avoidance program if they are struggling with engagement. School adjustment counselors can use this platform to support additional mental health support that cannot be provided within the regular school day hours.

## **B. Multi-Lingual Learners**

### **Staffing and Instructional Support**

Each core content class with enrolled MLL students includes an ESL-certified teacher who collaborates with general education teachers to provide sheltered English immersion strategies and language scaffolds. All school staff receive ongoing professional development in Sheltered English Immersion (SEI) to ensure that lessons

are linguistically accessible, culturally responsive, and aligned with Massachusetts ESL guidance and standards.

### **Curriculum Access and Instructional Methods**

EL students access the same district HQIM as their peers all delivered through FRPS SDVS's flexible and accessible LMS. The ESL teacher works in tandem with content teachers to provide:

- Language scaffolds embedded in lessons to support vocabulary, syntax, and comprehension
- Structured opportunities for oral language development through discussion, academic discourse, and collaborative activities
- Differentiated assignments tailored to English proficiency levels
- Formative assessments and progress monitoring to guide instructional adjustments using our ELLevations platform

### **Accommodations and Modifications for ELs in Core Classes**

EL students receive targeted supports and modifications to ensure they can fully engage with content while developing English language proficiency. Examples include:

- Pre-teaching or previewing key vocabulary and concepts before lessons
- Visual supports and graphic organizers to clarify relationships between ideas
- Sentence frames and guided notes to support writing and discussion
- Simplified language in directions or texts, with opportunities for repeated exposure
- Translation tools, bilingual glossaries, and text-to-speech supports
- Extended time on assignments and assessments
- Flexible grouping for peer collaboration and language practice
- Choice of response formats (e.g., oral, written, visual, or video responses) to demonstrate understanding

### **Virtual Implementation Strategies**

In the virtual environment, these supports are delivered through:

- Synchronous co-teaching and small-group breakout sessions for targeted language instruction
- Asynchronous scaffolded assignments and recorded lessons that EL students can revisit independently
- Integrated tools within the LMS such as closed captioning, translation features, and text-to-speech technology
- Regular monitoring of engagement and mastery by ESL teachers, content teachers, and school counselors to adjust supports as needed

### **Data-Driven and Student-Centered Approach**

FRPS SDVS uses a combination of formative and summative assessments, language proficiency measures, and LMS analytics, as well as data in ELLevations, to monitor EL progress and adjust instruction. The school emphasizes student-centered learning, ensuring EL students have multiple pathways to access content, engage meaningfully in academic discourse, and demonstrate mastery in ways that are both linguistically and cognitively appropriate.

## **C. Students with Disabilities**

### **Staffing and Oversight**

FRPS SDVS employs a full-time special education teacher and a special education paraprofessional to support inclusion services. All staff are trained to implement 504 plans with fidelity, and school counselors, along with special education and content teachers, monitor IEPs and 504 plans to ensure students are making progress.

### **Access to Curriculum and Instruction**

Students with disabilities access district HQIM designed with scaffolds, differentiation, and universal design principles. Instruction is delivered through a mix of synchronous and asynchronous learning, including co-teaching, small groups, and one-on-one support.

### **Accommodations and Modifications**

In the virtual environment, students receive individualized supports such as:

- Extended time and flexible deadlines
- Chunked assignments and guided directions
- Recorded lessons and replay options
- Closed captioning and transcripts
- Text-to-speech and speech-to-text tools
- Graphic organizers and visual supports
- Modified assignments and alternative assessments (e.g., oral or video responses)
- Small-group instruction and frequent check-ins
- Assistive technology integrated into the LMS

### **Intervention and Collaboration**

Through a Multitiered System of Supports (MTSS), students receive targeted and intensive interventions as needed. General and special educators collaborate through co-teaching and Academic Case Conferencing (Springpoint model) to review data and adjust supports.

### **Whole-Child and Transition Supports**

Students benefit from social-emotional support, counseling, and advisory, along with post-secondary transition planning, including career exploration and credentialing opportunities.

Through inclusive staffing, accessible curriculum, targeted support, and strong collaboration, FRPS SDVS ensures that students with disabilities will receive equitable, high-quality instruction and the support needed to succeed in a virtual environment.

# **Appendix C: FRPS SDVS MTSS Framework**

## **MTSS Framework in a Virtual Setting**

FRPS SDVS's MTSS model includes three tiers of support that are delivered through a combination of synchronous and asynchronous instruction, data monitoring, and personalized interventions within the learning management system (LMS).

### **Tier 1: Universal Supports (Core Instruction)**

All students receive high-quality, standards-aligned instruction grounded in personalized, competency-based learning. Instruction includes differentiated strategies, embedded scaffolds, academic discourse, and frequent formative assessments. The LMS allows educators to monitor student engagement, assignment completion, and mastery of standards in real time. Universal supports also include advisory, social-emotional learning, and access to culturally and linguistically sustaining instructional practices. Tier 1 also includes the integration of specialized services and alignment with IEPs or 504 plans, as well as language-based instructional supports.

### **Tier 2: Targeted Interventions**

If students are not making adequate progress, they are provided with targeted supports based on identified needs. In a virtual environment, Tier 2 interventions include:

- Small-group instruction delivered synchronously, focused on specific skill gaps
- Targeted intervention blocks built into student schedules
- Personalized learning plans based on diagnostic and formative assessment data
- Increased frequency of teacher check-ins and feedback
- Use of adaptive tools within programs such as MATHia or literacy supports embedded in Odell and other curricula
- Additional language development supports for English learners, including structured opportunities for guided discourse
- Progress monitoring at regular intervals to assess effectiveness of interventions

### **Tier 3: Intensive Interventions**

For students who continue to demonstrate limited progress, FRPS SDVS provides intensive, individualized interventions. These may include:

- One-on-one instruction or tutoring sessions delivered virtually
- Highly individualized intervention plans aligned with specific academic or social emotional needs
- Increased frequency of synchronous support and direct instruction
- Ongoing progress monitoring with more frequent data review cycles during academic case conferencing
- Increased collaboration among general educators, special educators, English learner specialists, and support staff

## **Data-Driven Decision Making and Progress Monitoring**

At all tiers, FRPS SDVS will use a robust system of data collection and analysis to inform instructional decisions. Data sources include formative and summative

assessments, LMS analytics, student work, attendance, and engagement metrics. Educators meet regularly through Academic Case Conferencing (Springpoint model) to review student progress, identify barriers, and adjust supports.

### **Family Engagement and Communication**

Families are actively engaged in the MTSS process through regular communication, progress updates, and participation in intervention planning when appropriate. The virtual model allows for flexible scheduling of meetings and conferences to ensure accessibility for families.

### **Integration with Social-Emotional and Whole-Child Supports**

MTSS at FRPS SDVS also addresses social-emotional and behavioral needs. Through advisory and SEL programming, students receive support in self-management, relationship skills, and responsible decision-making. When needed, students can access counseling services, check-ins, and additional supports to address barriers to learning.

Through this structured, data-driven MTSS framework, FRPS SDVS ensures that all students will receive timely, appropriate, and effective interventions. The virtual environment enhances this work by enabling flexible scheduling, real-time data access, and personalized support, ensuring that every student has the opportunity to achieve academic success and overall well-being.

## **Appendix D: FRPS SDVS Social Emotional MTSS Framework**

### **Tier 1: Universal SEL Supports**

All students participate in daily advisory with a primary-person advisor, fostering connection, goal-setting, and reflection. Academic Case Conferencing complements advisory by monitoring academic and social-emotional growth, setting individualized goals, and integrating SEL skill practice into classroom activities. Students complete the Satchel Pulse screener, which measures internal social-emotional strengths and external supports to establish a universal baseline and identify students who may require additional supports.

### **Tier 2: Targeted Supports**

Students needing additional support receive services from FRPS SDVS's full-time School Adjustment Counselor/School Counselor, including virtual counseling, on-site counseling at the school's physical location, structured check-ins, and referrals to community resources. Supports may include small-group counseling, social skills coaching, or other interventions designed to strengthen self-regulation, interpersonal skills, and responsible decision-making.

### **Tier 3: Intensive Interventions**

For students requiring more intensive support, FRPS SDVS partners with Cartwheel Telehealth to provide 1:1 therapy, small-group therapy, psychiatry services, and family support, coordinated with school-based SEL supports.

### **Integration with Academic and Post-Secondary Planning**

SEL is embedded in FRPS SDVS's Post-Secondary Capstone, aligned with MyCAP (My Career and Academic Plan). The Capstone integrates academic, social-emotional, and career/workforce development skills, giving students opportunities to practice CASEL competencies while exploring post-secondary and career pathways.

Through this tiered, integrated, and data-informed approach, FRPS SDVS ensures that all students develop the SEL knowledge, skills, and competencies needed to succeed academically, socially, and in life, supported by a school culture grounded in its CASEL-aligned core values.

## **Appendix E: Professional Development**

SPED: Teachers receive ongoing professional development on supporting students with disabilities in virtual settings, including effective use of accommodations, modifications, and accessible instructional design.

Professional development, planning, and instructional coaching will be delivered aligned to these topics:

### **Understanding NSQOL Standards**

- Overview of the NSQOL framework
- Application of NSQOL standards to virtual course design and instruction

### **Effective Online Course Design**

- Structuring courses for clarity, accessibility, and learner engagement
- Designing lessons with clear learning objectives aligned to competencies
- Integrating multiple modalities (text, video, interactive media) to meet diverse learning needs
- Embedding opportunities for higher-order thinking and cognitive lift

### **Assessment and Feedback Strategies**

- Creating formative and summative assessments aligned to standards and competencies
- Providing timely, actionable feedback in an online environment
- Using data to personalize instruction and improve student outcomes

### **Instructional Methods for Online Learning**

- Facilitating active learning, discussion, and collaborative projects online
- Promoting academic discourse and peer-to-peer interaction
- Incorporating problem-based and project-based learning in virtual courses
- Strategies to differentiate instruction for learners with diverse needs

### **Student Engagement and Motivation**

- Designing meaningful, relevant, and purposeful online activities
- Techniques for building intrinsic motivation and self-directed learning skills
- Using gamification, badges, and celebrations to recognize achievement

### **Culturally Responsive and Inclusive Instruction**

- Adapting curriculum for diverse learners, including English learners and students with disabilities
- Creating an inclusive virtual classroom environment
- Supporting culturally and linguistically sustaining practices

### **Technology Integration and Learning Management Systems**

- Maximizing LMS tools for content delivery, collaboration, and assessment
- Leveraging interactive and multimedia resources to enhance learning

### **Professional Collaboration and Reflective Practice**

- Collaborating with colleagues on course design and instructional strategies
- Using peer observation and reflective practices to improve teaching in a virtual setting

### **Student Support and Accessibility**

- Incorporating Universal Design for Learning (UDL) principles
- Providing scaffolds, accommodations, and modifications for all learners

Professional development topics during these faculty meetings include:

### **Foundations of Academic Discourse in Online Learning**

- Understanding academic discourse and its role in critical thinking and deeper learning
- Aligning discourse with course objectives and competencies

### **Facilitating Student-Led Discussions**

- Strategies for prompting student questions and peer-to-peer dialogue
- Using Socratic seminars, debate, and think-pair-share activities in a virtual setting

### **Promoting Collaboration in Digital Environments**

- Leveraging breakout rooms, collaborative documents, and discussion boards
- Structuring group tasks to encourage meaningful discussion and shared problem-solving

### **Designing Discourse-Rich Lessons**

- Embedding discussion opportunities in lesson planning
- Creating prompts and scaffolds that require evidence-based reasoning and reflection

### **Questioning Techniques for Higher-Order Thinking**

- Crafting open-ended questions that provoke analysis, synthesis, and evaluation
- Modeling discourse through teacher “think-alouds”

### **Using Technology to Enhance Dialogue**

- Leveraging chat functions, polling, and interactive whiteboards to engage students
- Tracking and supporting participation in synchronous and asynchronous discussions

### **Supporting Diverse Learners in Academic Discourse**

- Strategies for English learners and students with disabilities to participate effectively
- Differentiating prompts and scaffolds to meet varied linguistic and cognitive needs

### **Feedback and Reflection on Discourse Practices**

- Observing and evaluating student engagement in discourse
- Providing actionable feedback to strengthen participation and reasoning skills

### **Sustaining a Culture of Academic Discourse**

- Establishing norms and expectations for respectful, evidence-based dialogue
- Integrating discourse consistently across all content areas

## **Weekly Professional Learning Communities**

In addition to required, district-led professional development that is aligned with FRPS' instructional and SEL priorities, all teaching and support staff will engage in professional learning communities, weekly, to support management of the primary person model of academic case conferencing and student support. All staff who serve as advisors will meet weekly to receive professional development to improve quality of academic case conferencing with advisees and facilitating academic discourse during advisory. Cycles of professional learning communities will be monthly with the following focuses:

- Developing SMART Goals and strategies with students
- Supporting student-led academic case conferences
- Leveraging student data to support academic progress
- Looking at student work protocols
- Coaching and feedback on academic-case conference quality
- Managing and sharing student progress data
- Assessing and analyzing student SEL data

### **Weekly Common Planning and Instructional Coaching**

All teaching and instructional support staff will engage in weekly common planning and instructional coaching meetings that are grounded in the NSQOL. All teaching staff will engage in weekly observations and instructional coaching sessions, which will be reinforced through professional learning during the common planning and instructional coaching meetings.

### **Bi-monthly Faculty Meetings to Strengthen Academic Discourse**

All teaching and instructional support staff will also engage in professional development for 2 additional meetings each month to engage in professional development. Prioritizing academic discourse across all synchronous learning experiences is a driving lever of instruction that not only fosters more collaborative, deeper learning, but also creates and reinforces stronger social connections and school culture. Faculty meetings will prioritize embedding academic discourse into course design, improving facilitation of academic discourse virtually, and designing and analyzing assessments that track students' progress in mastering the academic discourse competency.

## **Appendix F: Assessment & Accountability**

### **Core Subject Quarterly, Summative Assessments for HQIM**

FRPS SDVS' synchronous core subject courses will all have summative quarterly assessments that will be designed by district curriculum leaders, using each of the purchased HQIM. These assessments will measure both students' progress on meeting standards, as well as course-aligned competencies. These summative assessments for each course will use the same district platform, Renaissance, that is used for district-wide benchmark assessments. The Renaissance platform serves as the LMS that both provides students with tests, and supports data analysis to measure and assess growth in standards and competencies.

Summative, quarterly course assessments for core courses will be proctored both in person or virtually, using the district's technology of GoGuardian to monitor student screens during testing. In order to earn credit for courses, students will need to demonstrate mastery of standards and competencies for the course. Credit accumulation of students, therefore, will also be a measure used to track and monitor student progress in virtual core classes. There will be regularly scheduled equity pauses and student progress "step-back" meetings, scheduled 8 times (bi-quarterly) throughout the school year to assess all student credit accumulation and progress on meeting standards and competencies aligned to the core subject courses. These equity pauses and student progress "step-back" meetings will provide opportunities for developing remediation strategies and supports for students, inform course design adjustments, and inform shifts needed in instructional practices.

### **Elective Courses, Career Credentialing Courses, AP Courses, and Credit Recovery Course Summative Assessments**

Assessments in each asynchronous elective, credit recovery, or AP course that leverages the Edgenuity platform will be standardized through Edgenuity. FRPS will explore partnering with Coursera, a digital platform for career credentialing. Formative and summative assessments embedded within each Edgenuity and Coursera unit are designed to measure students' progression towards mastering the MA Frameworks and standards or competencies that align with the course objectives. Summative assessments for each course will also be proctored, either in-person or virtually with monitored student screens, to assess for final mastery of course content. Upon demonstration of mastery in the summative final assessment for the course, students will earn course credit. The Department Head, School Counselor, and Virtual Pathway Specialist will engage in quarterly step-back meetings to assess all students' progress collectively in earning credits in these two platforms. At the end of each year, a course audit will occur in Edgenuity and Coursera to inform course offerings based on student outcome data.

### **Assessment of Social-Emotional Needs**

FRPS SDVS assesses students' social-emotional development using the Satchel Pulse screener, which measures internal strengths and external supports aligned to CASEL competencies. In addition, the school administers a Conditions for Learning Survey each spring to assess overall school climate, culture, and students' sense of

belonging and safety. Advisory observations, teacher input, and counseling interactions further contribute to a comprehensive understanding of student well-being.

### **Weekly Academic Progress Monitoring for Every Student**

The learning management system (LMS) provides real-time data on assignment completion, assessment performance, and student engagement, enabling timely feedback and targeted instruction. Student progress is also reviewed through weekly student support meetings and Academic Case Conferencing to ensure responsive instructional adjustments. The Department Head is charged with facilitating weekly student progress meetings that engage all teaching and support staff, as well as weekly reviews of LMS data.

### **Identification of Student Supports**

Using academic, engagement, and SEL data, FRPS SDVS implements a Multitiered System of Supports (MTSS) to determine and provide appropriate interventions. Data sources include LMS analytics, attendance data, assessment results, and SEL screening outcomes. Weekly team meetings allow educators, counselors, and support staff to collaboratively identify needs and implement targeted or intensive supports, including academic interventions, counseling, and external services such as Cartwheel Telehealth.

### **Alignment with and Differences from District Practices**

FRPS SDVS's assessment approach aligns with district practices through its use of standards-based assessments, progress monitoring, and MTSS frameworks. It differs in its enhanced use of real-time LMS data, more frequent progress monitoring cycles, and flexible performance-based assessments within a virtual environment. Summative course assessment for core content is also microcredentialed and happening quarterly and more frequently than in the traditional setting.

### **Demonstrating Student Progress in a Virtual Environment**

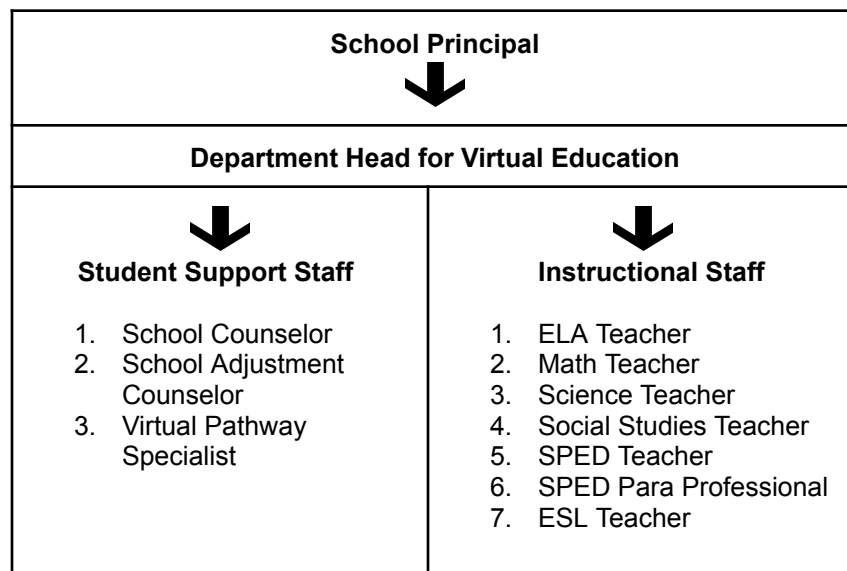
FRPS SDVS demonstrates student progress through multiple measures, including:

- Mastery of competencies and standards-based objectives
- Growth on formative and summative assessments
- Student engagement and course completion data
- Progress toward IEP, 504, and language development goals
- SEL growth measured through Satchel Pulse and school climate data
- Student reflection and goal-setting through advisory and quarterly student-led progress meetings

## Appendix G: Organizational Structure

| FRPS SDVS Staffing Chart - All                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Administration                                                                                                                                                                                                                         | Certified Teaching Staff                                                                                                                                                                                      | Support Staff                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Principal (shared)</li> <li>Department Head for Virtual Instruction</li> <li>School Adjustment Counselor</li> <li>School Counselor</li> <li>Special Education Administrator (shared)</li> </ul> | <ul style="list-style-type: none"> <li>ELA Teacher</li> <li>Science Teacher</li> <li>Social Studies Teacher</li> <li>Math Teacher</li> <li>Special Education Teacher</li> <li>ESL Teacher (shared)</li> </ul> | <ul style="list-style-type: none"> <li>School Clerk (shared)</li> <li>School Nurse (shared)</li> <li>Community Facilitator (shared)</li> <li>Virtual Pathway Specialist</li> <li>Special Education Paraprofessional</li> <li>Attendance Officer (shared)</li> <li>Technology Facilitator (shared)</li> </ul> |

### FRPS SDVS Staffing Chart - FRPS SDVS



## **Appendix H: FRPS Community Partners**

Fall River Schools' community partnerships include, but are not limited to:

- Arbour Counseling Group
- Balanced Learning Center
- Boys & Girls Club of Fall River
- Bristol Community College
- Cartwheel Telehealth Services
- Child & Family Services
- Children's Advocacy Center
- Department of Children and Families
- Fall River Police Department
- Family Resource Center
- Fitzgerald Counseling Group
- Greater Fall River Re-Creation
- HealthFirst Family Care Center
- Justice Resource Institute
- MassHIRE
- Massachusetts Partnership for Youth
- Mindwise
- People, Inc.
- Riverside Trauma Center
- Southcoast Health
- United Neighbors of Fall River
- YouthBuild
- Youth Connections
- Youth Court
- YMCA of Fall River

## Appendix I: School Schedule

| Sample 10th Grade TERM Schedule      | Monday - Friday |       |
|--------------------------------------|-----------------|-------|
| Period 1 - Geometry                  | 9:15            | 10:35 |
| <b>AM Advisory *</b>                 | 10:37           | 10:57 |
| Period 2 - US History II             | 10:59           | 12:19 |
| Lunch                                | 12:25           | 12:54 |
| Block 3 - English II                 | 12:56           | 2:16  |
| Block 4 - Elective / Credit Recovery | 2:18            | 3:38  |

\***Adviory** check-ins will be offered at 3 different times during the school day, to ensure flexibility that meets all learners' schedules.