

WEST VIRGINIA
**CHARTER
SCHOOLS**

WEST VIRGINIA STANDARD
PUBLIC CHARTER SCHOOL APPLICATION

Updated July 2021



TABLE OF CONTENTS

| | | | |
|--|----|--|----|
| GENERAL INFORMATION | 3 | STUDENT RECRUITMENT, ENROLLMENT, AND RETAINMENT | 11 |
| Applicant | 3 | Student Recruitment | 11 |
| Name of Proposed Public Charter School | 3 | <i>New Schools</i> | 11 |
| Primary Contact | 3 | <i>Conversion Schools</i> | 11 |
| Enrollment | 4 | Fair Lottery | 11 |
| Executive Summary | 5 | Preferences | 11 |
| MISSION, VISION, PURPOSE, AND DEMAND | 6 | Enrollment Process | 12 |
| Mission and Vision Statements | 6 | Retaining Students | 12 |
| Overview of the School's Educational Program | 6 | GOVERNANCE AND COMPLIANCE | 13 |
| Rationale | 6 | Governing Board | 13 |
| Demand | 6 | List of Initial Governing Board Members | 13 |
| <i>New Schools</i> | 6 | Bylaws | 14 |
| <i>Conversion Schools</i> | 6 | Board Policies | 14 |
| Needs Assessment | 6 | School Ethics Standards | 14 |
| <i>New Schools</i> | 6 | Insurance | 15 |
| <i>Conversion Schools</i> | 7 | Student Document Retention | 15 |
| Evidence of a Track Record of Success (ESP ONLY) | 7 | Compliance for Special Populations | 15 |
| EDUCATIONAL DESIGN | 8 | Food Service | 15 |
| Program Overview | 8 | HUMAN CAPITAL | 16 |
| Curriculum and Instructional Design | 8 | School Leader | 16 |
| <i>Performance Standards</i> | 8 | School Staff Structure | 16 |
| <i>Resources</i> | 8 | Service Providers | 16 |
| <i>Instructional Strategies</i> | 8 | Operations Capacity | 16 |
| <i>Assessment</i> | 8 | Staffing Plans, Hiring, Management, and Evaluation | 16 |
| <i>Graduation Requirements</i> | 8 | Professional Learning | 16 |
| <i>and Postsecondary Readiness (HS ONLY)</i> | 8 | Organizational Structure | 16 |
| ACCOUNTABILITY | 9 | ESP-Managed Schools ONLY | 16 |
| Accountability Plan | 9 | <i>Day-to-Day Education</i> | 16 |
| <i>Achievement</i> | 9 | <i>Governance</i> | 17 |
| <i>Growth</i> | 9 | <i>Contract</i> | 17 |
| <i>Re-enrollment</i> | 9 | <i>Conflict of Interest</i> | 17 |
| <i>Attendance</i> | 9 | New Schools | 17 |
| <i>State Accountability Results</i> | 9 | <i>Public or Independently owned Facilities</i> | 17 |
| <i>Graduation Requirements (HS ONLY)</i> | 9 | Conversion Schools | 17 |
| SCHOOL OPERATIONS AND CULTURE | 10 | <i>Leasing and Using Equipment</i> | 17 |
| School Culture | 10 | FINANCIAL PLAN | 18 |
| Student Behavior Plan | 10 | Financial Plan | 18 |
| Supplemental Programming | 10 | Five-Year Budget | 18 |
| <i>Supplement Programming</i> | | Five-Year Contingency Budget | 18 |
| <i>for High Schools ONLY</i> | 10 | ESP-Managed Schools ONLY | 18 |
| School Calendar and Schedule | 10 | CLOSURE PROCESS | 19 |
| Parent and Community Involvement | 10 | VIRTUAL CHARTER SCHOOLS | 19 |
| <i>New Schools</i> | 10 | APPLICANT ASSURANCES | 21 |
| <i>Conversion Schools</i> | 11 | | |
| Special Populations and At-risk Students | 11 | | |

PUBLIC CHARTER SCHOOL APPLICATION

GENERAL INFORMATION

APPLICANT

Type of School:

(please select one)

- New School: Any one or more combination of parents/guardians, community members, teachers, school administrators, or institution of higher education in this state.
- Conversion Charter School: An existing West Virginia public school that is not a public charter that seeks to operate as a public charter school. Existing private, parochial, and nonpublic schools are not permitted to apply as a conversion charter school. Applicants seeking to establish a conversion charter school can apply only to the county board of education where the school is located.

Virtual Charter School

Will you be offering educational services predominately through an online program?

- Yes, educational services will be provided predominantly through a synchronous, online program.
- Yes, educational services will be provided predominantly through a learn at your own pace program.
- No, education services will not predominantly be provided through an online program.

(Applicants selecting 'yes' below must also complete the Virtual Charter School portion of the application starting on page 19 of this application.)

Education Service Provider

Will you be hiring an Education Service Provider (ESP)?

- Yes
- No

If yes, add the name of the ESP: _____

Name of Proposed Public Charter School: _____

Primary Contact

Name: _____

Phone Number: _____ Email Address: _____

Authorizing Agency

- West Virginia Professional Charter School Board
- County Board(s) of Education (please list): _____

501(c)(3) Status:

- Obtained on date: _____
- Applied to obtain on date: _____

Receipt #: _____

PUBLIC CHARTER SCHOOL APPLICATION

Enrollment

Grades offered at full capacity:

Note: The maximum enrollment projections for virtual charter schools may not exceed the statutory enrollment cap as more fully detailed in West Virginia Board of Education Policy 3300, §§4.3.f.1. and 4.3.f.2.

Elementary School

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade

Middle School

- Sixth Grade
- Seventh Grade
- Eighth Grade

High School

- Ninth Grade
- Tenth Grade
- Eleventh Grade
- Twelfth Grade

Maximum Student Enrollment at Capacity: _____

Enrollment Matrix

Pursuant to W.Va. Code §18-5G-8(b)(14), the projected minimum and maximum enrollment per grade, per year throughout the duration of the contract.

Directions: Complete two enrollment matrixes for minimum and maximum enrollment, per grade, until reaching capacity. Add or remove columns as needed. For the Minimum Capacity Enrollment Matrix, include the fewest number of students the school could enroll and still be financially viable. For the Maximum Capacity Enrollment Matrix, include the greatest number of students you could enroll and still provide a quality educational experience. The numbers supplied here must match your years 1-5 contingency and regular budgets and your staffing plan. You will not be able to enroll more students than specified in the total number per year in the Maximum Capacity Enrollment Matrix. Likewise, you will be considered financially insolvent if you enroll fewer students than in the Minimum Capacity Enrollment Matrix and be required to surrender your charter.

| Minimum Enrollment | | | | | | |
|--------------------|--------|-----------|-----------|-----------|------------|------------------|
| Grade Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | At Full Capacity |
| Kindergarten | | | | | | |
| First | | | | | | |
| Second | | | | | | |
| Third | | | | | | |
| Fourth | | | | | | |
| Fifth | | | | | | |
| Sixth | | | | | | |
| Seventh | | | | | | |
| Eighth | | | | | | |
| Ninth | | | | | | |
| Tenth | | | | | | |
| Eleventh | | 30 | 35 | 45 | 50 | 60 |
| Twelfth | | 30 | 40 | 45 | 55 | 60 |
| Total | | 60 | 75 | 90 | 105 | 120 |

PUBLIC CHARTER SCHOOL APPLICATION

| Maximum Enrollment | | | | | | |
|--------------------|--------|--------|--------|--------|--------|------------------|
| Grade Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | At Full Capacity |
| Kindergarten | | | | | | |
| First | | | | | | |
| Second | | | | | | |
| Third | | | | | | |
| Fourth | | | | | | |
| Fifth | | | | | | |
| Sixth | | | | | | |
| Seventh | | | | | | |
| Eighth | | | | | | |
| Ninth | | | | | | |
| Tenth | | | | | | |
| Eleventh | | 30 | 40 | 50 | 60 | 60 |
| Twelfth | | 30 | 40 | 50 | 60 | 60 |
| Total | | 60 | 80 | 100 | 120 | 120 |

Executive Summary

Offer a brief (one page) executive summary of the proposed school that highlights the mission, demand, and educational program.

See below.

Workforce Initiative for Nurses (WIN) Academy Charter School Application

Contents

Page numbers refer to pages of responses, not instructions.

| | |
|--|----|
| MISSION, VISION, PURPOSE, AND DEMAND | 3 |
| EDUCATIONAL DESIGN | 17 |
| ACCOUNTABILITY | 30 |
| SCHOOL OPERATIONS AND CULTURE | 36 |
| STUDENT RECRUITMENT, ENROLLMENT, AND RETAINMENT | 40 |
| GOVERNANCE AND COMPLIANCE | 45 |
| HUMAN CAPITAL | 57 |
| FACILITIES | 61 |
| FINANCIAL PLAN | 63 |
| CLOSURE PROCESS | 69 |
| VIRTUAL CHARTER SCHOOLS (if applicable) | 70 |
| APPLICANT ASSURANCES | 71 |
| APPENDICES | 74 |

PUBLIC CHARTER SCHOOL APPLICATION

MISSION, VISION, PURPOSE, AND DEMAND

Mission and Vision Statements

Write a clear, concise mission statement in one sentence that demonstrates the who (target student population), the what (educational program), the how (instructional design), and the why (demand).

Write a vision statement for the charter school, inclusive of any specialized focus to be advanced through the establishment of the charter school. The vision statement should build off of the mission statement, providing detail of each element of the program, the grades the school will offer (or the ages that it will serve), adding explanation of how the school will ensure all students, especially those historically underserved, will benefit from the school.

Overview of the School's Educational Program

Provide a brief summary of the proposed educational program including the grades the school will offer and how the educational program will provide a needed option for families.

Rationale

Write a rationale for establishing the charter school that explains how the academic and/or social-emotional needs of the target population are not being met by available public school options. In your response, include all types of learners, including, but not limited to, students with exceptionalities, English Language learners, and those at-risk for dropping out of school. Pay special attention to the school's proposed location or county's historically underserved populations.

Demand

New Schools

Provide evidence of sufficient demand among parents/guardians and students in the local school district, primary recruitment area, and/or target underserved student population, including student and parent/guardian surveys.

Conversion Schools

Conduct a survey of the interest of students, staff, and families in converting the school from a non-charter public school to a charter school and show that there is sufficient demand from families and interest from staff to convert the school.

Needs Assessment

New Schools

Present a thorough analysis of the financial sustainability of the charter school based on the current and future size of the student population that the charter school aims to attract and the demand among this population for additional educational options beyond existing non-charter public schools. This analysis must provide reasonable evidence of sustainability and must address a case for how the school will sustain based on factors such as population trends, changes in population demographics, local economic outlook, and enrollment changes in surrounding schools.

PUBLIC CHARTER SCHOOL APPLICATION

Conversion Schools

Create a plan for student enrollment, including a timeline for determining which students will continue attending the conversion charter school and how others will enroll at another public school. For any students not attending the proposed public charter school, offer an explanation for the reason of not enrolling in the proposed public charter school.

Determine which teachers will continue as educators in the proposed public charter school and which teachers will continue as educators in other public schools.

Evidence of a Track Record of Success (ESP ONLY)

Provide a brief summary of the ESP's experience, based on student outcomes, educating student populations similar to the targeted population, including demonstrated (1) academic achievement and growth, (2) social-emotional learning, and (3) successful management of non-academic school functions.

Complete the following information for each school in operation within the past five school years:

Name of school: N/A

Date authorized: _____

Date of last high-stakes review or renewal and result of that review: _____

School's website: _____

Name of school's board chair: _____

Board chair's contact information: _____

Name of school's authorizer: _____

Authorizer's contact information: _____

Link to state's report card (for each school): _____

Link to authorizer's scorecard, framework and/or academic review report: _____

Three most recent financial audits: Include as Appendices

List of any pending or past actions taken by the authorizers or legal actions taken against the school for

academic, financial, or ethical concerns and their outcomes: _____

PUBLIC CHARTER SCHOOL APPLICATION

MISSION, VISION, PURPOSE, AND DEMAND

Executive Summary

The Workforce Initiative for Nurses (WIN) Academy is a new charter school that provides an accelerated nursing program option for up to 60 high school students through the academic and nursing programs at BridgeValley Community & Technical College (BridgeValley).

The academy will allow up to 60 high school juniors and seniors to attend an accelerated program for students to complete their associate degree in nursing between the ages of 18 and 20. High school seniors in the WIN Academy will graduate from high school and complete the first year of an associate-degree registered nurse program by the end of their senior year in high school. Juniors in the program will take a preparatory program so they may enter the nursing program as high school seniors. The intention of the program is to encourage WIN Academy high school graduates to then complete BridgeValley's associate degree in nursing one year after high school graduation. If successful, the WIN Academy will help a small cohort of young students finish the full nursing program at a younger age, which will help the larger workforce shortage of registered nurses – which is a high-demand/high-wage position in West Virginia. BridgeValley also intends to apply the principles and lessons learned from this initial programming in nursing to add additional early-degree programming in Informational Technology, Manufacturing, and Business in years 3, 4, and 5, respectively.

BridgeValley, the charter school's applicant and educational provider, is requesting the West Virginia Professional Charter School Board (WVPCSB) to serve as the authorizer for the charter school. BridgeValley will leverage its accredited, cost-effective associate-degree program in nursing – and as necessary, other educational course offerings – to provide this new opportunity equitably to all K-12 students. Charter school funds will offset the differential or incremental costs needed to serve an additional 30 students in BridgeValley's nursing program (with another 30 students in the preparatory program). BridgeValley's current nursing program is structured for 390 students.

To the best of our knowledge, there is no other early nursing program like this in the country. We hope that this charter school model may work for early training and educational programs for other high-demand/high-wage careers.

Mission

The mission of the WIN Academy is to provide a dynamic, accelerated educational experience in a traditional community college setting that empowers 60 academy students in grades 11 and 12 to achieve the following:

PUBLIC CHARTER SCHOOL APPLICATION

- Master the K-12 curriculum for the State of West Virginia high schools
- Attain academic success as a high school student/graduate and as a first-year RN student
- Complete the high school graduation requirements for the State of West Virginia
- Finish the first year of an accredited registered nurse (RN) program at BridgeValley as a high school student enrolled in the WIN Academy and
- Enroll as a community college student at BridgeValley as a second-year nursing student upon high school graduation.

Through BridgeValley, the WIN Academy will provide academy students with their senior year high school coursework through the college's accredited RN program and other educational programming. WIN Academy juniors will take a preparatory course of study that will allow them to enter the nursing program as high school seniors. Upon high school graduation from the WIN Academy, graduates will enter BridgeValley as community college students in the second year of the RN program. WIN Academy graduates will complete their Associate of Applied Science (AAS) in Nursing one year after high school graduation, allowing them to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) licensure exam.

The 30 WIN Academy seniors will enroll in BridgeValley's nursing program with existing nursing students at the college's South Charleston campus. The instructional design for WIN Academy seniors will follow BridgeValley's existing accredited RN program, which includes courses with combinations of classroom instruction, laboratory practice, clinical experience, and simulation. Once fully operational, the WIN Academy will provide, at a maximum, an additional 30 nurses annually to address the regional annual need for 825 new nurses, including 172 new annual positions, and statewide need for an additional 1,549 nurses per year of which 319 are for new annual positions (West Virginia Long Term Occupational Projections, 2018-2028). The ten-year growth rate for RNs is approximately 15 percent throughout the state – a percentage higher than the average occupational growth rate of 10 percent. (See table 1 and associated footnotes below for more detail.)

WIN Academy juniors also will enroll in their program, details of which are provided below, at the South Charleston campus. Juniors will enter the full nursing program upon successful completion of the junior year program in the WIN Academy.

The WIN Academy board and BridgeValley staff and administrators will expand its mission to include Informational Technology, Manufacturing, and Business – other high-wage/high-demand fields – in future years.

PUBLIC CHARTER SCHOOL APPLICATION

Vision

The WIN Academy strives to be a forward-looking charter school that serves the nursing workforce needs of West Virginians by increasing the RN workforce and meeting the occupational aspirations of high school students who want to enter the nursing field. Our collaborative, professional culture will create an environment of learning, cooperation, and mutual respect that benefit faculty and students. At full capacity, we will enroll 60 high school juniors and seniors each year.¹

Through the WIN Academy, our senior students will complete their first year of an accredited RN program at BridgeValley, receive a high school diploma from the WIN Academy, and automatically be enrolled as community college students in the second year of BridgeValley's RN program after high school graduation. WIN Academy juniors will enroll in a rigorous preparatory program allowing them to transition to the nursing program as high school seniors. The WIN Academy will provide high school students with more educational options and will help address the statewide need for more RNs – a high-wage/high-demand occupation in West Virginia.

The WIN Academy will serve students with high-quality, interactive, in-depth, and engaging instructional approaches. WIN Academy seniors will be able to complete the first 36 community college credits of BridgeValley's RN program (total credits: 66 credits) before entering their second year of the nursing program, which also will count toward the 22 high school credits required for graduation.² Academy students will be included into existing courses for classroom instruction, lab practicum, clinical experience, and simulation. High school juniors will take a preparatory set of courses that meet some of the nursing program requirements and which prepare them for the rigors of the nursing program in their senior year. Students in grades 11 or 12 who need additional preparatory work will take the appropriate foundational courses through BridgeValley's course offerings as WIN Academy students in order to progress to the full nursing program once they are academically prepared. All WIN Academy students in the nursing program will come to meet the technical standards as stated in the Nursing Student Handbook.

WIN Academy faculty at BridgeValley will be professionally proficient, passionate educators who enthusiastically help academy students reach the highest academic standards and achieve proficiencies and requirements to continue their RN education and enter the nursing workforce. WIN Academy students will be encouraged to live inspiring, meaningful, purpose-driven lives.

¹ BridgeValley's service district includes the following counties: Boone, Cabell, Clay, Fayette, Jackson, Kanawha, Lincoln, Mason, Putnam, and Wayne Counties. Students can come from the 30 high schools in these counties and from high schools from other counties in the state outside of BridgeValley's direct service area.

² Academically prepared students entering the WIN Academy as seniors will have a minimum of 16 high school credits in the appropriate credit categories. Junior-level enrollees will have a minimum of nine credits.

PUBLIC CHARTER SCHOOL APPLICATION

The WIN Academy will be available for high school juniors and seniors and will include individuals historically underserved by educational advancement and opportunities. For students with disabilities, the WIN Academy will offer disability-related services through BridgeValley's Accessibility Services Office and individualized tutoring. If necessary, the college will coordinate with the students' original school districts to facilitate and to ensure that accommodations are in place for potential WIN Academy students who may need additional services through their Individualized Educational Plans (IEPs).

The WIN Academy will improve the achievement of traditionally underperforming students by providing them with a motivation to strive for success in high school: high-wage and rewarding employment upon graduation as well as work-based experience during clinical settings while in school. BridgeValley's low student-to-faculty ratio will provide students with enhanced attention from faculty members, allowing these younger students to meet all the technical standards for the nursing program. Studies have shown that the greatest determining factor in student retention and success is a sense of connection with the school and its faculty. The WIN Academy's cohort model of enrollment – similar to a learning community – will maximize these student-faculty connections.

Our vision for the WIN Academy is underpinned by seven core precepts, enumerated below.

1. **Excellence in Education.** The WIN Academy is dedicated to excellence in education and will develop and retain innovative and supportive faculty and staff; maintain facilities equipped with current technology for the RN program; and deliver an impactful RN program for diverse cultural backgrounds and appreciation of divergent points of view.
2. **Foster and Promote Achievement and Accessibility.** We are committed to providing the skills and resources academy students need to achieve their educational, career, and personal goals. We are committed to an open access RN program for our high school students and to RN collegiate pathways upon graduation.
3. **Respect for Diversity.** We are dedicated to fostering a learning community in which all individuals are valued and supported; promoting a culture of respect that honors the dignity of every individual; and allowing zero tolerance for disrespect. We believe that everyone should have the opportunity to learn and succeed in the classroom, in the workplace, and in the community.
4. **Practice Accountability.** The academy is committed to efficient, effective management of human and financial resources to maintain public trust through professional integrity and fiscal responsibility – ensuring the sustainability of the charter school.

PUBLIC CHARTER SCHOOL APPLICATION

The WIN Academy will develop a comprehensive recruitment and communication strategy across all West Virginia high schools to reach potential students and their parents, including, but not limited to, those with exceptionalities, English Language learners, those at risk for dropping out, and other traditionally underserved populations. The WIN Academy and BridgeValley's Office of Admissions will reach out directly to area high schools, coordinating and publicizing information nights to attract students to the program.

All West Virginia students are eligible to enroll in the WIN Academy. Students from surrounding counties will constitute the primary recruitment area for the WIN Academy.

Rationale

There is no opportunity in West Virginia to fast-track and pursue an associate-degree RN program for high school students. In fact, there may be no such program in the United States (to the best of our knowledge). BridgeValley staff saw a clear opportunity to leverage BridgeValley's highly successful nursing program to provide new career technical opportunities for 60 high school students. The college's team developed the joint high school/community college program to give 60 students a step up in becoming nurses – one of the most critical positions in the country's healthcare system.

In terms of **social-emotional needs**, West Virginia school districts work with middle school students to learn, grow with, and cope with their physical, intellectual, social, and emotional changes during the formative years between the ages of 10 and 14. High school students are expected to maintain and further develop good work habits and attitudes to complete rigorous core academic requirements and to meet the requirements for a specialized career major. WIN Academy students will continue to grow in these social-emotional areas – which are specifically required of students in BridgeValley's RN program, will be required for high school graduation, and will be necessary for entry into the workforce. (See page 27 in Appendix A, the "BridgeValley School of Nursing Program Student Handbook.")

The WIN Academy will allow 60 high school students to explore new academic and career opportunities in nursing in a more meaningful way than what is currently available. This level of enrollment will have only a marginal impact on school district enrollments. For illustration, only *approximately 0.5 percent of juniors and seniors across the 30 high schools in BridgeValley's service area* in any given year might enroll in the WIN Academy's nursing program for high school students.^{3,4} More importantly, the WIN Academy will allow for an even more robust early college nursing experience than what BridgeValley currently offers in its dual enrollment

³ With potential future programs in Informational Technology, Manufacturing, and Business, the percentage will approach 1 percent of high school juniors and seniors in BridgeValley's service area.

⁴ Open enrollment laws would further dilute the enrollment impact on local school districts.

PUBLIC CHARTER SCHOOL APPLICATION

pathway program for nursing. (See the section “Strengthening pathways” below.)

Demand

The WIN Academy has sufficient demand to fill the 60 annual slots to support the program. BridgeValley conducted a survey among area parents/guardians to determine interest in a public charter nursing program for high school students (N = 239 responses). In the responses, more than one-half of parents indicated that they were very interested in having their child graduate from a public charter nursing high school with a degree in nursing, including participating in clinical rotations. Nearly half of parents (47.06%) also indicated that they were very comfortable with their child attending classes on a college campus.⁵ For additional results, see Appendix B, “BridgeValley Community & Technical College Public Charter Nursing High School Interest Survey.”

Significant workforce demand also suggests that the program would be successful. Table 1 highlights expected growth in registered nurses in the workforce investments areas that overlap with BridgeValley’s district and in the state. The nearly 15 percent ten-year growth rate for the state and the region is faster than the average occupational growth for the nation (~10 percent).

Table 1. Regional and West Virginia Long-Term Occupational Projections for Registered Nurses, 2018-2028.

| Geographical Area | Estimated Employment | Projected Employment | Annual Openings | Annual Exits | Annual Transfers | Annual Change | Annual Growth Rate | 10-year Growth Rate |
|---|----------------------|----------------------|-----------------|--------------|------------------|---------------|--------------------|---------------------|
| Workforce Investment Area 1 (Fayette) ⁶ | 2,556 | 2,950 | 186 | 76 | 71 | 39 | 1.53% | 15.3% |
| Workforce Investment Area 2 (Boone, Cabell, Lincoln, Putnam, and Wayne) | 4,044 | 4,665 | 295 | 121 | 112 | 62 | 1.53% | 15.4% |
| Workforce Investment Area 3 (Kanawha) | 3,484 | 4,002 | 252 | 104 | 96 | 52 | 1.49% | 14.9% |
| Workforce Investment Area 4 (Clay, Mason, and Jackson) | 1,280 | 1,472 | 92 | 36 | 35 | 19 | 1.48% | 14.8% |
| Regional Subtotal ⁷ | 11,364 | 13,089 | 825 | 337 | 314 | 172 | 1.51% | 15.1% |
| State | 21,433 | 24,619 | 1,549 | 639 | 591 | 319 | 1.49% | 14.9% |

Source: <http://lmi.workforcewv.org/LTprojections/LTOccupationalProjections.html>

⁵ Note that BridgeValley originally explored inclusion of the full RN program/academy entirely as a K-12 program; that is, academy students would graduate with both a high school diploma and an AAS in Nursing as seniors. After discussions among college staff, it was determined that the WIN Academy would be more easily implemented by having only the first year of the RN program within the charter school, with automatic continuation to the second year of the RN program after high school graduation. BridgeValley administered the survey before this programming shift had been made; hence, the small discrepancies in the questions.

⁶ Counties served by BridgeValley appear parenthetically after the workforce investment area. Except for Workforce Investment Area 3, the workforce investment area includes additional counties outside BridgeValley’s service area.

⁷ The regional subtotal includes all counties in each workforce investment area; some of these counties are not part of BridgeValley’s service district. BridgeValley’s service district’s occupational projections are not immediately available at the county level.

PUBLIC CHARTER SCHOOL APPLICATION

Needs Assessment

The WIN Academy has a strong sustainability plan to ensure that the charter school remains financially viable in perpetuity once it opens. With the addition of future enrollment and future programs over time, the charter school’s fiscal stability will be further strengthened. The sustainability plan and needs assessment also strengthen other early college experience in nursing currently available to high school students through BridgeValley’s pathway program.

BridgeValley will leverage its existing RN program to support the WIN Academy. With a minimum of 44 students (at least 14 seniors in the nursing program) and a maximum of 60 students (30 nursing program seniors), the WIN Academy will collect between \$237,600 and \$324,000 annually to fund the incremental costs (e.g., the costs for additional course sections) and auxiliary costs (e.g., transportation) to support academy students. Table 2 shows the estimated minimum and maximum funding scenarios for the WIN Academy.

Table 2. Minimum and Maximum Funding Scenarios for the WIN Academy

| Total Allocation | Charter School Allocation | WIN Academy Students | Total WIN Academy Funding |
|--|----------------------------------|-----------------------------|----------------------------------|
| Minimum Enrollment (14 seniors, 30 juniors) | \$5,400 | 44 | \$237,600 |
| Maximum Enrollment (30 seniors, 30 juniors) | \$5,400 | 60 | \$324,000 |

At present BridgeValley operates a strong RN program. Table 3 (below) provides a budget snapshot of the current program costs and what the year 1 incremental costs will be for BridgeValley to support 44 academy students under the minimum funding scenario. Table 4 provides the same information under the maximum funding scenario with an enrollment of 60 students.

PUBLIC CHARTER SCHOOL APPLICATION

Table 3. BridgeValley RN Program Budget, Existing vs. Addition of the WIN Academy (Minimum enrollment/funding scenario)

| Nursing revenue and expenses | Amount | Current capacity up to 390 nursing students | WIN Academy Incremental Costs for 44 students | Total |
|---|---------------|--|--|--------------|
| Resident Annual Tuition | \$4,704 | \$1,834,560 | \$0 | \$1,834,560 |
| Charter School Payments | \$5,400 | \$0 | \$237,600 | \$237,600 |
| Program fees | \$200 | \$78,000 | \$0 | \$78,000 |
| Course fees | \$1,356 | \$528,840 | \$0 | \$528,840 |
| Program revenue | | \$2,441,400 | \$237,600 | \$2,679,000 |
| Net program revenue (less 27% to cover overhead for current students and waived for WIN Academy students) | | \$1,782,222 | \$237,600 | \$2,019,822 |
| | | | | |
| Annual direct program expenses (faculty salary and benefits) | | \$1,500,423 | \$90,000 | \$1,590,423 |
| Adjunct/contract instructional expenses | | \$162,000 | \$0 | \$162,000 |
| Program operational budget | | \$44,820 | \$0 | \$44,820 |
| Math/Science/English Bootcamp | | \$0 | \$10,000 | \$10,000 |
| Books and instructional materials for Academy Students (Seniors) | \$1,356 | \$0 | \$18,984 | \$18,984 |
| Books and instructional materials for Academy Students (Juniors) | \$500 | | \$15,000 | \$15,000 |
| Transportation for Academy Students | \$70 | \$0 | \$27,720 | \$27,720 |
| Lunch reimbursement | \$10 | \$0 | \$74,800 | \$74,800 |
| | | | | |
| Total Expenses | | \$1,707,243 | \$236,504 | \$1,943,747 |
| | | | | |
| Net program income / (loss) | | \$74,979 | \$1,096 | \$76,075 |

PUBLIC CHARTER SCHOOL APPLICATION

Table 4. BridgeValley RN Program Budget, Existing vs. Addition of the WIN Academy (Maximum enrollment/funding scenario)

| Nursing revenue and expenses | Amount | Current capacity up to 390 nursing students | WIN Academy Incremental Costs for 60 students | Total |
|---|---------------|--|--|--------------|
| Resident Annual Tuition | \$4,704 | \$1,834,560 | \$0 | \$1,834,560 |
| Charter School Payments | \$5,400 | \$0 | \$324,000 | \$324,000 |
| Program fees | \$200 | \$78,000 | \$0 | \$78,000 |
| Course fees | \$1,356 | \$528,840 | \$0 | \$528,840 |
| Program revenue | | \$2,441,400 | \$324,000 | \$2,765,400 |
| Net program revenue (less 27% to cover overhead for current students and waived for WIN Academy students) | | \$1,782,222 | \$324,000 | \$2,106,222 |
| | | | | |
| Annual direct program expenses (faculty salary and benefits) | | \$1,500,423 | \$90,000 | \$1,590,423 |
| Adjunct/contract instructional expenses | | \$162,000 | \$0 | \$162,000 |
| Program operational budget | | \$44,820 | \$0 | \$44,820 |
| Math/Science/English Bootcamp | | \$0 | \$10,000 | \$10,000 |
| Books and instructional materials for Academy Students (Seniors) | \$1,356 | \$0 | \$40,680 | \$40,680 |
| Books and instructional materials for Academy Students (Juniors) | \$500 | | \$15,000 | \$15,000 |
| Transportation for Academy Students | \$70 | \$0 | \$37,800 | \$37,800 |
| Lunch reimbursement | \$10 | \$0 | \$102,000 | \$102,000 |
| | | | | |
| Total Expenses | | \$1,707,243 | \$295,480 | \$2,002,723 |
| | | | | |
| Net program income / (loss) | | \$74,979 | \$28,520 | \$103,499 |

PUBLIC CHARTER SCHOOL APPLICATION

Beyond the first year, BridgeValley should gain up to an additional 30 community college nursing students who have graduated from the WIN Academy. Given that the current nursing school budget is cost-positive, the prorated costs of the additional 30 students for the second year of the nursing program will result in positive cash flow for the existing program and through the charter school incremental increase.

The WIN Academy also plans to explore external funding through two potential sources. First, the academy will pursue federal charter school program funds (CSP) through a spring application. The CSP funds include projects for startup charter school programs through their developer grants and would be a strong fit for the WIN Academy. Second, the WIN Academy will explore partnerships with private foundations interested in supporting this work, such as the Charter School Growth Fund, to supplement project support until after students are matriculating from the WIN Academy to BridgeValley, which will support the positive cash-flow model.

Strengthening pathways. The WIN Academy augments current pathway coursework by making all seven first-year nursing courses accessible to high school students, making academy students true RN students. At present, the 16 credits available for the nursing program through the two-year nursing career pathway help prepare high school students to enter BridgeValley nursing program with some credits toward the degree. Pathway courses, however, are for first- and second-year non-nursing courses required for the program. Through dual enrollment, high school students can only take courses from the bulleted list below, none of which are actual nursing courses. (See table 11 below for the full curriculum.)

- Biology 201: Anatomy and Physiology I
- Biology 202: Anatomy and Physiology II
- English 101: English Composition I
- Psychology 201: Life and Span Development
- Biology 245: Nutrition and Diet Therapy
- Biology 230: Microbiology

The WIN Academy will provide the entire first year of the nursing program for high school seniors, including all seven nursing courses for the first year of the program. (Again, see table 11.)

History. BridgeValley is a community and technical college serving the Charleston, West Virginia metropolitan area. It was formed in 2014 by the merger of Bridgemont Community and Technical College of Montgomery, West Virginia and Kanawha Valley Community and Technical College of South Charleston, West Virginia. BridgeValley operates two campuses – one in South Charleston and one in Montgomery. The South Charleston campus grants more than 20 Associate in Applied Science degrees, one Associate in Science degree, one Associate in

PUBLIC CHARTER SCHOOL APPLICATION

Arts degree, 17 Certificate of Applied Science degrees, and twelve Skill Sets. The college is accredited by the Higher Learning Commission Accreditation, with the most recent accreditation reaffirmed in January 2020. BridgeValley’s president is Casey K. Sacks, Ph.D.

To meet the expressed need for nurses in the region, the college began its first AAS in Nursing in the fall 2005. Shortly thereafter, the Charleston Area Medical Center’s Human Resources Vice-President (Les Miles) approached West Virginia State Community and Technical College President (Dr. Irwin) and Program Director (Dr. Martha Sue Forsbrey) about starting a midyear cohort of nursing students to help with their workforce needs. In January 2006, the college started admitted a midyear cohort in a unique partnership with the Charleston Area Medical Center Nurse Education Assistance Program (CAMC NEAP).

Today, BridgeValley has the capacity for nursing enrollment of 390 students and a strong history of students graduating from the RN program. RN graduates also have a high success rate of passing the national test for licensure (NCLEX-RN) the first time they take the test. Table 5 summarizes program completion while table 6 outlines first-time NCLEX-RN passage success rate for BridgeValley graduates. It is also worth noting that BridgeValley has exceeded the national and state passage rates for the six-year period outlined in table 6.

Table 5. RN Program Completion.

| Graduating Cohort | 2 Years (Graduated on Time) | 3 Years |
|-------------------|-----------------------------|------------------------|
| 2016 | 39.6% | 50.9% |
| 2017 | 26.4% | 49.4% |
| 2018 | 40.5% | 51.1% |
| 2019 | 54.0% | 62.0% |
| 2020 | 50.0% | 62.0% |
| Fall 2021 | 37.0% | 53.0% |
| Spring 2022 | 57.0% | TBD (ends Spring 2023) |

Table 6. NCLEX-RN First-Time Passage Success Rate

| Calendar Year | National | West Virginia | BridgeValley |
|---------------|----------|---------------|--------------|
| 2015 | 84.51% | 86.73% | 89.19% |
| 2016 | 84.56% | 88.06% | 88.10% |
| 2017 | 87.12% | 90.36% | 94.12% |
| 2018 | 88.30% | 93.58% | 93.75% |
| 2019 | 88.18% | 92.33% | 93.15% |
| 2020 | 86.58% | 90.25% | 94.59% |
| 2021 | 82.48% | 84.51% | 87.01% |

Since 2013, one hundred percent (100%) of graduates who have passed the NCLEX-RN were hired as nurses within six months. There have been 1,090 graduates from the RN program since its inception.

PUBLIC CHARTER SCHOOL APPLICATION

In terms of social-emotional learning for students enrolled in the RN program, the handbook (Appendix A) references the various dimensions that nurses must account for in meeting the health needs of individuals. For example, the handbook addresses these “learning areas” under the nursing practice description (p. 20), technical standards (p. 25), and professional standards (p. 29).

With respect to successful management of non-academic school functions, BridgeValley offers a variety of clubs and functions, which are outlined in Appendix E. WIN Academy students will be able to participate in any of these opportunities.

The college will administer the appropriate statewide tests and generate the appropriate scorecard for its students in Grade 11 in nursing and in future programs. Some disaggregated data may be subject to omission to protect the identity of students given the academy’s small enrollment.

* * *

All WIN Academy instructors will be the existing community college faculty in the nursing program or related General Education courses (e.g., Anatomy & Physiology), ensuring that WIN Academy students receive the highest-quality education that meets all accreditation requirements.

PUBLIC CHARTER SCHOOL APPLICATION

EDUCATIONAL DESIGN

Program Overview

Write a concise summary of the educational program and how it will achieve the charter school's mission and vision. In this description, focus on how your school is creating innovative educational methods, practices, and programs that will result in higher student achievement. Consider all types of learners, including English Language learners, students with exceptionalities, gifted and talented students, and those who are at risk for dropping out of school.

Curriculum and Instructional Design

Provide an outline of the following curricular elements for each grade level or grade band the school plans to offer at full capacity. Include in each response justification for your selection in relation to the student population, educational mission, and mastery of the West Virginia College- and Career-Readiness Standards or the standards you choose. To better ensure positive outcomes, cite available third-party research showing the positive impact of the curricular resource selection on the student population. For each response, explain how all students will learn, paying particular attention to those students who have been historically underserved, highlighting, at a minimum, students with exceptionalities, English Language learners, gifted students, and those at risk of disengaging due to being below grade level.

Performance Standards

Write an overview of the learning standards for students at the charter school and a detailed explanation for how any deviation from the West Virginia College- and Career-Readiness Standards exceeds the rigor of those standards.

Resources

Include text books, on-line materials, and other resources that the school plans to use to provide the content.

Instructional Strategies

Describe the array of instructional strategies that the charter public school plans to implement, including any mission-specific strategies. Describe how the strategies will be differentiated for different learners.

Assessment

Include how the school will monitor student learning, including assessments required by the authorizer and those to be used by educators for the sole purpose of continual improvement.

Graduation Requirements and Postsecondary Readiness (HS ONLY)

Write a clear definition of the charter school's graduation requirements and how those requirements prepare students for college, career, or other postsecondary opportunities.

PUBLIC CHARTER SCHOOL APPLICATION

EDUCATIONAL DESIGN

Program Overview

The WIN Academy is a charter school initiated by BridgeValley, per West Virginia Code §18-5G-2(1). Through BridgeValley, the WIN Academy will deliver its first-year nursing program to 30 area high school students in their senior year and nursing program preparation coursework to 30 students in their junior year. The Authorizer for the WIN Academy will be the West Virginia Professional Charter School Board.

As a charter school, the WIN Academy has a simple design. As its name suggests, the school is an academy focusing on a discrete area of study; nursing education. The WIN Academy has four overall goals:

1. To provide an opportunity for up to 30 seniors and 30 juniors from area high schools to complete (a) their respective high school requirements and (b) the first year of BridgeValley's nursing program through the WIN Academy (for seniors);
2. To have 100 percent of WIN Academy students graduate from high school from the WIN Academy;
3. To have at least 75 percent of WIN Academy graduates continue and complete their second year of the RN program after high school graduation (i.e., completion of an AAS);
4. To have 80 percent of the WIN Academy-affiliated RN program graduates pass the NCLEX-RN test on the first passage within one year after receiving their AAS in Nursing; and
5. To have 90 percent of graduates who have passed the NCLEX-RN to be employed in the healthcare industry within six months of graduation.

During their senior year in high school, WIN Academy students will earn high school credits and community college credits through BridgeValley's first-year RN program. WIN Academy juniors will take a preparatory coursework to enter the nursing program during their senior year of high school. The WIN Academy will offer accommodations and appropriate services to all types of learners to ensure healthcare programming is available to any interested high school student. (See below for more detail.) The goals and the design support the overall mission and vision to create an early-start nursing degree program for high school juniors and seniors and to increase the available nurses to fill regional and statewide RN positions.

For students who may enter the program as juniors, students would take a course of study that meets the requirements for high school graduation (see table 8) and fulfills the non-nursing course requirements for the RN program, reducing program requirements during the student's senior year. See table 11 below for an outline of the prospective Grade 11 program.

PUBLIC CHARTER SCHOOL APPLICATION

In the case of students in Grade 11, students should be at least 16 years old to allow them the opportunity to complete courses currently designed as summer bridge courses. The anatomy and physiology sequence, college English, college-level mathematics, SAT, and TEAS-VI nursing admissions testing preparation courses, lifespan development, medical terminology, nutrition and diet therapy, pharmacology, and microbiology all have the potential to be sequenced for students during their junior year to help them both prepare and accelerate their nursing coursework.

Detail on the WIN Academy is outlined in the sections below.

Curriculum and Instructional Design

The WIN Academy will provide a framework for completing high school and the first year of BridgeValley’s associate-degree RN program. A key strategy to make this programming possible is the alignment of high school requirements with BridgeValley’s RN requirements. Table 7 below lists the high school requirements with the AAS requirements and shows their alignment.

Table 7. High School and College Requirements for WIN Academy Participants

| High School Graduation Requirements | BridgeValley RN Program Graduation Requirements |
|---|--|
| 1. 2.0 Grade Point Average. | 1. A minimum of a 3.0 (B) grade point average for all major courses, as well as a 2.0 overall grade point average. |
| 2. 22 Total Credits or More. | 2. Completion of at least 15 of the last 21 credit hours required at BridgeValley. |
| 3. Complete 4 courses in concentration. | 3. Formal graduation application filed. |
| 4. Pass Algebra 1 Exit Exam. | |

WIN Academy students will maintain a 3.0 GPA to ensure they meet the RN program graduation requirements (for the year after they complete high school). To enroll in the nursing program, high school seniors must have completed a minimum of 16 of the 22 credits to graduate from high school in West Virginia. (High school juniors will need at least nine of 22 credits.)

General state high school graduation requirements are listed in table 8. WIN Academy applicants also will need to take the Test of Essential Academic Skills (TEAS VII) during the summer bootcamp and score a composite score of 60.5. (This test is required for all nursing school applicants.)

PUBLIC CHARTER SCHOOL APPLICATION

Table 8. Statewide Minimum High School Requirements

| Credit Category | Grades Typically When Taken | Years Typically Taken | Total High School Credits |
|--|-----------------------------|-----------------------|---------------------------|
| English | 9-12 | 4 | 4 |
| Mathematics | 9-12 | 4 | 4 |
| Science (+1 more for college) | 9-11 | 3 | 3 |
| Social Studies | 9-12 | 4 | 4 |
| Physical Education | Any | 1 | 1 |
| Health Education | Any | 1 | 1 |
| The Arts | Any | 1 | 1 |
| Personalized Education Plan – CTE Program of Study or 4 credits leading directly to Education, Enlistment, or Employment | 9-12 | 4 | 4 |
| Total Minimum Credits⁸ | | | 22 |

Source: West Virginia Board of Education. Graduation Requirements, 2022.

Table 9 provides a list of the minimum level of high school credits high school seniors will receive from taking corresponding RN program course requirements in year 1, along with the respective credits.

Table 9. High School Credit through RN Program Requirements for WIN Academy Seniors

| Credit Category | BridgeValley Course | Total High School Credits |
|----------------------|--------------------------------------|---------------------------|
| English | English 101: English Composition I | 1 |
| Science | Biology 201: Anatomy & Physiology I | 1 |
| Science | Biology 202: Anatomy & Physiology II | 1 |
| Electives | Various Nursing Courses | At least 9* |
| Total Credits | | 12 |

*Note: Students may gain additional credits during their first year in the WIN Academy, This table shows the minimum number of credits needed through electives to graduate from high school. Electives could include any of the following: Nursing 132: Drug & Dose Calculations I, Nursing 142: Drug & Dose Calculations II, Nursing 133: Health Assessment & Diagnostics I, Nursing 143: Health Assessment & Diagnostics II, Nursing 134: Introduction to Nursing Concepts, Nursing 144: Nursing Concepts of Health and Illness I, and Nursing 125: Nursing Pharmacology.

The Grade 11 program and how they meet junior-level high school requirements are included in table 10.

⁸ School district minimum credit requirements range from the state minimum of 22 credits to 28 credits in counties such as Hancock, Jackson, Mercer, and Putnam.

PUBLIC CHARTER SCHOOL APPLICATION

Table 10. High School Credit for Future Junior Students Enrolled in the WIN Academy, by Semester

| Credit Category | BridgeValley Course | Total High School Credits |
|-------------------------------|--|---------------------------|
| <i>Fall Semester</i> | | |
| English | English 101: English Composition I* | 1 |
| Science | Biology 201: Anatomy & Physiology I* | 1 |
| Mathematics | Mathematics 109E: Applied College Math | 1 |
| Social Studies (US History) | History 101: US History to 1865 <i>or</i> History 102: US History from 1865 | 1 |
| <i>Spring Semester</i> | | |
| Science | Biology 202: Anatomy & Physiology II* | 1 |
| English | English 102: English Composition II | 1 |
| Social Studies | Psychology 201: Life Span Development* | 1 |
| Arts | Arts 110: Music Appreciation <i>or</i> Arts 120: Art Appreciation | 1 |
| Health | Physical Education 101: Health and Wellness | 1 |
| Total Credits | | 9 |

Note: Asterisked courses also count toward the nursing program and reduce the courses that junior enrollees must take in their senior year.

Nursing Preparatory Program and Other Courses. In the case where a student may be underprepared to enter the nursing program immediately,⁹ the WIN Academy through BridgeValley will provide an individually tailored developmental education plan in English, mathematics, science, and other appropriate subjects to prepare the student to enter the nursing program the following academic term or year. This coursework would incorporate contextualized learning to provide the student with a nursing education background. The student would receive high school and college credit for this coursework and would still graduate from the WIN Academy with his or her cohort.

In cases where students are academically prepared to enter the nursing program but are missing a few courses (e.g., a social studies course[s]) for high school graduation, the WIN Academy will put together the appropriate courses to address statewide high school graduation requirements to ensure WIN Academy students are successful in both high school graduation and completion of the first-year nursing program. BridgeValley has a robust slate of courses across many disciplines to help students complete all high school graduation requirements.

* * *

⁹ WIN Academy students may also need to take additional history and math courses before starting the RN program to ensure they have four credits in math and in history. The WIN Academy and BridgeValley will develop a plan and implement tracking systems to ensure that students have the necessary credits for high school graduation as well as advancement through the RN program.

PUBLIC CHARTER SCHOOL APPLICATION

Table 11 provides BridgeValley’s full RN curriculum that WIN Academy students will take in their senior year in high school and then in the year following high school graduation. The section shaded in light green (i.e., the year 1 curriculum) represents the coursework that WIN Academy students will take during their senior year of high school. The nursing courses taken during the senior year also will count as completion of the high school requirement for taking four courses in one’s concentration area; in the case of WIN Academy students, this would be in their area of healthcare/therapeutic services.¹⁰

Table 11. BridgeValley RN Curriculum for Students Entering as High School Seniors, with College Credits

| Year 1 (High School Senior) | | | |
|--|-----------|--|-----------|
| First Semester | | Second Semester | |
| Course | Credit | Course | Credit |
| Biology 201: Anatomy and Physiology I | 4 | Biology 202: Anatomy and Physiology II | 4 |
| Nursing 132: Drug & Dose Calculations I | 1 | Nursing 142: Drug & Dose Calculations II | 1 |
| Nursing 133: Health Assessment & Diagnostics I | 2 | Nursing 143: Health Assessment & Diagnostics II | 1 |
| Nursing 134: Introduction to Nursing Concepts | 8 | Nursing 144: Nursing Concepts of Health and Illness I | 9 |
| English 101: English Composition I | 3 | Nursing 125: Nursing Pharmacology | 3 |
| Total | 18 | | 18 |
| Year 2 (College Student) | | | |
| First Semester | | Second Semester | |
| Course | Credit | Course | Credit |
| Psychology 201: Life and Span Development | 3 | Nursing 244: Synthesis of Nursing Concepts | 9 |
| Nursing 234: Nursing Concepts of Health and Illness II | 9 | Nursing 245: Professional Nursing and Health Issues Concepts | 3 |
| Biology 245: Nutrition and Diet Therapy | 3 | Biology 230: Microbiology | 3 |
| Total | 15 | | 15 |

The future three-year curricular program for high school juniors is outlined in table 12 below.¹¹ The section shaded in light green represents the coursework that WIN Academy students will take during their senior year of high school. The section shaded in light blue represents the coursework that WIN Academy students would take as juniors. Courses appearing in italicized fonts count only toward high school requirements.

¹⁰ Also, see footnote above regarding additional preparatory academic work.

¹¹ Two years in the WIN Academy and one year as a BridgeValley student enrolled in the second year of the nursing program.

PUBLIC CHARTER SCHOOL APPLICATION

Table 12. BridgeValley RN Curriculum for Students Entering as High School Seniors, with College Credits

| Year 1 (High School Junior) | | | |
|---|-----------|---|-----------|
| First Semester | | Second Semester | |
| Course | Credit | Course | Credit |
| Biology 201: Anatomy and Physiology I | 4 | Biology 202: Anatomy and Physiology II | 4 |
| English 101: English Composition I | 3 | Psychology 201: Life and Span Development | 3 |
| <i>Mathematics 109E: Applied College Math</i> | 4 | <i>English 102: English Composition II</i> | 3 |
| <i>History 101: US History to 1865 or History 102: US History from 1865</i> | 3 | <i>Arts 110: Music Appreciation or Arts 120: Art Appreciation</i> | 3 |
| | | <i>Physical Education 101: Health and Wellness</i> | 2 |
| Total | 14 | | 15 |
| Year 2 (High School Senior) | | | |
| First Semester | | Second Semester | |
| Course | Credit | Course | Credit |
| Nursing 132: Drug & Dose Calculations I | 1 | Nursing 142: Drug & Dose Calculations II | 1 |
| Nursing 133: Health Assessment & Diagnostics I | 2 | Nursing 143: Health Assessment & Diagnostics II | 1 |
| Nursing 134: Introduction to Nursing Concepts | 8 | Nursing 144: Nursing Concepts of Health and Illness I | 9 |
| | | Nursing 125: Nursing Pharmacology | 3 |
| Total | 11 | | 14 |
| Year 3 (College Student) | | | |
| First Semester | | Second Semester | |
| Course | Credit | Course | Credit |
| Nursing 234: Nursing Concepts of Health and Illness II | 9 | Nursing 244: Synthesis of Nursing Concepts | 9 |
| Biology 245: Nutrition and Diet Therapy | 3 | Nursing 245: Professional Nursing and Health Issues Concepts | 3 |
| | | Biology 230: Microbiology | 3 |
| Total | 12 | | 15 |

With completion of the full program, WIN Academy graduates will have met all the general education requirements to earn an AAS, the opportunity to sit for the NCLEX-RN, and a future career as an RN.

See Appendix C for descriptions of each course in the RN program as well as an outline for the summer bootcamp.

Proficiency in West Virginia College- and Career-Readiness Standards. While registered nursing as a program of study is not specifically listed in the West Virginia College- and Career-Readiness Standards, the WIN Academy’s programming aligns most closely with the Therapeutic Services Pathway, which includes programs of study such as Certified Nursing Assistant, Dental Assisting, Dental Laboratory Technology, and Practical Nursing.

PUBLIC CHARTER SCHOOL APPLICATION

Through BridgeValley's year 1 curriculum, the WIN Academy allows students to meet standards comparable to West Virginia College- and Career-Readiness knowledge objectives and performance objectives. In the WIN Academy and associated coursework, students will develop problem solving and critical thinking skills independently and collaboratively as they engage in these two separate objective domains within the RN curriculum. WIN Academy students' coursework will help students achieve the same standards outlined in the Therapeutic Services Career Pathway standards, as follows:

1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
3. Utilize processes for assessing, monitoring, and reporting patient's/client's health status to the treatment team within protocol and scope of practice.
4. Evaluate patient/client needs, strengths, and problems to determine if treatment goals are being met.
5. Participate in a co-curricular Career and Technical Student Organizations (CTSOs) that provides a variety of ongoing school and community-based service projects to enhance leadership opportunities.

These first four standards align closely with the Professional Standards outlined in the RN program handbook (pages 25-32 in Appendix A). The fifth standard aligns with the Community Service component of the program. (See page 52 in Appendix A.)

Community Service. RN students must complete at least 12 hours, which will be part of the curriculum for WIN Academy students. RN students and students in programs will participate in community outreach such as CAMC's Teddy Bear Fair, blood drives, and vaccination clinics.

Mentorship. As part of the WIN Academy, the 15 full-time nursing faculty and the two clinical adjuncts will each personally mentor two students over the course of their junior and senior years. Each mentor will meet with their mentees approximately 30 minutes every two to four weeks. Students in remediation and students in the preparatory program also will meet with faculty mentors for additional sessions to ensure they get back on track.

Research Basis for the WIN Academy. The WIN Academy is rooted in research literature and a comprehensive institutional approach to provide all K-12 students with new educational opportunities. One of the key areas to help high school students succeed in an early-college RN program is through student-faculty connections, which the high school cohort model helps unfurl. DiMaria (2006) has noted that the more actively engaged students are in all aspects of postsecondary life, the more likely they are to learn and stay in school. Contact with a significant

PUBLIC CHARTER SCHOOL APPLICATION

person within an institution of higher education, such as the contact that will happen within the high school cohort and with mentors, is a crucial factor in a student's decision to remain in college (Heisserer & Parette, 2002). Colleges must focus on the first year of college with actions that promote learning and engagement.

A sense of belonging is also important to serve traditionally underserved and underrepresented populations within education. The goal of focusing on improving retention among these groups is also supported by research on student belonging and its correlation with retention (Davis, Hanzsek-Brill, Petzold, & Robinson, 2019). Additional studies show that having dedicated staff who support marginalized students can make a marked difference in students' sense of belonging (Cole, Newman, & Hypolite, 2020). The mentorships created under this academy are likely to build those bonds for academy students. In addition, tutoring, which will help ensure students are learning, is noted as a best practice to improve student outcomes (Kostecki and Bers, 2008; Holliday, 2012).

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- Davis, G. M., Hanzsek-Brill, M. B., Petzold, M. C., & Robinson, D. H. (2019). Students' Sense of Belonging: The Development of a Predictive Retention Model. *Journal of the Scholarship of Teaching and Learning, Vol. 19, No. 1*, 117-127.
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Performance Standards

Students will complete assessments for each class they take throughout their two years, using evaluation methods such as examinations, Clinical Performance Evaluation Tool, Care maps, standardized testing, clinical assessments, presentations, among others, to show their mastery of content and to meet Institutional Learning Objectives (ILOs).¹² At the end of the nursing program, students will be prepared to take the NCLEX-RN exam for licensure as RNs.

¹² For more information on ILOs, see the section titled "Assessment" below.

PUBLIC CHARTER SCHOOL APPLICATION

The performance standards for each class of WIN Academy students/graduates are as follows:

- Course performance – grades of A or B for 80 % of courses attempted.
- General education performance – must pass with a “C” or greater.
- Graduation – All students enrolled will graduate with a high school degree.
- Future graduation – 75% of academy graduates will graduate from BridgeValley with an AAS.
- NCLEX-RN passage – 80% of graduates will pass the NCLEX-RN exam within one year of graduation.
- Employment – 95% of graduates who have passed the NCLEX-RN to be employed in the healthcare industry within six months of graduation.

Resources

The program budget provides WIN Academy students with all first-year textbooks, instructional resources, and online materials – whether in the senior-year nursing track or the preparatory track. See tables 3 and 4 for the line-item allocation for students’ instructional resources for year 1 of both programs.

Instructional Strategies and Addressing Students with Different Needs

The WIN Academy provides high school students with (1) the opportunity to take their first year of an associate-degree RN program in their senior year, (2) passage into the second year upon completion of the first-year course work, and (3) a high school diploma. A junior-year program also prepares high school juniors for entry and success in the RN program. To support high school students, the WIN Academy will implement additional strategies to ensure academy students’ academic, social, and emotional success in the program. BridgeValley will assist the WIN Academy with this endeavor.

Table 13 outlines broad-based instructional/student strategies to help WIN Academy students succeed. The table also provides additional detail on how strategies may be added or augmented to serve diverse kinds of learners.

PUBLIC CHARTER SCHOOL APPLICATION

Table 13. Instructional Strategies and Additional Supports for Students with Different Needs

| Instructional Strategy | Description and Additional Supports If and As Necessary |
|--|---|
| Summer Skills-Building Bootcamp | The WIN Academy and BridgeValley will host a three-week summer bootcamp in English, Math, and Science prior to the start of the year 1 RN curriculum. The bootcamp is designed to provide students with additional support and preparation before they embark on the full program in the fall. See Appendix C for a detailed outline. (Appendix C also includes the list of courses.) The bootcamp may also help underprepared students become prepared by the start of the academic year. |
| Tutoring | The WIN Academy and BridgeValley will offer tutoring for academy students through its Student Success Center to provide students with additional assistance they may need. If students (e.g., language learners, students previously on IEPs) need additional tutoring services, BridgeValley’s Accessibility Services will tailor services for the individual student. |
| Mentorship | Faculty mentorships will help engage academy students to ensure they connect with programming and with the college. Faculty may participate in, for example, IEPs to ensure that their mentees and other students have the resources they need to succeed in the WIN Academy. |
| Language Learners | If necessary, the WIN Academy and BridgeValley will provide additional language learning support and funding for students who otherwise qualify for the WIN Academy. These determinations will be made no later than the bootcamp. |
| Individualized Education Plan (IEP) Coordinated with Accessibility Services | BridgeValley’s Accessibility Services staff will work with WIN Academy parents to have appropriate support for academy students with IEPs. The purpose is to provide the individualized support to help students on IEPs succeed in the rigorous WIN Academy. |
| Remediation Support | Faculty and a Remediation Specialist will provide additional support for students at risk of failing to meet academic standards. Faculty meet with students in need of remediation for additional mentoring and support sessions. |
| Family orientation / outreach for middle school and early high school students | Halfway through the academic year, the WIN Academy and BridgeValley will provide family empowerment sessions so that prospective WIN Academy families can learn about postsecondary opportunities, funding college (including FAFSA), and goal setting to help students determine an academic and career course. The WIN Academy will hold information sessions on the South Charleston and Montgomery campuses for students in Grades 9-11 who are interested in healthcare careers, including the WIN Academy. These events will be advertised through regular K-12 school communication channels (e.g., electronic newsletters, emails, announcements) with high schools throughout the state. |
| Advanced college programming | Students identified as gifted will work closely with their faculty mentors to guide advanced study beyond the RN program, including potential bachelor’s and master’s programs in nursing and related healthcare and/or business fields. |

PUBLIC CHARTER SCHOOL APPLICATION

Assessment

Students pursuing an associate (i.e., AS, AA, or AAS) or certificate (i.e., CAS) degree are required to complete a minimum sequence of courses that emphasize and evaluate the college's general education competencies called the Institutional Learning Outcomes (ILOs). BridgeValley uses a data-informed process to determine whether changes in general education courses and interventions are effective. This process is guided by the college's ILO assessment process, allowing for course-level improvements and the use of direct and indirect assessment data to inform change.

ILOs are statements of the general knowledge and skills that graduates should demonstrate by the time they graduate, regardless of their academic program of study. To fulfill the institutional general education requirements, the college utilizes an interdisciplinary approach to meet ILO general education competencies. ILOs are integrated into specific general education and program-designated ILO courses. BridgeValley's ILOs include defined student learning expectations designed to provide a foundation for future study, expand the educational experience, and enhance life experiences. ILOs afford students a shared general education learning experience and provide opportunities and support to develop the skills, behaviors, and attitudes to be more successful as they progress through higher education and professional endeavors. General Education and program courses identified as ILO designated courses are those courses that meet the institutional standards set for each ILO, respectively.

The biennial assessment process incorporates meaningful data collection, review, and improvement implementation processes. It establishes a minimum student performance benchmark of 70 percent on approved ILO-focused assessments and an institutional performance target of 85 percent for each ILO student performance indicator. It also closes the assessment loop by including a section on the data submission form for each student performance indicator to describe how the findings will be used (i.e., data-informed decisions) to make or plan improvements that support student learning. Questions linked to the institutional graduation survey and Community College Survey of Student Engagement (CCSSE) will be used as indirect measures to support the direct assessment process.

Aggregate data will be reviewed, reported, and used to make data-informed course-level improvements.

Graduation Requirements

The discussion of graduation requirements is included in the discussion in the Program Overview section above. In terms of postsecondary readiness, the WIN Academy has postsecondary readiness built into the program as it is an accelerated postsecondary program. Additional supports outlined above will ensure academy students' academic success and achievement across other programmatic dimensions (e.g., clinical and technical skills).

PUBLIC CHARTER SCHOOL APPLICATION

Future Directions

As noted above, the WIN Academy is launching this nursing program for high school students as part of a larger early-college effort. Beginning in year 2, the WIN Academy and BridgeValley will explore the possibility of adding other high-wage/high-demand career tracks in Informational Technology (year 3), Manufacturing (year 4), and Business (year 5). Similar analyses to the nursing program will be conducted before any planning is undertaken.

PUBLIC CHARTER SCHOOL APPLICATION

ACCOUNTABILITY

Accountability Plan

The accountability plan must be comprised of two parts. Part one is an agreement to meet all local and state accountability and reporting requirements and participate in the state testing and framework. Part two is to determine unique goals to measure the impact of the charter school.

Part I: Describe how the charter school will participate in the state accountability system and follow their guidelines and regulations for administering the test and providing all necessary data for state reporting.

Part II: Using the headers below, provide a set of student outcome goals and specific measures aligned to the educational mission of the charter school that the school agrees to meet. Authorizers will use success in meeting both sets of the goals in evaluating the status of charter contracts. To that end, this section will contain the school's proposed goals and accountability measures. For each grade or grade bands the school plans to serve at full capacity, provide the aspirational target and a floor or "lowest acceptable achievement score" that the school's board and authorizer would allow for the school to remain in operation. The goals can be written as "percent of students meeting a threshold" (e.g. 75% of students will score a 96 or higher on the ELA test) or the average score that students will meet (e.g. The school's average ELA score will be a 55). Each proposed goal must be SMART (specific, measurable, achievable, relevant (and researched!), and timely) and include the WHO (which students), the WHAT (which assessment), the HOW (delivery method), and WHY (what information does it provide).

Achievement

Create a goal that details how the absolute achievement will be measured in English, science, and math, using the district's summative assessments, and in any other subject important to the school's mission. Include the assessment the school plans to use.

Growth

Based on the school's annual performance, create goals in English and math, and in any other subject important to the school's mission, that will demonstrate student growth. This can be year over year, within year, and/or over multiple years.

Re-enrollment

State the percent of eligible students who will re-enroll in the school using a fall to fall roster. If a different calendar is used, state how a re-enrollment figure will be calculated.

Attendance

Create a goal around attendance, or, if competency-based, the goal around competency completion and engagement.

State Accountability Results

Explain how the school's performance on the state system will be used to evaluate the school's academic performance.

Graduation Requirements (HS ONLY)

Create the graduation requirements including number of credits per course and the course sequence. List any dual-enrollment, Advanced Placement (AP), International Baccalaureate (IB), or Career and Technical Education (CTE) opportunities the school will offer as part of graduation. In your response, show that the graduation requirements meet or exceed the state graduation requirements, highlighting any that are school-specific. If deviating substantially from state graduation requirements, provide a crosswalk to show how students can transfer credits in and out of the high school. Finally, show how the graduation requirements will allow students to be ready for college and other post-secondary pursuits.

PUBLIC CHARTER SCHOOL APPLICATION

ACCOUNTABILITY

Accountability Plan

The WIN Academy accountability plan is outlined in the sections below.

Part I: Participation in State Accountability System. The WIN Academy will participate in the state accountability system and follow guidelines and regulations for administering tests and providing information for its students as appropriate. Only academy students in Grade 11 will take regular statewide performance tests and assessments and be part of the statewide scorecard. In addition to state requirements, the WIN Academy has set a goal for all its students (1) to stay on track toward graduation and (2) to graduate after completing their first year in the RN program, which meets the statewide graduation requirement.

With respect to meeting the state requirements for attendance, the BridgeValley School of Nursing requires near-perfect attendance. The nursing student handbook outlines steep academic and probationary penalties for chronic absenteeism. The WIN Academy will adopt an attendance rate of at least 95 percent for all courses.

In terms of postsecondary achievement, the WIN Academy partners have set as a goal that at least 75 percent of WIN Academy graduates will continue and complete their second year of the RN program after high school graduation (i.e., completion of the AAS). This measure meets the performance statewide standard. Given that the WIN Academy also serves as a postsecondary program, we hope to have close to 100 percent continuation beyond the first year of the program.

Part II: Unique goals to measure the impact of charter school

As noted elsewhere in the application, the WIN Academy has set specific objectives to achieve and ensure academy students' success. The academy's objectives are repeated below within a time-based component to make them SMART objectives.

1. By fall 2023, to provide an opportunity for up to 30 seniors and 30 juniors from area high schools to complete (a) their respective high school requirements and (b) the first year of BridgeValley's nursing program through the WIN Academy (for seniors);
2. By spring 2024, to have 100 percent of WIN Academy students graduate from high school from the WIN Academy;
3. By spring 2025, to have at least 75 percent of WIN Academy graduates continue and complete their second year of the RN program after high school graduation (i.e., completion of the AAS); and
4. By spring 2026, to have 80 percent of the WIN Academy-affiliated RN program graduates pass the NCLEX-RN test on the first passage within one year of receiving their AAS.
5. By December 2026, to have 90 percent of graduates who have passed the NCLEX-RN to be

PUBLIC CHARTER SCHOOL APPLICATION

employed in the healthcare industry within six months of graduation.

For each new cohort of WIN Academy students, the proposed dates for these objectives will be adjusted forward by one year.

Additional goals will be set as the WIN Academy adds future programming in Informational Technology, Manufacturing, and Business.

Achievement and Growth

There is no way to measure achievement in English, science, and mathematics for high school seniors using the statewide testing system. In place of the statewide system, BridgeValley will assist the WIN Academy by measuring student performance based on grades and completion of technical, clinical, and lab standards associated with the first-year nursing program. As noted above, the WIN Academy has set the following objective related to course performance: grades of A or B for 80 of courses attempted. BridgeValley staff will collect information on aggregate and disaggregated levels to see program, course, and section level performance. Faculty will use these results to improve course delivery over time and to measure growth in performance for future cohorts. Technical proficiencies make up a part of the grade in each course.

Grade 11 students will participate in the statewide testing students for all high school junior-level students to measure academic progress over time and will be included in the statewide scorecard program.

Reenrollment

Reenrollment can be measured two ways for the WIN Academy. For high school seniors – especially during the academy’s inaugural year – the reenrollment measure for the WIN Academy will be considered as the percentage of students who complete the second year of study after graduating from the academy’s high school program.

Reenrollment for junior students will be considered those high school juniors who continue in the WIN Academy as high school seniors either in further preparatory work or as new RN students.

In the case of a student in the preparatory program, reenrollment would be measured by the student’s ultimate enrollment in the RN program upon completion of high school and remedial college program. See objective no. 3 above.

Attendance

Attendance is mandatory for courses, and absenteeism has severe consequences. See discussion in Part 1 on attendance objectives.

PUBLIC CHARTER SCHOOL APPLICATION

State Accountability Results

The WIN Academy will participate in, and share results of, the statewide testing program for its juniors. The academy will use results to implement a plan of targeted improvements to ensure that all students are succeeding academically. Courses designed to meet high school graduation requirements will likely be the focus of said improvement efforts if needed. Also, see above how high school seniors will be evaluated outside the statewide testing program.

Graduation Requirements

See discussion of graduation requirements under section on Curriculum and Instructional Design.

PUBLIC CHARTER SCHOOL APPLICATION

SCHOOL OPERATIONS AND CULTURE

School Culture

Describe how students will flourish academically, socially, and emotionally in the culture that the school intends to create. Identify the specific routines and practices that the school will employ to create this culture.

Student Behavior Plan

Describe, in detail, the school's student behavior plan, which must include student discipline procedures and consequences, which align with the school's student discipline policy, and is appropriate for the grades the school aims to offer. Explain how the procedures will contribute to developing a strong school culture and will support the school's mission and vision. Ensure that the processes and consequences protect the rights of all students, including those with exceptionalities, provides due process, and allows for an appeal to the school's governing board.

Supplemental Programming

Create a thoughtful proposal for providing extracurricular and co-curricular programming, enrichment activities, and student supports, including, but not limited to, interscholastic athletics, student-led clubs, summer school, and after school, if the charter school elects to offer such programming. In the response, reference your staffing plan and budget to ensure adequate coverage, and identify any partner organizations that will support the success of the supplemental program.

Supplement Programming for High Schools ONLY

For all programming, provide an explanation for how the school will meet the West Virginia Secondary Schools Activities (WVSSAC) rules.

School Calendar and Schedule

Provide a description of the school calendar and how the charter school will meet the minimum instructional time requirements, pursuant to W.Va. Code §18-5G-3(c)(5). Include the following:

- Sample school-year calendar
- Sample one-week student schedule for every grade (or grade span) the school proposes to offer at capacity
- Sample one-week student schedules for students with exceptionalities, English as a Second Language learners, those at-risk of dropping out, and gifted students, as per state regulations
- Sample one-week staff schedules for each stafftype (e.g. lead teacher, instructional aide, teaching coach)

Note: Virtual charter schools utilizing a learn at your own pace program are not required to meet statutory minimum instructional time requirements; however, applications for such schools shall include in this section a detailed description of how sufficient opportunities for learning and engagement will be provided to allow mastery of course content.

Parent and Community Involvement

New Schools

Provide a thoughtful set of strategies for engaging with parents/guardians and the community, including local elected officials, community leaders, and business partners around the development, opening, and operation of the charter school. In your plan, describe how frequently you will engage with your community and how you will solicit their feedback. List any committees, learning communities, and other school-based engagement activities you will offer.

PUBLIC CHARTER SCHOOL APPLICATION

Conversion Schools

Provide your engagement strategies and detailed timeline throughout the conversion process for involving parents/guardians and the community, including local elected officials, community leaders, and business partners.

Special Populations and At-risk Students

Provide a comprehensive plan for meeting the needs of students with special needs, including, but not limited to, students with disabilities, English Language learners, students at-risk of dropping out, and students identified as gifted, and for meeting related federal and state law, regulations, rules, and policies, and for meeting related federal and state law, regulations, rules, and policies. At a minimum, the following items must be individually addressed in sufficient detail to allow the authorizer to fully understand the applicant's plan and evaluate whether the plan satisfies federal and state requirements.

- The plan to provide the full spectrum of placements for students with exceptionalities.
- The plan to meet Child Find responsibilities, which shall include a description of policies and practices to identify and assess the needs of students who may be eligible to receive special education and related services and to identify students who are at-risk for exceptionalities and seek appropriate evaluations.
- The plan to ensure retention of students with exceptionalities.
- A description of the specialized staff to be hired to administer programs and provide special education and related services.
- The plan for providing the physical space to meet the needs of students with exceptionalities.
- A reasonable funding plan that reflects an understanding of how special education and related services are funded.

STUDENT RECRUITMENT, ENROLLMENT, AND RETAINMENT

Student Recruitment

New Schools

Identify the primary recruitment area for the proposed school. Create a context-specific outreach strategy that ensures the charter school expands educational options for students in the primary recruitment area. Include all efforts to notify families, especially those in your target population and those who have identified as being underserved by the current public-school options. For county authorized virtual charter schools, the primary recruitment area is limited to the jurisdiction of the authorizing county(ies).

Conversion Schools

Write a detailed proposal for executing a successful conversion that offers students enrolled at the existing non-charter public school expanded educational options and supports improved outcomes for students.

Fair Lottery

Describe how students will notify the school of their wish to enroll and how you will select students for admission if the demand is higher than the number of available seats. Consider what flexibilities you will allow for over-demand in some grades and under-demand in others. Include how the preferences you've identified will be handled during the selection process.

Preferences

List any statutorily-permitted enrollment preferences in the order that you anticipate enacting them. Include the proposed plan to conduct a publicly transparent lottery and enrollment process. Include all preferences in rank order.

Enrollment Process

PUBLIC CHARTER SCHOOL APPLICATION

Describe the process that will ensure open enrollment with no selective admission criteria. How will you ensure that there are no explicit or implicit barriers to enrollment? Provide a sample application that is inclusive of the school's primary recruitment area. Admission materials must include a non-discrimination statement indicating that all applicants, including those with exceptionalities, are eligible to attend.

Retaining Students

Explain how the school will commit to students so that they will stay at the school year over year.

PUBLIC CHARTER SCHOOL APPLICATION

SCHOOL OPERATIONS AND CULTURE

School Culture

The WIN Academy provide a rich academic, social, and emotional experience for its students by leveraging BridgeValley's accredited associate-degree RN program and by providing high school students with a college experience.

Student Behavior Plan

Academy students will need to comply with BridgeValley's and the RN Program's guidelines for student behavior. BridgeValley's Student Handbook is included as Appendix D. The nursing handbook (Appendix A) also includes a code of conduct for nursing students.

Supplemental Programming

Nursing education is one of the most rigorous educational programs at the community college level. Students spend considerable time, energy, and effort to master the academic, laboratory, and clinical aspects of the program to be able to sit for the NCLEX-RN and to become frontline healthcare workers. As such, their time is limited for activities outside of the program.

Even with these demands, the WIN Academy and BridgeValley will offer two different tracks of extracurricular activities for academy students. The first set of activities includes existing BridgeValley's extracurricular activities. (See Appendix E.) Once the WIN Academy's full board is in place, a second set of activities will be developed with the board, parents, community members, and students. These activities will involve a series of cohort-based activities designed to build community among WIN Academy students within, and preparing for, the RN program. Activities may include, but not be limited to, the following: (1) study groups; (2) social hours and evenings; (3) community volunteer opportunities specific to WIN Academy students; (4) evening outings such as live music, dances, and concerts; and (5) specific job site visits to learn more about local healthcare workforce needs. All activities, as appropriate, will be available to juniors and seniors.

Even with time limitations, students will be encouraged to participate fully in all that the WIN Academy can offer.

PUBLIC CHARTER SCHOOL APPLICATION

School Calendar

Appendix F includes the following calendars for the WIN Academy:

- Sample school year calendar for BridgeValley, which academy students will follow for the program.
- Sample one-week student schedule for both semesters as outlined in tables 11 and 12.
- Sample one-week staff schedule to show how existing BridgeValley staff are supporting students.

As can be seen from the sample student schedules, students have an average of 345 instructional minutes per day, including their required study hall/tutoring time. Students on individual education plans to prepare to enter the nursing program will meet the minimum instructional minute requirement as well.

The community college schedule provides 170 regular instructional days during the year. The final required 10 instructional days for the academic year will be met through the bootcamp and the minimum hours of community services (to be credited with a paper). The bootcamp will provide 15 days of additional instruction. The community service requirement will make up at least two of the 10 instructional days.

Parent and Community Involvement

The WIN Academy will focus primarily on parents and communities of students from the BridgeValley's ten-county service area and other adjacent counties where transportation to the program is more accessible and distances are shorter. Through Facebook and direct surveys to parents through local high school communication vehicles, the WIN Academy and BridgeValley will publicize this new opportunity at the middle school level to build interest in the limited program. In addition, the college will hold remote (e.g., Zoom sessions) and face-to-face meetings in late middle school and early high school as part of career and information nights to publicize the program and parent / community opportunities to participate in the WIN Academy. Direct mailings to parents with interested students will help build the pipeline of students that will allow the academy to grow over time. The WIN Academy also will seek two parents of its students to fill two of the board seats for the charter school.

Besides board recruitment, the WIN Academy and BridgeValley will involve parents in their students' educational program through monthly "PTA" meetings where the following will take place:

- WIN Academy faculty and key administrators inform parents of past and upcoming developments in the program.

PUBLIC CHARTER SCHOOL APPLICATION

- Engagement with parents on ways to support the program, including fundraising to support program needs, volunteer opportunities (e.g., with activity nights), and the development of new specific activities for the WIN Academy.
- Informational sessions on how to support their children academically and in terms of college preparation (e.g., filling out FAFSAs, searching for scholarships, etc.).
- Opportunities to provide WIN Academy staff with feedback on the program to allow for ongoing and future improvements.

BridgeValley will continue to work with its clinical sites to engage the healthcare sector in this program to accommodate up to an additional 60 students through the WIN Academy. Appendix G provides a list of current clinical sites for BridgeValley’s RN program – enterprises with which the WIN Academy will work to create clinical rotations for academy students.

Transportation

By the end of its second year of operation, the WIN Academy will formalize a transportation plan to facilitate students’ attendance at the college. Several public transit systems operate in the counties served by BridgeValley. Table 14 outlines the transit systems with which the WIN Academy and BridgeValley will work to provide a public transportation option for students. Seventy dollars (\$70) per month has been set aside for each student in the budget – an amount sufficient to allow students to purchase a pass for the Kanawha Valley Regional Transportation Authority.

Table 14. Regional Transit Systems

| School District | Public Transit System |
|------------------------|--|
| Boone County Schools | Tri-River Transit |
| Cabell County Schools | Tri-State Transit |
| Clay County Schools | None |
| Fayette County Schools | New River Transit |
| Jackson County Schools | Little Kanawha Transit Authority |
| Kanawha County Schools | Kanawha Valley Regional Transportation Authority |
| Lincoln County Schools | Tri-River Transit |
| Mason County Schools | Tri-River Transit |
| Putnam County Schools | None |
| Wayne County Schools | Tri-River Transit; Tri-State Transit |

It is worth noting that the Tri-River Transit system also coordinates with the Kanawha Valley Regional Transportation Authority, which will further make the program accessible through public transportation systems.

PUBLIC CHARTER SCHOOL APPLICATION

Special Populations and At-risk Students

The WIN Academy and BridgeValley will work with all students, including special populations and at-risk students, through a formal case management system to ensure that all students make adequate academic and programmatic progress. A recent reorganization in the student affairs division, led by the Director of Student Success, provides each student with a range of services, including the following: advising, retention services, career services and advising. Four advising and retention specialists will help students navigate their program through the WIN Academy.

The specialists check in with all students four weeks into the term and during midterms to make sure students have what they need. Registration is contingent on these check-ins, which helps the college maintain positive connections with students to ensure student success. In addition, the college has a process by which faculty can report issues to Advising and Retention. Mentors also will help ensure students stay on track with their programs. (Also see Table 13 above for general and specific strategies for students.)

All RN students participate in mandatory career mindfulness seminars designed specifically for nursing students. Seminars and activities include strategies to help nursing students cope with stress and to provide additional services for at-risk students. All WIN Academy students will participate in these seminars and activities.

These “case management” strategies and support systems serve general students and special populations to ensure that all students succeed academically and toward program completion.

Commensurate strategies will be integrated into future programming in Informational Technology, Manufacturing, and Business as these other early-college programs unfold.

PUBLIC CHARTER SCHOOL APPLICATION

STUDENT RECRUITMENT, ENROLLMENT, AND RETAINMENT

Recruitment and Lottery

As noted earlier in the application, the WIN Academy and BridgeValley will deploy a multitiered effort to recruit students. See the section above on Parent and Community Involvement.

Since there are only 60 spots available, it is highly likely that a lottery will have to take place. The WIN Academy will do its utmost to *get the word out* about the unique opportunities that the WIN Academy presents. Information on the WIN Academy will be disseminated electronically, through direct mail, and with face-to-face events.

Students interested in enrolling in the WIN Academy will be able to inform BridgeValley's advisers directly by email, through an online form, or in a face-to-face meeting. Information collected for potential enrollment will include such things as courses taken and number of credits completed.

Any high school senior who has the minimum number of 16 credits will be allowed to apply through the lottery. For juniors, the minimum number of credits is nine. The WIN Academy may hold more than one lottery to ensure that all 60 student slots are filled or may fill spots on a first-come, first-served basis if fewer than 60 students apply to the academy during the first lottery.

Preferences for Enrollment

There are no preferences for enrolling in the WIN Academy, and selection will be done randomly by lottery with multiple deadlines until all spots are filled.

Enrollment Process

The process for enrollment will begin in August or September prior to the WIN Academy opening for the following school year. This will provide sufficient time for recruitment and enrollment. Open houses for the program (including the existing community college program prior to the first year of the program) will be held December through February, and applications for prospective enrollment will be due in March. Prospective students will be selected by lottery by April 1 prior to the academic year and must commit to the program by April 15. A waiting list based on the lottery will be developed for unclaimed seats. If fewer than 60 students apply by April 1, then all students who applied (and commit) are admitted, and the academy may then hold a second lottery to try to fill remaining seats. Remaining seats could also be filled on a first-come, first-served basis after the initial lottery.

PUBLIC CHARTER SCHOOL APPLICATION

Students entering the nursing program will need to meet the following requirements before beginning the rigorous RN program:

- At least 16 credits likely to be earned by the end of the junior year. (These credits can also be achieved as high school juniors in the WIN Academy.)
- Qualification to take English 101 through BridgeValley's Accuplacer program or through prior dual credit earned in these areas in high school.
- A minimum GPA of 3.25
- A minimum composite score of 60.5 on the TEAS-VII

Students accepted through lottery who have not yet met these program requirements will be placed in an individualized educational program through the WIN Academy designed to prepare them for entry into the RN program the next term or next academic year. See "Curriculum and Instructional Design" above for a fuller discussion of this topic.

Retaining Students

The purpose is (1) to retain high school juniors to enter the nursing program as high school seniors and (2) to retain WIN Academy graduates as second-year nursing students in BridgeValley's RN program. Attention to student performance through monitoring and faculty-student mentorships will play a significant role in ensuring students stay on track and enroll in the second year of the program. The retention goal for students in the preparatory program is to help them complete the preparatory program and to enter the nursing program the next term or academic year.

The academy will actively engage with WIN Academy juniors and prep students through instructional strategies, mentorships, activities, and case management to ensure students are making academic and developmental progress to enroll in the RN program fully.

PUBLIC CHARTER SCHOOL APPLICATION

GOVERNANCE AND COMPLIANCE

Governing Board

Provide a detailed plan for recruiting board members who meet the ethical, residential, and expertise requirements of the school's bylaws. Offer extra consideration to how the board will have the capacity to execute a financial plan

and ensure the school's academic quality. Explain how the board will ensure that its members meet the requirements and uphold the law.

List of Initial Governing Board Members

Include a list of the initial governing board. The board shall consist of no fewer than five members, including at least the following: Two parents/guardians of students attending the charter school operating under the governing board

(these members may be identified after enrollment has occurred); and two members who reside in the community served by the charter school (who are not also the parent/guardian board members). Identify any education-related lawsuits in which such individuals have been involved, either directly or indirectly.

Include the following information for each initial board member:

First Name: See board member information at the end of the section.

Last Name: _____

Phone Number: _____

Street Address: _____

City: _____

Board Chair

Yes No

Area of expertise for the board:

- | | | |
|---|--|--|
| <input type="checkbox"/> School administration/leadership | <input type="checkbox"/> Human resources | <input type="checkbox"/> Mission-specific: |
| <input type="checkbox"/> Law | <input type="checkbox"/> Finance | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Special populations (e.g. special education, English learner, Gifted, at-risk) | <input type="checkbox"/> Business operations | |

Future Parent/Guardian

Yes No

Resides in the community

Yes No

Directly or indirectly involved in an education-related law-suit

Yes No

Criminal background check completed

Yes No

PUBLIC CHARTER SCHOOL APPLICATION

Bylaws

Attach a copy of the school's proposed Bylaws in an appendix. The Bylaws shall include description of the qualifications, terms, and methods of appointment or election of governing board members, subject to W.Va. Code §18-5G-7(b), which requires that members of governing boards:

- Not be an employee of, or receive compensation from, the charter school administered by the governing board;
- Not be an employee of an ESP that provides services to the charter school;
- File a full disclosure report to the authorizer identifying potential conflicts of interest, relationships with management organizations, and relationships with family members who are employed by the public charter school or have other business dealings with the school, the management organization of the school, or any other public charter school;
- Participate in training for new governing board members provided by the West Virginia Department of Education; collectively possess expertise in leadership, curriculum and instruction, law, human resources, and finance; and be considered an officer of a school district under the provisions of W.Va. Code §6-6-7 and that removal from office shall be in accordance with the provisions of that section;
- Not be a member of the authorizing county board of education; and
- Provide documentation of and explanation for any education-related actions taken, legal or otherwise, against them for academic, financial, or ethical concerns. These actions may relate to education generally and/or the operation of charter schools specifically.

Board Policies

Describe all policies the board will have that will create a highly effective governance structure. Include, at a minimum:

- A policy to ensure against fiscal mismanagement;
- A policy for budget-creation, review, approval, and amendment to maintain fiscal stability;
- Personnel policies to be included in a staff handbook, which, at minimum, shall include:
 - i. staff responsibilities
 - ii. performance management processes and plans for administrators, teachers, other instructional personnel, and other staff
 - iii. employment practices and policies, including those covering due-process procedures for staff
 - iv. whistleblower policy
- A student discipline policy, allowing for appropriate due process for all students, including students with exceptionalities and consistent with state and federal laws;
- Fiscal and internal control policies;
- A student safety policy that includes how the school will obtain criminal history checks of every staff, board, and volunteer; and
- A dispute resolution policy, which defines how parents/guardians, students, and staff can file a complaint, and the role the governing board will play in resolving disputes.

Include all proposed and active board-approved policies as appendices to this application.

School Ethics Standards

Offer a board-approved list of the ethics standards the school will adopt for its governing board, officers, school employees, families, and students.

PUBLIC CHARTER SCHOOL APPLICATION

Insurance

Provide the types and amounts of insurance coverage the charter school will obtain, which shall include liability, property loss, and personal injury, at a minimum.

Student Document Retention

Describe the process the school will use to save official documents for the life of the school including, but not limited to: enrollment confirmation, transcripts, and a copy of the official diploma.

Compliance for Special Populations

Provide a plan to ensure that the school will comply with all state and federal requirements for meeting the needs of all learners, including, but not limited to, students with exceptionalities. In the response, describe what partner organizations, if any, will support the school in meeting all legal requirements. As needed, refer to the staffing model to show how the school will be able to support the needs of all its students.

Food Service

Provide a description of the school's food service offerings. Include the name of the third-party vendor, if applicable. Describe how the school will meet federal and state nutrition standards. Include a description of how the food will be delivered, where students will eat meals, and assurance that Title I students, eligible for free or reduced-price meals, will not be singled out or otherwise treated differently.

PUBLIC CHARTER SCHOOL APPLICATION

GOVERNANCE AND COMPLIANCE

Governing Board

The Governing Board for the WIN Academy will have a grassroots feel with area residents serving on the board. Prior to its opening in fall 2023, the WIN Academy will commence operations with three founding board members bulleted below.

- Lora Moorhead, a parent of Putnam County Schools student, will serve as the board chair. Dr. Moorhead is a Nurse Practitioner Specialist, who affiliates with Charleston Area Medical Center and cooperates with doctors and specialists in medical group Prester Center For Mental Health. Dr. Moorhead will help the board in its oversight of program content and pedagogical strategies to ensure WIN Academy students’ success in the nursing program.
- Barry Holstein, President of the Cross Lanes Community Development Council – a position that he has held since 2014. As president of Cross Lanes Community Development Council, Mr. Holstein provides oversight in the development of housing, neighborhood revitalization, and community development for the region. Mr. Holstein will bring his business and community development expertise to the project to provide guidance on administration, staffing, instruction, budget, among other areas.
- Andrea Kiessling, a small business owner, also will serve as a board member. Kiessling brings her experience in leadership, finance, and business operations to the WIN Academy – assets that will help the program to maintain financial and operational viability.

The other two board members will be recruited among parents or guardians once the WIN Academy has determined its first cohort of seniors for the 2023-24 academic year. None of the board members will have a relationship with BridgeValley. Forms for the three current board members appear at the end of this section.

Recruitment Plan. The WIN Academy will hold an open recruitment process in filling the final two board member positions. Parents and guardians of prospective WIN Academy students will be notified by email and regular mail of the opportunity to serve on the founding board for the academy. A deadline for applications will be established, and the three initial board members will review applications to select the final two parent board members.

During the inaugural year, the board will consider whether it would like to add additional board members beyond five and determine appropriate terms for each board member position. Part of the discussion will include the terms for parent board members who will be parents of WIN Academy students for a maximum of two years.

PUBLIC CHARTER SCHOOL APPLICATION

Bylaws

See Appendix H for a draft of the bylaws that the founding board members will use to modify for the WIN Academy.

Board Policies

During the 2022-23 academic year, the board will work on policies to guide governance for the WIN Academy. (Please note that the attached policies are samples and will be modified to reflect the WIN Academy upon approval of the charter school.)

Policies that the board is working on include the following:

1. A policy to ensure against fiscal mismanagement – (Draft developed. See Appendix I.)
2. A policy for budget-creation, review, approval, and amendment to maintain fiscal stability and fiscal and internal controls (See Appendix I.)
3. Personnel policies (See Appendix I), which include:
 - a. Staff responsibilities
 - b. Performance management processes and plans for administrators, teachers, other instructional personnel, and other staff
 - c. Employment practices and policies, including those covering due-process procedures for staff
 - d. Whistleblower policy
4. A student discipline policy, allowing for appropriate due process for all students including students with exceptionalities and consistent with state and federal laws, will be created and approved by the Board.
5. A student safety policy that includes how the school will obtain criminal history checks of every staff, board, and volunteer. (See Appendix I.)
6. A dispute resolution policy, which defines how parents/guardians, students, and staff can file a complaint, and the role the governing board will play in resolving disputes. (See Appendix I – Student Handbook.)

Final academy policies and handbooks related to staffing will be aligned with BridgeValley’s existing staff handbook and responsibilities since instructors in the nursing program will come from the college. See Appendix J for BridgeValley’s staff handbook.

PUBLIC CHARTER SCHOOL APPLICATION

School Ethics Standards

The WIN Academy will adopt school ethics standards that mirror BridgeValley's policies. See Appendix K for the existing policies that the WIN Academy board will modify to create the academy's distinct policy for board members, officers, school employees (via BridgeValley), families, and students. Similar to BridgeValley's Board of Governors ethics policy (Board Policy B-7), the WIN Academy Board will adopt similar standards and affirm that they:

- Will attend all regularly scheduled board meetings and be informed about issues that will be addressed at those meetings;
- They will solicit gifts to benefit the nursing program and students and not for personal gain;
- That they will not use their role of public office for private gain;
- Where there is a board interest in public contracts, they will recuse themselves from actions where they have a personal or professional interest;
- That they will make policy decisions at publicly held board meetings;
- They will work with other board members to establish effective board policies and to delegate authority for program implementation to the BridgeValley president and their staff;
- They will avoid being placed in a position where there is a real or perceived conflict of interest.

Dispute Resolution with the Authorizer

The WIN Academy will attempt to resolve disputes arising out of the implementation of the charter school contract by means of a dispute resolution process. Should both the WIN Academy and the WVPCSB agree to dispute resolution, both will agree to continue without delay performance under the charter school contract, except in instance where performance is directly affected by the dispute. The bullets below outline the overall process for dispute resolution.

- *Informal negotiation.* If both parties agree to dispute resolution, authorized representatives of the WIN Academy and the WVPCSB will meet to discuss a resolution to the dispute.
- *Formal notification of dispute.* If the dispute is unresolved through informal negotiation, either the WIN Academy or the WVPCSB may submit to the other a written notice identifying the specific action with which it disagrees, any charter school contract element which it alleges has been breached, and the specific corrective action it wishes the other party to take. The notice will be given within thirty (30) days of the time the party came to know or should have known of the action at issue and that informal negotiation was unsuccessful.

PUBLIC CHARTER SCHOOL APPLICATION

- *Mediation.* If the WIN Academy and the WVPCSB are unable to negotiate a resolution to the dispute within ten (10) business days of receipt of the written notice, either entity may request mediation. The entity making the request will provide notification of the intention to pursue mediation in writing. Within one calendar week of receipt of written notice, the authorized representatives of the WIN Academy and the WVPCSB will attempt to agree on a mediator. If the WIN Academy and the WVPCSB through their representatives fail to reach an agreement within one calendar week after the first attempt to agree, an appointment of a mediator by the American Arbitration Association or such other organization will be mutually agreed upon.
- *Procedure.* Within thirty (30) days of appointment, the mediator will conduct a meeting limited to the issues raised in the written notice. The mediator will have authority to make procedural rules and will issue a report to the parties within thirty (30) days after the close of the meeting. Such report will contain findings and a recommendation regarding the issue(s) in dispute. The mediator's recommendation will be forwarded to the WIN Academy and the WVPCSB. This shall not be deemed the "release" of the mediator's recommendation.

Insurance

BridgeValley will provide coverage for the WIN Academy. The list below includes insurance coverages and packages that would be considered and acquired based on school or regulatory needs.

- Industrial insurance coverage, as applicable
- General liability insurance minimum coverage of \$1,000,000. Includes coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds
- Umbrella
- Educators' legal
- Employment practices
- Employment benefits
- Insurance covering errors and omissions of the sponsor and governing body of the charter school
- Motor vehicle, if applicable
- Sports and athletic participation, if applicable
- Director and officers (D&O) liability
- Legal services & expenses for due process complaints
- Abuse & Molestation
- Accident Insurance - For volunteers or students due to accident at school
- Commercial Property/Campus Liability
- Cyber Liability
- Employee Dishonesty/Crime

PUBLIC CHARTER SCHOOL APPLICATION

- Employment Practices Liability
- Errors and Omissions
- Excess/Umbrella Liability
- Personal and Advertising Injury
- Products/Completed Operations Aggregate
- Special Education Liability
- Student Accident Liability per accident

Student Document Retention

The WIN Academy will retain records in a way that complies with BridgeValley's record retention policy. The WIN Academy board will develop a policy that aligns the requirements of each entity's respective policy. See Appendix L for BridgeValley's current policy.

Compliance for Special Populations

The WIN Academy will comply with all state and federal mandates for meeting the needs of **ALL** learners.

Students with Disabilities: General and IDEA-B funds will be used to support students with disabilities. The WIN Academy will comply with sections 613 (a)(5) & (b) of the Individuals with Disabilities Education Act (IDEA) in the following ways:

- Multiple tiers of student support will be provided by interventions up to and including evaluation for suspected disability.
- Discipline. A student code of conduct will be created and approved by the Board. The WIN Academy will implement the policy with all students. For students with disabilities, the WIN Academy will abide by all federal laws regarding discipline, suspension, and expulsion.
- The WIN Academy will provide services and accommodations as prescribed in a student's IEP or 504 Plan. Such services will include, but not be limited to, the following: psychologist, speech language pathologist, audiologist, physical therapist, occupation therapist, and adaptive physical education. The WIN Academy will first facilitate these services through BridgeValley's Accessibility Services Office and may, subsequently, contract services with an external qualified entity or individual if and as needed.
- The WIN Academy will employ properly licensed instructor(s) and support staff with proper credentials or commensurate credentials to teach high school seniors and provide services for students with disabilities and limited English proficiency.

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) for its students who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities. The Board recognizes and acknowledges that students may be disabled and eligible for services under Section 504 even though they do

PUBLIC CHARTER SCHOOL APPLICATION

not qualify for, or require, special education and/or related services pursuant the IDEA.

If a student has a physical or mental impairment that significantly limits his/her learning but does not require specially designed instruction to benefit educationally, the student will be eligible for reasonable accommodations and/or modifications of the regular classroom or curriculum to have the same access to an education as students without disabilities. Such accommodations and/or modifications will be provided pursuant to a Section 504 Accommodation Plan.

Section 504. If a student has a physical or mental impairment, but it does not significantly limit his/her learning, the student will not be entitled to a Section 504 Accommodation Plan but may still be eligible for a “Classroom Accommodation.”

Parents/guardians/custodians are invited and encouraged to participate fully in the evaluation process. If the parents disagree with the determination made by the WIN Academy’s professional staff, they may request a hearing with an impartial hearing officer.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the WIN Academy’s service area to the maximum extent appropriate to the needs of the person with disabilities. The WIN Academy will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

The WIN Academy will provide nonacademic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities as those not identified with disabilities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups, or clubs sponsored by the WIN Academy, referrals to agencies that aid persons with disabilities, employment of students, or future activities developed by parent groups. In providing or arranging for the provision of meals and nonacademic / extracurricular services and activities, including those listed above, the WIN Academy will verify that persons with disabilities participate with persons without disabilities in such activities and services to the maximum extent appropriate to the needs of the person with a disability in question.

Notice of the Board’s policy on nondiscrimination in employment and education practices and the identity of the Academy’s Section 504/ADA Compliance Officer will be posted throughout the WIN Academy.

PUBLIC CHARTER SCHOOL APPLICATION

The Board directs Mr. Kent Wilson, the Dean of Allied Health and Nurse Administrator, to prepare administrative guidelines for facilitating the prompt, fair, and appropriate identification, referral, evaluation, and placement of students with disabilities who qualify for accommodations under Section 504. The Board will provide in-service training and consultation to staff members on the education of persons with disabilities, as necessary and appropriate.

The Board will adopt a system of procedural safeguards that will provide for prompt and equitable resolution of complaints alleging violations of Section 504/ADA. Due process rights of students with disabilities and their parents under Section 504 will be enforced.

Food Service

The WIN Academy will follow the guidance from the USDA to establish a National School Lunch Program, utilizing the strategies and tools outlined in the US Food & Nutrition Services Verification Toolkit. The Toolkit contains a collection of resources to improve verification response rates and the overall efficiency of the process.

By year two, the academy plans to utilize the Community Eligibility Provision, which would allow all students to receive free meals. As we anticipate our student body will exceed 40% free and reduced, we will participate in the School Breakfast Program and Afterschool Snacks as well. The WIN Academy ensures that the college will put in place measures to prevent any child from feeling singled out or treated differently. The WIN Academy has budgeted \$10 per student per day for providing the appropriate meals, which currently exceeds the federal reimbursement rate. This amount should be sufficient for students to obtain meals at nearby eateries. The budgets in tables 3 and 4 reflect the current budgeting practice for food service.

PUBLIC CHARTER SCHOOL APPLICATION

GOVERNANCE AND COMPLIANCE

Governing Board

Provide a detailed plan for recruiting board members who meet the ethical, residential, and expertise requirements of the school's bylaws. Offer extra consideration to how the board will have the capacity to execute a financial plan and ensure the school's academic quality. Explain how the board will ensure that its members meet the requirements and uphold the law.

List of Initial Governing Board Members

Include a list of the initial governing board. The board shall consist of no fewer than five members, including at least the following: Two parents/guardians of students attending the charter school operating under the governing board (these members may be identified after enrollment has occurred); and two members who reside in the community served by the charter school (who are not also the parent/guardian board members). Identify any education-related lawsuits in which such individuals have been involved, either directly or indirectly.

Include the following information for each initial board member:

First Name: Lora
Last Name: Moorhead
Phone Number: B: 304-525-7851
Street Address: 3375 US Route 60
City: Huntington, West Virginia 25705-2837

Board Chair

Yes No

Area of expertise for the board:

- | | | |
|---|--|---|
| <input type="checkbox"/> School administration/leadership | <input type="checkbox"/> Human resources | <input checked="" type="checkbox"/> Mission-specific: |
| <input type="checkbox"/> Law | <input type="checkbox"/> Finance | <input checked="" type="checkbox"/> Other: |
| <input type="checkbox"/> Special populations (e.g. special education, English learner, Gifted, at-risk) | <input type="checkbox"/> Business operations | |

Future Parent/Guardian

Yes No

Resides in the community

Yes No

Directly or indirectly involved in an education-related law-suit

Yes No

Criminal background check completed

Yes No

PUBLIC CHARTER SCHOOL APPLICATION

GOVERNANCE AND COMPLIANCE

Governing Board

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Include the following information for each initial board member:

First Name: Andrea
Last Name: Kiessling
Phone Number: C: 704-253-3708
Street Address: 1516 Hunter Drive
City: Charleston, WV 25311

Board Chair

Yes No

Area of expertise for the board:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> School administration/leadership | <input type="checkbox"/> Human resources | <input type="checkbox"/> Mission-specific: |
| <input type="checkbox"/> Law | <input checked="" type="checkbox"/> Finance | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Special populations (e.g. special education, English learner, Gifted, at-risk) | <input checked="" type="checkbox"/> Business operations | |

Future Parent/Guardian

Yes No

Resides in the community

Yes No

Directly or indirectly involved in an education-related law-suit

Yes No

Criminal background check completed

Yes No

PUBLIC CHARTER SCHOOL APPLICATION

GOVERNANCE AND COMPLIANCE

Governing Board

Provide a detailed plan for recruiting board members who meet the ethical, residential, and expertise requirements of the school's bylaws. Offer extra consideration to how the board will have the capacity to execute a financial plan and ensure the school's academic quality. Explain how the board will ensure that its members meet the requirements and uphold the law.

List of Initial Governing Board Members

Include a list of the initial governing board. The board shall consist of no fewer than five members, including at least the following: Two parents/guardians of students attending the charter school operating under the governing board (these members may be identified after enrollment has occurred); and two members who reside in the community served by the charter school (who are not also the parent/guardian board members). Identify any education-related lawsuits in which such individuals have been involved, either directly or indirectly.

Include the following information for each initial board member:

First Name: Barry
Last Name: Holstein
Phone Number: B: 304-982-2850
Street Address: 5006 Ann Lee Drive
City: Charleston, WV 25313

Board Chair

Yes No

Area of expertise for the board:

- | | | |
|---|---|--|
| <input type="checkbox"/> School administration/leadership | <input checked="" type="checkbox"/> Human resources | <input type="checkbox"/> Mission-specific: |
| <input type="checkbox"/> Law | <input checked="" type="checkbox"/> Finance | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Special populations (e.g. special education, English learner, Gifted, at-risk) | <input checked="" type="checkbox"/> Business operations | |

Future Parent/Guardian

Yes No

Resides in the community

Yes No

Directly or indirectly involved in an education-related law-suit

Yes No

Criminal background check completed

Yes No

PUBLIC CHARTER SCHOOL APPLICATION

HUMAN CAPITAL

School Leader

Provide a well-crafted plan for recruiting, retaining, and annually evaluating a school leader.

School Staff Structure

Include a proposal for organizing school staff that establishes clear roles, responsibilities, qualifications, and relationships among school administrators and staff.

Service Providers

List all potential contracts with the authorizer or other service provider(s) to fulfill your plan for serving students with exceptionalities, English Language learners, bilingual students, students who are academically behind, and students who are gifted.

Operations Capacity

Provide a description of individual and team qualifications for executing a comprehensive operations plan that includes, but is not limited to, staffing, performance management, facilities management, professional learning, start-up plans, and general operations.

Staffing Plans, Hiring, Management, and Evaluation

Develop a researched-based definition of “high-quality staff” and, if not requiring a teaching credential, the rationale behind your quality indicators. Write a comprehensive strategy for recruiting, developing, retaining, and evaluating the high-quality staff, as defined necessary to achieve the educational mission of the charter school. Include any pre-requisite skills, certificates, and/or degrees that staff will need to be considered high quality and how you will determine that they have met your standards. Describe what professional development you will offer to ensure that staff quality remains strong. Consider what incentives you will put in place to retain high-quality staff. Show how staff performance will be evaluated internally by the school leader. Discuss the role the board will play in ensuring quality.

Professional Learning

Provide the professional learning opportunities the school will provide for its staff, including, but not limited to its teachers, school leadership, and boardmembers.

Organizational Structure

Describe the organizational structure, providing clear lines of authority and reporting between the governing board, school administrators, staff, any advisory bodies or parent/guardian and teacher councils, and any external individuals or organizations that will play a role in managing the charter school, including, but not limited to, ESPs.

ESP-Managed Schools ONLY

Day-to-Day Education

Describe how the ESP will manage the day-to-day education of students in the charter school. Explicitly identify the functions that the ESP will perform. Refer to the staffing model to show which employees will be hired by the ESP and which will be hired by the school.

PUBLIC CHARTER SCHOOL APPLICATION

Governance

Explain how the school's governing board will retain final authority and oversight of the public charter school. Referring to the section on governance, explain the process the board may undertake to remove the ESP, if it so chooses.

Contract

In an appendix, provide the proposed contract between the School and the ESP. Ensure that the proposed contract includes the following: (1) duration of contract; (2) annual fees and the services that the fees support including any additional fees and their purpose; (3) description of the roles and responsibilities of the school's governing board, the charter school's staff, and the ESP; and (4) how the school's governing board will evaluate the ESP's performance, including the evaluation measures and timelines; (5) how the governing board will oversee the contract and enforce the deliverables; (6) how the governing board will oversee the finances, including monthly detailed budget versus expense reports with explanations; (7) process for an annual review of the ESP's educational and operational practices that it found particularly effective, which the governing board will present to the authorizer; and (8) how the school can terminate the contract and retain all student data and resources purchased for the students.

Conflict of Interest

ESP Conflict of Interest of the proposed governing board members with the proposed ESP: Provide all investment disclosures, including, but not limited to (1) Any interests or entanglements in the ESP, its parent companies, or subsidiaries held by members of the governing board; (2) Any investors, interest holders, subsidiaries, etc. in the ESP; and (3) Disclosure and explanation of any existing or potential conflicts of interest between the governing board and the proposed ESP or any affiliated business entities.

FACILITIES

New Schools

Public or Independently-owned facilities

Provide a description of the facilities needed to achieve the charter school's educational mission and how available public facilities meet those needs or how the school will obtain independent facilities that meet the requirements. Show how the intended facility meets zoning, building, and safety requirements. If an existing facility has been identified, include the proposed lease and site plans, floor plans, and/or square footage to help demonstrate how the facility will meet the students' needs.

Conversion Schools

Leasing and Using Equipment

Provide the school's plans for leasing and using the facilities and equipment of the existing non-charter public school, including, but not limited to, existing school buildings, information technology equipment, and athletic facilities and equipment.

PUBLIC CHARTER SCHOOL APPLICATION

HUMAN CAPITAL

School Leader

The day-to-day leader of the academy will be Kent Wilson, MSN RN CNE. Mr. Wilson has more than 30 years of professional nursing experience in a variety of healthcare settings, including critical care, administration, and academia. He is a National League for Nursing (NLN) Certified Nurse Educator (CNE), a National Institute for Staff and Organizational Development (NISOD) Excellence Award recipient, and a Chancellor's Leadership Fellow for the Community and Technical College System of West Virginia (CTCSWV).

Since 2010, Mr. Wilson has held the position of Director of Nursing Education Programs at BridgeValley and recently implemented the state's first and only Paramedic-to-RN Advanced Placement Option leading to an Associate Degree in Nursing. Mr. Wilson was a founding member of the West Virginia Consortium of Associate Degree Nursing Programs and helped design the state's concept-based curriculum for its five-member schools. In 2020, he assumed the position of Dean of Allied Health Programs at BridgeValley. He is a Site Visitor, Team Chair, and Evaluation Review Panel (ERP) member for the Accreditation Commission for Education in Nursing (ACEN). He is also the current Association of Deans and Directors of Nursing Education (ADDNE) / Nursing Education Foundation of West Virginia (NEFWV) President and President of the West Virginia Organization of Associate Degree Nursing (WVOAAS). Mr. Wilson is working toward his Doctor of Nursing Practice (DNP) with Aspen University.

If Mr. Wilson leaves BridgeValley, the college will use its regular hiring process to conduct a national search to ensure that a highly qualified nursing educator assumes the deanship at BridgeValley. BridgeValley administration will confer with the WIN Academy board to ensure that it has representation in future hiring of this critical position.

School Staff Structure

The WIN Academy leverages the existing nursing program at BridgeValley to provide 30 high school seniors their first year of a college-level nursing program and 30 high school juniors college-level coursework designed to prepare them for their nursing coursework. Table 15 outlines the key staff positions involved in educating the high school seniors in the WIN Academy.

PUBLIC CHARTER SCHOOL APPLICATION

Table 15. Staff Positions and Roles in WIN Academy

| Position | # | Key Role/Responsibilities |
|---|----------|--|
| Dean | 1 | Responsible for overall program, budget, and accreditation to ensure integrity of the program. |
| Full-time Faculty (Nursing) | 15 | Provide instruction to WIN Academy students in the first-year nursing program. (See table 11 for courses.) |
| Clinical Adjunct Faculty | 2 | Provide instructional and oversight support for clinical experiences associated with courses. |
| Full-time Simulation Lab Professionals | 3 | Provide practical experiences in simulation lab to help students hone their clinical skills through simulation experiences. |
| Tutors | Varies | Tutors in the tutoring center who provide additional academic support for students. |
| Full-time Faculty and Adjunct Faculty (Non-nursing) | Up to 5 | Provide instruction primarily to WIN Academy juniors taking courses outlined in table 12 and to other students in individualized preparatory programs. |

Service Providers

There are no external services providers for the WIN Academy. The college expects to address the needs of students with exceptionalities, English Language learners, bilingual students, students who are academically behind, and students who are gifted. As noted in the section “Compliance for Special Populations,” BridgeValley has accounted for the needs of students with special academic needs. The sections on “Special Populations and At-risk Students” and “Instructional Strategies and Addressing Students with Different Needs” discuss the strategies for other populations.

Operations Capacity

Details on operations capacity are outlined in the sections below.

Staffing Plans, Hiring, Management, and Evaluation

The number of students in the nursing program dictate the number of staff who are hired to support the program. The addition of 60 high school students will not require additional faculty hires as the college can add sections with this number of students. When future programs in Informational Technology, Manufacturing, and Business are added, BridgeValley expects to hire a proportionate share of additional adjunct faculty to teach appropriate coursework.

With respect to hiring, management, and evaluation of staff, all nursing faculty must be hired, managed, and evaluated by college personnel according to board policy and because the WIN Academy is connected to a college program. BridgeValley also goes through a rigorous accreditation process through ACEN to ensure that BridgeValley offers a program of excellence. The accreditation process requires that BridgeValley hire, manage, and evaluate its own staff.

In terms of new hiring processes, BridgeValley will work with the WIN Academy Board to allow a board member to sit on search committees to provide input on new prospective BridgeValley employees, as and when appropriate.

PUBLIC CHARTER SCHOOL APPLICATION

Professional Learning

BridgeValley provides a supportive professional learning environment for its nursing instructors. To stay current in the field and maintain their licenses and ability to teach, all nursing faculty take 12 continuing education units (CEUs) annually. CEUs must include the following:

- Completion of 2 contact hours of CE for mental health conditions common to veterans and their families annually, and
- Completion of 3 contact hours initially and then 1 contact hour, thereafter, annually of CE for drug diversion training, best-practice prescribing of controlled substances training and training on prescribing and administration of an opioid antagonist if they prescribe, administer, or dispense controlled substances.

The college supports faculty in maintaining their licenses through the CEU process.

Organizational Structure

The WIN Academy mirrors the educational structure of BridgeValley's nursing program, and the major staff roles are outlined in table 15 above. The bullets below provide the distinguishing organizational features between the WIN Academy and BridgeValley's nursing program for college students.

- **WIN Academy Board Members.** The decision makers for WIN Academy students are the academy's board members. To fulfill the ambitious objective of having 30 seniors enroll in a college-level nursing program during their senior year and 30 juniors enroll in a nursing prep program, BridgeValley and the board must collaborate closely to ensure students graduate from high school and are able to enter their second year of the nursing program right after high school. The board will need to consult with BridgeValley's leadership to ensure that college can maintain the integrity of the nursing program and accreditation for academy students.
- **The Dean of Allied Health and Nurse Administrator.** The Dean of Allied Health and Nurse Administrator will serve as the liaison between the board and BridgeValley nursing faculty. All instructional staff will report to their respective supervisor; namely, the Dean of Allied Health and Nurse Administrator. The Dean is responsible for hiring, managing the budget and day-to-day activities, and evaluating program staff.
- **Nursing Advisory Committee.** The Nurse Advisory Committee advises college leadership and staff on nurse staffing laws; identifies trends, opportunities, and concerns related to nurse staffing; and makes recommendations for curricular and other program changes based on those trends, opportunities, and concerns. See Appendix M for a list of advisory committee members.

PUBLIC CHARTER SCHOOL APPLICATION

- **Faculty.** BridgeValley faculty will be responsible for *all* daily instruction, clinical instructions, and simulation labs to help ensure that the 30 WIN Academy seniors complete their first year of nursing education concurrently with their senior year in high school. Additional faculty outside the nursing program will teach the cohort of 30 juniors in preparation coursework as outlined in table 12 above.

Contract

Not applicable.

Conflict of Interest

All members of the Board of Directors will complete a Conflict-of-Interest Form. Presently, there are no conflicts of interest among board members or BridgeValley staff. We will continue to develop our Board conflict of interest policy to ensure transparency. None of the members of the board has any financial or personal connections or conflicts of interest.

PUBLIC CHARTER SCHOOL APPLICATION

FACILITIES

The WIN Academy will take place in the newly renovated, state-of-the-art instructional building, Building 2000, on BridgeValley's South Charleston campus. The building has approximately 197,000 SF, of which the college leases out 85,000 SF. New renovations include improved wet labs and an expansion of the nursing program into the North Wing on the third floor. See Appendix N for a map of the building. Also, see Appendix G for a list of clinical sites, where students will undertake clinical work.

PUBLIC CHARTER SCHOOL APPLICATION

FINANCIAL PLAN

Financial Plan

Create a detailed proposal for start-up and multi-year operating budgets necessary to achieve the educational mission of the charter school as well as the standard operating procedures, roles and responsibilities, and contingency plans to realize sound financial management across the term of the contract. Include assumptions for staffing, revenue and expenditures. The financial plan must support the staffing plan and all resources needed to operate a successful school.

Five-Year Budget

Attach a Five-year Budget. Include the start-up year and projections for four additional years with clearly stated assumptions. When creating the budget, ensure that it directly supports the staffing model as well as identified curriculum and instruction, including supplemental curriculum and extra-curricular activities.

Five-Year Contingency Budget

Attach a Contingency Five-Year Budget. Include in this budget the minimum number of students the school can enroll in each of its first four years of operation to be economically viable while still enacting its mission, realizing its mission, meeting the needs of all students, including those with exceptionalities and English Language learners, and having a strong academic program and student outcomes.

ESP-Managed schools ONLY

Explain how the ESP will support the school if the school experiences a budget shortfall. How will the ESP provide financial stability, especially during the planning year and first four years of operation?

PUBLIC CHARTER SCHOOL APPLICATION

FINANCIAL PLAN

Financial Plan

Tables 3 and 4, respectively, provide a snapshot of annual incremental costs for adding the minimum and maximum WIN Academy enrollment to BridgeValley's existing nursing program budget during the academy's inaugural year. The assumptions underpinning those annual snapshots are bulleted below. (Please cross-reference tables 3 and 4 with the assumptions listed below.)

For income and expenses, the two leftmost financial columns for each table provide recent empirical financial data, including rates and totals for the existing program. The second column from the right provides data expected from the charter school program. On the expense side, some figures are prorated based on enrollment. Other figures are based on set costs. The rightmost column is the sum of third and fourth columns showing the overall change by adding the WIN Academy to BVCTC's nursing program.

Income – Assumptions and Calculations

- *Resident annual tuition and fee revenue generated.* For the BridgeValley college-level nursing students, the figure represents total revenue from student enrollment. Since the WIN Academy will not charge these fees, this total has been zeroed out.
- *Charter school payments.* The expected revenue for charter school payments based on 90 percent of the average of the full per student allocation of \$6,000. Table 2 above provides preliminary calculations for minimum and maximum enrollments.
- *Program Fees.* Program fees of \$200 per additional student would result in \$6,000 of additional income for 30 WIN Academy seniors. These program fees are not charged in the WIN Academy calculation as the charter school payments are the sole source of funding.
- *Course Fees.* Course fees of \$1,356 per additional student would result in \$40,680 of additional income for 30 WIN Academy seniors. These course fees are not actually charged in the WIN Academy calculation.
- *Net Program Revenue.* Total revenue by source (tuition or charter school payments), less 27 percent for overhead/indirect costs for the BridgeValley portion of revenue. No indirect has been charged against the charter school calculation in this financial snapshot.

PUBLIC CHARTER SCHOOL APPLICATION

Expenses – Assumptions and Calculations

- *Annual direct program expenses.* The current expenses represent total program costs. The WIN Academy figure is approximately prorated per additional student under the maximum enrollment scenario and applied to the minimum scenario as well.
- *Adjunct/contract instructional expenses.* The WIN Academy expense is covered under the annual direct program expenses.
- *Program operational budget.* The WIN Academy expense is covered under the annual direct program expenses.
- *Math/Science/English Bootcamp.* Summer bootcamp based on costs for other similar bootcamps for incoming students. This cost is expected to be fixed under the minimum and maximum year 1 scenarios.
- *Books and instructional materials (seniors).* College students are responsible for purchasing their own books. Charter school funds will cover the costs of the WIN Academy RN students based on a cost of \$1,356 per student. Actual figures are prorated based on the enrollment scenarios.
- *Books and instructional materials (juniors).* College students are responsible for purchasing their own books. Charter school funds will cover the costs of the WIN Academy students not yet in the RN program. Estimated cost is \$500 per year per student. Actual figures are prorated based on the enrollment scenarios.
- *Transportation.* There is no current transportation cost associated with existing nursing students. Transportation costs for WIN Academy students are currently calculated as follows: \$70 per month for a public transportation bus pass for nine months for all students. The college will work with regional transit to set up an effective transportation system for each student.
- *Meal reimbursement for WIN Academy students.* Using available figures for the free meal program, the WIN Academy can collect \$6.82 per student for meals (breakfast, snacks, and lunch). The college has allocated \$10 per day for student meals and will develop an effective plan for all students to receive eligible meals by the beginning of year 2. Figures are prorated based on enrollment.

It is worth noting that both total annual budgets (i.e., tables 3 and 4) show a small to moderate net surplus for the charter school component of the total nursing program budget.

Startup costs should be negligible in that facilities, staff, and curriculum are all in place. BridgeValley can bear the costs of recruitment of the first cohort through regular communication channels. BridgeValley can bear the administrative costs for adding sections, the true costs of which will only be incurred beginning in year 1.

PUBLIC CHARTER SCHOOL APPLICATION

Five-Year Budget and Five-Year Contingency Budget

The assumptions for the financial plan appear above. Appendix O provides the full enrollment five-year budget. Appendix P provides the contingency budget. Each scenario includes a 3.5 annual percent increase from year to year.

The full enrollment budget for the nursing program assumes 60 students per year for five years (30 seniors and 30 juniors). The contingency budget for the nursing program assumes 44 students in year 1 (14 seniors and 30 juniors) and 60 students in year 2 and thereafter (30 seniors and 30 juniors). Both the five-year budget and the five-year contingency budget exceed breakeven points for years 1 and 2. The WIN Academy’s budgets for years 3-5 would continue to break even as the 60-student formula would continue to generate net revenue that would exceed \$25,000 per year. (Net revenue would be used to further invest in the program.)

In both scenarios, it is assumed that there are negligible startup costs given that facilities, programming, curriculum, and staff are already in place to expand the nursing program. The program for juniors and for students who need additional college preparatory cost less and are budgeted at lower levels in the appendices.

Based on feedback from the state, BridgeValley has developed its year 3 through 5 budget scenarios assuming that the WIN Academy will add additional high-wage/high-demand career tracks in each respective year. BridgeValley will be considering adding an early college track for Informational Technology in year 3, Manufacturing in year 4, and Business in year 5. Table 16 provides the projected enrollment growth for expanded programming for both the regular budget scenario and the contingency budget scenario.

Table 16. Total Additional Students Enrolled in Future WIN Academy Programs*

| Programs | Five-Year Projection | | | Five-Year Contingency Projection | | |
|-------------------------------------|----------------------|------------|------------|----------------------------------|-----------|------------|
| | Year 3 | Year 4 | Year 5 | Year 3 | Year 4 | Year 5 |
| Informational Technology | 20 | 20 | 20 | 15 | 15 | 15 |
| Manufacturing | 0 | 20 | 20 | 0 | 15 | 15 |
| Business | 0 | 0 | 20 | 0 | 0 | 15 |
| Total for Other Programs | 20 | 40 | 60 | 15 | 30 | 45 |
| Nursing/Pre-Nursing Students | 60 | 60 | 60 | 60 | 60 | 60 |
| Total Enrollment | 80 | 100 | 120 | 75 | 90 | 105 |

As shown in the appendices O and P, both the five-year budget and the five-year contingency budget are cost-positive across years 3 through 5 of the estimated budget and expenses.

BridgeValley can weather some financial difficulty due to its ability to operate the current program with surplus revenue. See leftmost financial column in table 3 for cost-positive result of nursing program without the WIN Academy.

PUBLIC CHARTER SCHOOL APPLICATION

The WIN Academy takes advantage of BridgeValley's operational effectiveness and incrementally adds students within its current capacity, keeping the overall cost per student low.

With respect to the planning year, costs are minimal in that the program and curriculum components are in place. Costs do not truly begin to accrue until the overall nursing program is scaled to accommodate the additional high school juniors and seniors in year 1.

PUBLIC CHARTER SCHOOL APPLICATION

CLOSURE PROCESS

Respond to the following questions regarding the school's agreed actions if the school relinquishes its charter, has its charter revoked, or is non-renewed.

1. Explain the method and timeline for announcing the potential closure to relevant parties, including staff, students, community members, the authorizer, partner organizations, and vendors.
2. Describe the process for transferring students and all important records to your county board of education, including, but not limited to, student records, staff and resource records, vendor records and contracts, and all administrative and financial documents.
3. Provide a written assurance that all net assets or equity will be returned to your authorizer after payment of debts.
4. Detail the process for providing all school, financial, and student data and conducting a final financial audit post closure. This process must include identifying an employee or board member who will be responsible for the final closure and dissolution of the school.
5. Timeline for the following actions:
 - a. Notification of parents/guardians of enrolled students and prospective students
 - b. Orderly transition of students and student records to a new non-charter or charter school
 - c. Disposition of school funds, property, and assets in the following order:
 - Satisfy outstanding payroll obligations for employees of the charter school
 - Satisfy creditors of the charter school
 - Remaining funds, property, or assets shall transfer to the authorizing county board

VIRTUAL CHARTER SCHOOLS (if applicable)

Applicants seeking to establish a virtual charter school must respond to the following questions.

1. Explain the hardware and software that will be provided to enrolled students and the process for ensuring that enrolled students have sufficient access to connectivity to allow them to meaningfully engage and participate in the educational program offered.
2. Explain the technical support plan to assist students who experience technical difficulties so that the amount of lost instructional time due to technical difficulties is reduced to the greatest extent possible.
3. Explain the process for administering the general summative assessment to enrolled students. This includes identifying the facility to be used and the plan for ensuring that the required testing protocols are followed.
4. Detail the method for documenting consistent student attendance. Please include in the response whether the applicant has contacted the West Virginia Department of Education to verify that the proposed attendance metric complies with West Virginia's state accountability plan under the Every Student Succeeds Act.

PUBLIC CHARTER SCHOOL APPLICATION

5. Explain the plan for satisfying IDEA requirements and ensuring enrolled students receive a free, appropriate public education (FAPE). At a minimum, address these items in the explanation. The plan, at a minimum, must describe:
- How the virtual charter school will ensure that each eligible child with an exceptionality has FAPE available to him or her in accordance with 34 CFR §§300.101 and 300.17;
 - How the virtual charter school will implement the evaluation and eligibility requirements in 34 CFR §§300.300-300.311;
 - How the virtual charter school will carry out the IEP requirements in 34 CFR §§300.320 through 300.324, including those governing IEP content, IEP Team participants, parent/guardian participation, when IEPs must be in effect, consideration of special factors, the development, review, and revision of IEPs, secondary transition services and participation in state assessment programs;
 - How the virtual charter school will implement the requirements in 34 CFR §§300.114 through 300.117, regarding education in the least restrictive environment, including ensuring the availability of a continuum of alternative placements to provide special education and related services; and
 - How the virtual charter school will serve students with exceptionalities in the same manner as these students are served by non-charter schools and provide IDEA Part B funds on the same basis as provided at other schools in the county (34 CFR §§300.209(b)).
6. Explain the proposed method for using data to demonstrate student progress toward graduation using data that accounts for specific characteristics of each enrolled student, including but not limited to, age and course credit accrued prior to enrollment in educational instruction as well as course content delivered primarily over the internet pursuant to enrollment. The method proposed must be consistent with evidence based practices.
7. Explain the requirements to enforce student engagement in instructional activities. Instructional activities means one or more of the following classroom-based or non-classroom-based activities that a student is expected to complete, participate in, or attend during any given school day: online logins to curriculum or programs; offline activities; completed assignments within a particular program, curriculum, or class; testing; face-to-face communications or meetings with school staff or service providers; telephone or video conferences with school staff or service providers; or other documented communication with school staff or service providers related to school curriculum, programs, or services.
8. Provide the policy the charter school will follow regarding students' failure to participate in instructional activities. The policy must include a process and timeline for identifying students who are consistently not engaging in learning activities and providing the appropriate supports to promote consistent engagement. This policy must also state that a student shall become subject to certain consequences, including disenrollment from the school, if both the following conditions are satisfied: (1) the student's parent/guardian receives a written report identifying the student's consistent lack of engagement and repeated attempted interventions by the school; and (2) the student continues to fail to comply with the student engagement requirements within a reasonable period of time following the report. If a virtual charter student is disenrolled from the virtual charter school pursuant to the policy outlined in this subsection, the student's county of residence shall be notified immediately and the student shall be transferred to that county and shall not be eligible to enroll in a virtual charter school for one school year from the date of the student's disenrollment.
9. Explain the requirements for teacher responsiveness. Include expectations and consequences for appropriate teacher responsiveness in the virtual charter school's personnel policy handbook.

PUBLIC CHARTER SCHOOL APPLICATION

CLOSURE PROCESS

1. *Method and Time of Closure.* In the event of a closure, the WIN Academy will strive to notify potential closure to relevant parties by January before the next academic year. It would be BridgeValley's intent to allow current students to complete their first year of the nursing program so that they could enroll in the second year of the program upon completing high school. To the extent possible, BridgeValley would try to accommodate students in either preparatory program if the WIN Academy folded.
2. *Transfer of Records.* BridgeValley will retain records according to its existing record retention policy and state law. See Appendix L.
3. *Written Assurance of Transfer of All Net Assets to Authorizer.* As the applicant, BridgeValley confirms that all net assets will be returned to the State of West Virginia or, if and as appropriate, to area high schools. Transfer of net assets excludes assets BridgeValley has acquired or developed for the existing nursing program. Only "incremental" assets would be transferred.
4. *Final Financial Audit.* BridgeValley will provide a final audit, folding activities of a potential closed school into its regular audit activities conducted on an annual basis.
5. *Timeline:*
 - a. *Notification of parents/guardians of prospective students.* It is the intent of the WIN Academy to notify parents and guardians of enrolled and prospective students by January prior to the next academic year. It is also the intent of the WIN Academy to allow current enrolled students to complete their program during the current academic year.
 - b. *Transition of student records.* If the WIN Academy dissolves, BridgeValley will retain student records in furtherance of WIN Academy student outcomes and graduation.
 - c. *Disposition of funds.* It is unlikely that there will be significant funds or assets to distribute since BridgeValley already has the staff, facilities, curriculum, and programming to support its existing nursing program without the WIN Academy. Funds transferred from West Virginia school districts are designed to pay for additional sections of courses. In the event the program closes midyear, the WIN Academy would ensure that all financial obligations (primarily extra staff time) were paid.

PUBLIC CHARTER SCHOOL APPLICATION

VIRTUAL CHARTER SCHOOLS (if applicable)

Not applicable

PUBLIC CHARTER SCHOOL APPLICATION

APPLICANT ASSURANCES

PUBLIC CHARTER SCHOOL APPLICATION

APPLICANT ASSURANCES

All applicants must provide the following assurances by checking each box and initialing after each assurance. By checking and initialing each of these boxes, the applicant assures that the charter school meets and will continue to meet these requirements and uphold the law.

- The charter school will not be a home school or a virtual school. Applicants also completing the Virtual Charter School portion of the application do not have to check and initial this assurance.
- The charter school will not espouse any religious preference or engage in any religious practices in its educational program, admissions, employment policies, or operations.
- The charter school will, under no circumstances, charge tuition.
- The charter school will only impose fees that are imposed by local non-charter public schools.
- The charter school will not, whether through the enrollment process or general operation of the school, put in place requirements or practices that would exclude from enrollment any child at the charter school who would not be excluded at a non-charter public school.
- The charter school's admission and enrollment processes are void of discriminatory practices, and admission materials will include a non-discrimination statement indicating that all applicants, including those with exceptionalities, are eligible to attend.
- The charter school will appropriately evaluate students and comply with all federal requirements, including, but not limited to, federal nutrition standards, the Civil Rights Act of 1964 (Pub.L. 88-352, 78 Stat. 241 (1964); the McKinney Vento Homeless Assistance Act, U.S.C. 11431 et seq.; the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Pub.L. 108-446; the Americans with Disabilities Act of 1990 (ADA), Pub.L. 101-336, 104 Stat. 328 (1990); and Section 504.
- In accordance with Section 504 and the ADA, no otherwise qualified individual with an exceptionality seeking to engage in a major life activity shall, solely by reason of her or his exceptionality, be excluded from participation in, be denied the benefits of, or be subjected to discrimination by a charter school. Charter schools shall create, maintain, and implement a service plan and provide accommodations for each student determined to be eligible for such services.
- The charter school has the capacity and is prepared to enroll a comparable portion of students with exceptionalities as are enrolled in local non-charter public schools.
- The governing board and charter school will timely comply and respond to requests received pursuant to the Freedom of Information Act (W.Va. Code §29B-1-1 et seq.).
- The governing board will conduct its business in compliance with The Open Governmental Meetings Act (W.Va. Code §6-9A-1 et seq.).
- The charter school will adhere to the same immunization requirements that are applicable to non-charter public schools. The charter school will adhere to the same compulsory school attendance requirements that are applicable to non-charter public schools.
- Students attending the charter school will receive the same minimum number of days or an equivalent amount of instructional time per year as required of students attending non-charter public schools under W.Va. Code §18-5-45. For virtual charter schools utilizing a learn at your own pace program, sufficient opportunity for learning and engagement to allow mastery of course content will be provided to all enrolled students.
- The charter school will comply with the West Virginia Student Data Accessibility, Transparency and Accountability Act as set forth in W.Va. Code §18-2-5h, the West Virginia Board of Education's Procedures for the Collection, Maintenance and Disclosure of Student Data (Policy 4350), and the Federal Educational Rights and Privacy Act (FERPA).

PUBLIC CHARTER SCHOOL APPLICATION

- Pursuant to W.Va. Code §18-5G-3(c)(11), contractors and service providers, and employees of the same, will be prohibited from making direct contact with students, virtually or in person, and will not be permitted unaccompanied access to school grounds when students are present until it can be verified that such individuals have not previously been convicted of a qualifying offense pursuant to W.Va. Code §18-5-5(c).
- Pursuant to W.Va. Code §18-5G-3(c)(8), the charter school will timely and regularly use the West Virginia Education Information System (WVEIS) to report all data required by statute or policy or the charter contract.
- Pursuant to W.Va. Code §18-5G-3(c)(10), the governing board and charter school will meet the same accounting and financial reporting requirements required of non-charter public schools, including, but not limited to, participation in the State Auditor's financial transparency website.
- Pursuant to W.Va. Code §18-5G-11(a)(6), the charter school shall not discriminate against any person on any basis which would be unlawful, under state or federal law, for non-charter public schools in the school district. Provided, this prohibition shall not be construed to limit a charter school from establishing any of the limited set of enrollment preferences allowed in W.Va. Code §18-5G-1 et seq. and Policy 3300.
- The charter school will propose a process for resolving disputes with the authorizer that the authorizer agrees with. Consider instances of data integrity and validity, compliance with applicable law, and school quality determinations that the authorizer may make over the course of the school's charter.
- The charter school will adhere to the same building codes, occupancy requirements, regulations, and facility fees that apply to non-charter public schools under Chapter 18 of the W.Va. Code, including, but not limited to, West Virginia State Fire Marshal inspections and certificate of occupancy certificate requirements.
- The charter school shall obtain all required occupation and operation certificates and licenses prior to the first instructional day for students.
- Assure that no elected official is receiving, or will receive, monetary compensation if the charter school proposed in the charter school application is authorized.

PUBLIC CHARTER SCHOOL APPLICATION

APPENDICES

PUBLIC CHARTER SCHOOL APPLICATION

Appendix A: BVCTC School of Nursing Program Student Handbook



***BVCTC School of Nursing Program
Student Handbook
2021-2022***

Table of Contents

| | |
|---|----|
| Welcome Letter from the Nursing Program Chair..... | 5 |
| Accreditation Status..... | 6 |
| Nursing Program Administrators, Faculty, and Support Personnel..... | 7 |
| Foreword..... | 10 |
| History..... | 11 |
| Mission..... | 11 |
| Vision..... | 12 |
| Philosophy..... | 12 |
| Conceptual Framework..... | 13 |
| Integrating Concepts..... | 14 |
| Program Student Learning Outcomes..... | 15 |
| Definition of Terms..... | 16 |
| Purposes..... | 20 |
| General Education Learning Outcomes..... | 21 |
| Admission Requirements..... | 21 |
| Provisional Admission..... | 22 |
| LPN/Paramedic Bridge Program..... | 22 |
| Licensure..... | 23 |
| Transfer Policy..... | 23 |
| WVBOERN Letter to Prospective Students..... | 24 |
| Technical Standards..... | 25 |

| | |
|--|----|
| Professional Standards and Safe Clinical Practice Standards..... | 28 |
| Clinical Practice Requirements..... | 32 |
| Clinical Site Adherence..... | 33 |
| On Campus Laboratory Practice..... | 34 |
| Clinical Readiness..... | 36 |
| Professional Dress in the Clinical Setting..... | 40 |
| Malpractice Insurance..... | 41 |
| Incident Reports..... | 42 |
| Student Responsibility in Medication Administration..... | 42 |
| Latex Allergy..... | 43 |
| Course Descriptions..... | 45 |
| Course of Study..... | 49 |
| Grading Scale..... | 50 |
| Graduation Requirements..... | 51 |
| Community Service..... | 51 |
| Pinning Ceremony..... | 51 |
| Progression..... | 52 |
| Medical Calculations Examination..... | 51 |
| Examinations..... | 53 |
| Academic Dishonesty..... | 54 |
| HESI..... | 55 |
| Remediation..... | 56 |

Final Grade Appeal.....57

Withdrawal/Reinstatement.....58

Dismissal/Permanent Suspension form Program.....59

Attendance.....60

Students.....61

Resources.....64

Addendum.....69

Coronavirus Policies.....74

Welcome Letter

Welcome to the BridgeValley Community and Technical College (BVCTC) School of Nursing. Our program is fully accredited by the Accrediting Commission for Education in Nursing (ACEN) and has been since the program's inception in 2006. Admission to BridgeValley Community and Technical College and this program is evidence of your academic achievements and ability. The nursing and support faculty are committed to a creative and supportive environment in which you will grow and develop critical thinking and communication skills throughout the teaching learning process. I trust that you will find your course of study exciting yet challenging. The BVCTC Nursing Program Student Handbook contains all policies and procedures specific to the nursing program and will serve in addition to the BVCTC Student Handbook as a resource. I wish you every success at BridgeValley Community and Technical College and in your future professional nursing career. Congratulations on taking an important step in your life to achieve your career goal of becoming a Registered Nurse!

B. Kent Wilson, MSN, RN, CNE
Professor / Dean of Allied Health and Nurse Administrator
Chancellor's Leadership Fellow, West Virginia Community and Technical College System

Accreditation Status

Our Nursing Program has been fully accredited by the Accreditation Commission for Nursing (ACEN) and the West Virginia Board of Examiners for Registered Professional Nurses since 2007.

Contact information for the Accreditation Commission for Education in Nursing (ACEN):

Marsal P. Stoll, EdD, MSN
Chief Executive Officer
Accreditation Commission for Education in Nursing
3390 Peachtree Road NE
Suite 1400
Atlanta, GA 30326 Or by email at:
Mstoll@acenursing.org

Contact information for the West Virginia Board of Examiners for Registered Professional Nurses:

Sue Ann Painter, DNP, RN
West Virginia Board of Examiners
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101 Dee Drive, Suite 102
Charleston, WV 25311-1620 Or
by email at:
Sue.A.Painter@wv.gov

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Foreword

The BridgeValley Community and Technical College Nursing Student Handbook is designed to provide nursing students with a ready reference manual for the nursing program. This handbook deals specifically with the policies and procedures for the nursing program and serves to assist nursing students toward successful completion in their course of study. As such, it is intended to supplement, not replace, the policy and procedure publications to which all students of BridgeValley Community and Technical College are subject, such as the:

- BridgeValley Community and Technical College Catalog
- BridgeValley Community and Technical College Student Handbook

It is the responsibility of each student to review this handbook regularly and to understand its contents. Nursing students may want to consult nursing course syllabi for further guidance with program policies and specific course requirements. This handbook is not a contract expressed or implied and the contents herein are subject to change, revision, cancellation or withdrawal without published notice and without liability. The faculty reserves the right to modify, change, or delete any or all of these policies and procedures, in whole or part- as such; students will be notified in writing in a timely fashion.

History

Plans to develop a nursing program at BVCTC began with the College's movement towards independent accreditation. Under the leadership of Dr. Ervin Griffin, administration sought guidance from the National League for Nursing on personnel, financial, and physical resources necessary to implement an associate degree nursing program. The *Intent to Plan* was filed with the West Virginia Board of Examiners for Professional Registered Nurses (WVBOERN) and

received approval in October 2004, which permitted advertisement to prospective students. Dr. Martha Sue Forsbrey served as the institution's first Nursing Program Director in 2004.

The following year (2005), a *New Nursing Program* application was submitted to the WVBOERN and the first faculty member was hired for program development. The first class of 43 students was admitted in August 2005. Charleston Area Medical Center (CAMC) approached the BVCTC nursing program to provide a mid-year class composed of employees in an effort to address their registered nurse shortage. A contract was developed and the first cohort of 23 students began in January 2006.

The WVBOERN Board awarded provisional accreditation in October 2005 and 2006. Full accreditation could not be awarded until the first class' licensure exam success was calculated. The National League for Nursing Accrediting Commission (NLNAC) and the WVBOERN gave full accreditation status in 2007.

In 2008, an *LPN-RN Bridge* was developed, which was later revised in 2010 to meet educational and local industry healthcare needs. Dr. Martha Sue Forsbrey retired in 2010 and B. Kent Wilson became the second Nursing Program Director. Since the program's inception, grants and in-kind contributions of more than \$2 million dollars have been received and allocated for a basic nursing skills lab and an advanced patient simulation lab for innovative teaching strategies for the BVCTC students.

On March 20, 2014 BridgeValley Community and Technical College was founded with the consolidation of Bridgemont and Kanawha Valley Community and Technical Colleges. Existing campus locations were maintained in Montgomery and South Charleston, along with the addition of a new Advanced Technology Center in South Charleston.

Mission

The mission of the BridgeValley Community and Technical College Nursing Program is to educate competent and caring nursing professionals through a quality Associate of Applied Science (2-year) Degree in Nursing. A combination of general education, related cognates and courses from the professional major provide students with the opportunity to acquire the knowledge and skills needed to practice in a variety of direct client care settings as well as providing the educational foundation for lifelong learning and further study in nursing. Successful completion of the program fulfills the academic eligibility requirement to make application for the National Council Licensure Exam for Registered Nurses (NCLEX-RN).

Vision

We at BridgeValley Community and Technical College are a forward-looking educational institution. We are dedicated to crafting an environment of learning that embodies a powerful collaborative, professional culture where teachers and students work together to improve instruction. We will create an environment of learning, cooperation, and mutual respect. The school will serve all students with high-quality, interactive, in-depth, and engaging instructional approaches. Faculty will strive to be professionally proficient, passionate educators who enthusiastically help students reach the highest academic standards. Students will be encouraged to live inspiring, meaningful, purpose driven lives.

Philosophy

The BridgeValley Community and Technical College Associate Degree Nursing Program is committed to a quality educational environment.

The educational philosophy of the BridgeValley Community and Technical College Associate Degree Nursing Program incorporates the seven core values of the National League for Nursing Competencies Framework, which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness

(NLN, 2010). We believe that “all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care” (NLN, 2010).

The BridgeValley Community and Technical College supports education as a life-long process incorporating a spirit of inquiry, supported by evidence-based research. The faculty believes that students need to develop nursing judgment in their practice, develop a professional identity as a nurse, and learn to support patients and families in development of their ongoing growth as human beings. Lifelong learning consists of acquiring knowledge, demonstrating proficient skills, and developing ethical attitudes and values.

Conceptual Framework



(National League for Nursing, 2010, p.8.)

The BridgeValley Community and Technical College Associate Degree Nursing Program's conceptual framework is based on the National League for Nursing (NLN) Educational Competencies Model and the components within it. The model consists of the following components (National League for Nursing, 2010):

Core Values: Seven core values, implicit in nursing's historic paradigm, are foundational for all nursing practice. These values are **caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness**. They are shown at the root of the model, to indicate that each type of nursing program and each type of competency must be grounded in these fundamental values (p. 8).

Integrating Concepts: Emerging from the seven core values are six integrating concepts: **context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork**. These concepts are shown as

bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing (p. 8).

The BridgeValley Community and Technical College Associate Degree Nursing Programs upholds the core values of the National League for Nursing: caring, diversity, ethics, integrity, patient-centeredness, excellence and holism as evidenced by the following program student learning outcomes.

Integrating Concepts

The Integrating Concepts of the BridgeValley Community and Technical College Associate Degree Nursing Program's curriculum emerge from the seven core values identified by the National League for Nursing (2010). The six integrating concepts include:

- Context and environment
- Knowledge and science
- Personal and professional development
- Quality and safety
- Relationship-centered care
- Teamwork

Within the Conceptual Framework schematic, these concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (National League for Nursing, 2010, p.8.)

Program Student Learning Outcomes

At the completion of the Associate Degree Nursing Program, graduates will be prepared to:

Human Flourishing

Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

1. Collaborate with the patient or designee to plan and provide nursing care that respects the patient's individual values and needs.

Nursing Judgment

Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.

2. Generate safe and effective patient centered care using the nursing process.
3. Incorporate effective communication strategies to reduce risk and injuries in the healthcare environment.

Professional Identity

Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

4. Create caring relationships with patients and support systems consistent with the ANA Standards of Nursing Practice and the Code of Ethics.
5. Evaluate the utilization of healthcare system resources to efficiently and effectively manage care.

Spirit of Inquiry

Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

6. Integrate current best practices to plan and implement safe and effective patient care.

Definition of Terms

Definition of Terms

Caring means "promoting health, healing, and hope in response to the human condition." (NLN, 2010b). "A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders" (NLN, 2007).

Context and Environment, in relation to organizations, refer to the conditions or social system within which the organization's members act to achieve specific goals. Context and environment are a product of the organization's human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness.

Core Competencies are the discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care.

Course Outcomes are expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the arraignment of program outcomes.

Diversity means recognizing differences among "persons, ideas, values and ethnicities," while affirming the uniqueness of each," within the context of nursing care (NLN, 2010b). "A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each

individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns” (NLN, 2007).

Excellence means “creating and implementing transformative strategies with daring ingenuity.” “A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated” (NLN, 2010b).

Ethics “involves reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice. Ethical decision-making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons,” (NLN, 2010a).

Holism “is the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum,” (NLN, 2010a).

Human Flourishing can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a life long existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.

Integrity means "respecting the dignity and moral wholeness of every person without conditions or limitation," (NLN 2010b). "A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always were ourselves from the perspective of others in a larger community" (NLN, 2007).

Knowledge and Science refer to the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. Those foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the

physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c) understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and (e) understanding the nature of evidence- based practice.

Nursing Judgment encompasses three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.

Critical thinking means identifying, evaluating, and using evidence to guide decision-making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research (Craig & Smith, 2007).

Patient-Centeredness “is an orientation to care that incorporates and reflects the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions, and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care,” (NLN, 2010).

Personal and Professional Development is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession’s history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession’s ongoing viability.

Professional Identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession.

Professional identity is evident in the lived experience of the nurse, in his or her ways of “being”, “knowing,” and “doing.”

Quality and Safety is the degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective.

Relationship Centered Care positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team as the core of nursing practice. It integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment.

Spirit of Inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.

Teamwork means to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

(National League for Nursing, 2010)

***Program Student Learning Outcomes** are the expected culmination of all learning experiences occurring during the program, including the mastery of essential core nursing practice competencies, built upon the seven core values and six integrating concepts.

***Course Student Learning Outcomes** are expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the arraignment of program student learning outcomes.

***Student Learning Outcome** statements of expectations written in measurable terms that express what a student will know, do or think at the end of a learning experience.

*Definition written/modified by BridgeValley Community and Technical College Associate Degree Nursing Program

The Nursing Program at BridgeValley Community and Technical College further defines:

Nursing Practice

Nursing practice employs the dynamic combination of art and science in meeting the health-related needs of individuals and their significant others, throughout all stages of life. As unique and holistic beings, humans manifest physical, emotional, intellectual, socio-cultural, and spiritual needs requiring prudent clinically and culturally competent nursing care. Health is a dynamic and individually perceived state of functioning, defined in accord with cultural beliefs and values. It is an ever-changing interplay among the physical, social, spiritual, cultural, and emotional dimensions of people. Through the application of critical thinking and creative problem solving, the nurse promotes wellness, assists with the support and restoration of health, adaptation to chronic illness, or preparation for a dignified death. The nurse utilizes the roles of practitioner, client educator, and advocate, manager of care and consumer of research to assist clients achieve a sense of balance between self and a rapidly changing environment.

Nursing Education

Nursing education is designed to prepare a diverse student population to provide competent care to a variety of populations in a multi-cultural community. Learning encompasses the active participation of the learner and educator and occurs in the affective, cognitive and psychomotor domains. Optimal learning occurs in a supportive, caring, and interactive environment, which takes into account the diversity of culture and experience that students bring to the learning situation. Learning is enhanced when content is presented in a progressive sequence whereby complex knowledge and skills build upon previous learning. The General Education core provides a common, broad based educational experience.

The educator facilitates learning by acting as a role model and a resource person who makes use of structured and serendipitous learning experiences. Throughout the educational experience, the student becomes self-aware, responsible, and accountable to clients as consumers of healthcare. A periodic appraisal of performance using a variety of methods provides reinforcement of desired behaviors and/or guidance toward change, and measures progress toward program outcomes.

The Practice of the Associate Degree Nursing Graduate

The Associate Degree Nursing Graduate functions as an accountable and adaptable generalist who uses a problem-solving process in providing and managing care of clients in all stages of the life cycle in a variety of settings. The ADN Graduate communicates, coordinates, collaborates, and delegates within an interdisciplinary approach to providing prudent and skillful health care. He/she embodies caring through manifesting empathy, integrity, and respect within the ethical and legal parameters of registered nursing

practice. The graduate diagnoses and treats human responses to actual and potential health problems through such services as case finding, health teaching, health counseling, executing the prescribed medical regimen, and providing care supportive to and/or restorative of life and well-being.

Purposes

The purposes of the BVCTC Associate Degree Nursing Program are to:

1. Prepare graduates who are ethically, professionally, and academically qualified for licensure as Registered Nurses.
2. Maintain an innovative learning environment that encourages creativity and the acquisition of knowledge and skills, which enable graduates to contribute to the profession as associate degree nurses and to society as responsible citizens.
3. Integrate general education, technology, and nursing learning experiences to encourage performance excellence, professional growth, and lifelong learning.

General Education Learning Outcomes

Students are also expected to demonstrate they have met the institution's General Education Learning Outcomes, which are:

1. Communicate effectively by listening, speaking, and writing using appropriate technology.
2. Use quantitative and scientific knowledge effectively to solve problems, manipulate and interpret data, and communicate findings.
3. Demonstrate interpersonal skills and ethical behavior appropriate for living and working in a diverse society.
4. Apply critical thinking skills to analyze problems and make informed decisions.

Admission Requirements

General Requirements

1. High school graduate or equivalent (USA GED)
2. English proficiency

3. 2.5 GPA from high school or college courses
4. Eligible to take college English and Math
5. Pre-nursing admission exam composite score of 60.5 or higher on the Test of Essential Academic Skills (TEAS VI).

TEAS VI composite scores must be within the last 3 (three) years. Pre-nursing admission exams may be completed one time per semester for a maximum of three times for consideration for admission.

Equal Opportunity / Affirmative Action Policy

BridgeValley Community & Technical College (BVCTC) is an Equal Opportunity/Affirmative Action institution. BVCTC does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of its educational programs, activities, or with respect to admission or employment.

Provisional Admission

Students applying and accepted into the nursing program are provisionally admitted, meaning that they must maintain a 2.50 grade point average on all coursework completed prior to their entry into the program as a nursing student.

Students admitted to the Nursing Program are admitted with provisional status until successful completion of all first semester courses has been achieved. Students who are unsuccessful, have dropped, or have withdrawn from first semester nursing course(s) must complete the application process for readmission. If readmitted for the second time, the student once again is unsuccessful, has dropped, or withdrawn in any nursing course throughout the two-year curriculum, they are no longer eligible to apply for five years.

Admission Process

BVCTC admits two nursing classes per year. Students applying to the nursing program are required to be admitted to the college, as described in the Catalog, through the admissions office. Students may take non-nursing courses but should seek advice from an academic advisor. Applicants will obtain a Nursing Program Application online and complete the specified standardized entrance test through the nursing program office or Testing Center. Requirements

for all BVCTC School of Nursing Programs must be completed and submitted by dates published on the BVCTC website.

Advanced Placement

PROGRAM DESCRIPTION

The Advanced Placement LPN to RN Bridge/Paramedic to RN Bridge Program (Bridge Program) is a three-semester program in which graduates meet the academic requirement to apply to take the NCLEX-RN licensing examination upon graduation.

Students admitted into the LPN/Paramedic to RN Bridge Program will have one semester of Bridge courses. Upon successful completion of the first semester of the Bridge Program, the students will merge into the third semester of the Traditional Nursing Program. All non – nursing courses must be completed with a minimum grade of a “C”. Nursing courses must be completed with a minimum grade of a “B”. Students unsuccessful in a Bridge course may request readmission into the first semester of the Traditional Nursing Program.

Licensure

License requirements vary among states. It is the responsibility of the student to know the requirements of the state in which they wish to seek licensure. Admission to the nursing program does not guarantee the state of West Virginia will grant the graduate the opportunity to sit for the exam. The decision to grant licensure is within the sole discretion of the West Virginia Board of Examiners for Registered Professional Nurses.

Transfer Policy

Applicants applying for transfer into the nursing program from an accredited nursing program will provide transcripts and all course syllabi the student requests to transfer into BVCTC to the nursing program director for evaluation and determination.

WVBOERN Letter to Prospective Students

Laura S. Rhodes, M.S.N., R.N.
Executive Director

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STATE OF WEST VIRGINIA
BOARD OF EXAMINERS FOR REGISTERED PROFESSIONAL NURSES
101 Dee Drive, Suite 102
Charleston, WV 25311-1620

To Prospective Nursing Applicant:

Individuals who are considering entering the nursing profession and who may have a criminal history often ask about potential barriers to licensure following successful completion of an approved nursing program. While it would be nice to know this prior to making a decision to enter the program, obtaining that information is not possible under current West Virginia law.

The West Virginia Board of Examiners for Registered Professional Nurses (Board) makes decisions about licensure based upon a number of questions on the application, results of the criminal background check and on an individual basis. The application (or the background screening) that indicates a criminal history is considered a non-routine application and must be reviewed by the Board staff and possibly referred to the Board's Disciplinary Review Committee.

Each application is reviewed on its own merits. The Board of Nursing has created guidelines for specific offenses to be approved in the Board office; however, the staff cannot make determinations in advance as laws and rules do change over time. Felony convictions, violent crimes, other more serious misdemeanors and repeat offenders are required to go before the Disciplinary Review Committee. Simple misdemeanors, such as some traffic violations, loitering and disturbing the peace can be approved by the disciplinary section of the Board. Any evidence of rehabilitation is important to the Board members when making a licensure decision.

Board applications require the applicant to provide the Board with an original certified copy of all court documents relative to a conviction. This means the applicant must go to the county or other appropriate authority where the conviction occurred and have the clerk of the court certify with a raised seal that the documents are a complete copy of the record. Applicants cannot pick and choose what documents are provided to the Board. A complete copy of the criminal record must be provided. The Board's applications require the applicant to provide a letter of explanation as to the events surrounding the conviction. This means the applicant must write in his/her own words what happened to cause the conviction.

Board applications also require an applicant who has a drug or alcohol problem provide to the Board a copy of all treatment records. The applicant must sign a release with the treatment provider and have the documents sent directly from the provider to the Board office. A letter of explanation from the applicant must also be provided with this information. This letter should explain the applicant's history of use/abuse of drugs and/or alcohol and his/her progress since treatment.

Technical Standards

Personal Attributes and Capabilities Essential for Admission, Progression, and Graduation from BridgeValley Community and Technical College Associate Degree Nursing Program:

The curricula leading to a degree in Nursing from participants of BridgeValley Community and Technical College Associate Degree Nursing Program requires students to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to perform these functions satisfactorily. In addition to being essential to the successful completion of the requirements of a nursing degree, these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty and other health care providers.

The following technical standards describe the non-academic qualifications required in addition to academic qualifications that the college considers essential for entrance to, continuation in, graduation from its nursing degree program. Candidates for a nursing degree must be able to meet these minimum standards with or without reasonable accommodation for successful completion of degree requirements.

Technical Standards

A. Visual, Auditory, and Tactile Abilities

- Sufficient abilities to allow him/her to gather data from written reference materials, oral presentations, demonstrations and observations of a patient and his/her environment.
- Sufficient ability to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a client's condition.

Examples of relevant activities:

- Visual acuity sufficient to draw up the correct quantity of medication in a syringe or detect changes in skin color or condition.
- Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor patient physiological status.

- Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices used in patient care or detect anatomical abnormalities, such as edema or small nodules.

B. Communication Abilities

- Ability to communicate with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communications, such as interpretation of facial expressions, affect and body language).
- Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.

Examples of relevant activities:

- Abilities sufficient to give verbal directions to or follow verbal directions from other members of the health care team and to participate in health care team discussions of patient care.
- Ability sufficient to elicit and record information about health history, current health state, or responses to treatment from patients or family members.
- Ability sufficient to convey information to clients and others as necessary to teach, direct, and counsel individuals.

C. Motor Abilities

- Sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings.
- Required motor functions include gross and fine motor skills, physical endurance, physical strength and mobility to carry out nursing procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients.

Examples of relevant activities:

- Fine motor skills sufficient to obtain assessment information by palpation, auscultation, percussion, and other diagnostic maneuvers.
- Physical endurance sufficient to complete assigned periods of clinical practice.

- Mobility sufficient to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
- Strength sufficient to carry out patient care procedures, such as assisting in the turning and lifting of patients.

D. Behavioral, Interpersonal, and Emotional Abilities

- Ability to relate to colleagues, staff and patients with honesty, integrity and nondiscrimination.
- Capacity for the development of a mature, sensitive and effective therapeutic relationship with clients.
- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.
- Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.

Examples of relevant activities:

- Emotional skills sufficient to remain calm in an emergency situation.
- Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural, and social backgrounds.
- Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients.

E. Cognitive, Conceptual, and Quantitative Abilities

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- Ability to gather data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.
- Ability to comprehend three-dimensional and spatial relationships.

Examples of relevant activities:

- Cognitive skills sufficient to calculate appropriate medication dosage given specific patient parameters.
- Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.

- Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.
- Ability to comprehend spatial relationships adequate to properly administer IM injections or assess wounds of varying depths.

*Adapted from the Technical Standards for Admission, Progression, and Graduation from The University of North Carolina at Chapel Hill with permission.

Admission to, and graduation from, the nursing program does not guarantee that the West Virginia Board of Examiners for Registered Professional Nurses will endorse the graduate as a candidate to sit for the licensure examination.

Bridge Valley Community and Technical College Associate Degree Nursing Programs reserves the right to amend this document, upon recommendation of the Schools of Nursing, without notice to ensure the integrity of the program and safety of the students, colleges, and community at large.

Professional Standards & Safe Clinical Practice Standards

Students enrolled in Bridge Valley Community Technical College are held accountable to uphold the **Professional Standards** and **Safe Clinical Practice Standards**. Any student who engages in unethical, illegal, or dishonest behavior, or poses imminent danger to the safety of a patient, health care member or a visitor, may face immediate dismissal/permanent suspension from the Nursing Program.

Overview

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management.

Tasks

- Monitor, record, and report symptoms or changes in patients' conditions.
- Maintain accurate, detailed reports and records.
- Record patients' medical information and vital signs.

- Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition.
- Modify patient treatment plans as indicated by patients' responses and conditions.
- Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.
- Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans.
- Monitor all aspects of patient care, including diet and physical activity.
- Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs.
- Prepare patients for and assist with examinations or treatments.

Skills

- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Coordination** — Adjusting actions in relation to others' actions.
- **Speaking** — Talking to others to convey information effectively.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- **Service Orientation** — Actively looking for ways to help people.
- **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Science** — Using scientific rules and methods to solve problems.

Abilities

- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- **Speech Clarity** — The ability to speak clearly so others can understand you.
- **Speech Recognition** — The ability to identify and understand the speech of another person.
- **Written Expression** — The ability to communicate information and ideas in writing so others will understand.

Work Activities

- **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others and maintaining them over time.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.

Work Styles

- **Concern for Others** — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- **Integrity** — Job requires being honest and ethical.
- **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- **Self-Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.
- **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- **Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- **Initiative** — Job requires a willingness to take on responsibilities and challenges.
- **Independence** — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

*Information retrieved from: <http://www.onetonline.org/link/summary/29-1141.00>

Clinical Practice Requirements

Each student admitted into BridgeValley Community and Technical College Associate Degree Nursing Program must complete the following:

Drug Screening

BridgeValley Community and Technical College Associate Degree Nursing Program supports drug-free communities. Therefore, all students admitted to and enrolled in the School of Nursing are subject to the Drug and Alcohol Testing Policy.

To that end, students in all Nursing Programs may be required to submit to randomized, mandatory drug screening without notice. Failure to cooperate will result in administrative dismissal from the Nursing Program. Students who test positive for alcohol, illegal usage of a controlled substance, or illicit drugs will be immediately dismissed from the program and will not be eligible for readmission.

Any student demonstrating behaviors of reasonable suspicion or impaired capacity will be required to undergo immediate drug/alcohol testing. All costs incurred, because of this action is the responsibility of the student.

Background Check

Criminal background checks are required for all students entering the BridgeValley Community and Technical College Associate Degree Nursing Programs. Cost associated with the state and federal criminal history checks will be the responsibility of the student. A clinical facility has the right to refuse a student access to clinical experiences based on results of the criminal background check, which may prevent progression in the Nursing Program. The BridgeValley Community and Technical College Associate Degree Nursing Program reserves the right to nullify a student's admission based on the results of his or her background check.

Providing false information and/or failure to disclose background information on the application to the Nursing Program is grounds for immediate dismissal/permanent suspension.

Confidentiality Statements and Health Insurance Portability and Accountability Act of 1996 (HIPAA) Training

Students in the Nursing Programs are subject to institutional, state, and federal regulations. Completion of required documentation is necessary for participation in clinical and community experiences. Students will sign a HIPAA confidentiality statement at the start of each semester.

The BridgeValley Community and Technical College Associate Degree Nursing Program is an Equal Opportunity/Affirmative Action institution. The school of nursing do not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of their educational programs, activities, or with respect to admission or employment. Further, faculty, staff, students, and applicants are protected from retaliation for filing complaints or assisting in an investigation under the Equal Opportunity/Affirmative Action Plan of each respective school.

Clinical Site Adherence

During the clinical experience, the student is expected to keep the nursing instructor or preceptor informed of the nursing activities being performed upon their assigned client(s). All nursing procedures and medication administration should be performed under the DIRECT OBSERVATION of the clinical nursing instructor, preceptor, or with the permission of the nursing instructor.

Students are expected to come prepared for each clinical / lab experience and to provide safe and effective nursing care. The student will be dismissed from clinical if the faculty member determines that the student:

1. Is not properly prepared for the clinical experience,
2. Demonstrates clinically unsafe nursing practice which jeopardizes or has the potential to jeopardize client welfare,
3. Fails to perform skills previously learned,
4. Fails to demonstrate physical and mental competence in the clinical areas
5. Demonstrates behavior which jeopardizes or potentially jeopardizes the operation or management of the health care facility including physical or mental problems, knowledge

deficits, problem-solving skills deficits, anxiety, use of chemicals, and oral or written communication skills deficit, or insubordination.

6. Fails to conform to the dress code policies, and/or is wearing artificial nails.
7. Fails to keep the instructor informed of patient condition or seek instructor supervision for nursing activities student is performing on assigned clients.
8. If a student is sent home for the above reasons, a clinical grade of "0" will be assigned for the clinical date. This will be considered a lab absence and must be made up as previously described under Attendance Policies and will not replace the Deficient grade for that lab period. A third zero for clinical during a course will result in clinical failure.

On-Campus Laboratory Practice

The Nursing Skills Laboratories provide environments for the students to learn, practice and demonstrate skills and procedures utilized in nursing practice. Students are expected to act in a professional manner during all on-campus laboratory experiences. All equipment should be handled safely and respectfully. Equipment should not be removed from the premises of the Nursing Skills Laboratories. After the on-campus laboratory experience, the student should leave the clinical work site neat, clean, and restored to previous condition unless otherwise instructed.

Only beverages in sealable containers are allowed in the classroom area (tables and chairs) of the Nursing Skills Laboratory. Food is restricted in this area at all times. No food or drink is permitted in the computer, simulation or skills laboratory rooms.

Arrangements are made with the Nursing Simulation Lab Coordinator if a student needs access to the Nursing Skills Laboratories to practice psychomotor skills, review videos, or complete computer assisted learning activities.

Students are to wear their nursing program polo while in scheduled nursing skills laboratory times. Students with a clinical absence will make up the clinical at the conclusion of the semester. Students missing clinical days at the conclusion of a semester will receive an incomplete, regardless of their course grade, until the clinical component is satisfied.

Universal Precautions are to be utilized in all nursing labs.

All individuals utilizing sharps in the laboratories are responsible for safe disposal of items in designated impermeable needle boxes and never into regular trash.

All needles and injectable syringes purchased for the laboratories will be equipped with safety devices.

All unused needles and syringes must be returned to their designated carts.

When available, latex free items are ordered; however, some items within the lab including manikins may contain latex. It is the responsibility of the individual student or instructor to make it known if they are latex sensitive and to take appropriate precautions.

Only nitrile gloves can be used in the simulation laboratory.

Please do not apply povidone-iodine, ink, or any substance to the manikins or patient simulators.

No pens or markers are permitted in the simulation labs.

Students using the laboratory should request assistance from the Simulation Lab Coordinator if unfamiliar with any equipment or supplies in the laboratory.

All individuals using the laboratories are expected to leave the laboratory in an orderly and clean condition, including disposing of trash, returning equipment to designated locations, and organizing the laboratory after each use.

Hours of availability for the skills and simulation laboratories and scheduled class times are posted outside of each laboratory room. Scheduling additional laboratory sessions/rooms are available by request.

Do not discuss simulation scenarios with other students prior to their experience.

Hours will be posted as to open lab availability

Students are invited to attend open labs for skill practice at any time the lab is available.

Students attending open lab sessions will be required to sign in and out for lab usage documentation purposes.

Please notify the Nursing Simulation Lab Coordinator if additional supplies are needed for open lab experiences.

Open lab time does not require the presence of a faculty member.

All sharps must be disposed of properly in the provided sharps containers. If there should be a sharps or other injury, please fill out an incident form and notify Kent Wilson, Interim Dean of the Allied Health Programs, at (304) 205-6689.

Suggestions for additional experiences are welcome at any time.

Clinical Readiness

Basic Life Support

Cardiopulmonary Resuscitation (CPR) by the American Heart Association, Health Care Provider certification is required of all students in order to participate in clinical assignments. **Students are responsible for obtaining certification for two years from the date in which they begin nursing courses to be valid through their graduation maintaining certification throughout the Nursing Program.** Documentation of certification must be on file. Certification may be obtained through classes given by the American Heart Association. Arrangements may be made directly with this group; the course must be for **Health Care Providers**.

Student Health Record

For incoming students Fall 2019 and thereafter, the required forms and health records are accessed and uploaded to the electronic record tracking system Castle Branch. Students will create an account and pay the required fee and submit records on time in order to be compliant for clinical. **Students entering the program in the fall of the second, third or fourth semester will submit to their instructor at the start of the semester record of obtaining a PPD (TB Test) test and completion of required agency inservice education and may not participate in clinical until their health records are completed.** The Health Record has a three-year limit after which time the student must submit a new Health Record. Readmitted students may be required to obtain current health records.

Health care facilities affiliated with the Nursing Program will not allow students to attend clinical until the student is cleared for the following:

1. **Measles-Mumps-Rubella(MMR)**
Student must have a positive titer to all three diseases or have some documentation of **two** MMR injections.
2. **Varicella(Chickenpox)**
A history of having chickenpox is not acceptable. Student must have a positive titer or have documentation of **two** injections.
3. **Hepatitis B**
The series or titer must be completed and documentation in the Nursing Office before beginning the program. It is ultimately the student's responsibility to complete this in a timely manner.
 - a. For those who have completed the series, a quantitative Hepatitis B titer (within the past 5 years) is required. For those who have not completed the series, the time frame is:
 - 1st injection prior to entering the program
 - 2nd injection one month after the 1st injection

- 3rd injection 6 months after the 1st injection
- Hep B titer 1-2 months after 3rd injection (must be quantitative)

4. **TDap**

Vaccine must be within 10 years.

5. **Flu Vaccine and TB (PPD)**

On admission to the nursing program and each fall by November 1, the current flu vaccine is required and documentation uploaded to Castle Branch. The Mantoux TB skin test or the Quantiferon Gold blood test is required on admission to the nursing program and documentation uploaded to Castle Branch. Each fall thereafter, students are required to complete the TB Questionnaire located on Castle Branch and uploaded once completed by the first day of class.

6. **COVID-19**

BVCTC School of Nursing complies to clinical guidelines by requiring proof of the COVID-19 vaccination.

Required Annual In-services

Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and Det Morske Veritas Germanischer Lloyd (DMVGL) requirements and HIPAA education and documentation is required prior to starting the first, second, third and fourth semesters of this program. Annual in-services are obtained through the Charleston Area Medical Center (CAMC) website at www.camc.org. Once completed, students will submit the record of test scores to their Castle Branch account.

Background Checks

Background checks and drug screens are performed prior to entering the nursing program and prior to or during the third semester. Any student with a background check that is in violation of a BVCTC Nursing Program or clinical facility policy, or requirement will not be allowed to progress in the program. Students are responsible for the fees associated with background checks and drug screens.

Drug and Alcohol Testing

BVCTC Nursing Program requires drug testing as follows:

1. Reasonable Suspicion: Any student who demonstrates unusual, unexplained behavior in the agency environment or during clinical hours. Observable signs might include, but are not limited to:

- a. Slurred speech
 - b. Glassy, red eyes
 - c. Excessive sleepiness and disorientation in class
 - d. Odor of alcohol on breath or person
 - e. Unsteady gait
 - f. Disoriented or confused behavior
 - g. Significant changes in work habits
 - h. Hallucinations
 - i. Unexplained accident or injury
 - j. Other clinical observations consistent with impairment
 - k. Sloppy, inappropriate clothing and/or appearance
 - l. Physically assaultive, unduly talking, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
 - m. Excessive sick days, excessive tardiness when reporting for clinical or class.
 - n. Missed deadlines, careless mistakes, taking longer than customary to complete work.
2. Any students who have access/or direct responsibility for controlled substances and known drugs of abuse that are missing or otherwise unaccounted for. This determination will be made on a case-by-case basis by the agency manager or administrator and the Director of Nursing.
 3. Informed consent will be obtained. Fees associated with testing will be the responsibility of the student.
 4. The collection site will be in a standard collection area laboratory, or emergency department.
 5. The collection shall be performed by qualified medical personnel specifically trained in the collection procedure. Collection procedures will adhere to the required “chain of custody” protocol.
 6. The student will be escorted to the collection site with the appropriate BVCTC representative and will remain at the collection site until the required specimens are obtained.
 7. All Consented tests results will be reviewed with the student by a health care provider designated by the agency.
 8. The student’s confidentiality will be strictly maintained. These results will be communicated only to the student, the Vice President for Student Services, the physician reviewing the results with the student, and the Program Chair of the BVCTC Nursing Program.
 9. Records will be maintained in a separate file by the nursing program in a secured area. Requests for information will require a court order or may be released by the student signed written consent and liability waiver.

10. The drugs to be tested may include, but not limited to:
 - a. Cannabinoids
 - b. Barbiturates
 - c. Alcohol
 - d. Amphetamines
 - e. Cocaine
 - f. Propoxyphene
 - g. Benzodiazepines
 - h. Opiates
 - i. Phencyclidine
 - j. Methaqualone

Students who refuse drug testing for any reason will be dismissed from the nursing program. Positive results without a current prescription will result in dismissal from the nursing program. Dismissed students have the option to reapply to the nursing program after a period of five years. The student will submit documentation of participation in a substance abuse program and /or substance abuse counseling to be determined by the program director in addition to completing the entire admission process. Students are not guaranteed admission to the nursing program. It is the responsibility of the Nursing Program Director to notify the WVBOERN of the positive drug screen result.

Use of CBD Oil

In accordance with the BridgeValley Community and Technical College Drug Policy, students using CBD Oil for medicinal purposes that test positive on scheduled or random drug screens are immediately dismissed from the nursing program and will not be eligible for readmission.

Professional Dress in the Clinical Setting

As representatives of BridgeValley Community & Technical College, students are expected to maintain a well-groomed, professional appearance consistent with medical asepsis and policies of the clinical facilities. Failure to adhere to the specified guidelines can result in students not being permitted to participate in the clinical experience and will be counted as a laboratory absence. The approved uniform consists of:

1. BVCTC polo uniform top. Pressed and wrinkle-free.
2. Charcoal Gray uniform pants hemmed to the appropriate length. Pressed and wrinkle-free.
3. White leather or simulated leather clinical or athletic shoe without mesh/ holes, minimal coloring of logo and soles (clarify with faculty).

4. White socks or white or neutral hose.
5. BVCTC student name ID badge in provided holder. Students may not use personal badge holders with logos or decoration.
6. BVCTC uniform “warming jacket” with logo (purchased on own from Charleston Department Store) if desired.
7. BVCTC lab coat.
8. Students are required to purchase a white polo bearing the school logo to be worn during on – site laboratory experiences. Refer to nursing course syllabi for specific course requirements. Students may wear a long sleeve shirt (white, gray, black or red) underneath the white polo for warmth.

Additional Student Requirements in the Clinical Setting

1. Hair must be neatly groomed, off the face and off the collar. No ribbons or colored barrettes. Ponytails must be secured with a clip so as not to fall forward.
2. Hair that is colored must be a color that is a natural hair color.
3. Hairstyles cannot be eccentric or distracting and must be in accordance with clinical agency policies (ex: Mohawks).
4. Facial hair must be shaved or neatly trimmed and groomed.
5. Make-up, if used, should be applied lightly. Fingernails may not extend beyond fingertips.
6. No nail polish and /or acrylic nails.
7. No perfume, cologne or scented lotions or hand sanitizers.
8. Appropriateness of hairstyle and professional dress of students is at the discretion of nursing faculty.
9. Good hygiene must be maintained including hair and oral hygiene.
10. No jewelry, including body jewelry, is to be worn with the uniform except plain smooth wedding band and /or pierced earring studs limited to one in each ear lobe. Students are not permitted to wear gauge ear piercings, facial piercings, septal piercing jewelry or tongue piercings.
11. A watch with a sweep second hand or a digital second counter is required.
12. All uniform dress is to be complete from the time the student enters the clinical agency until he/she leaves the clinical agency.
13. No smoking or use of tobacco in any form will be tolerated as it is seen as inappropriate student behavior and a violation of the program and clinical facilities’ policies.
14. No gum chewing while in uniform.

15. Tattoos are required to be covered. Faculty will advise students with large visible tattoos on arms to purchase a warmup jacket for coverage.

Students are expected to present a neat and clean appearance in uniform. The uniform is to be worn only in the hospital and/or specified clinical setting. The lab coat is not to be worn over the uniform while having patient contact. When not in the clinical setting, the student must wear a buttoned lab coat over the uniform or change clothes completely. Students working in the health care field are not permitted to wear work uniforms on campus after working at their facility.

The lab coat and student ID badge are worn over appropriate street clothes when researching assignments or at designated times. No blue jeans, mini-skirts, low necklines, or bare-foot type sandals are to be worn to any clinical settings. Clothing will be expected to meet in the middle of the body even when seated. In accordance with clinical agency policy, ALL tattoos must be completely covered during clinical experiences. Body piercing jewelry must be removed during clinical experiences.

Uniforms bear the school logo and when worn, represent the student as a part of BVCTC Nursing Program. Therefore, if a student should withdraw for any reason or be dismissed from the program and the school uniforms have not yet been distributed, they shall remain the property of BVCTC.

Malpractice Insurance

For the protection of the nursing student, malpractice insurance is required for the entire period of enrollment in clinical nursing courses. This insurance will be provided by a group policy for the State of West Virginia when you are registered in a clinical nursing course.

This policy covers nursing students regardless of setting, so long as the student is functioning within the student's role. Nursing students are **legally** responsible for their own actions. Nursing students must not provide any type of nursing care that they have not been taught. This policy does not cover employment.

Incident Reports

An incident is any event that is inconsistent with the routine operation of the health care institution or with quality patient care. An incident report must be completed when an event occurred that jeopardizes a patient's care, for example, a medication error. It may be an accident or a situation, which might result in an accident. Incident may result in legal action against the

institution, student, or faculty member, and adequate reporting is essential. Incident reports must be completed by the student/faculty involved in the incident. The following procedures should be followed in reporting incidents:

1. The procedure of the agency where the incident occurs should be followed in filing the report in that agency.
2. Faculty will document the incident on the appropriate nursing program forms and place in the student file.
3. Documentation of the incident should include:
 - A summary of the incident, excluding patient and agency identification
 - Description of actions taken as a result of the incident.
 - Description of the remedial instruction interventions taken with the student.
4. The Documentation of the incident becomes a part of the advising record which is kept on file in the Department of Nursing.

Student Responsibilities in Medication Administration

In the process of giving medication to patients each student must:

1. Be supervised in all steps of administering all types of medications.
2. Notify the instructor before giving the medication unless otherwise instructed.
3. Mark the medication record and inform the medication nurse of those patients to whom he is giving medications.
4. The student is unable to take any orders for medications.
5. Check the accuracy and currency of the medication record against the physician's order prior to administration.
6. Be able to state indications, actions, usual dosage, route of administration, precautions and nursing implications for every medication he intends to give to patients and/or for every medication his patient receives.
7. Demonstrate safe knowledge and proficiency in drug administration or will not be allowed to give the drug.
8. Refuse to give any medication that is not properly labeled or is outdated as indicated by the expiration date.
9. Adhere to the prescribed technique for administering medications as taught in the Nursing Program.
10. Demonstrate the ability to accurately calculate and measure drug dosage.

11. Adhere to hospital policies for proper documentation and signature for narcotic and controlled drugs.
12. Have charting of all drugs administered cosigned by an instructor.
13. Advise his instructor(s) of any deficiencies in his preparation and/or experiences in giving medications, and plan with the instructor(s) means of gaining proficiency in this area.

Latex Allergies

When working in the clinical setting or nursing skills lab, students may be exposed to latex and other allergens. Students who are identified as allergic to Latex, or at a high risk to develop a latex allergy, are educated regarding the risk factors and ways to prevent negative outcomes. Latex-sensitive students will use only non-latex supplies. Latex free glove will be made available to them.

Incoming students will complete a questionnaire during orientation to determine the risk or presence of latex-related allergies. The questionnaire is uploaded to Castle Branch.

Prior to admission to the Nursing Skills Lab and clinical rotations, all students that are latex sensitive must have a letter from a physician stating the treatment that will be required in the event of an adverse reaction. The Nursing Program Clinical Coordinator will meet with the student and develop a safety plan together with a copy placed in the student file.

The student must keep emergency medications with them at all times when involved with school related functions/activities.

Procedure:

1. Identification of known or suspected latex sensitive students is accomplished through the use of latex allergy questionnaire at the time of acceptance in the program that becomes part of the student's permanent record.
2. All students will be provided information regarding the health risk associated with latex including the prevalence of latex sensitization, risk factors for sensitization, mechanism to report potential problems with latex and basic management for latex sensitive students. This education will be provided to all students at orientation.
3. All students with evidence of latex sensitivity by questionnaire, medical history, or physical examination will be directed to a physician.
4. All students with evidence of latex sensitivity will be responsible for obtaining and wearing a medical alert bracelet, carry non-latex gloves and emergency medical

instructions to include medications if applicable; this will be required prior to admission to the Nursing Skills Lab and clinical activities.

5. Faculty will counsel students on the potential for latex sensitivity and identifying latex containing items so that the student can avoid them whenever possible.
6. Latex-free gloves will be available to latex-sensitive students. It is the responsibility of all students and faculty to ensure compliance with this policy.

In case of life-threatening reaction, (anaphylaxis) in a nursing lab, an ambulance will be summoned.

Any faculty member or student **may dial 911, state that you have a life threatening “latex emergency” and need an ambulance.**

Do not handle the victim with any latex products.

Student/faculty members will be transferred to a hospital in the community by ambulance. It is helpful for the ambulance personnel to know the victim’s allergies, current medications and any medical conditions.

Course Descriptions

Nursing 134: Introduction to Nursing Concepts

This foundational course is designed to introduce concepts to the beginning nursing student that will focus on maintaining health and promoting wellness throughout the lifespan. Concepts and core values basic to the foundation of nursing practice are presented. Classroom and laboratory experiences provide opportunity for understanding of the nursing process, clinical judgment and decision making.

- *Prerequisite:* Admission to Nursing Program
- *Pre/Co-requisites:* BIOL 201 (Anatomy and Physiology I), ENG 101
- *Co-requisite:* Drug Dosage and Calculation I; Health Assessment and Diagnostics I
- *Course Credit Hours:* Eight (8) credit hours. Five (5) credit hours classroom; three (3) credit hours lab / clinical (9 contact hours).

Nursing 144: Nursing Concepts of Health and Illness I

This course builds upon foundational concepts across the lifespan while introducing the concepts of the wellness-illness continuum and the individual and family response. Classroom and laboratory experiences provide opportunity for application of the nursing process and development of clinical judgment and decision making.

- *Prerequisite:* Introduction to Nursing Concepts
- *Pre/Co-requisites:* BIOL 202 (Anatomy and Physiology II)
- *Co-requisite:* Drug Dosage and Calculation II; Health Assessment and Diagnostics II, NURS 125, (Nursing Pharmacology)
- *Course Credit Hours:* Nine (9) credit hours; five (5) contact hours classroom; four (4) credit hours lab /clinical (12 contact hours).

Nursing 234: Nursing Concepts of Health and Illness II

This course expands the concepts of the wellness-illness continuum, with emphasis on the expanding family and tertiary care within the community. Classroom and laboratory experiences provide opportunity for analysis within the nursing process and application of clinical judgment and decision making.

- *Prerequisite:* Nursing Concepts of Health and Illness I, NURS 125 (Nursing Pharmacology)
- *Pre/Co-requisites:* Psychology, BIOL 245 (Nutrition)
- *Course Credit Hours:* Nine (9) credit hours. Five (5) credit hours classroom; four (4) credit hours lab/clinical (12 contact hours).

Nursing 244: Synthesis of Nursing Concepts

This course focuses on the integration of interrelated concepts across the wellness-illness continuum. Classroom and laboratory experiences provide opportunity for synthesis of the nursing process and integration of clinical judgment and decision making.

- *Prerequisite:* Nursing Concepts of Health and Illness II
- *Co-requisite:* Professional Nursing and Health System Concepts
- *Pre/Co-requisites:* General education elective / BIOL 230 (Microbiology)
- *Course Credit Hours:* Nine (9) credit hours. Four (4) credit hours classroom; five (5) credit hours lab/clinical (15 contact hours).

Nursing 245: Professional Nursing and Health Systems Concepts

This capstone course will focus on current issues in health care and the nursing profession and is designed to facilitate the transition from student to professional registered nurse. Topics of discussion will include national health policy and politics, ethical and bioethical issues, career development, application for state licensure and preparation for the NCLEX-RN examination.

- *Prerequisite:* Nursing Concepts of Health and Illness II
- *Co-requisites:* Synthesis of Nursing Concepts
- *Course Credit Hours:* Three (3) credit hours. Two (2) credit hours classroom; one (1) credit hour laboratory (3 contact hours).

Nursing 133: Health Assessment and Diagnostics I

This course is designed to introduce the nursing student to the knowledge and skills required to perform a health assessment across the lifespan and to document appropriate findings. The nursing student will be introduced to normal lab values and basic diagnostic procedures.

- *Prerequisite:* Admission to Nursing Program
- *Pre/Co-requisites:* BIOL 201 (Anatomy and Physiology I)
- *Co-requisites:* Introduction to Nursing Concepts, Drug Dosage and Calculation I
- *Course Credit Hours:* Two (2) credit hours. One (1) credit hour classroom; one (1) credit hour laboratory (3 contact hours).

Nursing 143: Health Assessment and Diagnostics II

This course is designed to focus on abnormal assessment and diagnostic findings. Modifications of assessment for select populations will be addressed.

- *Prerequisite:* BIOL 201 (Anatomy and Physiology I), Drug and Dosage Calculation I, Introduction to Nursing Concepts Health and Diagnostics I
- *Pre/Co-requisites:* BIOL 202 (Anatomy and Physiology II), Drug and Dose Calculation II, NURS 125 (Nursing Pharmacology)
- *Co-requisites:* Nursing Concepts of Health and Illness I

Nursing 132: Drug and Dose Calculations I

This course is designed to enhance the nursing student's ability to read, interpret, and solve dosage calculation problems. Critical thinking skills are applied to medication situations to emphasize the importance of accuracy and the avoidance of medication errors.

- *Prerequisite:* Admission to nursing program
- *Pre/Co-requisites:* BIOL 201 (Anatomy and Physiology I)
- *Co-requisites:* Introduction to Nursing Concepts, Health Assessment and Diagnostics I

Nursing 142: Drug and Dose Calculations II

This course expands the nursing student's ability to read, interpret, and solve increasingly complex dosage calculation problems. Critical thinking skills are applied to age and acuity specific variations in select populations.

- *Prerequisite:* BIOL 201 (Anatomy and Physiology I), Drug and Dosage Calculation I, Introduction to Nursing Concepts Health and Diagnostics I
- *Co-requisites:* BIOL 202 (Anatomy and Physiology II), Health Assessment and Diagnostics
- *Pre/Co-requisites:* NURS 125 (Nursing Pharmacology)

Nursing 172: Advanced Drug and Dosage Calculations

This course is designed to enhance the nursing student's ability to read, interpret and solve simple-to-complex dosage calculation problems built upon knowledge learned in a practical nursing or emergency medical services technology program. Critical thinking skills are applied to medication situations to emphasize the importance of accuracy and the avoidance of medication errors when applied to age and acuity specific variations in select populations.

- *Prerequisite:* BIOL 201 (Anatomy and Physiology I), BIOL 202 (Anatomy and Physiology II), English 101
- *Co-requisites:* NURS 125 (Nursing Pharmacology), NURS 173 (Adv Health Assessment and Diagnostics), NURS 174 Transitions to Professional Nursing

Nursing 173: Adv Nursing Assessment and Diagnostics

This course is designed to build upon knowledge learned in a practical nursing or emergency medical services technology program in building the skills necessary to perform a normal or abnormal health assessment across the lifespan. Emphasis is placed on expanding detailed health history-taking, differentiation, interpretation, and documentation of normal and abnormal findings

- *Prerequisite:* BIOL 201 (Anatomy and Physiology I), BIOL 202 (Anatomy and Physiology II), English 101
- *Co-requisites:* NURS 125 (Nursing Pharmacology), NURS 172 (Adv Drug and Dosage Calculations), NURS 174 Transitions to Professional Nursing

Nursing 174: Transition to Professional Nursing

The course is designed to facilitate the transition from Licensed Practical Nurse or Emergency Medical Services Technician to the role of a Professional Registered Nurse. The content is intended to build upon knowledge learned in a practical nursing or emergency medical services technology program and learned basic competencies. This course includes an overview of fundamental nursing concepts, essential nursing skills, and culturally competent nursing care of individuals, families, and communities throughout the lifespan. After successful completion of this course with a grade of “B” or better, the student will merge with traditional nursing students into the third semester.

- *Prerequisite:* BIOL 201 (Anatomy and Physiology I), BIOL 202 (Anatomy and Physiology II), English 101
- *Co-requisites:* NURS 125 (Nursing Pharmacology), NURS 172 (Adv Drug and Dosage Calculations), NURS 173 (Adv Health Assessment and Diagnostics)

Course of Study

Prerequisite: General admission to the college and eligibility to take college English and Math

| Year One | | | | | |
|----------------|---|--------|-----------------|--|--------|
| | Course | Credit | | Course | Credit |
| First Semester | | | Second Semester | | |
| | Biology 201: Anatomy and Physiology I | 4 | | Biology 202: Anatomy and Physiology II | 4 |
| | Nursing 132: Drug & Dose Calculations I | 1 | | Nursing 142: Drug & Dose Calculations II | 1 |

| | | | | | |
|-----------------|--|----|-----------------|--|----|
| | Nursing 133: Health Assessment & Diagnostics I | 2 | | Nursing 143: Health Assessment & Diagnostics II | 1 |
| | Nursing 134: Introduction to Nursing Concepts | 8 | | Nursing 144: Nursing Concepts of Health and Illness I | 9 |
| | English 101: English Composition I | 3 | | Nursing 125: Nursing Pharmacology | 3 |
| Total | | 18 | | | 18 |
| Year Two | | | | | |
| First Semester | | | Second Semester | | |
| | Psychology 201: Life Span Development | 3 | | Nursing 244: Synthesis of Nursing Concepts | 9 |
| | Nursing 234: Nursing Concepts of Health and Illness II | 9 | | Nursing 245: Professional Nursing and Health Issues Concepts | 3 |
| | Biology 245: Nutrition and Diet Therapy | 3 | | Biology 230: Microbiology | 3 |
| Total | | 15 | | | 15 |

Grading Scale

Students enrolled in the Associate Degree Nursing Program must earn at least 80% of the total points possible for each of the nursing courses in order to pass the course. Failure to achieve an 80% will result in a nursing course failure. There is no rounding of course or final grades.

The Nursing Program grading scale is as follows:

| Grade | Scale |
|----------|-----------------|
| A | 90-100 |
| B | 80-89.99 |
| C | 70-79.99 |
| D | 60-69.99 |
| F | 0-60 |

Clinical Performance Evaluation

Students will be evaluated periodically on their performance of clinical behaviors that reflect progress toward the achievement of the program student learning outcomes. Each course student learning outcome is listed on the Clinical Performance Evaluation Tool with expected behaviors. Students will receive formative clinical evaluations on a weekly basis. Students will also receive a formal graded summative evaluation at the end-of-term for each semester of the Nursing Program. Clinical performance within a nursing course is graded as pass/fail. An unsatisfactory on the final Clinical Performance Evaluation Tool will result in a clinical failure. Students who receive a clinical failure will receive a grade of “F” for the corresponding nursing course.

Graduation Requirements

BVCTC Graduation requirements

1. A minimum of 3.0 (C) grade point average for all courses in the major, as well as 2.0 overall, is required for graduation with an associate degree.
2. Students must have completed at least 15 of the last 21 credit hours of the total hours required at BVCTC.
3. Portfolio assessment of the general education core curriculum is required.
4. A formal application for graduation must be filed in the Office of Student Services by the date listed in the academic calendar.

Community Service

Community service is an important component and expectation of the educational experience with the BVCTC School of Nursing. Students are required to complete and document a minimum of 12 hours of community service prior to graduation. Hours should be submitted within the semester in which they were completed. Hours earned during the summer should be submitted by the end of the first week of the fall semester. Community Service Tracking Forms can be found on any Nursing Blackboard course site. Each tracking form must be submitted to the Director of Nursing Education Programs-School of Nursing.

Community service is defined as “Action taken to meet the needs of others and to better the community as a whole” (Campus Compact, 1998). To qualify as a service, the student may not be paid or compensated in any way, nor may the student use any activity required within a course or program of study. The activity must be sponsored by the college, an agency, or an organization.

School Organized Opportunities (e.g. tutoring at the Student Success Center or participating in college-sponsored events such as Alternative Spring Break, American Red Cross blood drives and MLK Jr. Day of Service) Non-School Organized Opportunities (e.g. volunteering at hospitals, animal shelters, libraries or other educational or non-profit agencies)

Pinning

Graduates are encouraged to participate in both Pinning and Graduation. Dress requirements for Pinning include a white nursing uniform and white uniform shoes for both male and female participants and the nursing cap for females. Professional dress code policies in the Nursing Student Handbook apply to the Pinning Ceremony. To participate in graduation the graduate is required to wear graduation regalia.

Progression

Student achievement is assessed using a variety of assessment measures including written examinations and quizzes, individual and team course learning activities, discipline specific computer assisted learning activities, and performance of assessment and clinical psychomotor skills and congruent with the nursing program’s technical standards.

Appropriately leveled rubrics and skills assessment are utilized in each semester to evaluate student behaviors, performance and assignments.

Students are expected to obtain an average of 80% on all written examinations and quizzes to be assessed as having “satisfactory” achievement of the course content. Students are expected to obtain a 90% on all Math Competency Exams. Examination and quiz scores will determine

nursing course final grades only. Classroom activities and assignments will be evaluated using assessment tools, which will include the *Written Assignment Rubric*, the *Group Interaction Rubric*, the *Presentation Rubric*, the *Nursing Critical Thinking and Judgment Rubric*. Clinical performance will be evaluated using the *Clinical Performance Evaluation Tool (CPET)*
Exception to Program Grading Policy: Nursing 245 is a capstone course. Grades are calculated by exams, assignments, and HESI Management conversion score.

Medication Calculation Examination

All students returning, or being readmitted, into the third or fourth semester must attend a *mandatory* Test-Taking Strategies and Calculation Seminar prior to the beginning of the next semester. Dates will be scheduled by the Director of Nursing Education Programs in consultation with the Seminar Facilitator. Dates will be communicated to students via the Learning Management System prior to the conclusion of the prior semester and announced in the lecture setting.

Following the mandatory seminar, students will be assigned a minimum of 75 practice questions to complete before their return to the following semester.

A grade of 90% is required to successfully pass “stand alone” drug and dosage calculation examinations in NURS 234 and NURS 244. Every “stand alone” drug and dosage calculation examination will consist of 30 questions and have a 60-minute time limit.

The first drug and dosage calculation exam will be scheduled during the second week of each semester.

If students are unsuccessful on their first attempt at drug and dosage calculation examination in NURS 234 or NURS 244, students must attend mandatory weekly calculation remediation sessions until successfully passing the exam. Date and time of remediation sessions will be determined by the Seminar Facilitator.

The second drug and dosage calculation exam will be scheduled during the eighth week of the semester.

The third, and final, drug and dosage calculation exam will be scheduled as determined by the Seminar Facilitator.

If unsuccessful on the third attempt, a grade of “F” will be entered in the clinical component of NURS 234 or NURS 244.

To ensure client safety, students cannot pass medications in the clinical setting until they have passed a drug and dosage calculation exam for each semester.

Fourth semester students cannot begin their preceptor experience until they have successfully passed their dosage calculation exam. An “Incomplete” in the course will not be assigned. A grade of “F” will be assigned in the clinical component of NURS 244.

Examinations

Since class attendance is required, students are expected to be present at the time of the examination and quizzes. Quizzes for courses may be scheduled or impromptu, but examinations will always be scheduled.

Contact your instructor PRIOR to the exam or quiz as directed in the specific course syllabi. If the instructor is not available when you call, leave a phone message on the answering machine and notify the instructor by e-mail. If you fail to notify the instructor prior to the exam, you may not be permitted to make up the exam.

Student access to exams is limited to the periods of testing and scheduled reviews in secure environments. Tests are SECURE materials and the property of the BVCTC Nursing Program. It is illegal to reproduce these materials in any form, to have access to secure materials outside of the classroom, or to release secure materials or testing information to students or any other individual or group.

Students taking examinations in Student Services will decide with the course instructor on an appropriate time for the student to schedule to take exams. It is the responsibility of the student to make testing arrangements with Student Services and to notify the instructor.

A make-up exam must be taken within three days of returning to class. Make-up exams will cover the same course content but may have different questions or format. *Refer to individual nursing course syllabi for make-up exam policies.*

Exam Review Policy

Students who score below 80% on any given exam are encouraged to meet with faculty to review the exam. Students will have one week from the exam date to review their respective exam. If students would like to review an exam, they will need to e-mail the faculty member to schedule an appointment either in person, through Zoom, or Teams. Scheduling an exam review is the responsibility of the student not faculty.

Assignments

Assignments are due on the date and time identified by the course calendar/instructor unless prior arrangements are made with the instructors. Late assignments will only be accepted by the instructor if the student has an excused absence. (Refer to Make-Up Policy for Examination and Quiz)

Assignments are part of the clinical portion of the course and are pass/fail and will hold no point value. Students are expected to submit assignments on time. Students failing to submit an assignment or to submit the assignment on time will receive a zero. Students who receive more than two zeroes' during the semester will fail the clinical portion of the course and unable to proceed to the subsequent semester. *Please note the Capstone course does not follow this Assignment Policy.*

ExamSoft

Students are required to purchase the computer examination software *ExamSoft* for all nursing examinations. Students create an account online and pay a fee.

Academic Dishonesty

Students at BVCTC are expected to maintain academic honesty when completing all learning activities. BVCTC has zero tolerance regarding academic dishonesty.

Students will violate academic honesty when:

1. Committing plagiarism by representing the work of others as their personal work,
2. Failure to use quotation marks when directly quoting from the work of others,
3. Failure to document the ideas of others if paraphrasing a citation,
4. Inventing or providing false documentation of sources,
5. Altering the record of any grade or grade book,
6. Cheating on tests,
7. Sharing test content with other students who are to take the test,
8. The use of notes, text messaging systems, or sources of information during tests of any kind,
9. Unauthorized possession of a test or portion of a test prior to, during, or after completion of an examination or quiz,
10. Stealing, modifying or destroying materials which other students may need access to such as computer discs or library material,
11. Failure to report patient-care errors to the instructor in the clinical setting,
12. Falsifying all or part of any clinical record,
13. Copying and removing client records from the clinical setting,
14. Failure to maintain client confidentiality, and
15. Stealing drugs or clinical agency supplies.
16. The above list of offenses is not intended to be fully exhaustive of all potential instances of academic dishonesty. Faculty and administrators may identify cases of academic dishonesty not herein contemplated.

A violation of this policy will result in the initiation of the Academic Dishonesty Policy found in the BVCTC College Catalog.

Students in violation of this policy will be dismissed from the BVCTC Nursing Program and receive the grade of an “F” for the course. Students dismissed from the nursing program for academic dishonesty are not eligible to reapply for readmission.

HESI Testing

| | |
|--|---|
| Procedure: Standardized Testing and Progression Procedure | |
| Department: Nursing | Section: Student Procedures |
| Approved by: Nursing Faculty Organization | Date adopted: June 5, 2013, June 10, 2014, January 6, 2015, January 2016, August 2021 |

Definition: Standardized and customized Health Education System’s Incorporated (HESI) exams are used throughout the nursing program, and at the conclusion of the program, as an assessment of the student’s mastery of content, as well as, a component for progression and graduation. These exams will be part of the course grade. This procedure has been developed to facilitate the assessment of at-risk students and establish a review and remediation process to enhance their success in the program and on NCLEX-RN after graduation. Student participation in this academic testing program is a requirement of the nursing program.

Procedure: A HESI standardized or customized exam will be given as the final exam in each of the following nursing courses:

| | |
|-------------|---|
| Nursing 134 | HESI Introduction to Nursing Concepts Customized Exam |
| Nursing 143 | HESI Physical Assessment Standardized Exam |
| Nursing 144 | HESI Concepts of Health & Illness I Customized Exam |
| Nursing 173 | HESI Physical Assessment Standardized Exam |
| Nursing 174 | HESI Concepts of Health & Illness I Customized Exam |
| Nursing 234 | HESI Concepts of Health & Illness II Customized Exam |
| Nursing 245 | HESI Management Standardized Exam |

HESI: A benchmark score of 900 is desired but not required for progression; however all HESI Customized Exams (N134, N144, N234) and Normalized Exams (N143) will be weighted and will constitute 15% of the final course grade.

Students are required to complete their HESI Remediation Plan for any customized exam in which the benchmark score of 900 was not achieved prior to the start of the next semester and bring proof of completion upon faculty request the first day of class.

HESI Exit Exam:

The HESI Exit Exam for the nursing program is administered during the fourth semester. This exam is not associated with any specific nursing course and therefore is not 15% of any grade. This exam requires students to meet a benchmark of 900. If students do not meet the 900 benchmark on the first attempt, subsequent attempts will only be allowed after a remediation plan has been determined by fourth semester faculty or Nursing Program Chair. Students are allowed to graduate and participate in Pinning, but their transcripts will not be sent to the WV Board of Nursing until the Nursing Program Chair determines the student has met set requirements.

Remediation

In order to help students carry forward information from semester to semester, any student who does not meet the 900 Benchmark on a HESI exam will be required to attend a Success Strategies course starting at the beginning of the next semester. This course will meet weekly until the student is released by the facilitator. In addition, any student who makes below 80% on any two (2) nursing exams during the current semester will also be required to attend the success strategies course until released by the facilitator. Failure to participate in the success strategies courses will mean the student may not be allowed to sit for the HESI exam (final exam) for the current semester, therefore that student will receive a score of zero for the HESI exam.

Final Grade Appeal

The grade appeal process should only be initiated if the student believes the grade in the nursing course or clinical was a result of capricious, arbitrary or discriminatory evaluation by the instructor. Students wishing to appeal a final grade in the lecture or clinical portion of a nursing course must follow the procedure outlined in the BVCTC Catalog under Academic Policy, *Grade Appeal*. The appeal process must be initiated in writing within 24 hours after receiving notification of the failing grade in either lecture or clinical portion of the nursing course. The student must notify the following: the course instructor, Program Chair, and the Vice-President of Academic Affairs. The appeal letter must identify and include evidence of a capricious, arbitrary or discriminatory act by the instructor. If a student initiates the appeal process for a

failing clinical grade during the nursing course due to unsafe practice, breach of confidentiality, falsification of documentation, or violation of program or the clinical facility's policies, the student will be allowed to continue in the didactic portion of the nursing course during the appeal process. An alternative clinical learning experience will be provided during the appeal process. The appeal process will render a decision of appeal granted or appeal denied. If the appeal is granted, the student will be allowed to progress, with or without stipulations, to ensure student success in the current or following nursing courses. If the appeal is denied, the student receives the nursing course or clinical grade documented by the faculty. The appeal process can be found online in the BVCTC College Catalog.

Withdrawal/Reinstatement

A leave of absence for one semester will be considered a withdrawal from the Nursing program and require formal readmission. The student must submit a readmission letter, which should clearly define the need for the absence and a plan for returning to the nursing program. Readmitted students will be required to take all nursing courses in the level in which they are admitted.

Students who return to a subsequent class for any reason must meet the curriculum requirements currently in effect for the class with which they will graduate.

Requirements for Readmission to the Nursing Program

Any student who “drops out” of the Nursing Program, regardless of the reason, is subject to readmission criteria established by the Nursing Department; meeting the criteria does not guarantee there will be space available for readmission. Students may write a letter to the Nursing Program Chair requesting readmission the next semester following their withdrawal.

Readmitted students that were unsuccessful in clinical, students that withdrew, or students returning in one year will meet with a full-time nursing faculty member (student will be contacted via email) to demonstrate skill competency in the laboratory. Students will have one attempt to successfully pass skills competency check-off with a minimum of 80% in order to return to the nursing program.

Skills included in the Skills Competency Check-Offs are:

- Wet-to-dry dressing change
- Foley catheter insertion
- NG insertion
- Tracheostomy care
- Sterile Suctioning

Students who have been unsuccessful twice or who have withdrawn twice must wait 5 years to reapply; this includes students who have been admitted in the first semester twice.

Dismissal/Permanent Suspension from Program

Reasons for dismissal/permanent suspension from BridgeValley Community and Technical College Associate Degree Nursing Programs include but are not limited to the following:

1. Academic or clinical dishonesty (e.g. plagiarism, cheating, falsifying records, etc.).
2. Infractions of academic standards, rules, and regulations (e.g. behavioral expectations, required grade point average, course failures/withdrawal, etc., as stated in Student Nurse Handbook and college catalog).
3. Failure to meet clinical objectives by conducting oneself in a manner considered harmful and/or unsafe concerning patient safety.
4. Failure to uphold the standards for professional nursing practice as identified in Series 9 and 10 of the Legislative Rules for the West Virginia Board of Examiners for Registered Professional Nurses.
5. Violation of the “Professional Standards and Safe Clinical Practice Standards.”

Recommendation to dismiss/permanently suspend a student from BridgeValley Community and College Associate Degree Nursing Programs may be made by a faculty member or members. This recommendation should be forwarded to the respective school of nursing’s Nursing Program Director/Chairperson/Dean.

Final decision for program dismissal/permanent suspension shall be made by the Program Director/Chairperson/Dean of the school of nursing at which the student is enrolled. Written notice shall be sent to the student with further notifications consistent with the School of Nursing’s procedures. Dismissal/permanent suspension from the Nursing Program renders the student ineligible for readmission.

When the decision to dismiss/permanently suspend a student from the Nursing Program has been made, the student may choose to institute an academic appeal. The appeal process in the BVCTC Student Handbook will be followed.

Series 9 & 10

Professional Conduct of Nursing Students

The State of West Virginia has Code and Legislative Rules governing Registered Professional Nurses. Title 19 Series one is Policies and Criteria for the Evaluation and Accreditation of Colleges, Department or Schools of Nursing. This series states that “Students shall adhere to the standards for professional conduct as stated in the board’s rule, Standards for Professional Nursing Practice, 19CSR10, and are subject to disciplinary action by the board as stated in the board’s rule, Disciplinary Action, 19CSR9.

Attendance

Attendance/Absenteeism

Lecture: Punctual attendance is required. Students must contact faculty by phone in the event they will be absent and follow up with an email to the team. The student is responsible for all material covered during the missed class. Patterns of absenteeism will result in the student being placed on a learning contract and remain a part of the student file through graduation. **There will be a 10% deduction off the final grade for three or more absences.** When two absences occur, student services will be notified via Early Alert as well as the Director of the School of Nursing.

Clinical/Clinical Make-Up

If a student misses clinical, they must contact their clinical instructor prior to the absence by phone and follow-up with an email to all the course instructors. An absence will result with a zero “0” for the clinical day. The student will be required to make up the clinical time lost during the absence. This will be determined by the clinical instructor. There will also be a required assignment of a 10 page double-spaced paper in APA format on content relevant to the course and clinical objectives due at the discretion of the clinical instructors. SafeAssign will be utilized in grading the paper.

Three absences will result in clinical failure and failure to progress in the nursing program. If the 10-page paper and Clinical Make-Up are not completed on time this will also result in clinical failure and failure to progress in the nursing program.

Tardiness

The student will notify the instructor by phone prior to being late to clinical and follow-up with an email the course instructors. The student will receive a verbal warning for the first late occurrence. The second late occurrence will result in a zero "0" for the day. The student will be sent home and be required to complete clinical time at the discretion of the instructor and complete a 10-page APA format paper on a topic selected by their clinical instructor. *See course syllabi for specific course policies.*

Inclement Weather

In the case of inclement weather, check the main internet page for BridgeValley Community & Technical College, and/or tune in to local radio stations to determine if campus-wide classes have been cancelled. Students are encouraged to enroll in BridgeValley Connect. However, your personal safety should always be taken into consideration when traveling to and from regular class meetings as well as clinical assignments- notify the instructor in these circumstances following course syllabi.

Service Members

The rigor of the nursing program requires all students be present for all lectures and clinical experiences. Active service members absent for clinical or lecture involuntarily will present written orders to faculty in advance. Faculty will evaluate each case individually assisting the service member to fulfill obligations and be successful in the nursing program. In the event the length of the absence negatively affects the student's potential for success, faculty may recommend the student withdraw from the current semester.

Students

Electronic Devices

Unauthorized electronic devices are expected to be turned off during all class, on-campus laboratory, and clinical site experiences since they interrupt the concentration and learning of the student. In the event of an emergency, students are to notify the instructor of the situation and maintain the cell phone or device in the "silent" mode. The student may then leave the classroom to communicate with the connecting party. All phone conversations should occur only outside the classroom setting. This includes text messaging as well. Cell phones are frequently prohibited in many clinical agencies due to the equipment disruption that may occur. Students should follow the policies of the agencies as per cell phone use. Refer to nursing course syllabi

for policies on cell phones during class. The use of cellular telephones is prohibited during testing. Recording of lectures is prohibited.

Social Media

(Includes, but not limited to blogs, discussion forums, online collaborative information that is accessible to internal and external audiences, Wikis, syndication feeds, electronic media, video sharing, photo and audio sharing, and social networks like Facebook, Snap Chat, Twitter, and Instagram)

Currently enrolled nursing students may not disclose any confidential or proprietary information of or about BVCTC or any clinical agency used by the nursing program.

Students may not use or disclose patient identifiable information of any kind on any social media. Any information, whether the individual is identified by name or not, may constitute a violation of the Health Insurance Portability and Accountability Act (HIPAA) and the student will be dismissed from the nursing program.

Currently enrolled nursing may not say or suggest that the views and opinions they express related to BVCTC or any clinical agency creates the impression that they are communicating on behalf or as a representative of BVCTC or the clinical agency.

Students may not publish content to any social media that includes representation of BVCTC or a clinical agency including but not limited to activities while in the role of a student nurse; this includes policies and procedures, performance or financial information, photos or videos taken on the premises, clients and family, management, employees, physicians, or other members of the healthcare team.

Any student found to be non-compliant with this procedure will face disciplinary action up to dismissal from the nursing program.

Shared Governance

Class Representatives

Each class will elect one student to represent them at regularly scheduled nursing faculty meetings. Class representatives serve as a liaison between the class and nursing faculty and will attend specified nursing faculty meetings. Time will be provided on the agenda for representatives to provide input into faculty deliberations. Issues with individual faculty and/or courses should be thoroughly addressed with those involved before bringing them to the faculty meeting. Students have the right and responsibility to participate in the decision-making process and significantly contribute to program assessment. Elections will take place each semester to allow a variety of students to serve. Students may serve two nonconsecutive

semesters during their nursing education. Class representatives must be in good standing with the college and nursing program. Class representatives may be relieved from their position at the discretion of the director of nursing program education.

Student Forums

Nursing students in the second and third semesters are encouraged to attend bi-annual Nursing Forums between the Nursing Program Director and students only. Information gathered from forums is utilized for program improvement.

Student Organizations

Student Nurses' Association

BVCTC has an active Student Nurses' Association (SNA) in which all nursing students are invited to join. The SNA's purposes are:

1. Create opportunities for personal and professional growth and in doing so, reinforce the commitment and responsibility that professional nursing has with society.
2. Develop opportunities to be collaborative partners with the communities in which we serve through outreach, volunteer work, and other community service.
3. Participate in fundraising opportunities and making contributions to those in need.

Sigma Tau Nu Honor Society

Membership into Sigma Tau Nu Honor Society is evaluated after completion of the nursing program. Students attaining membership will be presented with an honor cord at the pinning ceremony.

Notification of Address Change or Changes in Health Status

Students with an address change or change in health status will need to obtain the appropriate forms from the Administrative Secretary for the Nursing Department. Forms should be completed and returned within one week.

Personal Data Form

Personal Data Forms will be completed during orientation and at any time deemed pertinent by the Nursing Program Chair.

Student Records

Official student records are maintained in the nursing office.

Transportation

Students are expected to provide their own transportation to and from the clinical facilities and other laboratory experiences. Carpooling is encouraged; however, clinical assignments are made by the nursing faculty.

Zoom and/or Team Etiquette Policy

At the beginning of class, the instructor will remind students of basic Zoom and/or Team etiquette:

- Students will turn on their cameras, preferably in a well-lit area.
- Students will use their real name in order to identify themselves.
- Students will look at the camera in order to make eye contact when they're talking.
- Students can consider closing down their camera to conserve bandwidth if there is a lag/freeze.
- Students will mute mics when they aren't contributing.
- Students can ask questions in the chat.
- Students will use proper grammar, punctuation, and spelling when using the chat feature.
- Students will speak or write clearly and concisely when asking a question or making a comment.
- Students will participate in breakout sessions when assigned.
- Students will dress appropriately like they would in a face-to-face class.
- Students will assume that lecture is being recorded and be appropriate/professional about the content discussed.

Disclaimer Policy

- The instructor reserves the right to alter the course calendar, syllabus, dates of presentations or exams/ projects, or the way in the material is delivered (in person teaching, live on Zoom and/or Teams, or a recorded lecture posted to Blackboard) throughout the semester to better facilitate the learning process for the student. Students will be notified via Blackboard in the event any change is made to the course.

Resources

Tutoring Services

Tutoring services are available through the Student Success Center.

Library

BVCTC's Digital Library is located on campus in Room 119. The resources of this library are available for BVCTC faculty and students' use, and include a printer, computers, print magazines and textbooks and a digital library hosting over 45,000 reference books and 3,500 full-text academic journals as well as additional resources hosting free eBooks, eMagazines, etc.

BVCTC subscribes to EBSCOhost and the following databases are available for use:

1. Academic Search Premier: A multi-disciplinary database covering topics such as computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences, and ethnic studies. Over 4,600 of the included journals are full text.
2. CINAHL: The *Certified Index of Nursing and Allied Health Literature* contains about 70 full text journals, plus legal cases, clinical innovations, critical paths, drug records, research instruments and clinical trials. Topics cover nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 additional allied health disciplines.
3. Community College eBook Collection: A collection of over 45,000 full text eBooks covering Arts & Architecture, Biographies, Business & Economics, Computer Science, Education, Engineering & Technology, Health & Medicine, History, Law, Literature & Criticism, Math, Philosophy, Political Science, Psychology, Religion, Science, Self-Help, and Social Sciences as well as Study Aids & Language Learning resources.

BVCTC's digital library can be accessed from any location with internet access. All user ID's and passwords are provided through the Resources section of the Library page which can be found under the *Academics* drop-down tab.

Library Code of Conduct or Student Library Use Procedures

Please see Board of Governors Policy # 24 *Appropriate Use of Computer Resources* for the complete policy determined by BridgeValley Community and Technical College.

These procedures are an addendum to this policy specified to the use of Room 119 and its facilities.

- I. Inappropriate Computer Use & Disruptive Behavior
 - a. The librarian has the authority to approach any person using a BVCTC computer or wireless connection in Room 119 to inform them that the content they are viewing/accessing is reasonably inappropriate or unacceptable and to ask that they refrain from continuing to access this content on campus property.
 - b. If said person(s) fails to comply with the librarian's request(s), the librarian then has the right to ask them to leave the library and/or to call security if necessary.
 - c. Definition of inappropriate or unacceptable use is accessing content the librarian judges to be offensive or obscene or is disturbing to fellow library users. This

content may include, but is not limited to, pornography, graphic violence, racial or ethnic slurs, nudity, or offensive language. The librarian has the authority to make the final judgment call in all situations.

- d. Disruptive behavior, including but not limited to, excessive noise or the harassment of fellow patrons or staff is prohibited.

II. Food & Drink

- a. Only beverages contained in pre-approved containers are permitted into the library. Acceptable beverage containers have screw on / sealed lids and are spill proof. All other beverages may be left on the front desk in Room 119.
- b. Food is prohibited in the library.

III. Use of Copyright and Licensed Databases

- a. Appropriate use of copyrighted and licensed material is the responsibility of the user. Any unauthorized use of these materials is prohibited.

IV. Electronic Resource & Internet Use by Minors

- a. In any case in which a minor uses the library facilities of BVCTC, it is the responsibility of the parents or other adult care-providers to monitor computer & internet use by said minors. All BVCTC students are considered adults.

West Virginia University- Learning Resource Center

The Learning Resources Center is located at the West Virginia University Medical WVU Learning Center, Charleston Division, adjacent to CAMC - Memorial Division on the first floor. The resources of this library are available for faculty and students of BVCTC's nursing program through use of an Alliance for Ventures in Education library card.

Students and faculty may use library resources and copy machines are available for photocopying materials.

The LRC subscribes to over 625 journals, books, and audiovisual materials in the following fields:

1. Medicine, clinical
2. Medical specialties such as pediatrics, surgery, internal medicine
3. Psychology and social medicine
4. Pharmacology
5. Dentistry
6. Nursing

The following indices to the journal literature are available for use in the library:

1. Index Medicus
2. Hospital Literature Index
3. Index to Nursing and Allied Health Literature
4. International Nursing Index
5. Psychological Abstracts

6. Dental Literature
7. Dental Abstracts
8. Psychopharmacology Abstracts

The following policies apply to the Alliance for Ventures in Education library card:

1. Application and issuance of card is through WVSU Library.
2. The card is valid for one semester and must be revalidated each semester at WVSU Library.
3. The card provides access to libraries at WVU, its Tech and Charleston campuses, WV State University; and U.C.
4. Alliance card users may borrow only two items concurrently from any one institution.
5. The student ID must be presented at each use of the Alliance card.
6. All libraries have the right to determine which materials may be borrowed and for the length of time.
7. Interlibrary loan requests must be placed through WVSU.
8. Alliance libraries may refuse to loan materials to users who do not maintain good standing.

WV Library Commission

Computer Search Guidelines & Policy

The West Virginia Library Commission Reference Library offers online searching of computerized databases as an extension of its traditional reference services. The databases are computer-readable versions of printed indexes and abstracts. Most of the databases cover a period of 5 to 10 years.

Patrons who want to use the service should call the Reference Library (348- 2045) directly. Results will be mailed to the patron. There is no charge for the service to residents of the state. Because of the costs involved for the Library Commission, however, casual use and use of the service for class assignments is discouraged.

Guidelines and policy for use of the service are as follows:

1. Requests must be made in person or by telephone by the person needing the search. Requests via the Commission's toll-free number are not acceptable as this precludes the necessary interview.
2. Topics must be appropriate for computerized searching. Appropriateness is determined by the WVLC searcher after an interview with the patron.

Topics must require the inter-relationships of at least 2 concepts; (example: A search on "psychological tests" is not appropriate; a search on using a specific psychological test to determine reading readiness is very appropriate.)

Concepts must be represented by single words or brief phrases.

The search must have a clearly defined scope.

Only 2 computer searches will be permitted for each individual during a 30-day period.

3. The SVLC searchers will determine the databases to be searched and the number of years searched in each database. The number of citations printed will also be at the discretion of the searcher. Normally a patron can expect approximately 35 of the most recent citations on a topic. The patron will be informed of the limitations on his search through inclusion on the printout of the search strategy. Abstracts will be included only on those rare occasions when less than 5, highly relevant citations are retrieved.

4. The equipment used to conduct computer searches will be used only by trained WVLC staff members.



***BVCTC Nursing Program
Student Handbook
Addendum***



BridgeValley Community and Technical College
Consent form for Alcohol, Drug and Substance Testing

I hereby consent for the contracted agency's laboratory to collect blood, urine, or saliva samples from me to conduct the necessary medical tests to determine the presence or use of alcohol, drugs or other controlled substances. Further, I give my consent for the release of test result(s) and other relevant medical information to the Nursing Program Director for and the Vice President for the Student Services at BVCTC. I also understand that if I refuse to consent, I may be subject to disciplinary action including suspension or dismissal from the nursing program at BVCTC.

AGREED TO:

Student Signature _____

Date _____



BridgeValley Community and Technical College
Nursing Learning Contract

Student _____ B# _____

Instructor _____ Contract Completion Date _____

TERMS OF CONTRACT

_____ is currently enrolled in _____. As the course instructor, I have identified certain clinical, program or course performance areas that you have not met at this time. _____ must achieve a satisfactory level of performance in the areas outlined below by _____. Successful completion of the following is necessary to achieve a passing grade in each course enrolled.

| Learning Objective | Strategies and Resources Required to Meet the Objective | Evidence | Criteria for Evaluation and Means of Validation |
|--------------------|---|----------|---|
| | | | |
| | | | |
| | | | |

Our signatures below indicate that we are in agreement with the intents / objectives / competencies and identified plans and strategies.

Failure to meet the terms of the Learning Contract or unsatisfactory performance in relation to this Learning Contract will result in failure of the course or dismissal from the program.

It is expressly understood that successful completion of this Learning Contract does not automatically result in successful completion of the course. All related intents / objectives / competencies of the course must be met by the end of the course (includes written and verbal feedback discussed at the final evaluation) in order to pass the course.

Student Signature _____ Date Signed _____

Nursing Faculty Signature _____ Date Signed _____

Nursing Program Director Signature _____ Date Signed _____



Community Service/ Nursing Program

Student Name: _____ **B #:** _____

Community service is an important component and expectation of the educational experience with the BVCTC School of Nursing. Students are required to complete and document a **minimum of 12 hours** of community service prior to graduation. Hours should be submitted within the semester in which they were completed. Hours earned during the Summer should be submitted by the end of the first week of the Fall semester. Each tracking form can be found on any Nursing Blackboard course site. **Each tracking form must be submitted to the Director of Nursing Education Programs -School of Nursing.**

Community service is defined as “Action taken to meet the needs of others and to better the community as a whole” (Campus Compact, 1998). To qualify as a service, the student may not be paid or compensated in any way, nor may the student use any activity required within a course or program of study. The activity must be sponsored by the college, an agency, or an organization.

School Organized Opportunities (e.g. tutoring at the Student Success Center or participating in college-sponsored events such as Alternative Spring Break, American Red Cross blood drives and MLK Jr. Day of Service)

Non-School Organized Opportunities (e.g. volunteering at hospitals, animal shelters, libraries or other educational or non-profit agencies)

Date of Service: _____

Name of sponsoring agency and/or event: _____

Location: _____

Service Coordinator/Agency Contact Name: _____

Service Coordinator/Agency Contact Information: Email: _____ Phone _____

Hours Served: _____

Please describe the main type of activity you completed: _____



Student Signature: _____ Date: _____

Student Email: _____ Expected Graduation Date: _____

Please return this form to the Interim Dean of the Allied Health Programs, B. Kent Wilson.



BridgeValley
Community & Technical College
School of Nursing
Coronavirus Policies

Coronavirus Policies for the BVCTC School of Nursing are in effect during the worldwide pandemic. The following policies are a response to the novel coronavirus outbreak in an effort to ensure student safety, stop the spread of the virus and ensure students meet course and program objectives.

Screening Guidelines:

Please refer to BridgeValley's Coronavirus webpage for updated information:
<http://www.bridgevalley.edu/coronavirus>

Policies:

I. COVID-19 Vaccination

BVCTC School of Nursing complies to clinical guidelines by requiring proof of the COVID-19 vaccination.

II. Wearing Masks

BVCTC School of Nursing complies to clinical guidelines by requiring mask use in the clinical setting. Mask use on campus may be mandated at the discretion of faculty members.

III. Students Experiencing Symptoms

Students will notify faculty by telephone call and follow up with an email to the team and program director if they are experiencing any of the COVID-19 symptoms listed below:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms.

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Students will not attend campus lab, simulation, testing or a clinical site if they are experiencing any symptoms. Students will monitor symptoms, self-quarantine and contact their healthcare provider or local health department. A negative COVID-19 test result and/or healthcare provider documentation releasing the student to safely return is required to attend clinical or return to campus for lab, simulation or testing.

IV. Examination and Clinical Make-up

Faculty will develop an individualized plan for the symptomatic or diagnosed student depending on the severity and ability of the student to work remotely and take examinations while recovering and being in quarantine. Make-up examinations will be administered to the student without penalty. Make-up examinations will be a different exam covering the same content.

Missed clinical time is required to be made up. There will be no penalty for missed clinical related to the Coronavirus. Faculty will assign virtual clinical, simulation or clinical experience at a facility at their discretion.

V. Assignments

If a student is symptomatic and quarantined or quarantined due to exposure, all assignments are due as scheduled. Please refer to the course syllabus and calendar. Symptomatic quarantined students must contact their instructor PRIOR to an assignment being due to request an extension.

VI. Student Exposed to Coronavirus

Students notified of exposure to someone positive for Coronavirus will contact their healthcare provider or local health department. Exposed students will contact faculty by telephone call and follow-up with an email to the team and the program director. Anyone who has had close contact with someone with COVID-19 will be quarantined according to the health department or their healthcare provider before returning to campus or clinical. See above policy for clinical make-up.

VII. Travel

Students traveling out-of-state or out of the country will notify the faculty and program director by email prior to travel. The program director will determine if the student will be required to quarantine upon return based on current CDC recommendations.

VIII. Students Working in Healthcare

Students working in healthcare exposed to a COVID positive patient/person *while wearing proper PPE* will be permitted to be on campus and not subject to being quarantined.



Nursing Student Handbook Acknowledgement of Receipt and Agreement to Comply:

**BridgeValley Community and Technical College
Nursing Program Student Handbook**

I have read, reviewed, understand, and agree to comply with the contents of the Nursing Student Handbook.

Date: _____

Signature

Printed Name

PUBLIC CHARTER SCHOOL APPLICATION

Appendix B: BridgeValley Community & Technical College Public Charter Nursing High School Interest Survey (February 24, 2022)

BridgeValley Community & Technical College Public Charter Nursing High School Interest Survey

Thursday, February 24, 2022

239

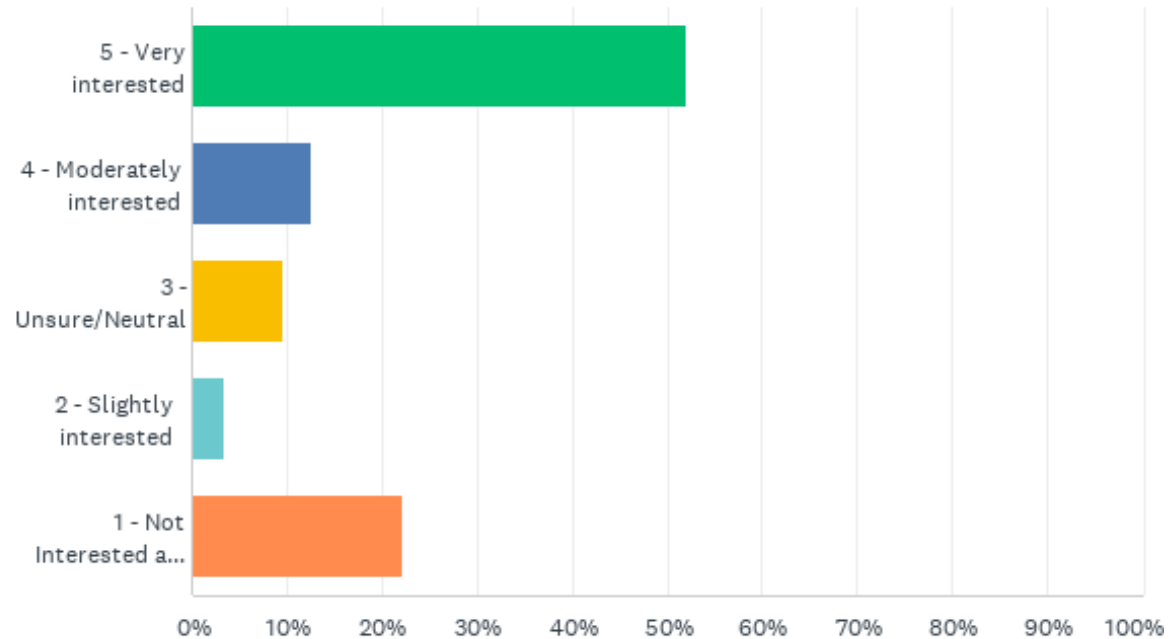
Total Responses

Date Created: Thursday, February 03, 2022

Complete Responses: 239

Q1: What is your level of interest in your child graduating from a public charter nursing high school with a degree in nursing?

Answered: 238 Skipped: 1



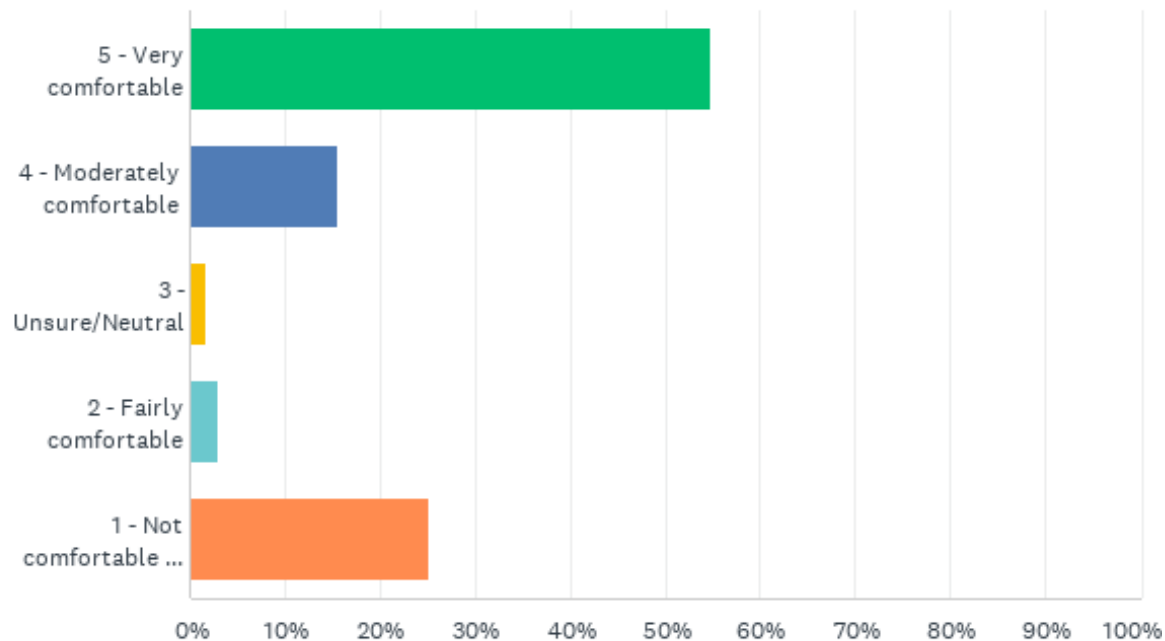
Q1: What is your level of interest in your child graduating from a public charter nursing high school with a degree in nursing?

Answered: 238 Skipped: 1

| ANSWER CHOICES | RESPONSES | |
|---------------------------|-----------|-----|
| 5 - Very interested | 52.10% | 124 |
| 4 - Moderately interested | 12.61% | 30 |
| 3 - Unsure/Neutral | 9.66% | 23 |
| 2 - Slightly interested | 3.36% | 8 |
| 1 - Not Interested at all | 22.27% | 53 |
| TOTAL | | 238 |

Q2: How would you feel about your child attending supervised clinical rotations in local hospitals during grades 11 and 12?

Answered: 239 Skipped: 0



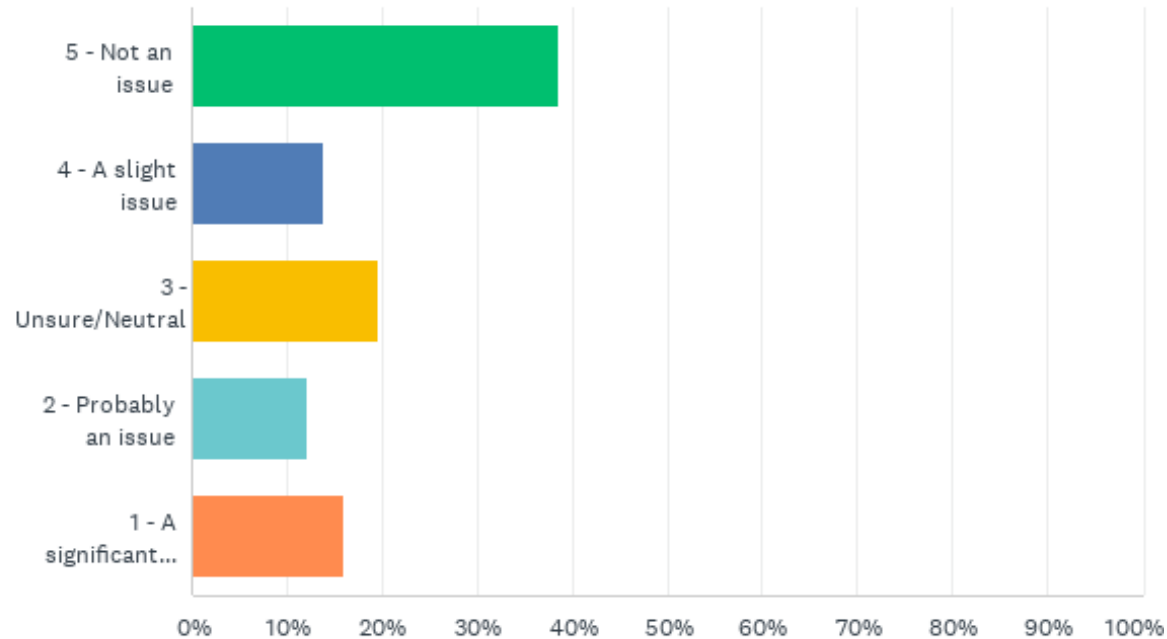
Q2: How would you feel about your child attending supervised clinical rotations in local hospitals during grades 11 and 12?

Answered: 239 Skipped: 0

| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|-----|
| 5 - Very comfortable | 54.81% | 131 |
| 4 - Moderately comfortable | 15.48% | 37 |
| 3 - Unsure/Neutral | 1.67% | 4 |
| 2 - Fairly comfortable | 2.93% | 7 |
| 1 - Not comfortable at all | 25.10% | 60 |
| TOTAL | | 239 |

Q3: Would transportation to the college and clinical settings be an issue for your child IF a public school bus were not an option?

Answered: 239 Skipped: 0



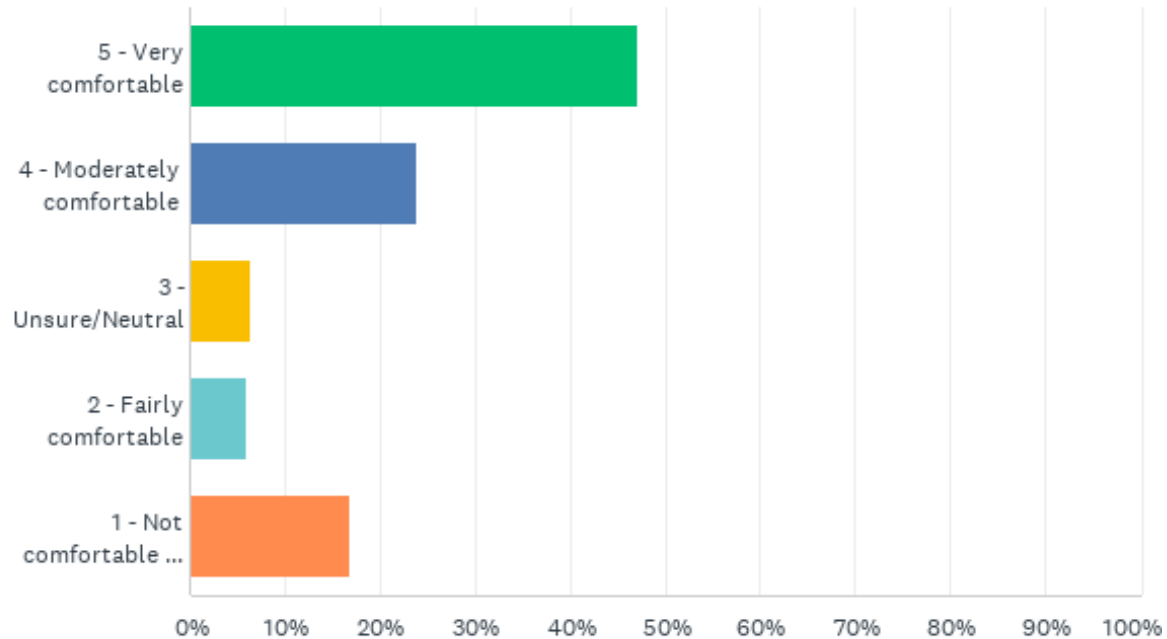
Q3: Would transportation to the college and clinical settings be an issue for your child IF a public school bus were not an option?

Answered: 239 Skipped: 0

| ANSWER CHOICES | RESPONSES | |
|-------------------------|-----------|-----|
| 5 - Not an issue | 38.49% | 92 |
| 4 - A slight issue | 13.81% | 33 |
| 3 - Unsure/Neutral | 19.67% | 47 |
| 2 - Probably an issue | 12.13% | 29 |
| 1 - A significant issue | 15.90% | 38 |
| TOTAL | | 239 |

Q4: How would you feel about your child attending classes with other high school students on a college campus?

Answered: 238 Skipped: 1



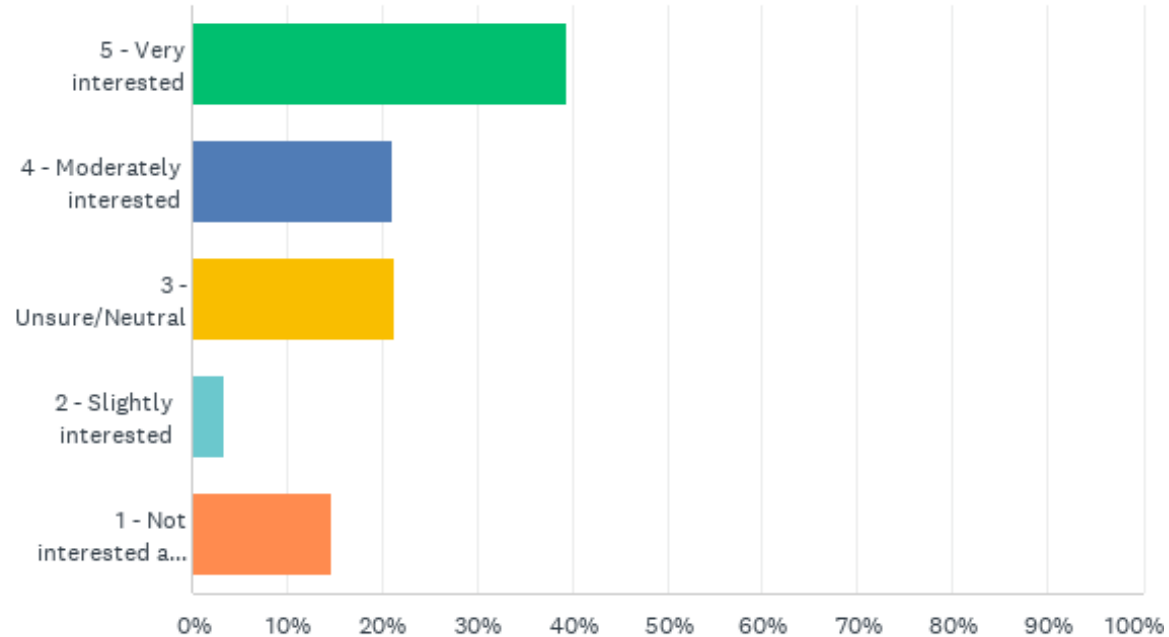
Q4: How would you feel about your child attending classes with other high school students on a college campus?

Answered: 238 Skipped: 1

| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|-----|
| 5 - Very comfortable | 47.06% | 112 |
| 4 - Moderately comfortable | 23.95% | 57 |
| 3 - Unsure/Neutral | 6.30% | 15 |
| 2 - Fairly comfortable | 5.88% | 14 |
| 1 - Not comfortable at all | 16.81% | 40 |
| TOTAL | | 238 |

Q5: How interested is your child in nursing as a potential career?

Answered: 238 Skipped: 1



Q5: How interested is your child in nursing as a potential career?

Answered: 238 Skipped: 1

| ANSWER CHOICES | RESPONSES | |
|---------------------------|-----------|-----|
| 5 - Very interested | 39.50% | 94 |
| 4 - Moderately interested | 21.01% | 50 |
| 3 - Unsure/Neutral | 21.43% | 51 |
| 2 - Slightly interested | 3.36% | 8 |
| 1 - Not interested at all | 14.71% | 35 |
| TOTAL | | 238 |

PUBLIC CHARTER SCHOOL APPLICATION

Appendix C: Course Descriptions for BVCTC's RN program and Summer Bootcamp Program

BVCTC Nursing Program Course Descriptions

Year 1

First Semester

Biology 201: Anatomy and Physiology I (4 credits)

BIOL 201 Human A and P I is the first in a two-course sequence. The course begins with a foundation of structural organization, basic chemistry, and the study of cells and tissues, and progresses to include structures and functions of human body systems. Body systems covered in this course include the integumentary, skeletal, muscular, nervous, and sensory systems. Emphasis is placed on the interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The laboratory component of this course provides a learning experience for exploration of human system components and basic physiology, and will include histologic examinations, physiological modeling, hands-on and computer assisted instruction and dissections to emphasize topics covered in the lecture.

Pre-requisite(s): ACT English 16+/Reading 15+ or Accuplacer Sentence Skills 66+/Reading Comp 60+ and ACT Math 14+ or Accuplacer Arithmetic 40+

Nursing 132: Drug & Dose Calculations I (1 credit)

This course is designed to enhance the nursing student's ability to read, interpret, and solve dosage calculation problems. Critical thinking skills are applied to medication situations to emphasize the importance of accuracy and the avoidance of medication errors.

Pre-requisite(s): Admission into the Nursing Program; Eligible for College-level MATH 100 or greater, Eligible for ENGL 101

Co-requisite(s): NURS 133, NURS 134, BIOL 220, ENGL 101

Nursing 133: Health Assessment & Diagnostics I (2 credits)

This course is designed to introduce the nursing student to the knowledge and skills required to perform a health assessment across the lifespan and to document appropriate findings. The nursing student will be introduced to normal lab values and basic diagnostic procedures.

Pre-requisite(s): Admission into the Nursing Program; Eligible for ENGL 101

Co-requisite(s): NURS 132, NURS 134, BIOL 220, ENGL 101

BVCTC Nursing Program Course Descriptions

Nursing 134: Introduction to Nursing Concepts (8 credits)

This foundational course is designed to introduce concepts to the beginning nursing student that will focus on maintaining health and promoting wellness throughout the lifespan. Concepts and core values basic to the foundation of nursing practice are presented. Classroom and laboratory experiences provide opportunity for understanding of the nursing process, clinical judgment and decision making.

Pre-requisite(s): Admission into the Nursing Program; Eligible for ENGL 101

Co-requisite(s): NURS 132, NURS 133, BIOL 220, ENGL 101

English 101: English Composition I (3 credits)

This course targets writing skills, including the drafting, revising, and editing processes; instruction in grammar, mechanics, and usage; the research process; and reading strategies for comprehension, critical thinking, and logical reasoning. (GEC-1)

Pre-requisite(s): ACT English 18 or Accuplacer Sentence Skills 88. ENGL 095 if required by placement.

**BVCTC Nursing Program
Course Descriptions**

Year 2

Second Semester

Biology 202: Anatomy and Physiology II (4 credits)

BIOL 202 Human A and P II is the second in a two-course sequence. This course builds on a foundation of concepts covered in Human A and P I. Body systems covered in this course include the endocrine, cardiovascular, lymphatic, digestive, urinary, and reproductive systems. In addition, metabolism, fluid, electrolyte, acid/base balance, and development are also covered. Special emphasis will be placed upon principles of physiology including homeostasis, metabolic pathways, and negative feedback regulation of the body's parameters. The cause and effect mechanisms of the human body will be examined as they apply to cells, tissues, organs, and body systems in the healthy state. The laboratory component of this course provides a learning experience for exploration of anatomical structures and physiological processes, and will include histologic examinations at both the macroscopic and microscopic levels, physiological modeling, hands-on and computer assisted instruction and dissections to emphasize topics covered in the lecture.

Pre-requisite(s): BIOL 201 Human A&P with a C or better

Nursing 142: Drug & Dose Calculations II (1 credit)

This course expands the nursing student's ability to read, interpret, and solve increasingly complex dosage calculation problems. Critical thinking skills are applied to age and acuity specific variations in select populations.

Pre-requisite(s): Completion of NURS 132, NURS 133, and NURS 134 with a grade of "B" or better.

Co-requisite(s): NURS 125, NURS 143, NURS 144, BIOL 221

Nursing 143: Health Assessment & Diagnostics II (1 credit)

This course is designed to focus on abnormal assessment and diagnostic findings. Modifications of assessment for select populations will be addressed.

Pre-requisite(s): Completion of NURS 132, NURS 133, and NURS 134 with a grade of "B" or better

Co-requisite(s): NURS 125, NURS 142, NURS 144, BIOL 221

BVCTC Nursing Program Course Descriptions

Nursing 144: Nursing Concepts of Health and Illness I (9 credits)

This course builds upon foundational concepts across the lifespan while introducing the concepts of the wellness-illness continuum and the individual and family response. Classroom and laboratory experiences provide opportunity for application of the nursing process and development of clinical judgment and decision making.

Pre-requisite(s): Completion of NURS 132, NURS 133, and NURS 134 with a grade of “B” or better

Co-requisite(s): NURS 125, NURS 142, NURS 143, BIOL 221

Nursing 125: Nursing Pharmacology (3 credits)

This course covers the basic principles of pharmacology for nursing students. Consumer safety, methods of identifying drug names, and references will be identified in addition to emergency preparedness and bioterrorism review. Principles of drug processing, absorption, distribution, metabolism, and excretion will be discussed along with responsibilities for principles of study for the health care worker. Administration of drugs by various routes of administration will be explored including oral, gastrointestinal, and parenteral routes.

Pre-requisite(s): NURS 132, NURS 133, and NURS 134 with a grade of “B” or better

Co-requisite(s): NURS 142, NURS 143, and NURS 144 with a “B” or better.

**BVCTC Nursing Program
Course Descriptions**

Year 2

First Semester

Psychology 201: Life and Span Development (3 credits)

This course examines the major theoretical perspectives in developmental psychology. Based on psychological theory and research, it includes practical application. Emphasis will be on the interconnectedness through change and development across each stage of the life cycle. Effects of individual variable differences of development (social, emotional, physical, cognitive) are examined. (GEC-3)

Pre-requisite(s): Eligible for ENGL 101

Nursing 234: Nursing Concepts of Health and Illness II (9 credits)

This course expands the concepts of the wellness-illness continuum, with emphasis on the expanding family and tertiary care within the community. Classroom and laboratory experiences provide opportunity for analysis within the nursing process and application of clinical judgment and decision making.

Pre-requisite(s): Completion of NURS 142, NURS 143, and NURS 144 with a grade of “B” or better

Co-requisite(s): BIOL 245, PSYC 201

Biology 245: Nutrition and Diet Therapy (3 credits)

This course is a comprehensive introduction to the biology of microorganisms and viruses. Special attention will be given to microorganism and viruses of medical importance. Course topics will include cellular structures and functions, biochemical processes, replication, genetics, disease prevention and control, and immunology. (GEC-2)

Pre-requisite(s): ACT English 16+/Reading 15+ or Accuplacer Sentence Skills 66+/Reading Comp 60+ and ACT Math 14+ or Accuplacer Arithmetic 40+

BVCTC Nursing Program Course Descriptions

Year 2

Second Semester

Nursing 244: Synthesis of Nursing Concepts (9 credits)

This course together with the capstone course focuses on the integration of interrelated concepts across the wellness-illness continuum. Classroom and laboratory experiences provide opportunity for synthesis of the nursing process and integration of clinical judgment and decision making. (GEC-4)

Pre-requisite(s): Completion of NURS 234 with a grade of “B” or better

Co-requisite(s): NURS 244 or NURS 245, BIOL 230

Nursing 245: Professional Nursing and Health Issues Concepts (3 credits)

This capstone course will focus on current issues in health care and the nursing profession and is designed to facilitate the transition from student to professional registered nurse. Topics of discussion will include national health policy and politics, ethical and bioethical issues, career development, application for state licensure and preparation for the NCLEX-RN examination. (GEC-3)

Pre-requisite(s): Completion of NURS 234 with a grade of a “B” or better.

Co-requisite(s): NURS 244 or 245, BIOL 230

Biology 230: Microbiology (3 credits)

This course is a comprehensive introduction to the biology of microorganisms and viruses. Special attention will be given to microorganism and viruses of medical importance. Course topics will include cellular structures and functions, biochemical processes, replication, genetics, disease prevention and control, and immunology. (GEC-2)

Pre-requisite(s): ACT English 16+/Reading 15+ or Accuplacer Sentence Skills 66+/Reading Comp 60+ and ACT Math 14+ or Accuplacer Arithmetic 40+



BOOT CAMP: WIN ACADEMY

Mathematics / English / Science



Program Overview

A non-credit mathematics, English and science preparation program. Designed to provide additional preparation to WIN Academy students in the areas of mathematics, English and science, the program is condensed and considered skills preparation for subsequent math, English and science courses.

Program Delivery

The program will be delivered by BVCTC faculty. The program will receive support from staff members of the Teaching and Learning and Student Success Center (SSC). The course will be delivered in the summer, prior to the start of college credit bearing coursework. The primary delivery mode will be on campus with some web base support. The General Education Division will oversee course curriculum and delivery.

| Subject | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|---------------|----------------|------------------|-----------------|---------------|
| Week 1: Mathematics | X | x | x | x | x |
| Week 2: English | x | x | x | x | x |
| Week 3: Science | x | x | x | x | x |

Program Benefits/ Goals

- Student preparation for college-level English, math and science offerings will increase.
- Bolster subsequent pass rate of credit bearing English, math, and science courses.
- Students will benefit from an introduction to college-level learning prior to entering their first academy courses.



Learning Outcomes

- Math
 - o Improve basic math skills and ensure readiness for Drug & Dose Calculations I.
 - o Build math skill confidence.
 - o Learn study strategies to aid in successful completion course.
- English
 - o Improve basic English skills and ensure readiness for English Composition I.
 - o Build English skill confidence.
 - o Learn study strategies to aid in successful completion of course.
- Science
 - o Improve basic skills of scientific analysis and ensure readiness for human Anatomy and Physiology I.
 - o Build science skill confidence.
 - o Learn study strategies to aid in successful completion of course.

Cost Estimate

| | |
|---|---------------|
| Faculty- \$1500 per week X 3 weeks | \$4500 |
| Auxiliary Staff- \$500 per week X 3 weeks | \$1500 |
| Class Supplies- \$200 per week X 3 weeks | \$600 |
| <u>Lunch for 3 weeks- \$5 per student/day X 30 students X 15 days</u> | <u>\$2250</u> |
| Program Total: | \$8850 |

Budgeted for Charter School Application to account for contingency expenses: \$10,000.



PUBLIC CHARTER SCHOOL APPLICATION

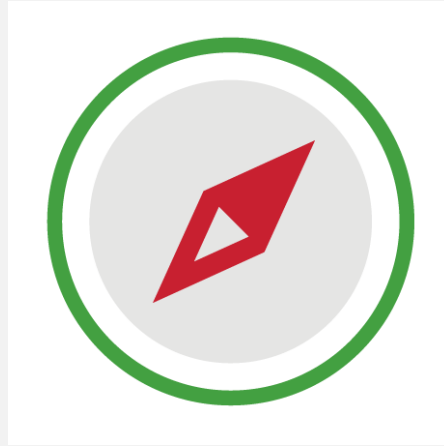
Appendix D: BVCTC’s Student Handbook (which Includes the Code of Conduct)

2021-2022



BRIDGEVALLEY
STUDENT
HANDBOOK





2021 - 2022 - Student Handbook

Welcome to the 2021 - 2022 academic year and to BridgeValley Community and Technical College! We are excited that you are here with us and have chosen to become a member of the BridgeValley Pathfinder family. The student handbook is designed to help you with getting familiar with services that are available to assist in your success at BridgeValley as well as the student code of conduct. Should you have any questions relating to this handbook, please contact the Associate Vice President for Student Engagement/Dean of Students for assistance.

BridgeValley Community and Technical College
B2000 - South Charleston Campus
2001 Union Carbide Drive
South Charleston, WV 25303

304-205-6600

BridgeValley Community and Technical College
Davis Hall – Montgomery Campus
619 2nd Avenue
Montgomery, WV 25136

304-734-6600

www.BridgeValley.edu
FAFSA School Code 040386

Table of Contents

| | |
|---|------------------------------|
| General Statements | 4 |
| <i>Disclaimer</i> | 4 |
| <i>Title IX</i> | 4 |
| <i>Video and Photograph Statement</i> | 4 |
| Academic Calendar | 5 |
| Message from the SGA President | Error! Bookmark not defined. |
| Student Services - Directory | 13 |
| General Information | 17 |
| Office of Student Services | 20 |
| <i>Accessibility Services</i> | 20 |
| <i>Career Services</i> | 22 |
| <i>Collegiate Recovery Services</i> | 23 |
| <i>Counseling Services</i> | 23 |
| <i>Pathfinder Student ID</i> | 24 |
| <i>Retention & Academic Probation Program</i> | 25 |
| <i>Student Life</i> | 25 |
| <i>Student Success Center</i> | 25 |
| <i>Veteran Affairs</i> | 26 |
| <i>TANF Services at BridgeValley</i> | 28 |
| Campus Offices and Services | 30 |
| <i>Campus Police and Emergency Information</i> | 30 |
| <i>Information Technology – Student Accounts</i> | 31 |
| <i>Library Services</i> | 33 |
| Policies and Procedures | 34 |
| <i>Students Rights and Responsibilities</i> | 34 |
| <i>Student Organization Code of Conduct / Club Handbook</i> | 46 |

General Statements

Disclaimer

Although this handbook was prepared with available information at the time of publication, BridgeValley Community and Technical College reserves the right to amend, without notice or obligation, any information or statement in this publication as deemed necessary. It is the student's responsibility to abide by all policies and procedures within the Student Handbook. For more information on services, policies, or procedures, please contact the Associate Vice President for Student Engagement/Dean of Students Office.

Title IX

BridgeValley Community and Technical College is an equal opportunity/affirmative action institution and does not discriminate against any person because of race, gender, age, color, religion, disability, national or ethnic origin. For more information contact: Title IX Coordinator (304) 205-6606.

Video and Photograph Statement

Photography and videography may be utilized during the academic year for media distribution as well as college publications. If you do not wish to have your photograph taken or appear in any video published by BridgeValley, please notify the Associate Vice President for Student Engagement/Dean of Students. Please note; this statement only applies to photos and video taken by BridgeValley employees, not the general public or other students.

All Students are required to complete the STOR course. STOR is designed to provide more details about services offered at BridgeValley that will aid in student success. For assistance or questions, please contact the Associate Vice President for Student Engagement/Dean of Students office or any member of the student services staff.



Academic Calendar

BridgeValley Community and Technical College

FALL Term Calendar, 2021

First Semester

| | |
|---|---|
| Monday, August 2----- | Payment Due for Fall Semester |
| Monday, August 23 ----- | Last Day for Fall Registration, except for Late Start Classes |
| Monday, August 30----- | First Day of Full Term, First 5-week, First 7- week, and First 10-week Classes |
| Tuesday, August 31 ----- | Last Day to Add for registered students |
| Wednesday, September 01 ----- | Last Day to Change Pass/Fail and Audit |
| Wednesday, September 01 ----- | Last day to change major to be effective for Fall |
| Thursday, September 02 ----- | Last Day to Drop for registered students |
| Monday, September 06 ----- | Labor Day Recess |
| Friday, October 15----- | Mid-Semester |
| Friday, October 15 by noon----- | Mid-Semester Reports Due |
| Thursday, October 28----- | Last Day to Receive Partial Refund for Withdraw from College (<i>If enrolled in part of term or mini course, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund</i>) |
| Monday, October 25----- | Priority Registration for Veteran Students for Spring Semester |
| Tuesday, October 26 ----- | Registration for Spring Semester Begins |
| Tuesday, November 02 ----- | Election Day – College Closed |
| Thursday, November 04----- | Last Day to Withdraw from Individual Classes |
| Thursday, November 04----- | Last Day to Withdraw from College |
| Thursday, November 04----- | Last Day to Resolve Incomplete Grades |
| Thursday, November 04----- | Last Day to Apply for Spring Graduation |
| Thursday, November 04----- | Portfolio Submission Deadline |
| Monday, Nov. 22 thru Saturday, Nov. 27--- | Thanksgiving Recess |
| Thursday, December 09 ----- | Last Day of Classes |
| Saturday, Dec. 11 thru Friday Dec. 17 ----- | Final Exam Week |
| Saturday, December 18----- | Winter Recess begins |
| Monday, December 20 by noon ----- | Grades due in Registrar's Office |

Parts of Term (Mini-Courses)

If enrolled in part of term or mini course and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund

First Five Weeks (F5), August 30 - September 30

Monday, August 30 ----- First Day of Class
 Tuesday, August 31 ----- Last Day to Add
 Thursday, September 02 ----- Last Day to Drop
 Thursday, September 16 ----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, October 04 ----- Grades Due in Registrar's Office

Parts of Term (Mini-Courses) *continued*

If enrolled in part of term or mini course and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund

Second Five Weeks (S5), October 04 - November 04

Monday, October 04----- First Day of Class
 Tuesday, October 05 ----- Last Day to Add/Drop
 Thursday, October 21----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, November 08----- Grades Due in Registrar's Office

Third Five Weeks (T5), November 08 - December 16

Monday, November 08----- First Day of Class
 Tuesday, November 09 ----- Last Day to Add/Drop
 Thursday, December 02 ----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, December 20 by noon ----- Grades due in Registrar's Office

First Seven Weeks (F7), August 30 - October 14

Monday, August 30----- First Day of Class
 Tuesday, August 31 ----- Last Day to Add
 Thursday, September 02 ----- Last Day to Drop
 Thursday, September 30 ----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, October 18----- Grades due in Registrar's Office

Second Seven Weeks (S7), October 18 - December 09

Monday, October 18----- First Day of Class
 Tuesday, October 19 ----- Last Day to Add/Drop
 Thursday, November 18----- Last Day to Withdraw from Class
 Last Day of Class ----- Final Exam
 Monday, December 20 by noon ----- Grades due in Registrar's Office

First Ten Weeks (F10), August 30 - November 04

Monday, August 30----- First Day of Class
 Tuesday, August 31 ----- Last Day to Add
 Thursday, September 02 ----- Last Day to Drop
 Thursday, October 14----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, November 08----- Grades due in Registrar's Office

Second Ten Weeks (S10), September 27 - December 09

Monday, September 27 ----- First Day of Class
 Tuesday, September 28----- Last Day to Add/Drop
 Thursday, November 11----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, December 20 by noon ----- Grades due in Registrar's Office

Second Twelve Weeks (S12), September 13 - December 09

Monday, September 13 ----- First Day of Class
Tuesday, September 14----- Last Day to Add/Drop
Thursday, November 11----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, December 20 by noon ----- Grades due in Registrar’s Office



BridgeValley Community and Technical College

SPRING Term Calendar, 2022

First Semester

| | |
|---|---|
| Monday, January 04 ----- | Payment Due for Spring Semester |
| Monday, January 17 ----- | Martin Luther King Day Recess |
| Tuesday, January 18----- | Last Day for Spring Registration, except for Late Start Classes |
| Monday, January 24 ----- | First Day of Full Term, First 5-week, First 7-week, and First 10-week Classes |
| Tuesday, January 25----- | Last Day to Add for registered students |
| Wednesday, January 26 ----- | Last Day to Change Pass/Fail and Audit |
| Wednesday, January 26 ----- | Last day to change major to be effective for Spring |
| Thursday, January 27 ----- | Last Day to Drop for registered students |
| Thursday, March 10 ----- | Mid-Semester |
| Friday, March 11 by noon ----- | Mid-Semester Reports Due |
| Monday, Mar 14 thru Saturday, Mar 19---- | Spring Break |
| Monday, March 21 ----- | Priority Registration Day for Veteran Students for Fall/Summer |
| Tuesday, March 22 ----- | Registration for Fall/Summer Begins |
| Thursday, March 31 ----- | Last Day to Receive Partial Refund for Withdraw from College (<i>If enrolled in part of term or mini course, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund</i>) |
| Thursday, March 31 ----- | Last Day to Withdraw from Individual Classes AND Last Day to Withdraw from College |
| Thursday, March 31 ----- | Last Day to resolve Incomplete Grades |
| Thursday, March 31 ----- | Last Day to Apply for Summer/Fall Graduation |
| Thursday, March 31 ----- | Portfolio Submission Deadline |
| Thursday, May 05----- | Last Day of Classes |
| Saturday, May 07 thru Friday May 13 ----- | Final Exam Week |
| Saturday, May 14 ----- | Commencement |
| Monday, May 16 by noon----- | Grades due in Registrar's Office |

Parts of Term (Mini-Courses)

If enrolled in part of term or mini course and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund.

First Five Weeks (F5), January 24 - February 24

Monday, January 24 ----- First Day of Class
 Tuesday January 25 ----- Last Day to Add
 Thursday, January 27 ----- Last Day to Drop
 Thursday, February 10 ----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, February 28 ----- Grades Due in Registrar's Office

Parts of Term (Mini-Courses)

If enrolled in part of term or mini course and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund.

Second Five Weeks (S5), February 28 – April 07

Monday, February 28 ----- First Day of Class
 Tuesday, March 01 ----- Last Day to Add/Drop
 Thursday, March 25 ----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, April 11 ----- Grades Due in Registrar's Office

Third Five Weeks (T5), April 11 – May 13

Monday, April 11 ----- First Day of Class
 Tuesday, April 12 ----- Last Day to Add/Drop
 Thursday, April 28 ----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, May 16 at noon ----- Grades Due in Registrar's Office

First Seven Weeks (F7), January 24 - March 10

Monday, January 24 ----- First Day of Class
 Tuesday, January 25 ----- Last Day to Add
 Thursday, January 27 ----- Last Day to Drop
 Thursday, February 24 ----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, March 14 ----- Grades Due in Registrar's Office

Second Seven Weeks (S7), March 21 – May 05

Monday, March 21 ----- First Day of Class
 Tuesday, March 22 ----- Last Day to Add/Drop
 Thursday, April 21 ----- Last Day to Withdraw from Class
 Last Day of Class ----- Final Exam
 Monday, May 16 at noon ----- Grades Due in Registrar's Office

First Ten Weeks (F10), January 24 – April 07

Monday, January 24 ----- First Day of Class
 Tuesday, January 25----- Last Day to Add
 Thursday, January 27 ----- Last Day to Drop
 Thursday, March 10 ----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, April 11 ----- Grades Due in Registrar’s Office

Second Ten Weeks (S10), February 21- May 05

Monday, February 21 ----- First Day of Class
 Tuesday, February 22----- Last Day to Add/Drop
 Thursday, April 14----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, May 16 at noon ----- Grades Due in Registrar’s Office

Second Twelve Weeks (S12), February 07 – May 05

Monday, February 07 ----- First Day of Class
 Tuesday, February 08----- Last Day to Add/Drop
 Thursday, April 14----- Last Day to Withdraw from Class
 Last Class Day ----- Final Exam
 Monday, May 16 at noon ----- Grades Due in Registrar’s Office



Welcome from the President

Greetings Students,

Welcome to BridgeValley! I am thrilled that you have chosen our college for your studies this year. As the community and technical college serving the Advantage Valley region, BridgeValley works to bring you high-quality academic and technical programs.

BridgeValley offers affordable tuition – usually covered by the State of West Virginia for career programs – and small classes when and where you want them (morning, afternoon, evening, weekends, and online). We are the ideal place to begin your college career. Our transfer programs let you complete the first two years of a bachelors degree. Our technical programs provide training in fields where job prospects are good and there is a long-term need for qualified, trained employees.

This handbook is designed to help you navigate the college. It contains policies, regulations, and procedures that aim to help explain how BridgeValley operates. I encourage you to read this handbook carefully. As a student, you are responsible for observing the rules that are in this document.

I look forward to meeting you.

Casey K. Sacks, Ph.D.

President, BridgeValley Community and Technical College



Student Services - Directory



Associate Vice President for Student Engagement, James McDougle

james.mcdougle@bridgevalley.edu, 304-205-6710, B2000 032D / Davis Hall 401B

- Student Conduct/Classroom Behavior
- CARES Team
- Student ID's
- Orientation
- Student Communication
- Student Concerns/Complaints
- Advising
- Medical Withdraws/Emergency Situations

Program Assistant for Career Services & Student Affairs, Heather Proctor

heather.proctor@bridgevalley.edu, 304-205-6629, B2000 032A

- Career Assessment (WOWI)
- Resume and Cover Letter Development
- Career/Professional Development
- Don't Cancel Class Program

Assistant Dean of Students/Director of Counseling, Carla Blankenbuehler

carla.blankenbuehler@bridgevalley.edu, 304-205-6706, B2000 032C / Davis Hall 401B

- Community Resource Guide (Student Assistance)
- Counseling Services/Mental Health
- Campus Recovery Program Supervisor
- Housing Options
- CARES Team
- STOR Liaison for Students

Director of Accessibility and Support Services, Spencer Poling

spencer.poling@bridgevalley.edu, 304-205-6725, B2000 032B / Davis Hall 401B

- ADA Concerns
- Accessibility Services
- Temporary Accommodations (Students)
- TANF Services
- GEAR UP WV

Director of Career Services & Freshman Advising, Renee Lester

renee.lester@bridgevalley.edu, 304.205.6792, 032G / Davis Hall 401B

- Student Job Openings (Full, part-time, seasonal)
- Career and Transfer Events
- Industry Liaison for Jobs/Internships
- College Central Network
- Mock Interviews
- Advising Coordination

BRIDGEVALLEY

Department of Student Services

ACCESSIBILITY SERVICES | CAREER SERVICES | COUNSELING SERVICES | STUDENT LIFE
COLLEGIATE RECOVERY PROGRAM | STUDENT SUCCESS CENTER | VETERAN AFFAIRS | TANF



Director of Student Success Center, Tina Spaulding

tina.spaulding@bridgevalley.edu, 304-205-6670, B2000 031/ Davis Hall 401

- New Student Advisor
- Math and English Bootcamps
- Tutoring Services
- Testing Services / Registerblast

Director of Veteran & Military Affairs, Misi Lair

misi.lair@bridgevalley.edu, 304-734-6620, Davis Hall 401 / B2000 032J

- Certifying Veterans
- Veterans Club
- Family and Friends Orientation
- Veterans Advocate
- AmeriCorps Grant Supervisor

Coordinator of Retention/Advisor, Connie Keiffer

connie.keiffer@bridgevalley.edu, 304-734-6618, Davis Hall 401B / B2000 032J

- New Student Advisor
- Academic Success Probation Program
- Retention Programs

Coordinator of Student Engagement, Sara Price

sara.price@bridgevalley.edu, 304-205-6625, Davis Hall 105 / B2000 032F

- Student Organizations
- Student Government Association
- Community Service
- Student ID Discounts
- WV Invests Community Service
- Esports
- Leadership Programs

Peer Support Recovery Specialist, Michael Kute

michael.kute@bridgevalley.edu, 304-205-6726, B2000 012

- Collegiate Recovery Program
- Variety of Recovery Meetings
- Rehab / Recovery Assistance
- Recovery Awareness Events
- Community Liaison for Recovery Network

Retention Specialist/Advisor, Erika Beezel

erika.beezel@bridgevalley.edu, 304-205-6631, B2000 032H

- New Student Advisor
- Early Alert Program

BRIDGEVALLEY

Department of Student Services

ACCESSIBILITY SERVICES | CAREER SERVICES | COUNSELING SERVICES | STUDENT LIFE
COLLEGIATE RECOVERY PROGRAM | STUDENT SUCCESS CENTER | VETERAN AFFAIRS | TANF



Student Success Center Specialist, Diann Simmons

diann.simmons@bridgevalley.edu, 304-205-6724, Davis Hall 401/ B2000 031

- New Student Advisor
- Assistance with MyBridge, Blackboard, Email
- Tutoring Services

Student Services Specialist - TANF, Mindy Adkins

mindy.adkins@bridgevalley.edu, 304-205-6754, B2000 012 / Davis Hall 401B

- Assist TANF students assigned by DHHR
- Provide academic and career counseling support, resources and services to TANF Students
- Provide referral to BridgeValley and Community resources
- NEST Pantry assistance to students

Student Services Specialist - TANF, Kevin Ellenberg

kevin.ellenberg@bridgevalley.edu, 304-205-6711, B2000 012 / Davis Hall 401B

- Assist TANF students assigned by DHHR
- Provide academic and career counseling support, resources and services to TANF Students
- Provide referral to BridgeValley and Community resources
- New Student Advisor

Life Bridge AmeriCorps Liaison to Veteran and Military Affairs, Tammy McClanahan

tammy.mcclanahan@bridgevalley.edu, 304-205-6609, B2000 012

- Recruitment of Veterans
- Assistance with VONAPP
- Assistant to Director of Veteran & Military Affairs

Student Success Center Apprentice, Tammy Winters

tammy.winters@bridgevalley.edu, 304-205-6672, B2000 031

- Test Scheduling
- Test Proctoring
- Assistance with MyBridge, Blackboard, Email
- General SSC Assistance
- Bootcamps

Student Services Specialist Gear-Up, Janice Williams

janice.williams@bridgevalley.edu, 304-205-6729, B2000 021

- Assisting of Gear Up Students
- GEAR UP Grant Liaison through HEPC

Part-Time Professional Advisor, VACANT

- New Student Advisor
- Liaison to students for Eligible Perkins Programs
- Student Success Strategies Program



Student Services Specialist, Jeanne Smith
jeanne.smith, 304-734-6617, Davis Hall 401B

- New Student Advisor
- Student Success Strategies Program
- NSLS Coordinator / Advisor

Student Government President, Alex Harris
sga@bridgevalley.edu, 304-205-6757 South Charleston, B2000 021 / 304-734-6717
Montgomery, Davis 105

General Information

Mission Statement

BridgeValley Community and Technical College promotes student success, prepares a skilled workforce, and builds tomorrow's leaders by providing access to quality education.

Vision Statement

BridgeValley Community and Technical College will be the college of opportunity for a diverse learner population, offering leading-edge technology, innovative ideas, and dynamic service to our students and our communities.

Accreditation

BridgeValley Community and Technical College is accredited by the Higher Learning Commission.

Goal Statement

Goal One: Student Success

- Prepare students to become successful and independent contributors to society by providing transfer skills for future technical innovations
- Maintain a sound assessment program for student learning outcome measurement
- Ensure a student-centered learning environment and support services
- Increase retention rates
- Increase the number of graduates in certificate and associate degree programs

Goal Two: Institutional Success and Sustainability

- Promote faculty and staff excellence
- Increase headcount and FTE enrolment annually
- Pursue new revenue opportunities to support present and future programs and services
- Assess institutional effectiveness and continuous improvement through strategic planning
- Leverage the strengths and efficiencies of a multi-campus college
- Promote the college to community and industry through effective marketing, branding, and public relations opportunities
- Provide access to education, training, and enrichment opportunities on multiple campuses, off-site, or on line
- Promote sustainability principles throughout college operations
- Maintain a safe, secure, modern, and positive learning/working environment

Goal Three: Community and Industry Success

- Exhibit responsiveness and flexibility in course and program offerings to meet changing workforce needs of business and industry
- Build synergistic relationships with community, schools, and alumni
- Integrate community service and civic engagement opportunities into programming
- Forge strategic partnerships that advance community, workforce and economic development

History of BridgeValley

BridgeValley Community and Technical College was created in March 2014 with the merger of Bridgemont and Kanawha Valley Community and Technical Colleges.

Bridgemont Community and Technical College

- **1966-** Associate degrees offered at West Virginia Institute of Technology (WVIT)
- **2004-** Initial accreditation as independent community college- The Community and Technical College at West Virginia University Institute of Technology
- **2008-** Renamed Bridgemont Community and Technical College

Kanawha Valley Community and Technical College

- **1953-** Associate degrees offered at West Virginia State College
- **2004-** Initial accreditation as independent community college- West Virginia State Community and Technical College
- **2008-** Renamed Kanawha Valley Community and Technical College



Administration

BridgeValley Community and Technical College

- 🌀 Acting President: Casey K. Sacks
- 🌀 Interim Vice President of Academic Affairs: Suzette Breeden
- 🌀 Vice President of Student Affairs: Todd Jones
- 🌀 Vice President of Workforce: Laura McCullough
- 🌀 Vice President of Operations: Jason Stark
- 🌀 Chief Financial Officer: Cathy Aquino
- 🌀 Dean of Computer Science, Manufacturing and Engineering Technology: Norman Mortensen
- 🌀 Dean of Business, Legal, and Technical Occupations: Kelly Grose
- 🌀 Dean of General Education, Liberal Arts and Sciences: Kristi Ellenberg
- 🌀 Dean of Allied Health: Kent Wilson
- 🌀 Associate Vice President of Student Engagement/Dean of Students: James McDougle
- 🌀 Associate Vice President of Enrollment Services: Roy Simmons
- 🌀 Registrar: Jordan Atha
- 🌀 Director of Outreach and Communications: Michelle Wicks
- 🌀 Executive Director of the Institutional Advancement: Alicia Syner



Office of Student Services

Accessibility Services

BridgeValley is invested in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act signed into law in 1990. Accessibility services assists the College in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at BridgeValley. The College focuses on the student as an individual and works toward equal opportunity, full integration into the campus environment, physical accessibility and the provision of reasonable accommodations, auxiliary aids and services to students.

A qualified individual with a disability is one who can provide documentation of such a disability. Acceptable documentation includes an Individualize Educational Plan (IEP), 504 plan, psychological evaluation, or documentation from a licenced professional.

Students who are seeking information on these services should speak to the Accessibility Services Office in Student Services, suite 032 Main and Pathfinder Hall room 304. The most common accommodations offered at BridgeValley are, but are not *limited to*:

- *Extended Test Time*
- *Alternative Testing Location*
- *Note Taking*
- *Test Reader/Writer*
- *Recording of Class Lectures*
- *Sign Language Interpreter*
- *Priority Seating*
- *Use of Tablet*
- *Waiver of Absence Policy*
- *Handicapped Parking*

For more information on accessibility services, contact the Accessibility Services Office at 304-205-6725 or email disabilityservices@bridgevalley.edu.

Advising

All incoming students are advised and registered by our Professional Advising Team, the advisor is determined based off of the major in which the student selects on their admissions application. The student is informed of who their advisor is once they receive their fully admitted acceptance letter, which outlines instructions to sign up for an advising and registration appointment. Advising for all new students begins approximately two weeks after continuing student registration for each semester has begun, this includes advising for First Time Freshman, Transfer, Re-Admits, and Transient students. All new students will need to provide the necessary paperwork prior to being advised and registered for classes, this includes ACT/SAT test scores,

ACCUPLACER test scores, high school and/or college transcripts. Students cannot be properly advised without test scores and transcripts on file, as they are required to determine placement and pre-requisite requirements.

Follow the steps below to schedule an advising appointment.

- Go to <https://trac.bridgevalley.edu/>
- Sign in with your campus email and password
- **You must activate and setup your campus email account in order to login to Advisor TRAC and schedule an advising appointment**
- **Your campus email address is listed at the bottom of your acceptance letter**
- Click on Search Availability
- Select the appropriate Center: Professional Advising Center South Charleston or Montgomery
- Select consultant from the drop down menu (Your advisor will be listed on your acceptance letter)
- Select the reason for the appointment from the drop down menu (schedule classes)
- Select the Location: Location indicates location of the advisor, ex. Remote indicates that the advisor is available via telephone or virtually via zoom on the days and times selected.
- Select the date and time you would like your appointment from the available options
- Once you complete the online signup, you will receive an email confirming your appointment

For question or concerns about advising, please contact Renee Lester at Renee.Lester@bridgevalley.edu or 304-205-6792. All continuing students are advised by their assigned faculty advisor. Advisors are assigned based off the student's major listed in BridgeValley's Banner system at the time registration begins for that semester. Faculty will notify students via email as registration is opening each semester with instructions on how to setup their advising and registration appointment. Advising, although traditionally completed with the advisor face to face can be conducted via telephone or email if the student is unable to come to campus or in the event that the campus is closed. After the initial advising session between the student and advisor, the student will be provided their alternate registration PIN so that they can make schedule adjustments through their MyBridge account within the add/drop period for that semester. Students may be provided their alternate registration PIN with instructions on how to register within their MyBridge account as an alternative to meeting with a faculty advisor during special circumstances. Continuing students can view the current class schedule online at <https://www.bridgevalley.edu/class-schedules>.

Career Services

Career services offers information and advice in the areas of career planning, job search assistance, and employment referrals. Career services also offers assistance with developing a resume and cover letter, mock interviews, and much more.

Career planning assists students with academic and career decisions through self-evaluation, career exploration and research, and the development of personal and professional goals.

Career services also offers workshops throughout the year. During these workshops, students have the opportunity to meet with local employers to gain knowledge of trends in career development and expertise on how to “land the job”. A career fair is held each semester to assist students with job placement and to give students a chance to enhance their communication skills.

College Central Network: (CCN) Career Services enables students to search for job listings posted to the BridgeValley site, post a resume or online portfolio, read career-related announcements and literature, and learn job search tips from over 100 free career videos. Using your BridgeValley ID B#, students can set up an account and begin using the CCN system. Try the following steps to set up your account:

- Go to www.collegecentral.com/bridgevalley
- Click the Students icon
- Click “forgot your Password” link in the “sign in” area
- Enter your Student ID number – B# - in the ID field
- Enter your BridgeValley email address
- Click the Find Account Button
- An email will be sent to you to establish a password and finish your registration

World of Work Inventory (WOWI):

A career assessment that combines career interests and work styles to match to careers that meet your needs. This assessment is meant to open potential career options to students and provides details on each career, allowing students to make an informed decision on which career path would suit them best. WOWI Career Assessment is required for all degree seeking freshman, transfer, and re-admit students.

Follow the steps below:

1. Once admitted to BridgeValley Community and Technical College, students will receive their individual log-in credentials via email.

2. Go to the WOWI website to log in.
<https://www.wowi.com/#close>
3. Click the log-in button on the top of the home page.
4. Enter the log in name and password provided.
5. Once logged in, you will be able to start and stop the assessment as needed, including closing the window and resuming where you left off on a later date.
6. Results will be discussed with students during their initial advising appointment at BridgeValley CTC.

Students may contact the Career Services Office via email at CareerServices@bridgevalley.edu or 304-205-6792/304-205-6629.

Collegiate Recovery Services

Are you looking for someone to talk and walk with you as you choose your pathway to recovery from addiction, or another crisis? We all have something to recover from. We can recover from substance abuse, gambling, over eating, smoking, grief, trauma, co-dependency... the list is endless. Recovery is a process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential.

A trained, Recovery Coach with the BridgeValley CTC Collegiate Recovery Program, will walk with you without judgement and promote your recovery by helping you remove barriers and obstacles to recovery, and form better connections to services and community. If you are not in recovery, and want to work on improving your life, we can connect you to a Counselor that can help you with goal setting and finding the resources to achieve those goals.

A Collegiate Recovery Community offers support to students who are in recovery from any kind of addiction and/or mental illness including but not limited to, substance use, eating disorders, sex addiction, or depression. This community assists in each individual's unique recovery, encouraging autonomy, providing support, increasing academic success, and offering a safe space on campus to process, grow and reflect.

Counseling Services

The goal of BridgeValley Counseling services is to provide helpful and effective counseling to currently enrolled students. The Counseling Center works collaboratively with students, academic divisions, departments, faculty members, enrollment services, and other pertinent departments of the institution to enhance academic, personal, and career success. Counseling services are free of charge to BridgeValley students. Counseling sessions consist of a short-term basis (*9 sessions per semester*). If it is determined that long-term mental health counseling services are more appropriate to address your need(s), the BridgeValley counselor will provide a list of community resources to better assist you. Counseling appointments are made in one-hour increments.

The actual length of time for a counseling appointment is 45 minutes. This allows the counselor time for documentation of the previous appointment, and for centering before the next appointment.

Making Counseling Appointments

BridgeValley students may make appointments to see the counselor by going to the Counseling Services' home Web page, <http://www.bridgevalley.edu/counseling-services> and click on the link that says request counseling appointment and follow instructions. Students may also email the counselor at Carla.Blankenbuehler@bridgevalley.edu or visit the office. Students are required to give a name, contact phone number, and contact email address.

Hours of Operation

Generally, Counseling Services are available Monday through Thursday from 8:30 AM to 6:00 PM at the South Charleston Campus and Montgomery Campus. Hours are limited during breaks such as winter break and spring break.

After Hours Emergencies

If you experience a mental health crisis after business hours, you may contact:

Thomas Behavioral Health Connections (304) 766-3553 or 1-800-992-3010

National Suicide Hotline: 1-800-273-TALK (8255)

Help 4 WV: 1-844-HELP4WV (435-7498)

REACH, The Counseling Connection 24HR Hotline: 1-800-656-HOPE (4673)

Pathfinder Student ID

All students are required to obtain a BridgeValley student ID card. Students may go to the Division of Student Affairs at any time to obtain their student ID card. The first ID card for students is free, however there will be a fee charged to students for a replacement card.

Retention & Academic Probation Program

The Retention Office's mission is to assist students and inform them of the resources and services available to them at BridgeValley and to ensure that they are successful both in and out of the classroom. To ensure that every student takes full advantage of the educational opportunities, the College has implemented an Early Alert retention program, coordinated by the Retention Office. Through the Early Alert system, the students are identified through referrals from faculty and staff to provide customized services for those students early in the semester. The Student Services support personnel will contact student(s) to discuss issues that may require attention and resources to support them. We also assist students who are on academic suspension/probation and/or financial aid probation with goal setting, time management skills and learning styles assessment so that the student can achieve academic success in the future. In addition, students who have an academic standing of probation are required to attend a Mandatory Academic Success Workshop during the semester in which they are on probation.

For more information, please contact Director of Career Services and Freshman Advising, Renee Lester at Renee.Lester@bridgevalley.edu or 304-205-6792 or Coordinator of Retention, Connie Keiffer at Connie.Keiffer@bridgevalley.edu or 304-734-6618.

Student Life

Student life is designed to provide all students with the total college experience! Student life supports student opportunities for learning, involvement, leadership, community services, and creative expression that go beyond the classroom. Join a student organization, start a new student organization, volunteer in the community, or take advantage of the many events planned around campus! For more information on student life, contact the Coordinator of Student Engagement at 304-205-6625.

For a complete list of student organizations, please contact the Office of Student Life at officeofstudentlife@bridgevalley.edu.

Student Success Center

The Student Success Centers (SSC) are located in room 031 on the South Charleston campus and room 313 Pathfinder Hall on the Montgomery campus. The SSC is open to any BridgeValley student who may need assistance with class assignments in various subject areas, test taking and study skills, computer assistance, and logging into your MyBridge/BlackBoard account. We also offer free tutoring to all students registered for a BridgeValley course, exam proctoring, CLEP testing, TEAS testing, PSI testing, Accuplacers and exam reviews. For further information on our services please refer to our webpage at: <https://www.bridgevalley.edu/student-success-center>.

We look forward to serving each student from the first day of class until graduation.

Our Mission:

The mission of SSC is to provide effective academic assistance, professional testing, student assessment services, and tutorial services on our South Charleston and Montgomery campuses that will ensure success for all students at BridgeValley.

Our Services:

1. Tutoring

The SSC offers tutoring in most academic subjects. This service is free to all BridgeValley students. The schedule and list of subjects are available in the SSC and can be viewed on the SSC website.

2. Exam Proctoring

The SSC offers free exam proctoring for your online course exams. Exam proctoring can be scheduled via Register Blast <https://www.registerblast.com/bvctc/Exam/List>. You may use this link to schedule your online tests 24/7 using your tablet, smartphone, or computer. The Register Blast link (<https://www.registerblast.com/bvctc/Exam/List>) can be accessed in your MyBridge, on the SSC website, and in your Blackboard course. Once you complete your registration you will receive an acknowledgement of your test proctoring date and time, in addition to a reminder 24 hours prior to your exam proctoring date.

3. CLEP Testing:

The SSC is an authorized CLEP Center. Students have an opportunity to CLEP out of certain classes offered at BridgeValley as well as other colleges. The cost and schedule is available in the SSC, and can be scheduled via Register Blast <https://www.registerblast.com/bvctc/Exam/List>

4. TEAS Testing:

For those students applying to the ADN (Nursing) program or DMS (Sonography) program, the SSC offers the TEAS examination, designed to assess a student's readiness for admission to the nursing program.

5. Exam Reviews:

The SSC offers Midterm and Finals review for most Math classes. We also offer reviews for other classes upon request.

**** For a complete list of testing services, please contact the student success center at 304-205-6670.*

Veteran Affairs

BridgeValley Community and Technical College extends its gratitude to our Veterans for their service. It is our goal to repay you as best as we can for your sacrifices and serve your

educational needs in every way possible. The College offers a wide range of majors and programs that can help lead to your success.

To start the process for benefits, complete the application for VA Education Benefits Application at: www.va.gov. Once you are approved, the Veterans Administration will send you a “Certificate of Eligibility”. You will need to bring a copy of your “Certificate of Eligibility” to Misi Lair, Director of Veteran & Military Affairs or James McDougle, Associate Vice President for Student Engagement/Dean of Students.

Benefits Available

Post 9/11 GI Bill: The Post-9/11 GI Bill is for individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. Apply at www.gibill.va.gov

Yellow Ribbon Program Participant: Those receiving the maximum benefit from the Post 9/11 GI Bill can receive additional funding to cover the difference between in-state and out-of-state tuition and fees. BridgeValley Community and Technical College has agreed to waive 50% of this difference, and the Veterans Administration will pay the remaining balance. This means that those students eligible for the maximum Post 9/11 GI Bill should not have to pay any tuition and fees out-of-pocket.

Montgomery GI Bill/Chapter 30: (active duty or non-active duty) must have served in the United States Armed Forces for period of two to four years and have been HONORABLY discharged prior to returning to school.

Montgomery GI Bill/Chapter 1606: (selected reserve) must have completed Basic Training and AIT and are now assigned to a Reserve and/or West Virginia National Guard Unit. Please submit copy of DD214 and NOBE (Notice of Basic Eligibility). The NOBE is available from your assigned unit.

Montgomery GI Bill Chapter 1607: Reserve Educational Assistance Program (REAP) called or ordered to active duty in response to war or national emergency (Contingency Operation) as declared by the President or Congress. This new program makes certain reservists, who are activated for at least 90 days after September 11, 2001, either eligible for education benefits or eligible for increased benefits.

VA Vocational Rehabilitation/Chapter 31: (disabled Veterans) must apply with their case worker and have their disability rated. The Veterans Certifying Official will receive Authorization and Certification of Entrance or Re-Entrance into Rehabilitation and Certification of Status.

Survivors' and Dependents' Educational Assistance Program/Chapter 35: (for dependents and spouses of 100% disabled or deceased Veterans) must complete Form 22-5490 and submit to

Department of Veterans Affairs. Once a claim is established a Certificate of Eligibility will be issued to the dependent/spouse. The student should then make an appointment to see the Veterans Certifying Official.

VA's One Year Retroactive Award Rule:

VA's one year retroactive rule is available to students/trainees/apprentices that are considering using the GI Bill. The VA will only pay retroactive one year back from the date of the claim. For VA education and OJT/Apprenticeship programs, that's generally the date of the certification of enrollment/training. If the student/trainee/apprentice is pursuing several terms of education or months of training/employment before actually coming to you to get certified, that student/trainee/apprentice runs the risk of the VA not paying for any term beginning more than one year prior to your certification.

Work-Study Program:

All students eligible for benefits in Chapter 30, 31, 33, 33T, 35, 1606, 1607, STEM Scholarship recipients, National Call to Serve are eligible to apply for VA Work Study. Required forms can be found at: <https://www.va.gov/education/about-gi-bill-benefits/how-to-use-benefits/work-study/>

Reserve or National Guard Tuition Assistance:

Apply for the WV National Guard assistance at <https://www.wv.ng.mil/Education/>

Apply for the Army Reserves at <https://www.armyignited.com/app/>

VA Certifying Officials

Misi Lair, Director of Veteran and Military Affairs

Room 302, Pathfinder Hall
304.734.6620
Misi.lair@bridgevalley.edu

James McDougle, Associate Vice President for Student Engagement/Dean of Students

B2000 032D
304.205.6710
James.mcdougle@bridgevalley.edu

TANF Services at BridgeValley

Temporary Assistance for Needy Families (TANF) is a program sponsored by West Virginia Department of Health and Human Resources. This program through WV Works provides

Temporary Assistance to Needy Families. This is a cash assistance program with a sixty (60) month lifetime limit that also provides funds for support services to aid students in overcoming barriers while completing their education.

BridgeValley has Student Services Specialists who assist students in successfully navigating the enrollment process, find and select an appropriate higher education academic program and provides ongoing support to TANF students. We enable the student to make a successful transition into the workforce and/or continued post-secondary education.

For more information on TANF contact TANF@bridgevalley.edu.



Campus Offices and Services

Campus Police and Emergency Information

The safety of our students, faculty, staff, and visitors is a top priority at BridgeValley Community and Technical College. The Department of Campus Safety works diligently to ensure a safe work and academic environment for the BridgeValley community. Administration and the Campus Safety Committee have implemented several services that will allow everyone to play a vital role in security on campus. In addition, there are campus police officers to assist students in the parking areas and in other helpful ways around campus.

For all emergency and medical emergencies, you should first call 911. Remember when calling from a campus phone, you will need to dial 9 for an outside line.

All other non-emergencies, contact:

Chief Basra Fakhir
Office: Room 011
Phone: (304)205-6630
Cell: (216)571-3969

SEE SOMETHING SAY SOMETHING!
Help Keep Campus Safe!

BVConnect

Students are highly encouraged to opt-in to BVConnect. This system will notify you via email, text message and/or phone in the event of inclement weather or emergency situation. To opt-in, please visit the BridgeValley website at www.bridgevalley.edu and click on the Emergency Sign Up icon at the bottom of the homepage.

Information Technology – Student Accounts

MYBRIDGE Portal

Your **MyBridge** portal provides access to your class schedule, on-line courses, academic records, billing and financial aid information, email and Blackboard!

To access your **MyBridge** portal:

- Go to **www.bridgevalley.edu**
- Click on the **MyBridge** portal icon at the bottom of the page
- Enter your Username and password

Username:

PIN: The default is your six-digit birthdate in the **mmddy** format

Click **Login: BridgeValley campus email** If you are a new student who has never logged in, the default password will be BVctc + 6 digit birthdate. (Ex. BVctc010203)

If you need assistance with your student email, please contact helpdesk@bridgevalley.edu.

ONLINE CLASS LOGIN INSTRUCTIONS - BLACKBOARD

- Go to **www.bridgevalley.edu**
- Click on the **MyBridge** portal icon at the bottom of the page
- Log into your **MyBridge** account (instructions above)
- Click on the **Blackboard Learn Icon**
- Click the name of the course you wish to access

If you experience any trouble accessing your course(s), call 304.293.5192 anytime (24 hours a day/seven days a week).

HOW CAN I TELL IF A CLASS IS ONLINE OR NOT?

- At BridgeValley a Web course is defined as 100% online with no face to face meetings. You cannot be required to come to campus. The course will be taught with instructor mandated deadlines.

Web courses are identified on the schedule with a **W** before the section number of the course (1234 ENGL 101-**W1**)

- A Blended course is defined as 50-99% online with up to 24% of the time in a traditional classroom. In a traditional semester the averages is approximately 4 – 5 on-campus meetings. The class can be taught either synchronously or asynchronously.

Blended courses will be identified in the schedule with a B before the section number (1234 ENGL 101-**B1**).

- Anything less than 50% online is considered Traditional. The primary delivery method will be in the traditional face-to-face classroom. All computer work required during scheduled course meetings use institutionally provided computer resources.

WHAT TYPE OF WEB BROWSER DO I NEED ON MY COMPUTER?

Only Mozilla Firefox and Chrome are supported web browsers. Use of Internet Explorer is NOT recommended. There is a complete listing of computer requirements in an “Online Help” link on the BridgeValley website.

TIPS FOR SUCCESS IN YOUR ONLINE COURSE

1. Familiarize yourself with the course’s online delivery system. Find the course syllabus, schedule, calendar, requirements, methods of communication, where you go for help, etc.
2. Participate! Whether you are working alone or in a group, contribute your ideas, perspective and comments on the subject you are studying, and read about those of your classmates.
3. Log on to your course every single day (at least 5-6 days/week). You are expected to give to and take at least as much from an online class as you would from a traditional face-to-face class.
4. Be polite and respectful. This is not only common sense, it is absolutely obligatory for a productive and supportive online environment. And your own work will have greater value as well.
5. Speak up if you are having problems. Be absolutely explicit with your comments and requests. If you are having technical difficulties, or problems understanding something about the course, you **MUST** speak up. This is the only way the instructor will know that something is wrong.

***** ALL STUDENTS WHO ARE TAKING AN ONLINE CLASS ARE REQUIRED TO REGISTER AND COMPLETE THE STUDENT ORIENTATION (STOR).**



Library Services

BridgeValley is the first community college in West Virginia to have a solely virtual library. It is packed with useful resources, which are completely digital and can be accessed 24/7 with a few taps of your fingertips. You never have to worry about closing times, due dates, or fines. Located in a computer lab, the library offers traditional information retrieval services along with technology assistance and campus life events each semester.

You have access to the same quantity and quality of information as any other library, just in a different medium. With access to a variety of resources including 21 EBSCO hosted databases like Academic Search Complete, CINAHL Complete, and a community college oriented eBook collection, the Digital Commons Network, and a collection of reliable websites to help with research for your class assignments and job applications. As our services continue to grow, so will our virtual presence.

The campus library offers instructional sessions on topics such as career research, database searching, plagiarism, and copyright, and has created handouts and online tutorials as an accompaniment. The librarian is happy to work with you and will be visiting your classes to do group instruction tutorials. The library also offers proofreading services of English papers, cover letters, and resumes. The library can be found in Room 119 Main in South Charleston. The librarian can be reached at library@bridgevalley.edu or 304.205.6697. The virtual library is located within your MyBridge account under the Library Resources tab. Additionally, the library has a community in Blackboard titled BridgeValley Library Online, which houses information about the library, helpful research, citation, and writing handouts, video tutorials, and an Ask the Librarian discussion board.

Policies and Procedures

Students Rights and Responsibilities

BOARD OF GOVERNORS POLICY D-1

Section 1. General

- 1.1. Scope — Policies, rules and regulations regarding student rights, responsibilities and conduct at BridgeValley Community and Technical College (BridgeValley).
- 1.2. Authority — W. Va. Code § 18-26-81.3
- 1.3. Effective Date — July 12, 2013

Section 2. Purpose

- 2.1. Purpose - The purpose of these policies, rules and regulations includes, but is not limited to, the following:
 - 2.1.1. To establish a general policy on student life, including a statement on student rights and responsibilities, at BridgeValley;
 - 2.1.2. To identify behavioral expectations of students and certain prohibited acts by students at BridgeValley;
 - 2.1.3. To prescribe penalties and sanctions for such prohibited conduct;
 - 2.1.4. To define generally the powers, authority and duties to be exercised under the control of the BridgeValley Board of Governors (Board), by the President of BridgeValley in applying these policies, rules and regulations;
 - 2.1.5. To prescribe disciplinary actions and proceedings to be taken in cases of the violations of these policies, rules and regulations.

Section 3. Definitions

- 3.1. Board of Governors - The BridgeValley Board.
- 3.2. Institution - BridgeValley.
- 3.3. President - The chief executive officer of BridgeValley.
- 3.4. Property - Any property, whether owned, rented or otherwise held or used by the Board, by BridgeValley or by the institutional community.

- 3.5. Activity - All or any operations conducted, sponsored, promoted, operated or otherwise engaged in by BridgeValley, including, by way of illustration and not as limitation of the foregoing, classroom and course activities, recreational and cultural programs, maintenance or building programs, committee or other business activity, registration, advising, teaching, admissions, placement, disciplinary or routine office activity, research or service.
- 3.6. Facility - Any and all property of BridgeValley used or usable in any activity of the institution.
- 3.7. Campus - All the property and facilities of BridgeValley serving as the locus in quo of any activity of the institution.
- 3.8. Faculty - Those employees of the Board who are assigned to teaching or research or service functions at BridgeValley, and who hold academic rank.
- 3.9. Staff - Those employees of the Board who are assigned to teaching or research or service functions at BridgeValley, and who are not members of the faculty.
- 3.10. Student - Any person who has been admitted to BridgeValley to pursue a course of study, research, or service, who is currently engaged in an institutionally sponsored activity, and who has some right or privilege to be on the campus or in the facilities of the institution, or to use the same, in connection with study, research, or service, or who yet has some right or privilege to receive some benefit or recognition or certification from the institution, under the rules, regulations, or policies of the Board or BridgeValley.
- 3.11. Member of the institutional community - Any officer, administrator, faculty member, staff member, employee, student of or at BridgeValley, member of the Board of Governors, as well as any person authorized to participate in an institutional activity at the time applicable.

Section 4. Policies Regarding Student Rights and Responsibilities

- 4.1. The submission of an application for admission to BridgeValley represents an optional and voluntary decision on the part of the prospective student to partake of the program and privileges offered by the institution pursuant to the policies, rules and regulations of the Board and the College. Institutional approval of that application, in turn, represents the extension of a right or privilege to join the institutional community and to remain a part of it so long as the student fulfills the academic and the behavioral expectations that are set forth in the policies, rules and regulations of the Board and the institution.
- 4.2. Freedom of expression and assembly: The student enjoys the essential freedoms of scholarship and inquiry central to all institutions of higher education. In exercising these freedoms, the student has certain rights and responsibilities, including, but not limited to, the following:
 - 4.2.1. To have access to College resources and facilities;

- 4.2.2. To espouse causes;
 - 4.2.3. To inquire, discuss, listen to and evaluate;
 - 4.2.4. To listen to any person through the invitation of organizations recognized by the institution;
 - 4.2.5. To have a free and independent student press, which adheres to the canons of responsible journalism;
 - 4.2.6. To not violate the rights of others in matters of expressions and assembly; and
 - 4.2.7. To abide by policies, rules and regulations of the Board and the institution and federal, state, and local statutes and ordinances pertaining to freedom of expression and assembly.
- 4.3. Freedom of association: Students may organize whatever associations they deem desirable and are entitled to affiliate with any group or organization for which they meet membership qualifications. However, institutional recognition of student organizations shall be limited to those whose purposes comport with the educational mission of the College.
- 4.4. Right to privacy: The student is entitled to the same safe-guards of the rights and freedoms of citizenship as are afforded those outside the academic community, including, but not limited to, the following:
- 4.4.1. Confidential communication on a one-to-one relationship with faculty, administrators, counselors and other institutional functionaries;
 - 4.4.2. Respect for personality, including freedom from unreasonable and unauthorized searches of student living quarters;
 - 4.4.3. Confidentiality of academic and disciplinary records;
 - 4.4.4. Legitimate evaluations made from student records.
- 4.5. Responsibilities of citizenship: The student is expected, as are all citizens, to respect, and abide by, local ordinances and state and federal statutes, both on and off the BridgeValley campus. As a member of the educational community, the student is expected to abide by the institution's code of student conduct which clarifies those behavioral standards considered essential to its educational mission.
- 4.6. Disciplinary proceedings: Disciplinary proceedings for students accused of committing offenses must be consistent with such constitutional provisions guaranteeing due process of law as are applicable to them. In all disciplinary proceedings, the student shall be considered innocent until proven responsible of any charge. BridgeValley shall have authority for promulgating rules and regulations, consistent with policies, rules and regulations of the Board.

Section 5. Standards of Conduct; Rules and Regulations

- 5.1. Conduct required in general: All students at BridgeValley are subject to, and are required to comply with, observe, and obey the following:
 - 5.1.1. The laws of the United States;
 - 5.1.2. The laws of the State of West Virginia;
 - 5.1.3. Local city, county and municipal ordinances;
 - 5.1.4. The policies, rules and regulations of the Board and the institution; and
 - 5.1.5. The directions and orders of the officers, faculty and staff of the institution who are charged with the administration of institutional affairs at BridgeValley.

- 5.2. Prohibited; disorderly conduct: Any and all students who behave in a disorderly or unlawful manner, such as the actions listed below, but not limited to those listed, in or about institutional property or facilities, are subject to institutional disciplinary action which may result in probation, suspension or expulsion, whether or not there is prosecution for such violations in local, state or federal courts:
 - 5.2.1. Fights;
 - 5.2.2. Assaults or battery;
 - 5.2.3. Public disturbances;
 - 5.2.4. Unlawful assembly; and
 - 5.2.5. The violation of any municipal, state or federal law, or the rules and regulations of the Board or the institution.

- 5.3. Prohibited conduct; theft or damage of property: No student shall, individually or by joining with one or more others, misuse, steal, damage or destroy any institutional property or facilities or the property of any member of the institutional community on or in BridgeValley property or facilities of the institution. Students involved in any such prohibited actions or conduct shall be subject to institutional disciplinary action which may result in probation, suspension or expulsion, whether or not there is prosecution for such actions or conduct in local, state or federal courts.

- 5.4. Prohibited conduct; disruption: No student shall, individually or by joining with one or more other persons, do any of the following:
 - 5.4.1. Disrupt or interfere with any BridgeValley activity, program, meeting or operation;
 - 5.4.2. Interfere with the rights of any member of the institutional community;

- 5.4.3. Injure or threaten to injure, or coerce by bodily harm or restraint or threats thereof or any other means, any member of the institutional community or persons lawfully on the institution's campus, property or facilities; or
 - 5.4.4. Seize, hold, commandeer or damage any property or facilities of BridgeValley, or threaten to do so, or refuse to depart from any property or facilities of the institution upon direction, pursuant to policies, rules and regulations of the Board or the institution, by an institutional officer, faculty or staff member, or other person authorized by the President.
 - 5.4.5. Students involved in any such action or activities shall be subject to institutional disciplinary action which may result in probation, suspension or expulsion, whether or not there is prosecution for such actions in local, state or federal courts.
- 5.5. Prohibited conduct; hazing: No student shall, individually, or by joining with one or more other persons, engage in any act of hazing involving another member of the institutional community. The President shall promulgate rules and regulations prohibiting hazing in any form. Such rules and regulations shall include provisions to:
- 5.5.1. Prohibit any action which subjects a pledge, initiate, or member of a student organization to activities which are personally demeaning or involve a substantial risk of physical injury. This includes both organized rites of initiation and informal activities;
 - 5.5.2. Include the institutional hazing policy in the student handbook, or such other publications which are readily distributed to all students. The institutional policy shall provide that students involved in hazing activities are subject to institutional disciplinary action which may result in the sanctions of suspension or expulsion, whether or not there is prosecution for such actions in local, state or federal courts;
 - 5.5.3. Identify, through student publications and other appropriate mechanisms, the sanctions which apply to student organizations engaged in prohibited hazing activities or prohibited rites of initiation. These sanctions may include, but are not limited to: denial of the use of institutional facilities, removal of some or all social privileges, removal of institutional recognition, and a recommendation to regional or national headquarters that the organizational charter be revoked. The President of the College shall take steps to ensure that the chief officer of each student organization is informed at least annually of the institution's hazing policy and the sanctions which may be imposed upon offending organizations; and
 - 5.5.4. Ensure that students accused of hazing offenses where the sanctions of suspension or expulsion may result are afforded the opportunity for a disciplinary hearing, as provided in Section 7.4 of these policies, rules and regulations.
- 5.6. Prohibited conduct; discrimination: No student shall, individually or by joining with one or more other persons, promote or demand action on their part or any other member of the institutional community that would constitute unlawful discrimination on the basis of race, sex, color, political affiliation, handicap or age. Students involved in any such action or

activities shall be subject to institutional disciplinary action which may result in probation, suspension or expulsion, whether or not there is prosecution for such actions in local, state or federal courts.

Section 6. Powers, Authority and Duties of the President

- 6.1. General powers, authority and duties of the President: The chief executive officer of the institution shall be the President. The President shall be responsible for the entire administration of the institution, subject to the control of the Board. It shall be the President's duty to attend to and administer the laws of the State of West Virginia which may be applicable on the campus; the policies, rules and regulations of the Board; and policies, rules and regulations of the institution. The President is hereby vested with authority requisite to that end, subject to the control of the Board.
- 6.2. Powers, authority and duties of the President; delegation of authority and responsibility: Any authority, responsibility, or duty granted to or imposed upon the President by these policies, rules and regulations may be delegated by the President, subject to the control of the Board, to another person or persons on the faculty, staff or student body of the institution.
 - 6.2.1. All persons dealing in the matters so delegated by the President shall be required to deal with the persons to whom the President shall have delegated such authority, responsibility or duty and such persons shall be required to deal with the institution or the President through such designees, except on appeal to the President as specified by the President.
- 6.3. Powers, authority and duties of the President; promulgation of institutional regulations for student discipline: The President of the College shall have authority and responsibility, subject to the control of the Board, for the discipline of all students at the institution.
 - 6.3.1. The President, with the advice of faculty and students and subject to the control of the Board, shall develop, promulgate and use disciplinary regulations and channels at the College not inconsistent with the policies, rules and regulations of the Board.
- 6.4. Powers, authority and duties of the President; activities on, and use of, institutional property or facilities: The use by any person of the property or facilities of the College shall be controlled and governed by the policies, rules and regulations of the Board.
 - 6.4.1. Regulations governing the use of such property or facilities at the College shall be promulgated by the President thereof, with the advice of faculty and students and shall conform to these policies, rules and regulations and be subject to the control of the Board.
- 6.5. Powers, authority and duties of the President; public use of institutional property or facilities and restrictions imposed: Subject to the control of the Board, notwithstanding any rule, regulation, policy or express or implied permission for the use of, or presence in or on, the property or facilities of the institution, any person who (a) is not a student presently registered for current classes or course work at the College or is not an employee

of the Board currently on duty at the College and (b) by his or her conduct or speech or expressions, causes or, in the opinion of the President of the College or the President's delegate of authority, may be reasonably expected to cause harm to persons, property or facilities or disruption of, or interference with, any activity of the College, is no longer authorized to be in or on the property or facilities of the institution. In such instance, the President or the President's delegate of authority, shall cause such person to be ejected from, kept off, and kept out of the property and facilities of the College. The President or delegate of authority may take whatever legal or institutional action is necessary to effectuate this authority.

- 6.6. Powers, authority and duties of the President; use of institutional property or facilities; activities which interfere with, disrupt or inhibit institutional operations: The assertion by any person or persons of rights of speech, assembly, press or other expression with the intention to interfere with access to, or use of, the institution's property, facilities, activities, programs, or operations by those properly and regularly using the same is expressly prohibited, any rule, regulation or permission express or implied notwithstanding.
- 6.7. Powers, authority and duties of the President; limitations of assembly and student use of institutional property or facilities: Subject to the control of the Board, when, in the judgment of the President, an assembly is not in the best interests of the institution or the individuals concerned, in that it presents a clear and present danger of harm to persons, property, or facilities or interference with or disruption of activities, such President or his or her delegate of authority shall prohibit such assembly and shall take measures to prevent harm to persons, property or facilities, or to prevent interference with or disruption of activities, as may be necessary in the circumstances or may be reasonably expected to come into existence.
- 6.8. Powers, authority and duties of the President; limitation of activities and emergency measures: When there has been harm or damage to persons, property or facilities, or when there has been disruption of or interference with institutional activities, or when there has been seizure or occupation of property or facilities by persons no longer authorized, then, subject to the control of the Board, when the President deems it necessary to end or to control such occurrences and the circumstances caused thereby, the President shall take any or all of the following actions or other appropriate actions:
 - 6.8.1. Declare a state of emergency to exist on the BridgeValley campus; and
 - 6.8.1.a. Close down any part of the institution for any length of time, or limit use of certain parts of the campus, property or facilities to certain persons at certain times.
 - 6.8.1.b. Impose curfews on the presence of persons in or on institutional facilities or property;
 - 6.8.1.c. Place bans on gatherings of persons at places or times on or in the institution's property or facilities; or

- 6.8.1.d. Enlist the aid of any public authority, police or otherwise, as may be necessary to restore order, protect persons, property, health, safety or welfare;
- 6.8.1.e. Immediately suspend any student who is found involved in prohibited action or conduct and who is (1) first advised, told or notified that a particular action or conduct is prohibited, and who (2) continues such action or conduct in spite of the warning. Such immediate suspension shall be followed with speedy disciplinary proceedings consistent with these policies, rules and regulations;
- 6.8.1.f. See to the enforcement of the laws of the State of West Virginia; the policies, rules and regulations of the Board or the West Virginia Council for Community and Technical College Education (Council) and the policies, rules and regulations of the institution, including any emergency orders imposed as a result of the state of emergency so declared.

Section 7. Disciplinary Action; Proceedings

- 7.1. Application to students: Any person who is a student as defined in these policies, rules and regulations shall be subject to disciplinary action if that person is involved in any of the actions or conduct prohibited by these policies, rules and regulations, notwithstanding the fact that at the time the student is also an employee of the Board. In taking disciplinary action against a student, as defined herein, the institution may act to remove any status of such a person or to revoke or remove any right or privilege of such person as a student, or to withhold, remove, or cancel any benefit, recognition or certification, including the conferring of a degree, which such a person might yet not have received from BridgeValley.
- 7.2. Sanctions in disciplinary action: The following sanctions may be imposed upon students as a result of disciplinary actions by BridgeValley:
 - 7.2.1. Probation - exclusion from participation in certain institutional activities, property or facilities for a definite stated period of time, and may be conditioned upon compliance with policies, rules and regulations, or specified required activity during the period of probation.
 - 7.2.2. Suspension - exclusion from all institutional activities for a definite stated period of time up to one (1) academic year, and any condition on resumption of activities, if any, also may be imposed.
 - 7.2.3. Expulsion - termination of all student status, including any remaining right or privilege to receive some benefit or recognition or certification, and conditions for readmission, if any, may be stated in the order.
 - 7.2.4. Normally, students facing suspension or expulsion from the institution will be entitled to a hearing prior to the imposition of the sanction. However, a student

may be temporarily suspended pending final action on the charges when the student's continued presence on campus would constitute a potential for serious harm to himself or herself or to the safety of other members of the institutional community. Such temporary suspension shall be followed with speedy disciplinary proceedings consistent with these policies, rules and regulations.

- 7.2.5. Sanctions of lesser severity, including restitution, may be imposed in any case, at the discretion of the President of the College.
 - 7.2.6. BridgeValley shall identify in its student handbook, or other similar publication, the offenses for which a student who is found guilty may be subject to the sanctions of suspension or expulsion.
 - 7.2.7. A sanction of expulsion imposed by BridgeValley under the jurisdiction of the Board shall disqualify the student from being considered for admission until one (1) year has elapsed after the student has been expelled.
 - 7.2.8. When a sanction is scheduled for a particular semester and the time lapse during an appeal process makes enforcement in the designated semester impossible, then the sanction shall be applied to the semester in progress at the time of completion of the appeal. In the event that a sanction cannot be implemented during that semester, then it shall be applied during the next regular semester, except that if the student has completed the course of study during the pendency of the appeal, the sanctions, where possible, shall be carried out retroactively to affect the grades and records of that student during the semester designated in the original sanction. In any event, the accused student may not be graduated during the process of appeal.
- 7.3. General requirements for disciplinary channels: Rules and regulations establishing disciplinary channels at BridgeValley, promulgated pursuant to Sections 4.5 and 6.3 of these rules, or any of the policies, rules and regulations, shall provide, among other things, at the least for the following:
- 7.3.1. There shall be a hearing board whose members shall be members of the institutional community, including student and faculty representatives, and whose number shall be at least three (3), and, in any event, on any panel hearing a case, shall be odd.
 - 7.3.2. The hearing board shall have jurisdiction of cases involving the alleged violations of Sections 5.2, 5.3, 5.4, 5.5 and 5.6 of these policies, rules and regulations, and of cases involving students suspended pursuant to Section 6.8.1.e of these policies, rules and regulations.
 - 7.3.3. The jurisdiction and authority of the hearing board shall be, in cases of disciplinary action against students:
 - 7.3.3.a. To hear evidence;
 - 7.3.3.b. To make findings of fact from the evidence presented;

- 7.3.3.c. To make recommendations to the President of the College, based upon such findings of fact, as to the disposition of the disciplinary action, including sanctions to be imposed, if any; and
- 7.3.3.d. To refer for hearing to a lesser disciplinary channel in cases not involving potential suspension or expulsion. (In lieu of calling together the entire hearing board to decide on referrals, a referral board, including a faculty representative and a student representative selected from the hearing board, may decide the level of hearing by establishing hearing levels for categories of disciplinary infractions or by considering individual referral cases).
- 7.3.4. The hearing board shall have such appellate jurisdiction as may be appropriate to the institution, from the determinations and recommendations of any lesser disciplinary channel.
- 7.3.5. The student may then object or take exception to the recommendations of the hearing board under such procedures as the President may deem appropriate.
- 7.4. Procedural standards in disciplinary proceedings - In any disciplinary proceedings before a hearing board established pursuant to Section 7.3 of these rules brought against a student for alleged misconduct, actions, or behavior for which sanctions of suspension or expulsion may be imposed, the following procedural standards shall be observed.
 - 7.4.1. Written charges of violation shall be presented to the accused student which shall include at least:
 - 7.4.1.a. A statement of the policy, rule or regulation which allegedly has been violated;
 - 7.4.1.b. A statement of the facts and evidence to be presented in support of the charges made with sufficient clarity to reasonably disclose the time and place of the occurrence and the actions or behavior complained of;
 - 7.4.1.c. A statement that a hearing will be held before the hearing board on the charges, together with notice of the date, time and place of the hearing; and
 - 7.4.1.d. In cases involving potential suspension or expulsion, as specified in institutional policies, the student must be informed of his or her right to have legal counsel present at the hearing (students retain attorneys in such cases at their own expense and must notify the hearing board at least forty-eight (48) hours prior to the hearing if the attorney will be present at the proceedings).
 - 7.4.1.e. It is expressly provided, however, that such written charges shall not be fatally defective so as to prevent the set hearing or to require further

amplification if such minimum requirements are met reasonably and in good conscience at the discretion of the hearing board.

7.4.2. Said written charges shall be served upon the student charged by one (1) of the following means:

7.4.2.a. Handing a copy to the student in person, if he or she can be found, with reasonable diligence in the town where the institution is located and the hearing is to take place; or

7.4.2.b. Mailing, via certified mail, a copy to the student at the residence used while in attendance at the institution, as last noted on his or her official records at the institution; or

7.4.2.c. If the student is not presently registered at the institution, or in any event, by mailing, via certified mail, a copy to his or her last known permanent or home residence as disclosed by official records at the institution.

7.4.2.d. It is expressly provided, however, that such service of charges and notice of hearing shall not be defective if the student shall have hidden, refused mail, or shall have failed to notify the institution of his or her current address while attending the institution or of the current permanent home address, and the hearing may proceed without hindrance or delay.

7.4.3. A hearing shall be held at the date, time and place specified (unless postponed by the hearing board for good cause shown) and shall provide the student at least five (5) days' notice from the serving of the charges (unless such notice is waived by the student). The hearing shall be conducted in such a manner as to do substantial justice and shall include at least the following:

7.4.3.a. The accused student has the right to have an advisor. Such an advisor may be a parent or guardian, a student at the institution, or a member of the faculty or staff of the institution. An advisor may consult with the accused student, but may not speak on behalf of the student or otherwise participate directly in the proceedings, unless given specific permission to do so by the hearing board. In cases involving the potential for suspension or expulsion, legal counsel may be present as specified in Section 7.4(a)(4) of this policy. Legal counsel may serve in an advisory capacity to the accused student in such cases. However, legal counsel may not speak on behalf of the student or otherwise participate directly in the proceedings unless there is the potential for expulsion. University Counsel retained by the institution may participate only in an advisory capacity and may not speak on behalf of the institution or otherwise participate directly in the proceedings unless there is the potential for expulsion and the accused student is also represented by counsel;

- 7.4.3.b. All material evidence may be presented subject to the right of cross-examination of the witnesses;
 - 7.4.3.c. There shall be a complete and accurate record of the hearing. In the case of an appeal, a written transcript may be required; and
 - 7.4.3.d. In any event, the accused student shall be entitled to be present throughout the presentation of evidence, testimony of witnesses, and arguments of parties; to know the identity of and content of testimony of the witnesses against him and have them present at the hearing at appropriate times; and to present witnesses and any evidence on his behalf as may be relevant and material to the case.
- 7.4.4. No recommendation for the imposition of sanctions may be based solely upon the failure of the accused student to answer charges or to appear at the hearing. In such a case, the evidence in support of the charges shall be presented and considered. And, in any event, all findings of fact and recommendations shall be based solely upon the evidence in the case as a whole.
- 7.4.5. After the hearing, the hearing board shall make findings of fact and recommendations for the disposition of the case and sanctions to be imposed, if any, and forward the same to the President of the College. Within ten (10) working days following receipt of the hearing board recommendations, the President shall review the facts of the case and take such action as may be appropriate under all the circumstances. Except in cases which involve the sanction of expulsion, as defined in Section 7.2 of these policies, rules and regulations, the decision of the President shall be final.
- 7.5. Review by the Board - The Board may, from time to time, require from the President reports on disciplinary actions or proceedings over a period of time or as to any specific case or cases. Such reports shall be in such form as the Board may require.
- 7.5.1. In disciplinary cases where the institutional sanction is expulsion, the Board may, pursuant to such procedures as it may specify, grant an appeal from the disciplinary action of the President on the record of the case submitted and on leave of the Board first obtained. A student desiring to appeal the sanction of expulsion must, within three (3) working days, indicate to the President in writing an intent to appeal the decision to the Board.
 - 7.5.2. If the Board determines that the petition will not be heard, the decision of the President is affirmed and sanctions imposed therein shall be effective upon the President's receipt of the statement of denial.
 - 7.5.3. If the appeal is granted, the sanction imposed by the President's decision shall be stayed until the Board makes a final decision after a review of the case. In the event the decision of the President is affirmed after such review, the person appealing and the President shall be notified by certified mail and the sanction shall be effective immediately upon receipt by the President of the decision rendered by the Board.

- 7.5.4. In reviewing student appeals involving the sanction of expulsion, the Board will review all relevant information and records of applicable institutional disciplinary proceedings to ensure that due process has been afforded. In any case of any review of disciplinary action, the Board may take such action as it deems reasonable and proper in all the circumstances and in answer to all its responsibilities under the law.

Student Organization Code of Conduct / Club Handbook

Membership in the college community accords students certain freedoms and responsibilities. As student organizations reflect the values and attitudes of our community, it is the responsibility of each registered student group to adhere to the mission of the College and its bylaws, statutes, and policies. Therefore, all student groups are expected to be familiar with and conduct themselves in accordance with the *Student Code of Conduct* as outlined in the *Student Handbook* and the policies outlined here. Groups that violate policies may face charges/sanctions under the campus judicial system including deactivation.

GUIDELINES FOR MAINTAINING A RECOGNIZED STUDENT ORGANIZATION

All recognized clubs and organizations are required to submit an annual **Student Organizations: Chartering Form** to the Office of Student Life. A copy of the form may be found on the Student Life page of the BVCTC website. The deadline for submission is October 1. In addition, all clubs and organizations must:

1. Have an advisor who is a BVCTC faculty or staff member and who participates in the annual Advisor Training sponsored by the Office of Student Life.
2. Maintain a membership of at least five.
3. Hold regularly scheduled meetings (at least once a month).
4. Send a representative to the bi-monthly SGA Leadership Team meeting.
5. Participate in CLUB RUSH and at least one other campus-wide activity each semester.
6. Participate in one community service project each year.
7. Present written notification to the Office of Student Life immediately if the group experiences a change in its constitution, bylaws, or advisor.

Groups that do not adhere to the policies above run the risk of losing recognition and may face charges/sanctions under the campus judicial system.

GUIDELINES FOR STARTING A NEW STUDENT ORGANIZATION

In order to gain the privileges of a recognized BVCTC student organization, a **Student Organizations: Intent to Organize** application must be submitted to the Office of Student Life. The form is available on the Student Life page of the BVCTC website. Approval of the request grants the following temporary privileges:

1. The right to invite membership.
2. The right to reserve college facilities for the purpose of holding organizational meetings.
3. The right to publicize organizational meetings.

If sufficient interest is shown, the group must then submit a copy of its constitution and by-laws to the Office of Student Life. The **Student Organizations: Intent to Organize** form, along with the club constitution and bylaws, is then forwarded to the SGA Leadership Team for approval.

SCHEDULING CLUB MEETINGS

All club meetings must be registered with the Office of Student Life. The individual in charge of scheduling the meetings is required to submit an **Event Registration Form** at least five (5) business days before the meeting date. A copy of the form may be found on the Student Life page of the college website. Organizations are encouraged to establish meeting dates and times for the entire semester or entire academic year if possible.

The following policies have been established for the orderly scheduling and use of facilities:

1. Room requests will be granted on a first-come, first-served space available basis.
2. Classrooms may be used for normal meetings free of charge. However, a clean-up and/or set-up fee will be assessed to groups that do not leave the room in an orderly fashion after use.
3. Meetings must be scheduled during normal operating hours when staff is available.

If the College officially closes due to inclement weather or other circumstances, the meeting will be canceled. The Event Coordinator should contact the Director of Student Life if the organization wishes to reschedule the meeting.

Marketing: Unless instructed otherwise, club meeting notices – once approved and scheduled - will be:

1. Posted on the BVCTC website calendar
2. Included in the “What’s happening in STUDENT LIFE” email sent every Sunday from the Office of Student Life
3. Included as an announcement in the weekly Student Services e-newsletter
4. Included in the “WEEK AT A GLANCE” flyers distributed on campus

PLANNING & SCHEDULING AN ON-CAMPUS EVENT

All club-sponsored events must be registered with the Office of Student Life. The event coordinator is required to submit an **Event Registration Form** to the Director of Student Life at least five (5) business days before the planned activity. Events requiring extensive set up or extended hours must be scheduled at least fifteen (15) working days before the event. A copy of the event registration form may be found on the Student Life page of the college website. The following policies have been established for the orderly scheduling and use of facilities:

1. Room requests will be granted on a first-come, first-served space available basis.

2. Classrooms may be used free of charge. However, a clean-up and/or set-up fee will be assessed to groups that do not leave the room in an orderly fashion after use.
3. Events must be scheduled during normal operating hours when staff is available.

If the College officially closes due to inclement weather or other circumstances, all student activities planned by student organizations will be cancelled. The Event Coordinator should contact the Director of Student Life if the organization wishes to reschedule the event.

Marketing: Unless instructed otherwise, notices of on campus events – once approved and scheduled - will be:

1. Posted on the BVCTC website calendar
2. Included in the “What’s happening in STUDENT LIFE” email sent every Sunday from the Office of Student Life
3. Included as an announcement in the weekly Student Services e-newsletter
4. Included in the “WEEK AT A GLANCE” flyers distributed on campus
5. Included in the weekly CONNECTION email sent to faculty and staff from the President’s Office

Please note: Clubs are encouraged to create a flyer for inclusion in the Student Services e-newsletter and for posting on the Digital Marketing System (TVs). A copy of the flyer is to be sent electronically to the Director of Student Life for approval.

PLANNING & SCHEDULING AN OFF-CAMPUS EVENT

All club-sponsored events and activities, including those held off campus, must be registered with the Office of Student Life. An **Event Registration Form** must be submitted to the Office of Student Life at least ten (10) business days before the event. A copy of the form may be found on the Student Life page of the college website.

It is important to note that the liability and responsibility of the College does not extend to off-campus locations. Therefore officers of student groups must realize that the group stands alone in its assumption of risk at these events. The Event Coordinator and organization officers must take reasonable care to insure that local, state, and federal laws are upheld and the safety and security of guests is maintained. As with on-campus events, officers, members, and guests may be held liable for violations of the *Student Code of Conduct* or local, state, and federal laws.

Marketing: Unless instructed otherwise, notices of events held off campus – once approved and scheduled - will be:

1. Posted on the BVCTC website calendar
2. Included in the “What’s happening in STUDENT LIFE” email sent every Sunday from the Office of Student Life
3. Included as an announcement in the weekly Student Services e-newsletter
4. Included in the “WEEK AT A GLANCE” flyers distributed on campus
5. Included in the weekly CONNECTION email sent to faculty and staff from the President’s Office

Please note: Clubs are encouraged to create a flyer for inclusion in the weekly Student Services e-newsletter and for posting on the Digital Marketing System (TVs). A copy of the flyer is to be sent electronically to the Director of Student Life for approval.

Participation Release Form: If the event requires travel outside of the service region, each participant is required to complete a Participation Release Form. A copy of the form may be found on the Student Life page of the college website. The forms are to be returned to the Office of Student Life at the conclusion of the trip.

PLANNING & SCHEDULING A FUNDRAISER OR CHARITABLE EVENT

Recognized student clubs or organizations desiring to conduct sales, raffles, or other charitable events or fundraisers must submit an **Event Registration** form to the Director of Student Life at least five (5) business days before the event. Events requiring extensive set up or extended hours must be scheduled at least ten (10) working days before the event. A copy of the form may be found on the Student Life page of the college website.

On campus: The following policies have been established for the orderly scheduling and use of facilities:

1. Room requests will be granted on a first-come, first-served space available basis.
2. Classrooms may be used free of charge. However, a clean-up and/or set-up fee will be assessed to groups that do not leave the room in an orderly fashion after use.
3. Events must be scheduled during normal operating hours when staff is available.

If the College officially closes due to inclement weather or other circumstances, the event will be canceled. The Event Coordinator should contact the Director of Student Life if the organization wishes to reschedule the meeting.

Off campus: It is important to note that the liability and responsibility of the College does not extend to off-campus locations. Therefore, organization officers must realize that the group stands alone in its assumption of risk at these programs. The Event Coordinator and organization officers must take reasonable care to insure that local, state, and federal laws are upheld and the safety and security of guests is maintained. As with on-campus events, officers, members, and guests may be held liable for violations of the *Student Code of Conduct* or local, state, and federal laws.

Marketing: Unless instructed otherwise, notices of fundraisers or charitable events – once approved and scheduled - will be:

1. Posted on the BVCTC website calendar
2. Included in the “WEEK AT A GLANCE” flyers distributed on campus
3. Included in the “What’s happening in STUDENT LIFE” email sent every Sunday from the Office of Student Life
4. Included as an announcement in the weekly Student Services e-newsletter

5. Included in the weekly CONNECTION email sent to faculty and staff from the President's Office

Please note: Clubs are encouraged to create a flyer for inclusion in the Student Services e-newsletter and for posting on the Digital Marketing System (TVs). A copy of the flyer is to be sent electronically to the Director of Student Life for approval.

STUDENT GROUP FINANCES

BVCTC student organizations are permitted to hold accounts at the financial institution of their choosing provided at least one of the account administrators is the advisor. The responsibility of these accounts rests solely with the students and the organization, not the College. Each organization is responsible for monitoring its off-campus account and are required to have the account information on file with the Office of Student Life. The College does not provide tax identification numbers for purposes of opening such accounts.

Foundation Accounts: All student organizations are eligible to have an independent account in the BVCTC Foundation. This allows donors to your club to be eligible for a tax-deductible contribution. The only stipulation is that the club account must maintain a minimum balance of \$100. Donations to the Foundation are collected by the Business Office. Donors will be provided a written letter of receipt by the President's Office.

FUNDING FROM THE STUDENT GOVERNMENT ASSOCIATION

Each year the Student Government Association (SGA) receives money from the Division of Student Services that is allocated to be used in part to offer financial assistance to recognized student organizations. An application is available on the Student Life page of the BVCTC website or may be picked up in the SGA office on either campus.

Allowable expenses: The money may be used to help fund activities, events, conferences, competitions and special projects. Funds may also be used to buy supplies such as displays boards, tablecloths, etc.

Non-allowable expenses: Organizations may **not** request money to cover the costs of a fundraising project or to purchase items that will be given away to individuals outside of their organization. SGA student activity funds cannot be used for purposes of reimbursement.

Request limit: Student organizations in good standing may request up to \$600.00 to help fund an event or to purchase supplies. More than one request may be submitted each academic year. However, no student organization will receive funding in excess of \$600.00 for the year. Organizations are expected to cover part of the expenses for the event or requested item(s). The total cost will not be at the sole expense of SGA student activity funding.

The amount of eligible funding will be reduced by 10% for every SGA Leadership Team meeting held after September 1 at which the club does not send a representative. If the infraction

occurs after the club has received maximum funding for the year, the penalty will be assessed to the organization during the following academic year.

Process: Fund request applications are presented to the SGA Leadership Team for approval. Applications may be dropped off at a SGA office (008 B2000 in South Charleston or 210 Davis Hall in Montgomery) or sent electronically to sga@bridgevalley.edu. Notification of receipt will be sent to the club member who completed the form and the organization’s advisor. The SGA Leadership Team determines funding based upon the potential benefit to the participants, the potential benefit to the college, the equitable distribution of funds to student organizations, and the availability of student activity funds in each budget year. Awards may be made in full or in part depending upon the availability of funds.

Deadline for submission: Fund requests must be submitted at least five (5) business days prior to the SGA Leadership Team meeting at which the organization wishes to have their request presented. The dates of all SGA Leadership Team meetings may be found on the BVCTC website calendar and on the SGA webpage. The final day to apply for funds is February 28.

Follow up: If the request is approved, it is the responsibility of the individual making the request to meet with the Director of Student Life to discuss the available methods for transferring the funds. Organizations granted funding are required to submit an After Action Review (AAR) within two weeks of the event. The AAR should describe what went well, what could be improved upon and if the goals of the activity were achieved. A simple one page report is acceptable.

STUDENT GROUP WEBSITE PAGES

All recognized student organizations have their own page on the BVCTC website. These may be found under Student Life in the STUDENT section of the site. The group pages include a description of the organization and contact information for the Advisor(s). Additional information may be added to the page by contacting the Director of Student Life.

MARKETING

As recognized by state and federal law, BVCTC reserves the right to regulate the time, place, and manner of marketing on its campus. The approval process ensures that marketing materials are in compliance with BVCTC policies and is in no way intended to inhibit the “marketplace of ideas.” The Director of Student Life reserves the right to deny approval for materials which fail to meet marketing guidelines or violate community standards with regard to their content.

Use of BVCTC Name and/or Logo: If a student group wishes to use the BVCTC name, logo or other identifying artwork or information, the organization must submit a request to the Director of Student Life. Groups participating in fundraising walks, marches or events wishing to use BVCTC in their “team” name must first receive approval from the Division of Student Services.

Flyers: All flyers, both for distribution on campus and off campus, must be approved by the Office of Student Life.

Social Media: If a student organization wishes to use social media, one of the account administrators must be the advisor. Clubs with Facebook accounts are required to “Like” the BridgeValley CTC Student Affairs page.

Vanity Accounts: Student organizations may have a “my.bridgevalley.edu” vanity account in their club’s name. This account may be used to send individual and group messages to members. It may not be used for mass mailings to all students. Requests are to be submitted via SpiceWorks (HelpDesk) by the Advisor who may then share the password with the club president or chair.

GUEST SPEAKERS

BVCTC confirms its commitment to academic freedom that encourages the free flow of ideas on subjects including controversial issues, and to the opportunity of subjecting all ideas to objective, critical analysis. The College shall not adopt any policy or practices of censorship and shall protect the rights of all speakers guaranteed under the United States Constitution, the West Virginia Constitution, and the court decisions interpreting both documents.

College-recognized student organizations may select persons they wish to invite as guest speakers with no restrictions to control the point of view expressed by speakers other than those imposed by law. An invitation to an outside speaker does not imply approval or sponsorship of the speakers views by the College or necessarily by the organization which extended the invitation. As with all events, the activity must be registered with the Office of Student Life through the completion of the **Event Registration** form.

ANTI-HAZING POLICY

BVCTC has taken the position of being unequivocally opposed to all forms of hazing, as well as any pre-initiation activities which do not contribute to the positive development and welfare of our students. Any actions that subject a new or current member of a student organization to activities that are personally demeaning or involve a substantial risk of physical injury are prohibited. This includes both organized rites of initiation and informal activities.

Hazing is defined in the West Virginia Anti-hazing Law (1995) as:

"To cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons or causes another person or persons to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in any recognized student organization. The term includes, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual or individuals, and includes any activity which would subject the individual or individuals to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual or individuals,

or any willful destruction or removal of public or private property: *Provided*, that the implied or expressed consent or willingness of a person or persons to hazing shall not be a defense under the section." **The Anti-hazing Law further states:** "Any person or persons who causes hazing is guilty of a misdemeanor and, upon conviction thereof, shall be fined no less than one hundred dollars nor more than one thousand dollars, or confined in a county or regional jail, not more than nine months, or both fined and imprisoned."

Students involved in hazing activities are also subject to institutional disciplinary action that may result in the sanctions of suspension or expulsion. Student organizations involved in hazing activities are subject to disciplinary action which may result in the loss of institutional privileges or recognition.

POSSIBLE SANCTIONS

The following sanctions may be imposed upon any group or student organization:

- Official warning
- Activity restriction/loss of privileges
- Probation
- Fines
- Restitution
- Discretionary sanctions
- Loss of selected rights and privileges for a specified period of time
- Deactivation

***** *The student organization code of conduct is subject to change. Please check with the Coordinator of Student Life or Dean of Students for the most up-to-date version.***



PUBLIC CHARTER SCHOOL APPLICATION

Appendix E: List of BVCTC Student Activities

The Office of Student Life sponsors many educational and social events. We also offer various community service opportunities throughout the year. Below is a list of activities in which BVCTC students can participate.

1. Bridged By Faith
2. BridgeValley Ultrasound Society
3. BridgeValley Student Ambassadors
4. Student Chapter of the American Dental Hygienist Association (SADHA)
5. Genders & Sexualities Alliance (GSA)
6. Glee Club
7. Health Occupations Students of America (HOSA)
8. Medical Assisting Club
9. Legal Assistants/Paralegals of Southern West Virginia (LAPSWV)
10. Medical Laboratory Technology Club (MLT)
11. National Society of Leadership and Success (NSLS)
12. Paradigm Pioneers
13. Pathfinder eSports
14. Phi Beta Lambda (PBL)
15. Phi Theta Kappa (PTK)
16. Student Government Association (SGA)
17. Sigma Kappa Delta-English Honor Society (SKD)
18. Student Nurses Association (SNA)
19. Veterans Club

PUBLIC CHARTER SCHOOL APPLICATION

Appendix F: Calendars and Schedules

BridgeValley Community and Technical College

FALL Term Calendar, 2022

First Semester

| | |
|--|---|
| Monday, August 01----- | Payment Due for Fall Semester |
| Monday, August 15----- | Last Day for Fall Registration, except for Late Start Classes |
| Monday, August 22----- | First Day of Full Term, First 5-week, First 8-week, and First 10-week Classes |
| Tuesday, August 23----- | Last Day to Add for registered students |
| Wednesday, August 24----- | Last Day to Change Pass/Fail and Audit |
| Wednesday, August 24----- | Last day to Change major to be effective for Fall |
| Thursday, August 25----- | Last Day to Drop for registered students |
| Monday, September 05----- | Labor Day Recess |
| Friday, October 14----- | Mid-Semester |
| Friday, October 14 by noon----- | Mid-Semester Reports Due |
| Monday, October 24----- | Last Day to Receive Partial Refund for Withdraw from College (<i>If enrolled in part of term or mini course, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund</i>) |
| Thursday, October 27----- | Last Day to Withdraw from Individual Classes |
| Thursday, October 27----- | Last Day to Withdraw from College |
| Thursday, October 27----- | Last Day to Resolve Incomplete Grades |
| Monday, November 07----- | Priority Registration for Veteran Students for Spring |
| Tuesday, November 08----- | Registration for Spring Begins |
| Friday, November 11----- | Portfolio Submission Deadline |
| Monday, Nov. 21 thru Saturday, Nov. 26--- | Thanksgiving Recess |
| Friday, December 09----- | Last Day of Classes |
| Friday, December 09----- | Last Day to Apply for Fall Graduation |
| Saturday, Dec. 10 thru Friday Dec. 16----- | Final Exam Week |
| Saturday, December 17----- | Winter Recess begins |
| Monday, December 19 by noon----- | Grades due in Registrar's Office |

Parts of Term (Mini-Courses)

If enrolled in part of term or mini course and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund

First Five Weeks (F5), August 22 - September 23

| | |
|-----------------------------|----------------------------------|
| Monday, August 22----- | First Day of Class |
| Tuesday, August 23----- | Last Day to Add/Drop |
| Thursday, September 08----- | Last Day to Withdraw from Class |
| Last Class Day----- | Final Exam |
| Monday, September 26----- | Grades Due in Registrar's Office |

Parts of Term (Mini-Courses)

If enrolled in part of term or mini course and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund

Second Five Weeks (S5), September 26 - October 28

Monday, September 26 ----- First Day of Class
Tuesday, September 27----- Last Day to Add/Drop
Thursday, October 13----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, October 31----- Grades Due in Registrar's Office

Third Five Weeks (T5), October 31 - December 09

Monday, October 31----- First Day of Class
Tuesday, November 01 ----- Last Day to Add/Drop
Thursday, November 17----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, December 19 by noon ----- Grades due in Registrar's Office

First Eight Weeks (F8), August 22 - October 14

Monday, August 22 ----- First Day of Class
Tuesday, August 23 ----- Last Day to Add/Drop
Thursday, September 22 ----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, October 17----- Grades due in Registrar's Office

Second Eight Weeks (S8), October 17 - December 16

Monday, October 17----- First Day of Class
Tuesday, October 18 ----- Last Day to Add/Drop
Thursday, November 17----- Last Day to Withdraw from Class
Last Day of Class ----- Final Exam
Monday, December 19 by noon ----- Grades due in Registrar's Office

First Ten Weeks (F10), August 22 - October 28

Monday, August 22 ----- First Day of Class
Tuesday, August 23 ----- Last Day to Add/Drop
Thursday, September 29 ----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, October 31----- Grades due in Registrar's Office

Second Ten Weeks (S10), September 26 - December 09

Monday, September 26 ----- First Day of Class
Tuesday, September 27----- Last Day to Add/Drop
Thursday, November 03----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, December 19 by noon ----- Grades due in Registrar's Office

Second Twelve Weeks (S12), September 12 - December 09

Monday, September 12 ----- First Day of Class
Tuesday, September 13----- Last Day to Add/Drop
Thursday, November 03----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, December 19 by noon ----- Grades due in Registrar's Office

BridgeValley Community and Technical College

SPRING Term Calendar, 2023

First Semester

| | |
|---|---|
| Tuesday, January 03 ----- | Payment Due for Spring Semester |
| Friday, January 13----- | Last Day for Full Registration, except for Late Start Classes |
| Monday, January 16----- | Martin Luther King Day Recess – College Closed |
| Tuesday, January 17 ----- | First Day of Full Term, First 5-week, First 8-week, and First 10-week Classes |
| Wednesday, January 18----- | Last Day to Add for registered students |
| Thursday, January 19----- | Last Day to Change Pass/Fail and Audit |
| Thursday, January 19----- | Last day to change major to be effective for Spring |
| Thursday, January 19----- | Last Day to Drop for registered students |
| Tuesday, January 31 ----- | Last Day to Apply for Spring Graduation |
| Friday, March 10 ----- | Mid-Semester |
| Friday, March 10 by noon ----- | Mid-Semester Reports Due |
| Monday, Mar 13 thru Saturday, Mar 18---- | Spring Break |
| Thursday, March 30 ----- | Last Day to Receive Partial Refund for Withdraw from College (<i>If enrolled in part of term or mini course, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund</i>) |
| Thursday, March 30 ----- | Last Day to Withdraw from Individual Classes |
| Thursday, March 30 ----- | Last Day to Withdraw from College |
| Thursday, March 30 ----- | Last Day to resolve Incomplete Grades |
| Thursday, March 30 ----- | Portfolio Submission Deadline |
| Monday, April 10 ----- | Priority Registration Day for Veteran Students for Summer/Fall |
| Tuesday, April 11----- | Registration for Summer/ Fall Begins |
| Friday, May 05 ----- | Last Day of Classes |
| Saturday, May 06 thru Friday May 12 ----- | Final Exam Week |
| Friday, May 12 ----- | Commencement |
| Monday, May 15 by noon ----- | Grades due in Registrar's Office |

Parts of Term (Mini-Courses)

If enrolled in part of term or mini course and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund.

First Five Weeks (F5), January 17 - February 17

| | |
|-----------------------------|----------------------------------|
| Tuesday, January 17----- | First Day of Class |
| Wednesday, January 18 ----- | Last Day to Add/Drop |
| Thursday, February 02 ----- | Last Day to Withdraw from Class |
| Last Class Day ----- | Final Exam |
| Monday, February 20 ----- | Grades Due in Registrar's Office |

Parts of Term (Mini-Courses)

If enrolled in part of term or mini course and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund.

Second Five Weeks (S5), February 20 - March 31

Monday, February 20 ----- First Day of Class
Tuesday, February 21----- Last Day to Add/Drop
Thursday, March 09 ----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, April 03 ----- Grades Due in Registrar's Office

Third Five Weeks (T5), April 03 - May 05

Monday, April 03 ----- First Day of Class
Tuesday, April 04 ----- Last Day to Add/Drop
Thursday, April 20----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, May 15 at noon ----- Grades Due in Registrar's Office

First Eight Weeks (F8), January 17 - March 10

Tuesday, January 17----- First Day of Class
Wednesday, January 18 ----- Last Day to Add/Drop
Thursday, February 16 ----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, March 20 ----- Grades Due in Registrar's Office

Second Eight Weeks (S8), March 20 - May 12

Monday, March 20----- First Day of Class
Tuesday, March 21 ----- Last Day to Add/Drop
Thursday, April 20----- Last Day to Withdraw from Class
Last Day of Class ----- Final Exam
Monday, May 15 at noon ----- Grades Due in Registrar's Office

First Ten Weeks (F10), January 17 - March 31

Tuesday, January 17----- First Day of Class
Wednesday, January 18 ----- Last Day to Add/Drop
Thursday, March 02 ----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, April 03 ----- Grades Due in Registrar's Office

Second Ten Weeks (S10), February 20 - May 05

Monday, February 20 ----- First Day of Class
Tuesday, February 21----- Last Day to Add/Drop
Thursday, April 06----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, May 15 at noon ----- Grades Due in Registrar's Office

Second Twelve Weeks (S12), February 06 - May 05

Monday, February 06 ----- First Day of Class
Tuesday, February 07----- Last Day to Add/Drop
Thursday, April 06----- Last Day to Withdraw from Class
Last Class Day ----- Final Exam
Monday, May 15 at noon ----- Grades Due in Registrar's Office

WIN Initiative - Student Schedule

Senior Year- Fall

Required Courses:

- English 101: Composition I (3 Credits)
- Biology 201: Anatomy & Physiology I (4 credits)
- Nursing 132: Drug & Dosage Calculations I (1 credit)
- Nursing 133: Health Assessment & Diagnostics I (2 credits)
- Nursing 134: Introduction to Nursing Concepts (8 credits)

| | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> |
|----------------------|---|--|-----------------------------------|--------------------------------------|
| <i>8-9:15am</i> | <i>Nursing 134 (8am- 2:15pm, Lunch 11a- 12p))</i> | <i>Nursing 134 Lab (8am – 3:45pm, Lunch 11a- 12p))</i> | <i>Study Hall</i> | <i>Nursing 133 (8am-11:45am)</i> |
| <i>9:30-10:45am</i> | | | | |
| <i>11am- 12:15pm</i> | | | | <i>Nursing 132 (1-1:50pm)</i> |
| <i>12:30-1:45pm</i> | | | | |
| <i>2-3:15pm</i> | | | | |
| <i>3:30-4:45pm</i> | <i>English 101 (4-5:15pm)</i> | | <i>English 101 (4-5:15pm)</i> | |
| <i>5-6:15pm</i> | | <i>Biology 201 (4-6:45pm)</i> | | <i>Biology 201 (4-6:45pm)</i> |

Senior Year- Spring

Required Courses:

- Biology 202: Anatomy & Physiology II (4 credits)
- Nursing 125: Nursing Pharmacology (3 credits)
- Nursing 142: Drug & Dosage Calculations I (1 credit)
- Nursing 143: Health Assessment & Diagnostics I (1 credit)
- Nursing 144: Nursing Concepts of Health & Illness I (9 credits)

| | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | |
|----------------------|------------------------------------|--|------------------------------------|--|---------------------------------------|
| <i>8-9:15am</i> | <i>Nursing 144 (8-10:45am)</i> | <i>Nursing 144 Clinical (6:45am- 1:15pm)</i> | <i>Nursing 144 (8-10:45am)</i> | <i>Nursing 144 Clinical (6:45am- 1:15pm)</i> | |
| <i>9:30-10:45am</i> | | | | | |
| <i>11am- 12:15pm</i> | | | | | <i>Nursing 125 (11am- 1:45pm)</i> |
| <i>12:30-1:45pm</i> | | | | | |
| <i>2-3:15pm</i> | | | | | |
| <i>3:30-4:45pm</i> | | | | | |
| <i>5-6:15pm</i> | <i>Biology 202 (4-6:45pm)</i> | | <i>Biology 202 (4-6:45pm)</i> | | |

WIN Initiative

Junior Year- Fall

Required Courses:

- English 101: Composition I (3 Credits)
- Biology 201: Anatomy & Physiology I (4 credits)
- Mathematics 109E: Applied College Math (4 credits)
- History 101: US History to 1865 or History 102: US History from 1865 (3 credits)

| | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> |
|----------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <i>8-9:15am</i> | | | | |
| <i>9:30-10:45am</i> | <i>Math 109E</i> | <i>Math 109E</i> | <i>Math 109E</i> | <i>Math 109E</i> |
| <i>11am- 12:15pm</i> | | <i>Study Hall</i> | | <i>Study Hall</i> |
| <i>12:30-1:45pm</i> | <i>US History</i> | | <i>US History</i> | |
| <i>2-3:15pm</i> | | | | |
| <i>3:30-4:45pm</i> | <i>English 101 (4-5:15pm)</i> | | <i>English 101 (4-5:15pm)</i> | |
| <i>5-6:15pm</i> | | <i>Biology 201 (4-6:45pm)</i> | | <i>Biology 201 (4-6:45pm)</i> |

Junior Year- Spring

Required Courses:

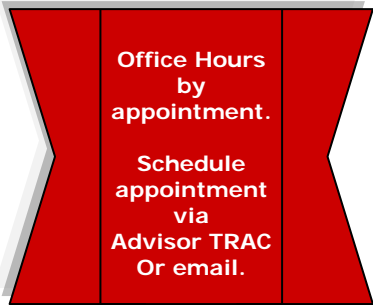
- Biology 202: Anatomy & Physiology II (4 credits)
- Psychology 201: Life and Span Development (3 credits)
- English 102: Composition II (3 Credits)
- Arts 110: Music Appreciation or Arts 120: Art Appreciation (3 credits)
- Physical Education 101: Health and Wellness (2 credits)

| | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> |
|----------------------|-----------------------------------|-----------------------|-----------------------------------|-----------------------|
| <i>8-9:15am</i> | | | | |
| <i>9:30-10:45am</i> | | <i>Phys Ed.</i> | | <i>Phys Ed.</i> |
| <i>11am- 12:15pm</i> | | | | |
| <i>12:30-1:45pm</i> | <i>Arts 110/120</i> | <i>Psychology 201</i> | <i>Arts 110/120</i> | <i>Psychology 201</i> |
| <i>2-3:15pm</i> | | <i>Study Hall</i> | | <i>Study Hall</i> |
| <i>3:30-4:45pm</i> | <i>English 102 (4-5:15pm)</i> | | <i>English 102 (4-5:15pm)</i> | |
| <i>5-6:15pm</i> | <i>Biology 202 (4-6:45pm)</i> | | <i>Biology 202 (4-6:45pm)</i> | |

Amanda Campbell
Associate Professor of
Nursing

Telephone: 304-205-6664


E-mail: amanda.campbell@bridgevalley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | ARRANGED |
|----------------|----------------|------------------------|------------------------|------------------------|--------|---|
| 8:00 9:00 | NURS 134 | NURS 133 (room 133) | NURS 133 (room 133) | NURS 133 (room 133) | |  |
| 9:00 10:00 | Office Hours | NURS 133 (room 133) | NURS 133 (room 133) | NURS 133 (room 133) | | |
| 10:00 11:30 | Office Hours | NURS 133 (room 133) | NURS 133 (room 133) | NURS 133 (room 133) | | |
| 11:30 12:00 | Office Hours | NURS 133 (room 014) | NURS 133 (room 014) | NURS 133 (room 014) | | |
| 12:00 1:00 | | | | | | |
| 1:00 2:00 | Office Hours* | NURS 132 (room 133) | NURS 132 (room 133) | NURS 132 (room 133) | | For General Information Call: 304-205-6700 304-734-6600 |
| 2:00 3:00 | Office Hours * | Office Hours | Office Hours | Office Hours | | *Bi-monthly Nursing Faculty meeting |
| 3:00 4:00 | Office Hours* | | | | | <i>Please note that office hours may vary due to team teaching and offsite clinical rotations. Please email me a request to meet and I will try to accommodate.</i> |

Rhonda M. White MSN, RN
Professor
BridgeValley Community and Technical College

Telephone: 304-205-6687

E-mail: Rhonda.White@bridgevalley.edu


| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | ARRANGED | |
|----------------|-----------------------------------|--|--|--|--------|---|--|
| 8:00 9:00 | NURS 134 (room 137/138) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | |  <p style="text-align: center;">Additional Office Hours by appointment</p> | |
| 9:00 10:00 | NURS 134 (room 137/138) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | | | |
| 10:00 11:30 | NURS 134 (room 137/138) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | | | |
| 11:30 12:30 | NURS 134 (room 137/138) | Office Hours | Office Hours | Office Hours | | | |
| 12:30 1:00 | NURS 134 (room 137/138) | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | | |
| 1:00 2:00 | Office Hours | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | | For General Information Call: 304-205-6700 304-734-6600 |
| 2:00 3:00 | Office Hours * | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | | <i>*Bi-monthly Nursing Faculty meeting</i> |
| 3:00 4:00 | | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | | <i>Please note that office hours vary due to team teaching and offsite clinical rotations. Please email me a request to meet and we will determine a meeting time!</i> |

**BridgeValley Community and Technical College
Fall 2022**

Nancy Chandler RN, MSN, APRN-BC

Telephone: 304-205-6645/304-415-5466

E-mail: nancy.chandler@bridgevalley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|----------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|------------------------------------|---|---|
| 8:00 9:20 | <i>Nursing 244 Lab</i> | <i>Nursing 245</i> | <i>Nursing 244 Lab</i> | <i>Nursing 244</i> | |  <p>Additional Office Hours by appointment</p> | |
| 9:30 10:50 | <i>Nursing 244 Lab</i> | <i>Nursing 245/244</i> | <i>Nursing 244 Lab</i> | <i>Nursing 244</i> | | | |
| 11:00 12:15 | <i>Nursing 244 Lab</i> | Nursing 244 | <i>Nursing 244 Lab</i> <i>Nursing 125</i> | Nursing 244 | OFFICE – BY APPOINTMENT | | |
| 1:00 2:30 | <i>Nursing 244 Lab</i> | OFFICE | <i>Nursing 244 Lab</i> <i>Nursing 125</i> | <i>Nursing 171</i> OFFICE | Nursing 171 | | |
| 2:30 4:30 | Nursing 174 OFFICE | Nursing 174 OFFICE | Nursing 174 | OFFICE | | | <p>Nursing Preceptorship hours TBA based upon preceptorship</p> |
| 4:30 And later | OFFICE – BY APPOINTMENT | OFFICE – BY APPOINTMENT | | OFFICE – BY APPOINTMENT | | | |

BridgeValley Community and Technical College
Savannah Harrison
Nursing Instructor Nursing 234

Term: FALL 2022

Office Hours

Telephone: 304.480.1510 Office: 304.205.6731

E-mail: savannah.harrison@bridgevalley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|-------------------|----------------------------------|--|----------------------------------|--|--------|---|--------|
| 8:00 9:20 | <i>Nursing 234 8:00-1045am</i> | <i>Clinical lab PCCU Memorial Hospital 0645am-1245pm</i> | <i>Nursing 234 8:00-1045am</i> | <i>Clinical lab PCCU Memorial Hospital 0645am-1245pm</i> | |  | |
| 9:30 10:50 | <i>Nursing 234 8:00-1045am</i> | <i>Clinical lab PCCU Memorial Hospital 0645am-1245pm</i> | <i>Nursing 234 8:00-1045am</i> | <i>Clinical lab PCCU Memorial Hospital 0645am-1245pm</i> | | | |
| 11:00 12:20 | <i>Office hours 11:00-3:30pm</i> | <i>Clinical lab PCCU Memorial Hospital 0645am-1245pm</i> | <i>Office hours 11:00-3:30pm</i> | <i>Clinical lab PCCU Memorial Hospital 0645am-1245pm</i> | | | |
| 1:00 2:20 | <i>Office hours 11:00-3:30pm</i> | | <i>Office hours 11:00-3:30pm</i> | | | | |
| 2:30 3:50 | <i>Office hours 11:00-3:30pm</i> | | <i>Office hours 11:00-3:30pm</i> | | | | |
| 4:00 5:20 | | | | | | | |
| 5:30 And later | | | | | | | |

**BridgeValley Community and Technical College
Fall 2022**

Adam T. Fannin, RN BSN CCRN SCRNP

Telephone: 304-205-6694/740-395-6011


E-mail: adam.fannin@bridgevalley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|-------------------|------------------------|------------------------|------------------------|--------------------|-------------------------|---|---|
| 7:00 8:00 | OFFICE | OFFICE | OFFICE | OFFICE | | | |
| 8:00 9:20 | <i>Nursing 244 Lab</i> | <i>Nursing 245</i> | <i>Nursing 244 Lab</i> | <i>Nursing 244</i> | |  <p>Additional Office Hours by appointment</p> | |
| 9:30 10:50 | <i>Nursing 244 Lab</i> | <i>Nursing 245/244</i> | <i>Nursing 244 Lab</i> | <i>Nursing 244</i> | | | |
| 11:00 12:15 | <i>Nursing 244 Lab</i> | Nursing 244 | <i>Nursing 244 Lab</i> | Nursing 244 | OFFICE – BY APPOINTMENT | | |
| 12:15 1:00 | <i>Nursing 244 Lab</i> | | <i>Nursing 244 Lab</i> | OFFICE | | | |
| 1:00 2:30 | <i>Nursing 244 Lab</i> | | <i>Nursing 244 Lab</i> | OFFICE | | | |
| 2:30 3:15 | OFFICE | | | OFFICE | | | |
| 3:15 5:30 | OFFICE | | | | | | |
| 4:30 And later | | | | | | | |
| | | | | | | | Nursing Preceptorship hours TBA based upon preceptorship |

Cassandra Sayre, DNP, APRN, WHNP-BC
Assistant Professor of Nursing 234
BridgeValley Community and Technical College
Fall 2022

Telephone: 304-205-6779


E-mail: cassie.sayre@bridgevalley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|----------------------|--|---|--|--|--------|---|--------|
| 8:00 9:15 | Nursing 234 8am-1045am Or In- Office Hours | Nursing 234 Clinical Simulation 0645a- 1245p | Nursing 234 8am-1045am Or In- Office Hours | Nursing 234 Office or Remote 0800a-0200p | |  <p>Additional Office Hours by appointment</p> | |
| 9:30 10:45 | Nursing 234 8am-1045am Or In-Office Hours | Nursing 234 Clinical Simulation 0645a-1245p | Nursing 234 8am-1045am Or In-Office Hours | Nursing 234 Office or Remote 0800a-0200p | | | |
| 11:00 12:15 | In-Office Hours | Nursing 234 Clinical Simulation 0645a-1245p | In-Office Hours | Nursing 234 Office or Remote 0800a-0200p | | | |
| 12:30 1:00 | Student Engagement Hour 12:15 to 1:00 | | | | | | |
| 1:00 2:15 | In-Office Hours | | In-Office Hours | Nursing 234 Office or Remote 0800a-0200p | | | |
| 2:30 3:45 | In-Office Hours | | In-Office Hours Ending at 3pm | | | | |
| 4:00 5:15 | In-Office Hours Ending at 4pm | | | | | | |
| 5:15 And later | | | | | | <p>For General Information Call:</p> <p>304-205-6700 - Main</p> <p>304-734-6600 - Davis</p> | |

Mandi Eich, RN, MSN
Assistant Professor / Level Coordinator
BridgeValley Community and Technical College
Fall 2022

Telephone: 304-751-5223 (Cell)

E-mail: mandi.eich@bridgevalley.edu


| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|----------------------|--|--|--|--|--|--|--------|
| 8:00 9:15 | Nursing 144 8am-1050am Room 133/134 | Nursing 144 Clinical Simulation 9 am-1:30pm | Nursing 144 Online 8am-1050am | Virtual Office Hours | Virtual Office Hours |  | |
| 9:30 10:45 | Nursing 144 8am-1050am Room 133/134 | Nursing 144 Clinical Simulation 9 am-1:30pm | Nursing 144 Online 8am-1050am | Virtual Office Hours | Virtual Office Hours | | |
| 11:00 12:15 | Nursing 142 (2 nd 8 Weeks) 11am-12:50pm Room 133/134 | Nursing 144 Clinical Simulation 9 am-1:30pm | Office Hours | Virtual Office Hours | Virtual Office Hours | | |
| 12:30 1:00 | Student Engagement Hour 12:15 to 1:00 | | | | | | |
| 1:00 2:15 | Office Hours | Nursing 144 Clinical Simulation 9 am-1:30pm | Office Hours | Office Hours | | | |
| 2:30 3:45 | Office Hours End at 4:00pm | | Office Hours | Nursing 171 (1 st 8 weeks) 2pm-6:55pm Room 106 | Nursing 171 (1 st 8 weeks) 2pm-6:55pm Room 106 | <p style="text-align: center;">For General Information Call:</p> <p style="text-align: center;">304-205-6700 - Main</p> <p style="text-align: center;">304-734-6600 - Davis</p> | |
| 4:00 5:15 | | | Nursing 173 (1 st 8 Weeks) 4pm - 5:50pm Room 105 | Nursing 171 (1 st 8 weeks) 2pm-6:55pm Room 106 | Nursing 171 (1 st 8 weeks) 2pm-6:55pm Room 106 | | |
| 5:15 And later | | | Nursing 173 (1 st 8 Weeks) 4pm - 5:50pm Room 105 | Nursing 171 (1 st 8 weeks) 2pm-6:55pm Room 106 | Nursing 171 (1 st 8 weeks) 2pm-6:55pm Room 106 | | |

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|--|--|--|--|--|--|--|
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|--|--|--|--|--|--|--|

Marsha Rankin, BSN, RN
Nursing Instructor
BridgeValley Community and Technical College
Fall 2022

Telephone: 304-545-9503 (Cell)
 304-205-6614 (Office)


E-mail: Marsha.Rankin@BridgeValley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|----------------------|--|---|--|--|--------|---|--------|
| 8:00 9:20 | Nursing 144 8am-1050am B2000 133 | Virtual Office Hours by Appointment 8am-5pm | Nursing 144 8am-1050am B2000 137/138 | Nursing 144 Clinical CAMC General 6:45a-6:45p | |  | |
| 9:30 10:50 | Nursing 144 8am-1050am B2000 133 | | Nursing 144 8am-1050am B2000 137/138 | Nursing 144 Clinical CAMC General 6:45a-6:45p | | | |
| 11:00 12:50 | Nursing 143 (1 st 8 Weeks) 11am-1250pm B2000 133 | | Office Hours | Nursing 144 Clinical CAMC General 6:45a-6:45p | | | |
| 1:00 2:00 | Office Hours | | Office Hours | Nursing 144 Clinical CAMC General 6:45a-6:45p | | | |
| 2:00 3:00 | Office Hours | | Office Hours | Nursing 144 Clinical CAMC General 6:45a-6:45p | | | |
| 3:00 4:00 | Office Hours | | Office Hours | Nursing 144 Clinical CAMC General 6:45a-6:45p | | | |
| 4:00 And later | | | | Nursing 144 Clinical CAMC General 6:45a-6:45p | | | |

Amy Casto
Nursing Associate Professor
BridgeValley Community and Technical College

Telephone: 304-532-7094 (personal cell phone)


E-mail: Amy.Casto@bridgevalley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | ARRANGED | |
|----------------|------------------------------|--|--|--|--|--|---|
| 8:00 9:00 | NURS 134 (137/138) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | Faculty Senate First Friday of every month | <p>Schedule appointments by email or AdvisorTRAC.</p>  | |
| 9:00 10:00 | NURS 134 (137/138) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | Professional Development Days Second and Third Friday of every month | | |
| 10:00 11:30 | NURS 134 (137/138) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | Personal Time Fourth Friday of every month | | |
| 11:30 12:30 | NURS 134 (137/138) | Office Hours | Office Hours | Office Hours | | | |
| 12:30 1:00 | NURS 134 (137/138) | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | | |
| 1:00 2:00 | NURS 134 (137/138) | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | | For General Information Call: 304-205-6700 304-734-6600 |
| 2:00 3:00 | Office Hours* | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | | *Bi-monthly Nursing Faculty meeting |
| 3:00 4:00 | Office Hours* | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | | <i>Please note that office hours may vary due to team teaching and offsite clinical rotations. Please email me a request to meet and I will try to accommodate.</i> |

Laura Grimm
Nursing Assistant Professor
BridgeValley Community and Technical College

Telephone: 304-205-6658

E-mail: Laura.Grimm@bridgevalley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | ARRANGED |
|----------------|--------------------|--|--|--|--------|---|
| 8:00 9:00 | NURS 134 | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | |  <p>Additional Office Hours by appointment</p> |
| 9:00 10:00 | NURS 134 | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | | |
| 10:00 11:30 | NURS 134 | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | NURS 134 (room 113) NURS 133 (room 133) | | |
| 11:30 12:30 | NURS 134 | Office Hours | Office Hours | Office Hours | | |
| 12:30 1:00 | NURS 134 | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | |
| 1:00 2:15 | NURS 134 | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | |
| 2:15 3:00 | Office Hours * | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | |
| 3:00 4:00 | Office Hours* | NURS 134 (room 113) | NURS 134 (room 113) | NURS 134 (room 113) | | |
| 5:30 7:30 | N107 (web only) | N107 (web only) | N107 (web only) | | | <p>For General Information Call: 304-205-6700 304-734-6600</p> <p><i>*Bi-monthly Nursing Faculty meeting</i></p> <p><i>Please note that office hours may vary due to team teaching and offsite clinical rotations. Please email me a request to meet and I will try to accommodate.</i></p> |

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| | |


BridgeValley Community and Technical College
Melissa Hackney BSN, RN
Nursing Instructor Nursing 234

Term: Fall 2022

Office Hours

Telephone: 304.553.9416 Office 304.205.6656

E-mail: Melissa.hackney@bridgevallay.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|-------------------|----------------------------------|---|----------------------------------|------------------------------------|--------|--|--------|
| 8:00 9:20 | <i>Nursing 234 8:00-10:45am</i> | <i>Clinical lab women's and children's hospital 7am-7pm</i> | <i>Nursing 234 8:00-10:45am</i> | <i>Office hours by appointment</i> | |  <p>Additional Office Hours by appointment</p> | |
| 9:30 10:50 | <i>Nursing 234 8:00-10:45am</i> | <i>Clinical lab women's and children's hospital 7am-7pm</i> | <i>Nursing 234 8:00-10:45am</i> | <i>Office hours by appointment</i> | | | |
| 11:00 12:20 | <i>Office hours 11:00-4:00pm</i> | <i>Clinical lab women's and children's hospital 7am-7pm</i> | <i>Office hours 11:00-3:30pm</i> | <i>Office hours 12 to 5 pm</i> | | | |
| 1:00 2:20 | <i>Office hours 11:00-4:00pm</i> | <i>Clinical lab women's and children's hospital 7am-7pm</i> | <i>Office hours 11:00-3:30pm</i> | <i>Office hours 12 to 5 pm</i> | | | |
| 2:30 3:50 | <i>Office hours 11:00-4:00pm</i> | <i>Clinical lab women's and children's hospital 7am-7pm</i> | <i>Office hours 11:00-3:30pm</i> | <i>Office hours 12 to 5 pm</i> | | | |
| 4:00 5:20 | | <i>Clinical lab women's and children's hospital 7am-7pm</i> | | <i>EKG class 5pm to 8pm</i> | | | |
| 5:30 And later | | <i>Clinical lab women's and children's hospital 7am-7pm</i> | | <i>EKG class 5pm to 8pm</i> | | | |


**BridgeValley Community and Technical College
Kimberly Huffman MSN RN CNE
Level Coordinator Nursing 234**

Term: FALL 2022

Office Hours

Telephone: 304.549.8325 Office 304.205.6653


E-mail: Kimberly.huffman@bridgevallay.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|-------------------|----------------------------------|--|----------------------------------|--|--------|---|--------|
| 8:00 9:20 | <i>Nursing 234 8:00-1045am</i> | <i>Clinical lab W&C Hospital 7am-1pm</i> | <i>Nursing 234 8:00-1045am</i> | <i>Clinical lab W&C Hospital 7am-1pm</i> | |  | |
| 9:30 10:50 | <i>Nursing 234 8:00-1045am</i> | <i>Clinical lab W&C Hospital 7am-1pm</i> | <i>Nursing 234 8:00-1045am</i> | <i>Clinical lab W&C Hospital 7am-1pm</i> | | | |
| 11:00 12:20 | <i>Office hours 11:00-3:30pm</i> | <i>Clinical lab W&C Hospital 7am-1pm</i> | <i>Office hours 11:00-3:30pm</i> | <i>Clinical lab W&C Hospital 7am-1pm</i> | | | |
| 1:00 2:20 | <i>Office hours 11:00-3:30pm</i> | | <i>Office hours 11:00-3:30pm</i> | | | | |
| 2:30 3:50 | <i>Office hours 11:00-3:30pm</i> | | <i>Office hours 11:00-3:30pm</i> | | | | |
| 4:00 5:20 | | | | | | | |
| 5:30 And later | | | | | | | |

Tabitha Duff, RN, MSN
Assistant Professor
BridgeValley Community and Technical College
Fall 2022

Telephone: 304-674-6820 (Cell)
 304-205-6778 (Office)

E-mail: Tabitha.Duff@BridgeValley.edu

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|----------------------|--|---|--|---|--------|---|--------|
| 8:00 9:20 | Nursing 144 8am-1050am B2000 133 | Virtual Office Hours by Appointment 8am-5pm | Nursing 144 8am-1050am B2000 137/138 | Nursing 144 Clinical Highland Hospital 8am-8pm | |  | |
| 9:30 10:50 | Nursing 144 8am-1050am B2000 133 | | Nursing 144 8am-1050am B2000 137/138 | Nursing 144 Clinical Highland Hospital 8am-8pm | | | |
| 11:00 12:50 | Nursing 143 (1 st 8 Weeks) 11am-1250pm B2000 133 | | Office Hours | Nursing 144 Clinical Highland Hospital 8am-8pm | | | |
| 1:00 2:00 | Office Hours | | Office Hours | Nursing 144 Clinical Highland Hospital 8am-8pm | | | |
| 2:00 3:00 | Office Hours | | Office Hours | Nursing 144 Clinical Highland Hospital 8am-8pm | | | |
| 3:00 4:00 | Office Hours | | Office Hours | Nursing 144 Clinical Highland Hospital 8am-8pm | | | |
| 4:00 And later | | | | Nursing 144 Clinical Highland Hospital 8am-8pm | | | |

Other Schedules

Lab Assistants

| | |
|-------------------|--------------------|
| Monday – Thursday | 7:30 am to 4:00 pm |
| Friday | 8:00 am to 2:00 pm |

First-Year Students – Nursing 132, 133, 134 with three labs (excludes clinical time scheduled separately)

| | |
|-----------------------------|---------|
| Monday | All Day |
| Tuesday/Wednesday <i>or</i> | All Day |
| Tuesday/Thursday <i>or</i> | All Day |

PUBLIC CHARTER SCHOOL APPLICATION

Appendix G: List of Clinical Sites

Clinical Sites

CAMC General
CAMC Memorial
CAMC Women's and Children's
Highland Hospital
Creative Learning Center
Fort Hill Child Development
Momma Bear's Childcare
WV Early Learning Academy
Meadowbrook Acres Nursing Center
Montgomery Hospital

PUBLIC CHARTER SCHOOL APPLICATION

Appendix H: Draft Bylaws

WORKFORCE INITIATIVE FOR NURSES (WIN)
ACADEMY
BYLAWS

BYLAWS

for the regulation, except as otherwise provided by the statute of its Articles of Incorporation,

of

WIN ACADEMY

a West Virginia nonprofit public benefit corporation

I. MEMBERSHIP

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter “Trustees”) of WIN Academy (hereinafter “WA”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter “Board”).

II. BOARD OF TRUSTEES

A. Powers

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the West Virginia Nonprofit Public Benefit Corporation Law, the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees.
2. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.
3. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.
4. To enter into contracts, leases and other agreements which are, in the Board's judgment,

necessary or desirable in obtaining the purposes of promoting the interests of the corporation.

5. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which the corporation may engage.
6. To act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
10. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the West Virginia Nonprofit Public Benefit Law and the limitations noted in these Bylaws.

B. Number of Trustees

The number of Trustees of the corporation shall be not less than 5 nor more than 9. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Trustees is fixed at 5.

C. Election of Trustees

1. Election. The Board shall be composed of three initial trustees who will elect the first two trustees who will also be parents. The Board shall elect the remaining Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. Per W.Va. Code §18-5G-7(b), board members will:
 - a. Not be an employee of, or receive compensation from, the charter school administered by the governing board;
 - b. Not be an employee of an ESP that provides services to the charter school;
 - c. File a full disclosure report to the authorizer identifying potential conflicts of interest,

relationships with management organizations, and relationships with family members who are employed by the public charter school or have other business dealings with the school, the management organization of the school, or any other public charter school;

- d. Participate in training for new governing board members provided by the West Virginia Department of Education; collectively possess expertise in leadership, curriculum and instruction, law, human resources, and finance; and be considered an officer of a school district under the provisions of W.Va. Code §6-6-7 and that removal from office shall be in accordance with the provisions of that section;
- e. Not be a member of the authorizing county board of education; and
- f. Provide documentation of and explanation for any education-related actions taken, legal or otherwise, against them for academic, financial, or ethical concerns. These actions may relate to education generally and/or the operation of charter schools specifically.

In addition to other candidates, the Board may consider the following nominees:

- a. Two parents of active WA students, who is designated by the WA Parents' Association to represent that Association (the "Parent Representative").
- b. Following the graduation of the initial class, an alumna or alumnus of WA, who is designated by the WA Alumni Association to represent that Association (the "Alumni Representative").
- c. An WA student, selected by the WA student body (the "WA Student Representative").

3. Term of Office

- a. The term of office of all members of the initial Board of Trustees shall be one year.
- b. At the end of the first year, the Board shall provide for staggered terms of its Trustees, by designating approximately one-third of the Trustees to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Trustee shall continue for three years, except the term of any Trustee who is the Parent, Alumni, WA Faculty or WA Student Representative shall be one year.
- c. No Trustee, other than a Trustee serving as a corporate officer or the WA Principal, may serve for more than seven (7) consecutive years.
- d. The term of office of a Trustee elected to fill a vacancy in these bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- e. A Trustee's term of office shall not be shortened by any reduction in the number of

Trustee resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.

f. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

4. Time of Elections. The Board shall elect Trustees whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees

The Board may remove a Trustee without cause as provided by the West Virginia Nonprofit Public Benefit Corporation law. The Board may remove any Trustee who:

1. Has failed to attend two or more of the Board's Regular Meetings in any calendar year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony;
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the West Virginia Nonprofit Public Benefit Corporation Law; or
5. For such other good causes as the Board may determine.

E. Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs, without first giving notice to the West Virginia Attorney General.

F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting corporation business.

III. PRINCIPAL OFFICE

The corporation's principal office shall be at _____, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

IV. MEETINGS OF THE BOARD

A. Place of Meetings

Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings

An Annual Meeting shall be held in May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular Meetings shall be held at various times within the year as the Board determines.

D. Special Meetings

A Special Meeting shall be held at any time called by the Chair or by any five Trustees.

E. Adjournment

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first- class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United State mail, addressed to the recipient at the address shown for the recipient in the corporation's records, first-class postage prepaid; when personally delivered in

writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice

Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

V. ACTION BY THE BOARD

A. Quorum

A quorum consists of one-third of the fixed number of Trustees.

B. Action by the Board

1. Actions Taken at Board Meetings. The actions done and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Trustees then in office is required by the West Virginia Nonprofit Public Benefit Corporation Law or as set out in these Bylaws.

The Board may continue to transact business at a meeting at which a quorum was originally present, even though Trustees withdraw, provided that any action taken is approved by at least a majority of the quorum required.

2. Actions Without a Meeting. The Board may take any required or permitted action without a meeting if all the Trustees individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect as a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.
3. Board Meeting by Conference Telephone. Trustees may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Trustees participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the

authority of the Board, except with respect to:

- a. The election of Trustees.
 - b. Filling vacancies on the Board or any committee which has the authority of the Board.
 - c. The fixing of Trustee compensation for serving on the Board or on any committee.
 - d. The amendment or repeal of any Board resolution.
 - e. The amendment or repeal of Bylaws or the adoption of new Bylaws.
 - f. The appointment of other committees of the Board, or the members of the committees.
 - g. The expenditure of corporate funds to support a nominee for Trustee.
 - h. The approval of any self-dealing transaction, as defined by the West Virginia Nonprofit Public Benefit Corporation Law.
1. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, independent accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

E. Rights of Inspection

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. The WA Faculty Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator or faculty member; (b) administrator or faculty compensation; (c) Executive Sessions of the Board; or (d) any other matter at the discretion of a majority of the Trustees then present.
2. The WA Student Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator, faculty member or student; (b) administrator or faculty compensation; (c) Executive Session of the Board; or (d) any other matter at the discretion of a majority of the Trustees then present.
3. Any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences

Every Trustee has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board. Moreover, the WA Faculty or Student Representative may be disciplined, including immediate dismissal, if Board information is disclosed without the Chair's prior approval.

VI. OFFICERS

A. Officers

The officers of the corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and performsuch other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactionsand financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary or Treasurer may serve concurrently as the Chair.
3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

VII. NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

VIII. INDEMNIFICATION OF CORPORATE AGENTS

The corporation shall indemnify any Trustee, officer, employee or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, the West Virginia Nonprofit Public Benefit Corporation Law.

IX. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the West Virginia Nonprofit Public Benefit Corporation Law.

X. SELF-DEALING TRANSACTIONS

The corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

1. The Board's action of fixing a Trustee's compensation as WA Principal, a Trustee or corporate officer; or
2. A transaction which is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program;

XI. OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, Treasurer or WA Principal.

D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the West Virginia Nonprofit Corporation Law and the West Virginia Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract,

other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion).

The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

F. Interpretation of Charter

Whenever any provision of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws control.

XII. AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the WIN Academy, a nonprofit public benefit corporation duly organized and existing under the laws of the State of West Virginia, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Trustees of said corporation, which Trustees are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect.

PUBLIC CHARTER SCHOOL APPLICATION

Appendix I: Draft Board Policies

WIN Academy: Policies, Procedures, and Guides

1. Draft School Employee Handbook
2. Certifications, Licensing & Other Requirements
3. Financial Policies
4. Accounting Policies & Procedures
5. Release of Student Records, Privacy, & FERPA Policy
6. Technology Acceptable Use Policy

WIN Academy

DRAFT Handbook

Effective July 1, 2023

DISCLAIMER OF EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT

THIS EMPLOYEE HANDBOOK IS PROVIDED AS A GUIDE AND DOES NOT CREATE EITHER AN EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT OF ANY SPECIFIC DURATION.

I UNDERSTAND THAT EMPLOYMENT AT-WILL MEANS THAT EITHER THE COMPANY OR I HAVE THE RIGHT TO TERMINATE MY EMPLOYMENT AT ANY TIME AND FOR ANY REASON NOT OTHERWISE PROHIBITED BY LAW.

Employee Signature

Date

Name Printed

(Note: This page is to remain in the Employee Handbook.)

Table of Contents

| | |
|---|----|
| DISCLAIMER OF EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT | 1 |
| WELCOME..... | 1 |
| INTRODUCTION | 2 |
| INTRODUCTION TO HANDBOOK | 2 |
| EMPLOYMENT | 3 |
| AT-WILL EMPLOYMENT..... | 3 |
| EQUAL EMPLOYMENT OPPORTUNITY..... | 3 |
| CHANGE IN POLICY..... | 3 |
| OUTSIDE EMPLOYMENT & CONFLICTS OF INTEREST..... | 4 |
| ACCOMMODATION OF DISABILITIES..... | 5 |
| RELIGIOUS ACCOMMODATION..... | 6 |
| PERSONNEL FILES..... | 6 |
| BACKGROUND CHECKS..... | 6 |
| INTRODUCTORY PERIOD | 6 |
| SEPARATION FROM EMPLOYMENT | 7 |
| EMPLOYMENT VERIFICATION | 8 |
| RESOLUTION OF DISPUTES..... | 9 |
| EMPLOYEE CONDUCT | 10 |
| ANTI-HARASSMENT..... | 10 |
| Protection Against Retaliation | 12 |
| GUIDELINES FOR APPROPRIATE CONDUCT..... | 12 |
| POLICY ON FRAUD, BRIBERY AND CORRUPTION | 16 |
| ANTI-BULLYING POLICY | 16 |
| VIOLENCE IN THE WORKPLACE | 17 |
| WEAPONS..... | 17 |
| ANTI-NEPOTISM | 18 |
| ABSENTEEISM AND TARDINESS | 18 |
| DRUG-FREE WORKPLACE | 19 |
| TOBACCO-FREE WORKPLACE | 20 |
| PERSONAL APPEARANCE - DRESS CODE | 20 |
| PERSONAL PROPERTY..... | 21 |
| PERMISSIBLE USE OF RECORDING DEVICES..... | 21 |
| PROHIBITED USE OF RECORDING DEVICES | 21 |
| WHISTLEBLOWER POLICY..... | 22 |
| HOURS AND COMPENSATION | 23 |
| ERROR IN PAY..... | 24 |
| EXEMPT EMPLOYEE REDUCTION OF SALARY | 24 |
| HOURS OF OPERATION | 25 |
| INCLEMENT WEATHER | 25 |
| MEAL PERIODS | 25 |
| OVERTIME FOR NONEXEMPT EMPLOYEES | 26 |
| PAY PRACTICES..... | 26 |
| TIMESHEETS | 27 |
| LACTATION BREAKS..... | 27 |
| OPERATIONS..... | 29 |
| SCHOOL PROPERTY INSPECTION..... | 29 |
| USE OF SCHOOL PROPERTY..... | 29 |

| | |
|--|----|
| EMPLOYEE SAFETY AND HEALTH | 29 |
| WORKPLACE CONDITIONS | 30 |
| GIFTS AND FAVORS | 31 |
| JOB PERFORMANCE EVALUATIONS | 32 |
| SOLICITATIONS AND DISTRIBUTION OF LITERATURE..... | 32 |
| WORKPLACE ACCIDENTS AND WORKERS' COMPENSATION INSURANCE..... | 32 |
| COMMUNICATIONS..... | 34 |
| COMPLAINT RESOLUTION PROCEDURE..... | 34 |
| INTERNET CODE OF CONDUCT..... | 34 |
| SOCIAL MEDIA..... | 36 |
| INSTITUTIONAL SOCIAL MEDIA..... | 37 |
| CONFIDENTIAL COMPANY INFORMATION..... | 37 |
| PERSONAL PHONE CALLS AND PERSONAL BUSINESS | 38 |
| USE OF COMMUNICATION SYSTEMS | 39 |
| WIRELESS COMMUNICATION DEVICE USE GUIDELINES | 40 |
| EMPLOYEE BENEFITS | 44 |
| HOLIDAYS | 44 |
| UKG® ONLINE SERVICES | 44 |
| LEAVE OF ABSENCE..... | 46 |
| LEAVE OF ABSENCE PROCEDURES | 46 |
| FAMILY AND MEDICAL LEAVE | 46 |
| BEREAVEMENT LEAVE..... | 49 |
| JURY DUTY AND WITNESS LEAVE | 49 |
| PERSONAL LEAVE OF ABSENCE | 49 |
| VOTING LEAVE..... | 50 |
| MILITARY LEAVE | 50 |
| WORKERS' COMPENSATION LEAVE | 51 |
| HANDBOOK ACKNOWLEDGMENT | 53 |
| | 55 |

INTRODUCTION

INTRODUCTION TO HANDBOOK

This Handbook was developed to provide you with guidelines to our Company policies and to outline programs and benefits available to you. You should familiarize yourself with the contents as soon as possible so you will know what is expected of you and what you can expect from our organization.

This Employee Handbook replaces all previous WIN Academy handbooks, policies and memoranda. Failure to follow any of the policies in this handbook may result in disciplinary action, up to and including, termination of employment.

You should have already signed an Employment Agreement outlining your employment relationship with the Company. Contact your supervisor or a payroll or human resource specialist if you have any questions.

We hope that your experience with us will be challenging, enjoyable and rewarding. Again, welcome!

EMPLOYMENT

AT-WILL EMPLOYMENT

Your employment with the WIN Academy (“The Company”) is at-will, which means that you or the Company may terminate your employment at any time for any lawful reason unless a written employment agreement exists with the Company that provides otherwise.

The Company has the right to transfer, demote, or otherwise discipline an employee at any time for any lawful reason. For an employment agreement with the Company to be considered valid, it must be signed by an officer of the Company or a designated representative.

This handbook is not a contract guaranteeing employment for any specific duration. As provided in the Handbook Acknowledgement, nothing in this handbook creates or is intended to create a promise or representation of continued employment. This handbook replaces any and all prior handbooks, written documents (with the exception of authorized employment agreements) or oral or implied representations that might otherwise contradict the at-will nature of your employment.

No statement or promise by a supervisor or school leader, past or present, may be interpreted as a change in policy, nor will it constitute an agreement with an employee.

EQUAL EMPLOYMENT OPPORTUNITY

The WIN Academy provides equal employment opportunities to all employees and applicants in all Company and school facilities without regard to race, color, religious creed, sex (including pregnancy, lactation, childbirth, and related medical conditions), national origin, ancestry, citizenship status, physical disability, mental and/or intellectual disability, age, military or veteran status, marital status, registered domestic partner or civil union status, gender, gender identity, sexual orientation, transgender status, or genetic information in accordance with applicable federal, state and local laws. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination by any employee, including supervisors and co-workers.

This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfers, leaves of absence, compensation and training.

Discrimination in violation of the Company’s equal employment opportunity policy is prohibited. If we determine that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment or discrimination prohibited by this policy.

CHANGE IN POLICY

The Company may change, revoke or supplement the policies in this handbook at any time without notice. The Company will determine the effective date of any changes and every effort will be made to notify you in advance. However, failure to give advance notice will not void any policy's application in the workplace.

The current version of all company policies will be readily available to all (currently active) employees in an electronic and/or hard copy format.

Supervisors do not have the authority to change the policies in this handbook on their own. If you are uncertain about any policy or procedure, contact your supervisor or Human Resources for clarification.

OUTSIDE EMPLOYMENT & CONFLICTS OF INTEREST

The Company recognizes that some employees may need or want to hold additional jobs outside their employment with the Company. Employees may be permitted to engage in outside work or hold other jobs, subject to certain restrictions based on reasonable business concerns. Employees must consult their supervisors or managers for review and approval of outside employment prior to beginning outside employment.

The following rules for outside employment apply to all employees:

1. Work-related activities and conduct away from the Company must not compete with, conflict with or compromise the Company's interests or adversely affect job performance and the ability to fulfill all job responsibilities.
2. Employees must carefully consider the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems at the Company, the employee will be asked to discontinue the outside employment, and the employee may be subject to the normal disciplinary procedures for dealing with the resulting job-related problem(s).
3. In evaluating the effect that outside work may have on an employee's job performance and other job-related responsibilities, the Employee's supervisor and the human resource department will consider whether the proposed employment:
 - a. May reduce the employee's efficiency in working for the Company.
 - b. Involves working for an organization that does a significant amount of business with the Company, such as major contractors, suppliers, and schools.
 - c. Involves working for an organization that provides competing services.
4. Employees are prohibited from using Company property or facilities to perform work for an outside employer unless authorized in advance by a supervisor.
5. Employees may not solicit or conduct any outside business during Company work time.
6. Employees who have accepted outside employment may not use Company-provided Paid Time Off (PTO) to perform work on the outside job.
7. Fraudulent use of the Company's sick leave or PTO or an employee's refusal to discontinue outside employment after being requested to do so by his or her supervisor or the human resource department will result in disciplinary action up to and including termination of

employment.

ACCOMMODATION OF DISABILITIES

The Company is committed to making every reasonable effort to reasonably accommodate an otherwise qualified individual with a disability who is an employee or applicant. A reasonable accommodation may be provided as long as it will enable the employee to perform the essential duties of the job, and it does not create an undue hardship for the Company and/or a direct threat to the health and/or safety of the individual or others would result. A reasonable accommodation may include changes in the work environment or in the way a job is performed, so a person with a disability may enjoy equal employment opportunities.

Any employee who requires an accommodation in order to perform the essential functions of their job, enjoy an equal employment opportunity, and/or obtain equal job benefits should contact Human Resources to request such an accommodation. Human Resources will communicate with the employee and engage in an interactive process to determine the nature of the issue and what, if any, reasonable accommodation(s) may be appropriate. In some cases, this interactive process may be triggered without a request from the employee, such as when the Company receives notice from its own observation or another source that a medical impairment may be impacting the employee's ability to perform essential job functions.

Employees who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. The Company will evaluate information obtained from the employee, and possibly the employee's health care provider or another appropriate health care provider, regarding any reported or apparent barriers or limitations, and will then work with the employee to identify possible accommodations, if any, that will help to eliminate or otherwise address the barrier(s) or limitation(s). If an identified accommodation is reasonable and will not impose an undue hardship on the Company and/or a direct threat to the health and/or safety of the individual or others, the Company will generally make the accommodation, or it may propose another reasonable accommodation which may also be effective. Employees are required to cooperate with this process by providing all necessary documentation supporting the need for accommodation, and being willing to consider alternative accommodations when applicable.

The Company will also consider requests for reasonable accommodations for medical conditions related to pregnancy, childbirth and lactation where supported by medical documentation and/or as required by applicable federal, state or local law. Under this policy, if you are pregnant and request a reasonable accommodation for the duration of or any part of your pregnancy, we will explore all possible means of providing the reasonable accommodation.

Accommodations depend upon the employee's job qualifications and the specific facts and circumstances of each individual situation.

Please inform your supervisor if you require a reasonable accommodation so the Company can have an interactive discussion with you. Human Resources will work with you to determine if there is a need for an adjustment or change at work to accommodate your disability.

RELIGIOUS ACCOMMODATION

The Company will provide reasonable accommodation for employees' religious beliefs, observances, and practices when a need for such accommodation is identified and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between an employee's religious beliefs, observances, or practices and the employee's job requirements, without causing undue hardship to the Company.

The Company has developed an accommodation process to assist employees, management, and Human Resources. Through this process, the Company establishes a system of open communication between employees and the Company to discuss conflicts between religion and work and to take action to provide reasonable accommodation for employees' needs. The intent of this process is to ensure a consistent approach when addressing religious accommodation requests. Any employee who perceives a conflict between job requirements and religious belief, observance, or practice should bring the conflict and request for accommodation to the attention of Human Resources to initiate the accommodation process. The Company requests that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

PERSONNEL FILES

The Company maintains a personnel file on each employee. Contact Human Resources to view your personnel file.

To ensure that your personnel file is up-to-date at all times, use the Company's Human Resource Information System, UKG® (<https://e42.ultipro.com>) for entering changes in your name, telephone number, home address, withholding instructions, number of dependents, beneficiary designations, scholastic achievements, or emergency contacts.

BACKGROUND CHECKS

The Company recognizes the importance of maintaining a safe, secure workplace with employees who are qualified, reliable, and nonviolent, and who do not present a risk of serious harm to their coworkers or others. To promote these concerns and interests, the Company reserves the right to investigate an individual's prior employment history, personal references, and educational background, as well as other relevant information. Consistent with legal or contractual requirements, the Company also reserves the right to obtain and to review an applicant's or an employee's criminal conviction record, and related information, and to use such information when making employment decisions, but only to the extent permissible under applicable law.

A pending criminal matter may be considered in appropriate circumstances for business-related reasons, consistent with applicable law. All background checks will be conducted in strict conformity with the federal Fair Credit Reporting Act (FCRA), applicable state fair credit reporting laws, and state and federal anti-discrimination and privacy laws. The Company is an equal opportunity employer and will comply with applicable federal, state and local laws relating to the use of background checks for employment purposes.

INTRODUCTORY PERIOD

All employees will undergo an introductory period of employment. The introductory period shall consist of the first one hundred twenty (120) days of employment or ninety (90) days following transfer or promotion within the organization. This is an opportunity for the Company to evaluate the employee's performance. It also is an opportunity for the employee to decide whether the employee is happy being employed by the Company. The Company may extend the introductory period if it desires. The employee will be notified, either verbally and/or in-writing if this period is extended. Completion of the introductory period does not alter an employee's at-will status.

It is expected that an employee must actively be at work during the Introductory Period except with written management approval or unless out on protected absence such as, for example, FMLA or paid sick or safe leave. Extended absences during the Introductory Period may result in extension of the Introductory Period.

The Company reserves the right to conduct a formal performance review at the end of the introductory period.

SEPARATION FROM EMPLOYMENT

An employee may be separated from employment either voluntarily or involuntarily by resignation, retirement, lack of work, poor performance or other reasons. Regardless of the reason for separation, all separations will be handled fairly and in compliance with applicable state and federal law.

Employment Termination

Our goal is to build and maintain lasting work relationships with our employees. In the case that an employee chooses to resign, the employee should consult the terms of the employee's employment agreement.

It is expected that teachers and intervention specialists provide a minimum of 30 calendar days' notice and others provide a minimum of 14 calendar days' notice of resignation.

The School reserves the right to accept the resignation immediately upon notice, or based upon the individual circumstances, the School may elect to allow the employee to work out their notice. Employees must actively be at work during a notice period except with written management approval or unless approved in writing by management or Human Resources. Paid Time Off (PTO) cannot be used or donated during this notice period.

Once notice of resignation is received by the school leader, it cannot be withdrawn except with the written agreement of the school leader, even if such attempt to withdraw is during the notice work out period. Some employees may have additional conditions and/or limitations regarding resignation from employment. For additional information regarding any additional conditions and/or limitations regarding resignation from employment see your employment agreement, if any.

Employees who fail to follow any additional restrictions or conditions within their employment

agreement, if any, may be in breach of their employment agreement and/or state law.

End of Employment Term / End School Year Procedure

Each employee must return any equipment or supplies received during the course of employment prior to the employee's final work day. Equipment, grade books, lesson plan books, student records and files, Company or School manuals, computers, cell phones, keycards, security badges, building keys, and all Company and School-owned materials must be given to the supervisor upon termination of employment.

For staff terminating employment at the end of the school year, standard responsibilities may include but are not limited to the following: completing a textbook inventory; inspecting all issued textbooks for damage; assigning responsibility for damage to school property to specific students; compiling a list of necessary room repairs; updating student cumulative records; thorough cleaning of classroom furniture and student lockers; and completion of classroom inventory of equipment, furniture and teaching materials. Grade books, lesson plan books, student records and files, Company and school manuals, and all Company and school-owned materials must be given to the school leader upon the ending of employment.

Exit Interviews

The school leader and/or human resources will generally schedule exit interviews or provide an exit survey around the time of employment termination. Topics of discussion may include reasons for leaving as well as impressions about the School and/or Company. During the exit interview, employees can provide insights into areas for improvement their specific position held, the School, and the Company.

Technology & Access Control

Once notice is given, the company reserves the right to limit or disable access to specific or all systems. Once employment has been terminated, all accounts will be disabled. Incoming email may be redirected to a current employee's inbox.

Return of Company Property

Any property issued to you by the Company or the School such as software, computer equipment, databases, files, cell phone, pager, keys, parking passes, credit card(s) or any other equipment must be returned at the time of termination. You may not keep copies of the property in any media form and the Executive Team may also take all action deemed appropriate to recover or protect its property. You will be responsible for the cost or replacement of any lost or damaged items.

EMPLOYMENT VERIFICATION

All requests for employment verification for current or former employees should be referred to Human Resources at 888-990-4226 or HR@accelschools.com. Human Resources will only release your last title and dates of employment, unless the request for additional information is

authorized in writing.

RESOLUTION OF DISPUTES

Any dispute arising out of or relating to the negotiation, execution, performance or termination of your employment, including, but not limited to claims under Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Act of 1991, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, Section 1981 of the Civil Rights Act of 1966, as amended, the Family Medical Leave Act, the Employee Retirement Income Security Act, and any similar federal, state or local law, statute, regulation, or any common law doctrine, whether that dispute arises during or after employment, shall be settled by binding arbitration before a single arbitrator in accordance with the Employment Arbitration Rules and Procedures of JAMS; provided however, that this dispute resolution provision shall not apply to any separate agreements between the parties that do not themselves specify arbitration as an exclusive remedy.

The location for the arbitration shall be in the Cleveland metropolitan area or in another location as mutually agreed by the employee and the Company. Any award made by such arbitrator shall be final, binding and conclusive on the parties for all purposes, and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. The arbitrator's fees and expenses and all administrative fees and expenses associated with the filing of the arbitration shall be borne by the Company; provided however, that at your option, you may voluntarily pay up to one-half the costs and fees.

You and the Company acknowledge and agree that the obligations to arbitrate under this section continue after the termination of the employment relationship between you and the Company. By electing arbitration as the means for final settlement of all claims, you and the Company hereby waive their respective rights to, and agree not to, sue each other in any action in a Federal, State or local court with respect to such claims, but may seek to enforce in court an arbitration award rendered pursuant to this offer letter. You and the Company specifically agree to waive their respective rights to a trial by jury, and further agree that no demand, request or motion will be made for trial by jury.

EMPLOYEE CONDUCT

ANTI-HARASSMENT

The WIN Academy is committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of harassment and discrimination. Any form of harassment, even when not unlawful or directed at a protected category, is prohibited and will not be tolerated. All employees, supervisors, co-workers, vendors, contractors, or other third parties, are expected to adhere to this policy.

Harassment is any form of hostility, conduct or language that alters the conditions of the school environment for any person, including a student, employee, contractor visitor or vendor, and that creates a hostile, intimidating or offensive school environment. Additionally, sexual harassment can consist of unwelcome sexual advances, intentional and unwelcome touching, verbal remarks and requests or demands for sexual favors.

1. The term “harassment” includes harassment based on any category protected by federal, state or local law, which may include, but is not limited to, unwelcome slurs, jokes, or verbal, graphic or physical conduct relating to an individual's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, familial status, gender, gender identity, transgender status, sexual orientation, or genetic information.
2. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:
 - a. Submission to such conduct is an explicit or implicit term or condition of employment;
 - b. Employment decisions are based on an employee's submission to or rejection of such conduct; or
 - c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Reported incidents of harassment shall be investigated immediately. The incident and report will be kept as confidential as the circumstances permit.

Reported or suspected occurrences of harassment or discrimination will be promptly and thoroughly investigated. Following an investigation, the Company will promptly take any necessary and appropriate corrective action, including but not limited to disciplinary action against anyone found to have violated this policy.

Complaint Procedure

The Company provides you with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment, discrimination, and retaliation. Any employee who feels harassed or discriminated or retaliated against is encouraged to immediately inform the alleged offender that the behavior is unwelcome. In many instances, the person is unaware his or her conduct is offensive, and this action alone may often resolve the problem. If the informal discussion with the alleged offender is unsuccessful in remedying the problem, or if you do not feel comfortable with such an approach, you should immediately report the conduct to your direct supervisor, manager or school leader. We cannot resolve a harassment or discrimination problem unless we know about it. Therefore, it is your responsibility to bring those kinds of problems to our attention so we can take the necessary steps to correct any problems. The report should include all facts available to you regarding the alleged harassment, sexual harassment, or discrimination.

Should you feel uncomfortable reporting the conduct to your supervisor or school leader, please send an email to hr@accelschools.com indicating that you have a confidential matter to discuss along with the best phone number and times of day to contact you.

Confidentiality

All reports of alleged harassment, sexual harassment, or discrimination will be treated and taken seriously. Confidentiality will be maintained to the extent possible. However, to conduct a thorough investigation, certain information may need to be disclosed to other individuals, including the alleged offender. Consequently, absolute confidentiality cannot be promised and cannot be guaranteed.

Investigative Procedure

Once a complaint of alleged harassment, sexual harassment, or discrimination is received, we will begin a prompt and thorough investigation. The investigation may include interviews with all involved employees, including the alleged harasser, and any employees who are aware of facts or incidents alleged to have occurred.

Following an investigation, the Company will promptly take any corrective measures necessary, including any appropriate disciplinary action. Disciplinary action will be taken if the investigation reveals that an employee has acted in a manner that is not in alignment with the goals of this policy. The WIN Academy may address any other workplace issue discovered during an investigation. This may include some or all of the following steps:

1. Restore any lost terms, conditions, or benefits of employment to the complaining employee.
2. Discipline the alleged harasser. This discipline may include written disciplinary warnings, transfer, demotion, suspension and/or termination of employment.

If the alleged harassment, sexual harassment, or discrimination is from an employee, vendor, contractor, or parent, or other third party over the age 18, the Company will take appropriate action to stop the conduct. If the behavior is from a student or other minor under the age of 18, the Company or the School will take appropriate action.

If you have made a complaint but feel that the action taken in response has not remedied the situation, you should make an additional complaint following the complaint procedure outlined in this policy.

Duties of Employees and Supervisors

All employees of the Company, both management and non-management, are responsible for assuring that a workplace free of harassment, sexual harassment, and discrimination is maintained. Any employee may report incidents experienced personally or incidents observed in the workplace. The Company strives to maintain a pleasant work environment where all employees are able to effectively perform their work without interference of any type and requests the assistance of all employees in this effort.

All managers and supervisors are responsible for doing all they can to prevent and discourage harassment, sexual harassment, and discrimination from occurring. If a complaint of harassment, sexual harassment or discrimination is raised, the individual to whom the complaint is made (i.e., supervisor, manager, school leader) should promptly notify Human Resources so an investigation may be initiated. The Company may discipline any managers or supervisors who fail to follow this policy, which discipline may include termination.

Protection Against Retaliation

The Company will not permit or condone any acts of retaliation against anyone who files or cooperates in the investigation of harassment or discrimination complaints. The Company also prohibited retaliation because an employee objects to discrimination or harassment or files, testifies, assists, or participates in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency.

Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Individuals who believe they have been subjected to retaliation, or believe that another individual has been subjected to retaliation, should follow the above Complaint Procedure to report their concerns.

GUIDELINES FOR APPROPRIATE CONDUCT

In order to conduct the operations of the WIN Academy efficiently and professionally, all employees are to follow the rules of conduct that will protect the interests and safety of all employees and the Company. All employees are expected to act in a professional manner at all times including during interactions with students and their families, co-workers, board members, and the general public.

Although it is not possible to list all forms of inappropriate behavior and conduct, the following

are examples that are considered inappropriate and may result in disciplinary action up to and including termination of employment:

- Falsifying employment or other Company records;
- Violating the Anti-Harassment policy;
- Violating state, federal or local laws and regulations;
- Violating security or safety rules or failing to observe safety rules or safety practices; failing to wear required safety equipment; tampering with equipment or safety equipment;
- Soliciting gratuities from students and their families, vendors, or other third parties;
- Displaying excessive or unexcused absenteeism or tardiness;
- Possessing firearms, weapons or explosives on Company or school property without authorization, unless explicitly permitted by state law;
- Using the Company's or school's property and supplies for personal purposes in an excessive, unnecessary or unauthorized way;
- Negligent, reckless, or intentional damage of property;
- Violating the Violence in the Workplace policy;
- Violating the Drug-Free Workplace policy;
- Committing theft or having unauthorized possession of Company or school property or the property of fellow employees; possessing or removing any Company or school property, including documents, from the premises without prior permission from management;
- Giving confidential or proprietary information to competitors or other organizations, or to unauthorized employees; working for a competing business while an employee of the Company;
- Interfering with another employee on the job, restricting work output or encouraging others to do the same, unwarranted sabotage or undermining another's work;
- Violations of the Solicitations and Distribution of Literature policy;
- Failure to follow the Company and/or School Health & Safety protocols, including but not limited to appropriate dress for prevention of spreading disease and use of personal protective equipment;
- Insubordination;
- Conviction of an offense that would prohibit the staff member from exercising care and custody over students in the Company or School;
- Committing any violation of state or federal laws, statutes, or rules, although the conduct may not have resulted in a criminal charge, indictment, prosecution or conviction;
- Failure to complete a criminal background check, or other mandated employment screenings, as required by state and federal law;
- Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting information submitted to federal, state, and other governmental agencies such as professional qualifications, criminal history and information submitted in the course of an official inquiry or investigation, college or professional development credit and/or degrees, academic awards, and employment history when applying for employment and/or licensure, or when recommending an individual for employment, promotion or licensure. This includes but is not limited to, employment application, time keeping records, or student records;
- Inflicting physical or emotional harm to a person, including any type of harassment;
- Disparaging or discriminating against a colleague, peer or other personnel on the basis of race or ethnicity, national origin, socioeconomic status, gender, gender identity, sexual

orientation, political or religious affiliation, physical characteristics, age, disability or English language proficiency;

- Serious or repeated acts in violation of general safety rules or practices in the performance of work or in the use of School facilities for any purpose;
- Absence without notification; (This is defined as failure to report, intentionally misrepresenting, willfully omitting or being negligent in reporting reasons for absences or leaves for a scheduled workday without notification to the Administration.);
- Absence without notification;
- Tardiness and unapproved or unprotected absences beyond the allocated paid time off policy (see the Notification of Absence Policy above);
- Theft, misappropriation of School property, and dishonesty;
- Possessing, consuming or being under the influence of alcoholic beverages or any non-prescribed, controlled substance during work hours; (An employee is to inform their supervisors of any appropriately prescribed prescription medicine that they have been given that may affect their job performance or ability to function at work);
- Consuming or being under the influence of alcoholic beverages or any non-prescribed, controlled substance while on Company property;
- Possession of explosives or firearms on School property, while representing the Company, or while the employee is conducting any business of the Company as an employee or volunteer;
- Unauthorized possession of or use of any School property, equipment, or material;
- Using technology to intentionally host or post improper or inappropriate material that could reasonably be accessed by the Company community;
- Unauthorized disclosure of confidential records that include but are not limited to student records, employee records, and/or school records; standardized tests, test supplies or resources during employment;
- Unauthorized use or disclosure of student records as determined by the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA"), and by related regulations during employment;
- Failure to perform job functions or failure to follow Administrative directives in a satisfactory and/or timely manner;
- Co-mingling public or School-related funds with personal funds; submitting fraudulent requests for reimbursement of expenses; failing to account for funds related to School activities collected from students, parents, family members, community members, staff or peers;
- Willfully or knowingly violating any student confidentiality required by federal or state laws, including publishing, providing access to, or altering confidential student information on district or public web sites such as grades, personal information, photographs, disciplinary actions, or individual educational plans (IEPs) without parental consent or consent of students 18 years of age and older during employment and after separation;
- Improper verbal or physical conduct toward a student, parents, family members, community members, staff or peers;
- Failure to follow School policies, procedures, or job instructions;
- Failure to adhere to the essential duties of the job description;
- Failing to adhere to any Code of Professional Conduct for Educators or equivalent as mandated by each state.

- In addition, each employee must advise the Administrator if the employee is arrested for or convicted of any offense (other than a minor traffic violation) within three days of her/his arrest or conviction. Failure to give prompt notice is grounds for termination of employment.

The listed causes for disciplinary actions are not all-inclusive and the Company will determine appropriate discipline reasons and level of discipline or disciplinary actions of each occurrence by examining the specific facts presented.

Should an employee's performance, work habits, overall attitude, conduct or demeanor become unsatisfactory based on violations either of the above or of any other Company policies, rules or regulations, the employee will be subject to disciplinary action, up to and including termination.

Before or during imposition of any discipline, employees may be given an opportunity to relate their version of the incident or problem at issue and provide any explanation or justification they consider relevant.

The Company's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Disciplinary action may call for all or any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment, all of which will be documented and placed in the employee's personnel file. Depending on the severity of the problem and the number of occurrences there may be circumstances when one or more steps are bypassed.

Where appropriate, supervisors will follow a process of progressive employee discipline. Before or during application of any discipline, employees may be given an opportunity to relate their version of the incident or problem and provide an explanation. Examples of progressive employee discipline include:

- **Verbal Counseling** - A conversation with an employee explaining that the employee's conduct or poor performance is unacceptable, and repeated or continued unacceptable conduct or performance will result in more severe disciplinary action. A record of the notice of the verbal counseling may be made and retained in the employee's personnel file.
- **Written Counseling** - A written document or memo that describes the unacceptable conduct or performance of the employee and specifies needed changes or improvements. A copy of the written counseling generally will be retained in the employee's personnel file.
- **Suspension** - Suspension of the employee's employment may, at the sole discretion of the Company, be used prior to termination. The length of the suspension will vary based upon such factors as the severity of the offense, the employee's performance and the employee's disciplinary record. An employee may be suspended for repeated instances of minor misconduct, failure to conform their conduct or performance to the standards of

their position, or for a single serious offense. A record of the suspension generally will be retained in the employee's personnel file.

- **Termination** - If an employee fails to follow acceptable conduct or performance standards, the Company may terminate the employee's employment.

The Executive Team recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or termination of employment, without going through the usual progressive discipline steps. Depending on the specific circumstances, the Company may suspend or terminate an employee without prior discipline, or without following a particular order of discipline.

POLICY ON FRAUD, BRIBERY AND CORRUPTION

The Company prohibits any acts of fraud, bribery, and corruption.

Fraud is defined as any act or omission that intentionally misleads, or attempts to mislead, another party in order to obtain a financial or other benefit or to avoid an obligation.

Bribery is defined as giving, paying, promising, offering, or authorizing the payment of anything of value to any party to influence any person or entity to act improperly.

Corruption is defined as the use or abuse of one's authority or position within the Company for private gain.

Any suspected violations of this policy must be reported to your supervisor, school leader or Human Resources. Reported incidents shall be investigated immediately. The incident and report will be kept as confidential as the circumstances permit.

ANTI-BULLYING POLICY

The school prohibits any acts of bullying by employees or students. Bullying refers to repeated, unreasonable actions of individuals (or a group) directed towards an employee (or a group of employees) that are intended to intimidate, degrade, humiliate, or undermine; or that creates a risk to the health and safety of the employee(s). Bullying, like other disruptive or violent behaviors, is conduct that disrupts students' ability to learn, employees' ability to work effectively and the school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying is expected of all staff.

Violations of this policy should be reported to your supervisor, school leader or Human Resources. Reported incidents shall be investigated immediately. The incident and report will be kept as confidential as the circumstances permit.

Reporting Student Abuse/Neglect

When any employee knows of or suspects abuse or neglect of a student under the age of 18, the employee shall first notify their Supervisor. Then the employee shall call the local reporting agency

in the presence of the Supervisor. The employee shall document the notification by using the Suspected Student Abuse/Neglect Form. The School Nurse will be notified, if appropriate.

When any staff employee suspects abuse or neglect of a student that is 18 years of age or older, the employee must also first notify the supervisor. The employee must then offer the student the opportunity to report the incident(s) to the local police or other appropriate agency. The student, as an adult, has the option not to make a call to the police. In either case, the employee must complete a Student Abuse/Neglect Form that is placed into the student’s records.

If the family contacts the School about the report, the family needs to be told to contact the agency or police department that is handling the matter. All reports are to be kept confidential – including between members of the School staff — unless a given staff member needs to know about the matter in order to fulfill their duties.

VIOLENCE IN THE WORKPLACE

The WIN Academy is committed to providing a safe workplace for employees, students, families, board members, contractors, vendors, and others with whom we interact. The School has zero tolerance for violent acts or threats of violence.

You are expected to conduct yourself in a non-threatening, non-abusive manner at all times. Any direct, conditional or veiled threat of harm to any employee, guest, or Company or school property will be considered unacceptable behavior. Acts of violence, intimidation or bullying of others will not be tolerated.

All employees share the responsibility in identifying and alleviating threatening or violent behaviors. Anyone who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, is to immediately report this information to their supervisor, or a management member. You must assume that any threat is serious. The Company will carefully investigate reports and maintain employee confidentiality to the fullest extent possible.

The WIN Academy will take disciplinary action, up to and including termination, and/or legal action as appropriate, against any employee who commits or threatens to commit a violent act against any person while on Company or school premises or while engaged in school business off the premises.

WEAPONS

The WIN Academy strives to provide a safe and secure workplace for employees, students, families, board members, contractors, vendors, and others with whom we interact. The Company has zero tolerance for, and forbids the possession of any type of weapon, firearm, explosive and/or ammunition while on Company or school property or conducting school business, unless explicitly authorized by state law. For purposes of this policy, Company or school property includes, but is not limited to, all Company and school facilities, and school-provided vehicles and equipment that are either leased or owned by the Company or school.

Possession of firearms or other weapons may be cause for discipline, up to and including immediate termination of employment. In enforcing this policy, the WIN Academy reserves the right to request inspections of any employee and their personal effects while on Company or school property, to the extent allowable under applicable law. Any employee who refuses to allow an inspection will be subject to disciplinary action, up to and including immediate termination of employment.

Employees share the responsibility of identifying violators of this policy. If you either witness or suspect another individual of violating this policy, you should immediately report this information to their onsite supervisor.

ANTI-NEPOTISM

It is the Company's policy to consider members of an employee's relatives or individuals with whom current employees are romantically involved for employment on the basis of their qualifications. Individuals who are in a romantic relationship with another employee and employees' relatives may not be hired, however, if employment would:

Create a supervisor/subordinate relationship with a family member;

Have the potential for creating an adverse impact on work performance; or

Create either an actual conflict of interest or the appearance of a conflict of interest.

This policy must also be considered when assigning, transferring, or promoting an employee. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage (e.g., domestic partnership or civil union status).

Employees who become related or establish a romantic relationship may continue employment as long as it does not involve any of the above conflicts. If one of the conditions outlined should occur, attempts will be made to find a suitable position within the Company to which one of the employees will transfer. If employees become immediate family members or establish a romantic relationship, the Company will make reasonable efforts to assign job duties so as to minimize problems of supervision, safety, security or morale. If accommodations of this nature are not feasible, one of the employees may be asked to resign. The employees will be permitted to determine which of them will resign. If the employees cannot make a decision, the Company will decide in its sole discretion who will remain employed.

ABSENTEEISM AND TARDINESS

Regular attendance is important to the operation of the WIN Academy. If you are late or absent, it places a burden on other employees and may impact productivity, student learning, and classroom and school morale.

You are expected to be reliable and punctual by reporting to work on time and as scheduled. If there is an unscheduled absence or a need for late arrival to work, notify your supervisor at least

two hours prior to when your scheduled work shift begins. In most circumstances, you should notify your supervisor within two hours of your work shift each day of your absence, unless you have been granted a leave of absence. In the event of a sickness or accident while performing your duties, notify your supervisor immediately.

If you are absent for three or more consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider, unless state or local law provides otherwise, before you will be permitted to return to work and you may be required to follow leave request processes.

Failure to properly report your absences may be considered a voluntary resignation of your position. Employees who fail to report to work for three consecutive business days without notifying the school of the absence will be considered as having voluntarily resigned as a result of job abandonment.

Abuse of PTO may lead to disciplinary action. Indications of possible abuse include, but are not limited to, repeated usage of PTO to extend regularly scheduled days off, including weekends, holidays (before or after a holiday), excessive absenteeism on Mondays and Friday, and usage of PTO on days previously requested and denied as vacation.

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow us to make modifications to the work schedule if necessary and will keep us aware of your availability during the day.

The following are examples of types of time off that will not be considered grounds for disciplinary action under this policy:

- Time off that was previously approved, including vacation;
- Paid sick and safe time provided under a mandatory sick and safe time leave law;
- Approved state and federal leaves of absence, including but not limited to jury duty leave, military leave, leave protected under the Family and Medical Leave Act or similar state laws, and time off or leave specifically approved by the Company as an accommodation under the Americans with Disabilities Act or similar state laws; and/or
- Time off due to a work-related injury that is covered by workers' compensation.

DRUG-FREE WORKPLACE

The WIN Academy is committed to protecting the safety, health and well-being of all employees, students, families, contractors, board members, vendors, and others with whom we interact in our workplace. "Workplace" includes Company or school property, any Company or school - sponsored activities located at any other site where you are performing work or representing the Company or school.

All employees are expected to contribute to maintaining a drug-free workplace. Prohibited activities under this policy include the possession, use, sale, attempted sale, distribution, manufacture, purchase, attempted purchase, transfer or cultivation of illegal drugs in the workplace. Employees are also prohibited from being at the workplace with a detectable quantity

of illegal drugs in their system.

“Illegal drugs” means all drugs whose use or possession is regulated or prohibited by federal, state or local law. These include prescription medication that is used in a manner inconsistent with the prescription or for which the individual does not have a valid prescription. Marijuana remains illegal as a matter of federal law and therefore the use of marijuana and marijuana products is prohibited by this policy. The Company will accommodate individuals who are medically certified to use marijuana by their home state where required to do so by law, but in no case may an employee use or possess marijuana or marijuana products at work or during work time or work while impaired.

This policy does not prohibit the possession and proper use of lawfully prescribed or over-the-counter drugs. However, an employee taking medication should consult with a health care professional or review dosing directions for information about the medication’s effect on the employee’s ability to work safely, and promptly disclose any work restrictions to a supervisor or Human Resources. Employees are not required to reveal the name of the medication or the underlying medical condition.

As a condition of continued employment, all employees must comply with this policy. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment.

Unless prohibited by law, the Company reserves the right to send employees for drug test if they are suspected of being under the influence of illegal drugs or alcohol.

Contact Human Resources for information about the Employee Assistance Program (EAP) and support for participation in drug and alcohol abuse rehabilitation and education programs through the Company’s health care carrier.

This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

TOBACCO-FREE WORKPLACE

The WIN Academy is committed to providing all employees with a safe and healthy work environment. All school premises are smoke-free, unless clearly marked otherwise. Smoking a cigarette, cigar, e-cigarette, or pipe or any other form of tobacco, as well as the chewing of tobacco, is not allowed. For your convenience, designated smoking areas are clearly marked. Employees are expected to use the waste disposal receptacles for smoking products.

PERSONAL APPEARANCE - DRESS CODE

For employees not working in any capacity with students: you are expected to report to work well groomed, clean, and dressed according to the requirements of your position. Some employees may be required to wear uniforms or safety equipment’s/clothing. Please contact your supervisor for specific information regarding acceptable attire for your position. If you report to work dressed

or groomed inappropriately, you may be prevented from working until you return to work well-groomed and wearing the proper attire.

Some individuals may have sensitivity or allergic reactions to perfumes, colognes, powders and lotions. If you use these items, use them in moderation and with consideration for those around you.

Nothing in this policy is intended to prevent employees from wearing a hair or facial hair style that is consistent with their cultural, ethnic or racial heritage or identity. This policy will be interpreted to comply with applicable local, state or federal law. The Company will also consider reasonable accommodations to appearance standards for medical and/or religious reasons. Contact your supervisor if you have a request for an accommodation in this area.

The Company reserves the right to establish a dress code or change its dress code at any time.

PERSONAL PROPERTY

The Company does not provide insurance coverage for employee's personal property. This is the responsibility of each individual. Employees should contact their individual insurance agents to check their coverage. Any personal property brought onto School property is subject to inspection and search.

PERMISSIBLE USE OF RECORDING DEVICES

Use of recording or camera functions on electronic communication devices is permitted in the building or on Company property solely for the purpose of obtaining or maintaining licensure that is required for your position with the WIN Academy. Before any recording, you must ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the recording. You may not use the recording for any purpose that is not within the parameters of the permission forms you received for students or adults who appear in your recording.

Use of online recording devices (i.e. conference bridge services) may be used to capture discussions for the purpose of reference. Under these circumstances, all attendees must be audibly notified when recordings are commenced and terminated. These recordings must be made available to all attendees and may be shared with other employees or vendors with whom we have a non-disclosure agreement (NDA). All recordings can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. The information collected may be used as a justification for internal disciplinary action, including, but not limited to demotion, suspension, or termination. The Company is under no obligation to share that information with the employee.

You must obtain written permission from your Supervisor prior to recording any conversation, communication, activity or event.

PROHIBITED USE OF RECORDING DEVICES

To encourage open channels of communication among employees and to ensure the privacy of our employees, students, families, board members, contractors, vendors, and others with whom we interact, and to protect the integrity of our business information, you may not openly or secretly tape, record, or videotape, any conversation, communication, activity or event unless necessary for obtaining or maintaining licensure required by your job with the Company. This policy also applies to recording conversations and communications with any other third parties either doing business with or connected to the WIN Academy, including outside legal counsel, auditors and regulatory officials.

You are restricted from using the recording or camera functions on any electronic communication devices anywhere in the building or on Company property at any time.

WHISTLEBLOWER POLICY

The School is committed to operating in compliance with all applicable laws, rules and regulations, including but not limited to those concerning accounting and auditing, and prohibits fraudulent practices by any of its board members, officers, employees, or volunteers. This policy outlines a procedure for employees to report actions that an employee reasonably believes violates a law, or regulation or that constitutes fraudulent accounting or other practices. This policy applies to any matter that is related to the school's business and does not relate to private acts of an individual not connected to the business of the school.

A whistleblower as defined by this policy is an employee of the School or its affiliates who reports an activity that the employee considers to be illegal or dishonest business activity. A whistleblower is not responsible for investigating the activity or for determining fault or corrective measures; appropriate management officials are charged with these responsibilities.

Examples of illegal or dishonest activities include but are not limited to, violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If you have knowledge of, or a concern of illegal or dishonest fraudulent activity, you are to call 866.733.9409 or email whistleblowerhotline@accelschools.com. Employees are expected to exercise sound judgment to avoid baseless allegations. An employee who intentionally files a false report of wrongdoing will be subject to disciplinary action, up to and including termination of employment. All reports of illegal and dishonest activities will be promptly submitted to the school leader who is responsible for investigating and coordinating any corrective action needed.

Pursuant to the Defend Trade Secrets Act, an individual shall not be held criminally or civilly liable under any federal or state trade secret law for the disclosure of a trade secret that: (A) is made (i) in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney; and (ii) solely for the purpose of reporting or investigating a suspected violation of law; or (B) is made in a complaint or other document that is filed in a lawsuit or other proceeding, if such filing is made under seal. An individual who files a lawsuit for retaliation by an employer for reporting a suspected violation of law may disclose the employer's trade secret to the attorney of the individual and use the trade secret information in the court proceeding if the individual files any document containing the trade secret under seal; and does not disclose the trade secret,

except pursuant to court order in that proceeding.

Whistleblower protections are provided in two important areas -- confidentiality and protection from retaliation against an employee who makes such a report. To the extent possible, the confidentiality of the whistleblower will be maintained. However, the whistleblower’s identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. Additionally, the WIN Academy prohibits retaliation of any kind.

A whistleblower who believes they have been retaliated against must contact the WIN Academy Human Resources immediately. The right of a whistleblower to protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated. The WIN Academy may take disciplinary action (up to and including termination) against an employee who in management’s assessment has engaged in retaliatory conduct in violation of this policy.

If you have questions regarding this policy, contact Human Resources.

HOURS AND COMPENSATION

EMPLOYEE CLASSIFICATIONS

Employees are classified as either exempt or nonexempt under federal and state wage and hour laws and are further classified for administrative purposes. The following designations are used throughout this Employee Handbook.

Exempt Employees

Exempt employees are employees whose job assignments meet specific tests established by the federal Fair Labor Standards Act (FLSA) and state law and who are exempt from minimum wage and overtime pay requirements. Exempt employees are compensated on a salary basis. Employees will be informed whether their status is exempt or nonexempt and should consult their supervisor or Human Resources with any questions or concerns regarding this status.

Nonexempt Employees

Nonexempt employees are employees whose job positions do not meet FLSA or applicable state exemption tests, and who are NOT exempt from minimum wage and overtime pay requirements. Nonexempt employees are eligible to receive overtime pay for hours worked in excess of 40 hours in a given week, or as otherwise required by applicable state law. Employees will be informed whether their status is exempt or nonexempt and should consult their supervisors or Human Resources with any questions or concerns regarding this status.

EMPLOYEE ELIGIBILITY AND WORK AUTHORIZATION

The Company is committed to employing only individuals who are authorized to work in the

United States and who comply with applicable immigration and employment law. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States within three business days of commencing employment. If the employee cannot verify their right to work in the United States within three business days of employment, the Company will be required to terminate their employment immediately.

ERROR IN PAY

The Company makes every effort to ensure that you receive the correct amount of pay in each paycheck and that you are paid on the scheduled payday and prohibits any improper deductions from an employee's pay.

You should review your paycheck when received and, if you believe an error has been made, contact your supervisor and payroll@accelschools.com immediately. All necessary steps will be taken to research the problem and to assure that any necessary correction is promptly made and will take steps to ensure that the error is not repeated in the future.

The Company complies with all applicable laws, including the Fair Labor Standards Act, and will not allow any form of retaliation against individuals who make good faith reports of alleged violations of this policy, or who cooperate in an investigation by the Company, even if the reports do not reveal any errors or wrongdoing.

EXEMPT EMPLOYEE REDUCTION OF SALARY

Employees who are classified as exempt must record absences from work for reasons such as leaves of absence, sick leave or vacation.

Exempt employees are paid on a salary basis and, in general, must be paid their full salary for any week they perform work. Their weekly salary may be reduced only in the following circumstances:

- Employees who are absent for at least a full day because of personal reasons, sickness or disability will not be paid for that day unless they have accrued paid time off under the WIN Academy paid time off or disability policy and the absence qualifies for pay under the policy. Their salary will not be reduced for absences less than a full day because of personal reasons, sickness or disability.
- Employees who are absent from work for jury duty, attendance as a witness or military leave may have their salary reduced by the amount of payment they receive in the form of jury fees, witness fees or military pay. Their salary will not be reduced by the number of hours or days they are absent unless they perform no work during a given week.
- Employees who work less than 40 hours during their first and/or last week of employment will be paid a proportionate part of their full salary for the time actually worked.
- Employees who take leave under the Family and Medical Leave Act will not be paid for that time unless they have accrued paid time off under the Company paid time off or

disability policy, if any. Their salary will be reduced by the hours missed, even if it is for less than a full day.

- Employees who violate a safety rule of major significance, may have their salary reduced in an amount to be determined by the Company as a penalty for that violation.
- Employees may be suspended without pay for other types of workplace misconduct, but only in full day increments. This refers to suspensions imposed according to a written policy applicable to all employees regarding serious misconduct, including, but not limited to, workplace harassment, violence, drug and alcohol violations, legal violations, etc. The possibility of unpaid suspensions is included into all similar policies.

This policy is subject to applicable state law regarding reduction of exempt employees' salaries if the state law is more favorable to employees.

Prohibited Reductions/Complaint Procedure

Any salaried exempt employee whose salary is reduced in violation of this policy will be reimbursed. If you feel your salary has been improperly reduced, please notify your human resource specialist. No employee will be penalized in any way for making a complaint.

This policy is intended solely to implement Fair Labor Standards Act (FLSA) regulatory requirements, and applicable state law will be applied and modified as necessary in accordance with the requirements, and is not to be considered any type of contract.

HOURS OF OPERATION

Normal operating hours for the WIN Academy are from 7:30 a.m. to 4:00 p.m., Monday through Friday. These hours may vary depending upon your position and work requirements. If applicable, your supervisor will provide direction for lunch and rest breaks in order to facilitate the smooth flow of business and to maintain an adequate number of staff.

Please give your supervisor as much advance notice as possible for any schedule changes.

INCLEMENT WEATHER

In the case of inclement weather, please consult your school leader for policy and procedures on school opening status.

Hourly staff will not be paid for any hours during a school closure due to inclement weather unless they choose to use available PTO hours.

MEAL PERIODS

All regular full-time employees will have one meal period of thirty minutes in length each workday. Your supervisor will schedule your meal period to accommodate operational requirements. During meal periods, you are not subject to any work responsibilities or restrictions. Meal periods lasting more than thirty minutes are not considered "hours worked," and so accordingly, you will

not be paid for meal period time. Nonexempt employees must record the beginning and ending time of their meal breaks each day on their time records and report to their supervisor if they did not receive a full thirty minute meal period.

OVERTIME FOR NONEXEMPT EMPLOYEES

Depending on Company work needs, employees may be required to work overtime when requested to do so. Nonexempt employees will be paid overtime premiums at the rate of 1.5 times their regular rate of pay. You are responsible for clearly noting all hours worked, including any overtime hours, on your timesheet.

It is our policy that no overtime can be worked without the advance approval of your supervisor.

Failure to obtain approval in advance of working the overtime is a violation of Company policy and may result in disciplinary action.

If, during a workweek, you are away from the job because of an injury, paid holiday, jury or witness duty, sick day or vacation day, those hours not worked will not be counted as hours worked for the purpose of computing overtime pay, even if you receive pay such as sick or vacation pay for such time missed (except where state or local law provides otherwise).

Prohibited "Off the Clock" Work

Employees are not to work "off the clock" and are required to ensure that all time worked is properly recorded. If you are given directions to perform work "off the clock," you should promptly notify your supervisor. If your supervisor has given you directions to work "off the clock" and/or has told you not to properly record all hours worked, notify your human resource specialist. You will not be penalized in any way for making such a report and you will be compensated for any time actually worked but not recorded.

PAY PRACTICES

For overtime calculations and salary administration, the fixed 7-day "workweek" for the WIN Academy is the period beginning at 12:01 a.m., Sunday and ending at midnight, Saturday. All employees will be paid by check or direct deposit bi-weekly on every second Friday. For paydays falling on a holiday, you will be paid the prior business day.

If you are absent on payday and someone else is to pick up your check, it will not be released without a signed note from you authorizing the named person to pick it up. The person designated to pick up your check will be asked to produce satisfactory identification; otherwise, your check will not be released.

If your employment ends, you will be paid your final wages in accordance with applicable state law.

Payroll is biweekly, with all employees paid one week in arrears.

Paycheck Deductions

The Company is required by federal and some state laws to make certain deductions from your paycheck each pay period. Such deductions typically include taxes and Social Security. Depending on the state in which you are employed and the benefits you choose, additional deductions may occur.

The pay of some nonexempt employees may be subject to additional deductions. Such deductions will be made in accordance with state and federal law, and will require written authorization from the employee.

The amount of all deductions will be listed on the employee's pay stub.

If any employee, exempt or nonexempt, has questions about deductions from their pay, believes they have been subjected to improper deductions, or believes that the amount paid does not accurately reflect the employee's total hours worked or salary, that employee should promptly contact Human Resources, a supervisor or any other member of management.

Every report will be fully investigated, and the Company will provide the employee with any compensation to which the employee is entitled in a timely fashion.

The Company complies with all applicable laws, including the Fair Labor Standards Act, and will not allow any form of retaliation against individuals who make good faith reports of alleged violations of this policy, or who cooperate in an investigation by the Company, even if the reports do not reveal any errors or wrongdoing.

TIMESHEETS

Accurately recording and reporting time worked is the responsibility of every employee in order for the Company to calculate employee pay and benefits. All employees are required to accurately record and report all time worked and time away from work and sign their own time report prior to submitting to their supervisor for approval.

LACTATION BREAKS

The Company will provide a reasonable amount of break time, or amount of time required by state law, to accommodate a female employee's need to express breast milk for the employee's infant child for up to one year following the child's birth, or as required by law. The break time should, if possible, be taken concurrently with other break periods already provided. If the lactation break cannot run concurrently with meal and rest breaks already provided, employees should clock out for the break and the break will be unpaid. The WIN Academy will provide the employee with the use of a room or other location in close proximity to the employee's work area, other than a restroom, where the employee may express milk in private. Speak with your supervisor should arrangements for a refrigerator be required.

Employees should advise management if they need break time and an area for this purpose. Employees will not be discriminated against or retaliated against for exercising their rights under

this policy.

OPERATIONS

SCHOOL PROPERTY INSPECTION

In an effort to maintain the safety and welfare of employees and visitors, the school will conduct searches or inspections on reasonable suspicion that a school policy was violated. Areas that may be searched include, but are not limited to, employee's work area, desks and any other property located on Company or school premises or worksites. Entry on Company or school premises or worksites constitutes consent for the school to conduct a search or inspection when there is a reasonable suspicion that a school policy was violated.

USE OF SCHOOL PROPERTY

Employees may use school property, equipment and reference materials for business purposes. School equipment (including, but not limited to, computers, printers, fax machines, etc.) assigned to employees is the property of the school and may not be removed from the building without first obtaining written permission from your supervisor. You are expected to take proper precautions concerning the equipment, reference material and/or property you are assigned to use. Any equipment that is malfunctioning should be reported immediately to your supervisor.

EMPLOYEE SAFETY AND HEALTH

Health and Safety policies are posted in the School. All employees need to review the policies and follow requirements of the building to be certain that they are followed at all times. Failure to follow these policies can result in discipline up to and including termination.

To maintain a safe and healthy workplace, both management and employees must work diligently to promote safety. All managers, supervisors, and employees are responsible for protecting and securing School property, materials, equipment and facilities and reporting any security violations, thefts and other security-related incidents to their supervisor or Human Resources. Failure to protect, to secure, or report any such violations of any employee of the School can result in discipline up to and including termination.

Our employees are our most valuable resource, and their safety is most important to us. You are expected to report all job-related injuries or illnesses to your supervisor immediately, regardless of severity. You are also expected to:

- Obey safety rules.
- Follow safe job procedures and not take shortcuts.
- Keep work areas clean and free from slipping or tripping hazards.
- Use prescribed personal protective equipment.
- Report all safety hazards or malfunctions to a supervisor immediately.
- Use care and proper technique when lifting and carrying objects.

- Observe restricted areas and all warning signs.
- Know and follow emergency procedures.
- Report unsafe conditions to supervisors.
- Report every accident and injury to a supervisor promptly.
- Follow the care prescribed by the attending physician when treated for an injury or illness.
- Attend all employee safety meetings.
- Cooperate fully in accident investigations; serve on safety committee or other loss control activities as needed.
- Any employee who works at a School or Company office and is diagnosed by a medical professional with COVID-19 must notify their supervisor within 24 hours of diagnosis. The employee will not be allowed to report to work until cleared by a medical professional or other Center for Disease Control (CDC) protocol.

If you have reported a safety issue to your supervisor and you feel that the issue has not been appropriately addressed, you should report the issue to Human Resources.

Failure to observe these guidelines may result in disciplinary action, up to and including termination of your employment.

WORKPLACE CONDITIONS

Reporting Workplace Injuries

The School complies with appropriate federal and state laws regarding workplace injuries. All work-related injuries (including injuries that arise during work-related travel) must be immediately reported to your supervisor both verbally and in writing. The Supervisor is then responsible to submit the information to the Human Resources Department within 24 hours of the event. The Human Resources department will file the claim with the appropriate agency. Employees who seek medical attention for a workplace injury are required to provide a return to work slip from the physician or medical facility upon returning to work.

In the event of a workplace injury, the School may require drug/alcohol testing.

Safety Drills and Emergencies

The Schools have safety drills and emergency procedures designed for each building. Each employee must understand the drills and procedures and be ready to follow them.

School Building Evacuation. In the event of an emergency evacuation, all employees must follow the Safety Drills and Emergency Procedures as determined for each building. This procedure can be found with the building's school leader. Emergency evacuation routes are located in each room of the buildings.

Use of Phone and Mail Systems

Personal use of the telephone for toll calls is not permitted. Employees should practice discretion when making personal calls and may be required to reimburse the School for any charges resulting from their personal use of the telephone.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller and hang up only after the caller has done so.

The use of the School-paid postage for personal correspondence is not permitted.

Media Policy

It is the policy of the School that all employees shall refrain from talking to members of the media on School-related issues on behalf of the Company or any of the Companies managed by the Company and its affiliates. If a media representative contacts you, you are expected to refer all inquiries to your school leader or the Executive Team.

Consistency and clarity of message is critical in preserving the School's reputation throughout the business, public and press. Employees are also prohibited from releasing any nonpublic School-related confidential information outside the School in any media whatsoever, including any and all social media whether general or restricted.

Civic and Community Activities

The School encourages employees to participate in various civic and community activities unless participation interferes with job responsibilities. These activities should be pursued in a responsible manner that reflects favorably upon employees and the School. Confidentiality policy provides additional information regarding what constitutes "confidential information."

Visitors in the Workplace

To provide for the safety and security of employees and students and the facilities at the school, only authorized visitors are allowed in the workplace. Personal visitors are not allowed unless authorized in advance by the school leader. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

A visitor will be considered unauthorized if the visitor failed to do any of the following:

- Enter the school through the main entrance;
- Register as a visitor in the front office;
- Receive permission to proceed to any other location in the building.

Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

Please consult your school leader for more detailed explanation of visitor protocols.

GIFTS AND FAVORS

No employee is to accept a commission, gift, or anything of value above twenty-five dollars (\$25.00) from individuals, groups, clubs or companies within or outside the School that are supplying, or seeking to supply, material or services required in the operation of the School. Acceptance of such gifts may be cause for dismissal. Employees may attend business luncheons with supervisor approval.

The Company discourages the presentation of gifts to employees by students and parents/guardians above twenty-five dollars (\$25.00).

Generally, the school leader will not allow gifts of any kind intended for a student from any employee to any student(s), for any reason.

JOB PERFORMANCE EVALUATIONS

The WIN Academy is committed to attracting and retaining a qualified and competent workforce. Employees typically will receive an annual written performance review and may receive additional performance evaluations at other intervals. Written performance reviews will be based on your overall performance in relation to your job responsibilities, your achievements and work behavior. Informal performance discussions typically occur throughout the year and encourage open supervisor-employee communication.

A positive performance review does not guarantee either an increase in compensation or continued employment. Raises, if given, will be at the Company's discretion and may be based on a number of factors, such as the School's performance, the Company's performance, department or group performance, and individual performance.

SOLICITATIONS AND DISTRIBUTION OF LITERATURE

The WIN Academy strives to maintain a professional environment and prevent interference with work and inconvenience to others from solicitations and/or distribution of literature.

In an effort to ensure a productive and harmonious work environment, solicitation of any kind by an employee of the School is prohibited while the employee is on working time. This means that any type of solicitation is prohibited if the employee is doing the solicitation or the employee being solicited is on working time. Working time includes time when an employee is scheduled and is paid to be performing services for the Company; it does not include breaks, meal periods, or periods in which an employee is not performed and is not scheduled to be performing services or work for the Company.

Distribution or acceptance of literature by an employee is prohibited while either employee is on working time and is also prohibited in any working area of the facility whether an employee is on working or non-working time. This rule includes solicitation or distribution or acceptance of literature for all purposes including lotteries, raffles, political organizations, labor organizations, fraternal organizations, and the like. Distribution of literature by any person who is not an employee of the School is prohibited. If you observe persons violating this policy, you must report the violation to your supervisor immediately. Employees who violate this policy may be subject to discipline up to and including termination.

In addition, the posting of written solicitations on School bulletin boards is prohibited.

WORKPLACE ACCIDENTS AND WORKERS' COMPENSATION INSURANCE

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to your supervisor and/or Human Resources. If you or another employee is seriously injured, contact outside emergency response agencies. No matter how insignificant an injury may seem at the time of occurrence, you are to notify a supervisor or the WIN Academy Human Resources immediately of any workplace accident or injury.

The federal Occupational Safety and Health Administration (OSHA) requires that we keep records of all illnesses and accidents that occur during the workday. OSHA also provides for your right to know about any health hazards that might be present on the job. Should you have any questions or concerns, contact your supervisor or the WIN Academy Human Resources Department for more information.

Workers' compensation insurance coverage is provided by worker's compensation carrier in most states or a state fund. Questions regarding workers' compensation insurance coverage should be directed to your supervisor or to human resources at HR@accelschools.com.

COMMUNICATIONS

COMPLAINT RESOLUTION PROCEDURE

The WIN Academy is committed to providing a comfortable and productive work environment for employees. It is important that your concerns are resolved in a timely manner in an atmosphere of open communication and mutual respect. You are encouraged to follow the process below for bringing concerns to management for resolution. Employees will not be penalized for taking advantage of this procedure.

First, discuss the problem with your supervisor. If you do not believe a discussion with your supervisor is appropriate, request a meeting with a WIN Academy human resources specialist. In an effort to resolve the problem, the WIN Academy human resource specialist will consider the facts and may conduct an investigation.

Additionally, the Anti-Harassment Policy in this handbook outlines procedures for employees to report complaints of harassment and discrimination.

INTERNET CODE OF CONDUCT

Access to the Internet has been provided to employees for the benefit of the organization. It is your responsibility to use the Internet in a productive manner. The following guidelines have been established for using the Internet.

Acceptable Use of the Internet

You should use the internet in an effective, ethical, productive and lawful manner. You may use the instant messaging systems and internet forums to conduct official School business or to gain technical or analytical advice. Databases may be accessed for information as needed. Email may be used for work contacts.

Unacceptable Use of the Internet

You should not use the school-provided internet services for non-work-related reasons. Use of the internet must not interfere with the school's productivity or operations.

It is strictly prohibited for you to use the internet while working for personal gain. Use of the internet while on Company or school time must not interfere with your productivity or disrupt the operations of the Company network or the network of other users.

Employees may not use their personal devices for work purposes for any reason, at any time, without authorization in advance from the school leader.

Communications

You are responsible for the content of all text, audio, and images that you place or send over the Internet including, but not limited to, any Web-based sites or programs. During or after employment, employees are prohibited from posting statements, photographs, and video or audio that reasonably could be viewed as malicious, obscene, and threatening or intimidating; that disparage students, families, contractors, vendors, and others with whom we interact; or that might constitute harassment or bullying in violation of the Company's policies.

Except to the extent that you are discussing your wages, hours, or terms and conditions of employment, the following guidelines apply:

- All messages communicated on the Internet should have your name attached to them if they mention or refer to the WIN Academy;
- No messages regarding or relating to the School or Company are to be transmitted under an assumed name; employees may not transmit messages or other communication by means that either mask or hide their identity or indicate that they are sent by someone else if the messages contain information regarding the School's or Company's business.

Employees are not allowed to forward School or Company information to their personal email address. Employees are not allowed to forward employee information to non-employees such as former colleagues, third party service provider, or vendor unless it is for the purposes of protected concerted activity unless it is for the purpose of protected concerted activity

Software and Copyright Issues

The WIN Academy intends to prevent computer viruses and unauthorized use of copyrighted materials belonging to entities other than the Company or school. You should obtain prior approval before downloading any software. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the Company or school, up to and including immediate termination or legal action by the copyright owner.

Confidentiality and Passwords

While our systems may accommodate the use of passwords for school security, you should not expect confidentiality of your files at work. The WIN Academy reserves the right to access your Internet use and messages at any time, without notice.

Never disclose personal or system passwords to anyone other than authorized school representatives. You are not to attempt to gain access to another employee's system, including email or voice mail messages.

Security

All computers and the data stored on them are, and remain at all times, the property of the

Company. As such, all messages created, sent or retrieved over the internet or the Company's electronic mail systems are the property of the Company, and should be considered company information. The Company reserves the right to retrieve and read any message composed, sent or received using the Company's electronic resources, including all computer equipment and the electronic mail system, for any business reason, including but not limited to, ensuring compliance with this and all company policies.

Employees should be aware that even when a message is deleted or erased, it is still possible to recreate the message; therefore, ultimate privacy of a message cannot be ensured to anyone. Accordingly, internet and email messages are not private. Furthermore, all communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver.

Employees should also be aware that duplicates of email transmitted through a personal, web-based email account using company equipment could be stored on that equipment; likewise, information regarding internet sites that an employee has accessed may also be stored.

Harassment

Harassment of any kind is prohibited. Messages with derogatory or inflammatory remarks about an individual or group's race, color, religious creed, sex (including pregnancy, lactation, childbirth, and related medical conditions), national origin, ancestry, citizenship status, physical disability, mental and/or intellectual disability, age, military or veteran status, marital status, registered domestic partner or civil union status, gender, gender identity, sexual orientation, transgender status, or genetic information will not be permitted.

Violations

Violations of any guidelines listed in this policy may result in disciplinary action, up to and including immediate termination. If necessary, the Company or school will advise appropriate legal officials of any illegal violations.

SOCIAL MEDIA

Social Media is a powerful tool that has a significant impact on the WIN Academy. The Social Media Policy is designed to offer practical guidance for responsible, constructive communications via social media channels. Social media includes all means of communicating or posting information or content of any sort on the internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether or not associated or affiliated with the Company, as well as any other form of electronic communication.

Employees are prohibited from being friends with any current students or former students under the age of 18 years old at any of our school entities, on any social media sites or platforms.

Employees are prohibited from posting confidential information on social media.

School logos or any other trademarked company or school-owned images or icons are prohibited

from being posted on personal social media sites unless used under protected concerted activity online and in the media

Photos of students and or student activities are prohibited without prior written approval from the student's parent/guardian and the school leader of the school.

Employees are prohibited from discussing matters of professional life on their personal page (i.e. events during the work day, workshops, trainings, etc.).

The same laws, professional expectations, and behavioral standards that you would follow in your daily operations are expected to be followed when interacting on a social media site. The school respects the legal rights of its employees; what you do on your own time is your affair however activities in or outside of work that negatively affect your job performance, the performance of others, or the business interests of the school or company will be reviewed on a case-by-case basis.

INSTITUTIONAL SOCIAL MEDIA

Schools that have a social media page or that would like to start one must contact the Regional Vice President for their school. The page may only be maintained by an officially appointed employee who is identified as being responsible for the page's content. The page must link back to the school web site and the postings should be brief redirecting a visitor to the contents of the school site.

All posts made on the school social media site should protect the voice of the school by remaining professional in tone and of good taste.

Best Practices:

- Employees are responsible for anything they post to the social media site, so think twice before posting.
- Consider your audience and exercise good judgment. The social media site is available to the public; this includes prospective and current students, future employees, colleagues, and/or peers.
- Be authentic and respect copyrights and trademarks.
- Names and/or pictures of current or former students are prohibited without the written consent of the student's parent(s) or legal guardian and the school leader of the building.

Violations of the above will result in disciplinary action up to and including termination of employment.

CONFIDENTIAL COMPANY INFORMATION

The Company's confidential and proprietary information is vital to its current operations and future success. Each employee should use all reasonable care to protect or otherwise prevent the unauthorized disclosure of such information.

In no event should employees disclose or reveal confidential information within or outside the Company without proper authorization or purpose.

“Confidential Information” refers to a piece of information, or a compilation of information, in any form (on paper, in an electronic file, or otherwise), related to the Company’s business that the Company has not made public or authorized to be made public, and that is not generally known to the public through proper means.

By way of example, confidential or proprietary information includes, but is not limited to, nonpublic information regarding the Company’s business methods and plans, databases, systems, technology, intellectual property, know-how, marketing plans, business development, products, services, research, development, inventions, financial statements, financial projections, financing methods, pricing strategies, customer sources, student records of any kind, employee health/medical records, system designs, and methods of competing. Additionally, employees who by virtue of their performance of their job responsibilities have the following information, should not disclose such information for any reason, except as required to complete job duties, without the permission of the employee at issue: social security numbers, driver’s license or resident identification numbers, financial account, credit or debit card numbers, security and access codes or passwords that would permit access to medical, financial or other legally protected information.

Confidential Information does not include information lawfully acquired by non-management employees about wages, hours or other terms and conditions of employment, if used by them for purposes protected by §7 of the National Labor Relations Act such as joining or forming a union, engaging in collective bargaining, or engaging in other concerted activity for their mutual aid or protection. Nothing in this Employee Handbook prohibits an employee from communicating with any governmental authority or making a report in good faith and with a reasonable belief of any violations of law or regulation to a governmental authority, or disclosing Confidential Information which the employee acquired through lawful means in the course of employment to a governmental authority in connection with any communication or report, or from filing, testifying or participating in a legal proceeding relating to any violations, including making other disclosures protected or required by any whistleblower law or regulation to the Securities and Exchange Commission, the Department of Labor, or any other appropriate government authority.

Further, employees are hereby notified that under the 2016 Defend Trade Secrets Act (DTSA): (1) no individual will be held criminally or civilly liable under Federal or State trade secret law for the disclosure of a trade secret (as defined in the Economic Espionage Act) that: (A) is made in confidence to a Federal, State, or local government official, either directly or indirectly, or to an attorney; and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public; and, (2) an individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court or arbitration proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by order in that proceeding.

PERSONAL PHONE CALLS AND PERSONAL BUSINESS

During business hours, you are requested to keep personal calls, including personal cell phone calls, to an absolute minimum. No long distance or charged calls, such as directory assistance, other than Company business calls, are to be made from Company telephones. If it is absolutely necessary that you make a personal charged call from work, you must bill it to your personal credit card or home number or use your personal cell phone. Telephone records are subject to periodic review by management

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow us to make modifications to the work schedule if necessary and will keep us aware of your availability during the day. Personal visits from friends and family members to the worksite are discouraged.

USE OF COMMUNICATION SYSTEMS

The WIN Academy provides the communication systems necessary for you to conduct business. You are expected to adhere to proper use of all communication systems. These include, but are not limited to, the telephone, email, wireless communication devices, iPads, tablets, facsimile, Internet access and other external network connections, network file share and storage systems, wide area network, Company intranet, voicemail, computers, modems, systems, audio/visual equipment, and other software and equipment.

The School's computing and communications systems are to be used in a productive manner primarily for the School business.

No Privacy Expectations

You should have no expectation of privacy of any correspondence, messages or information located or sent across in the Company's computing and communication systems, regardless of the content or purpose. This includes email, social media sites, text messages, chat messages, internet searches and stored documents.

The Company or school may access, monitor, copy, capture, disclose, delete, and use any communication, information or data, whether personal or business related, that is created on, stored on (permanently or temporarily), viewed on, downloaded or uploaded to, accessed by, printed from, or communicated across the Company's or school's computing and communication systems with or without notice to the employee. This includes instances where employees transmit or receive text or instant messages on Company and school devices. All messages, regardless of content or the intent of the sender, are a form of Company or school correspondence, and are subject to the same internal and external regulation, security and scrutiny as any other school correspondence.

Email communications must be written following customary business communication practices as is used in correspondence. Email communications are official internal Company or school communications that may be subject to summons in legal proceedings. Work-related messages should be directed to the specific employee(s) rather than sending a global message to all employees. It is the employee's obligation to notify any third parties affected by this policy of the

Company's policies regarding monitoring employee communications.

Communication systems shall not be used as a forum to promote religious or political causes, or an illegal activity. Offensive or improper messages or opinions, transmission or postings of sexually explicit images or other images or materials inappropriate for the workplace, messages, cartoons, or other such items, or messages that may be construed as harassment or disparagement of others based on race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental/intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender, gender identity or expression, sexual orientation, transgender status, or genetic information are also prohibited.

Unless authorized by personnel with the authority to grant such authorization, any attempt to gain access to another employee's personal communications system and messages is prohibited.

WIRELESS COMMUNICATION DEVICE USE GUIDELINES

The WIN Academy provides wireless communication devices, including hands-free devices, to Employees who have a job-related need for them. These devices are the property of the WIN Academy. The following guidelines must be followed:

- Employees are expected to carry wireless communications devices as directed by their supervisor.
- Employees are responsible for lost or stolen wireless communications devices and must report such losses immediately.
- Employees are responsible to take care of these devices and may be responsible for repairs, depending on the nature of the damage.
- Upon termination of employment for any reason, the employee must return all Company-issued property.

Safety Concerns

The Company values its employees and the safety of others, and it expects employees to put safety first while driving for work purposes. Employees are prohibited from using wireless communication devices while driving unless using a hands-free device. Texting (including composing, sending, or reading) while driving is strictly prohibited. You are strongly encouraged to pull off to the side of the road and park the vehicle in a safe location before placing or accepting a call or before reading or writing e-mail or text messages. You should take special care in situations where there is heavy traffic, inclement weather or you are driving in an unfamiliar area.

You are expected to know and follow all local and state laws related to using communication devices while driving. Employees are responsible for all traffic violations and consequences resulting from the use of communication devices while driving for work.

No Use of Camera Phone

Use of the camera feature on cellular phones or other communication devices presents risks to the school, potentially compromising student information, the privacy of your co-workers, or proprietary information. Use of this feature is banned from all areas on Company or school property or other areas during work-related functions, unless authorized in advance by your supervisor.

Cellular Phone Policy

The school provides employees with efficient, cost effective telephone communication equipment and services. The purchase and use of school-owned cellular telephones shall be limited to the requirement and specifications contained in this policy.

The acquisition of Company or School-owned cellular telephones shall be limited to those instances in which there is a demonstrated need for such equipment to perform essential Company business or to improve safety, increase productivity, or in situations in which necessary communications cannot be provided by any other means. The purchase of Company or School-owned cellular telephones shall be subject to written approval by your school leader. An employee has no right or expectation of privacy in using a Company or school-provided cell phone, including voice mails.

a. Use of School Owned Cellular Phones

Cellular telephone calls are more expensive than ordinary telephone services. These higher costs shall be weighed against the level of employee need and expected usage. Cellular phones shall be used only when a lower cost alternative is unsafe, inconvenient, or not readily available.

Cellular transmissions can be overheard by others. Discretion is to be used in discussing confidential information using cellular communication. Employees are responsible for taking reasonable precautions to prevent theft and/or vandalism of cellular equipment. Cellular phone usage must comply with the School's "Mobile Device Security Policy" below.

Employees cannot add, modify, or remove cellular telephone equipment or services. The School's Information Technology Department is responsible for adding, modifying, or removing cellular telephones and services. Employees may request authorization for changes from their supervisor. All Company or school-owned cellular telephone purchases, including hardware or software shall be made according to policies established by the Operations and IT departments. You are expected to follow applicable state or federal laws or regulations regarding the use of electronic devices at all times. Telephone records are subject to periodic review by management.

b. Personal Use

The School recognizes that occasions arise in which personal calls need to be made or received on a Company or school-provided cellular telephone. However, it is intended that cellular telephones be used for Company or school business-related purposes. Personal calls are to be minimized. Calls home or to the family, etc. by school staff when required to work extended hours shall be

considered business calls.

Cellular phones must not be taken on vacation or used when an employee is off duty unless there is a school-related purpose in doing so. Telephone records are subject to periodic review by management.

The Company reserves the right to monitor the billing and use of all Company or school-owned cellular telephones and has the authority to withhold any un-reimbursed amount from the employee's wages.

C.Reimbursement for Personal Calls

Employees shall be responsible for reimbursing Accounts Payable for personal calls noted on the monthly cellular service billing.

d.Termination of Use of School Owned Cellular Phones

If the conditions of this policy are violated by the employee, the Company leader shall terminate the use of Company or school-owned cellular phones by the employee.

e.Policy for Employee-Owned Cellular Phones

It is Company policy to allow employees to bring personal cellular telephones. Making and receiving personal calls should be limited. Use of personal cellular telephones should not result in additional costs to the Company and should not interfere with performance of employee duties or normal business operations. Employees are trusted to exercise good judgment in both the duration and frequency of such calls.

Employees may not use their personal devices for work purposes for any reason, at any time, without authorization in advance from the Company leader.

Upon resignation or termination of employment, or at any time upon request, you may be asked to produce your personal device(s) for inspection. All school or company data on personal devices will be removed by IT upon termination of employment. Failure to follow policies and procedures may result in disciplinary action up to and including termination of employment.

Mobile Device Security Policy

Mobile devices must be appropriately secured to prevent sensitive or confidential data from being lost or compromised, to reduce the risk of spreading viruses and to mitigate other forms of abuse of the Company's computing and information infrastructure. Any approved device is required to have an anti-virus, mobile device management (MDM) and "remote wipe" software installed. This MDM software will store all Company-related information, including calendars, emails and other company-related applications in one area that is password-protected and secure. The IT department must approve any personal device and install all required software prior to the device being used for work-related activities. A mobile device includes but is not limited to a laptop, flash drive, MP3 player, CD's DVD's, portable hard drives, tablet, smart phone, or digital camera.

Employees must follow these mobile device security policies:

1. All Company or school issued mobile devices must have encryption turned on.
2. Device authentication must be turned on, on all mobile devices and must have password protection on at all times.
3. Bluetooth capabilities on all mobile devices must be disabled when they are not actively transmitting information. All Bluetooth devices must always be in the "hidden" mode.
4. Whenever possible, all mobile devices must be password protected. Choose and implement a strong password and following policies established by Information Technology for password complexity.
5. The physical security of these devices is the responsibility of the employee to whom the device has been assigned. Devices shall be kept in the employee's physical presence whenever possible. Whenever a device is being stored, it shall be stored in a secure place, preferably out-of-sight.
6. If a mobile device containing Company data is lost or stolen, whether that device is company property or personally owned, the loss must be promptly reported to the IT Department/Help Desk and proper authorities. Also, be sure to document the serial number of your device now, for reporting purposes, in the event that it is lost or stolen.
7. Sensitive or confidential documents, audio, and video, if stored on the device, must be encrypted if possible.
8. Mobile device options and applications that are not in use must be disabled.
9. Sensitive and confidential information must be removed from the mobile device before it is returned, exchanged, or disposed.
10. All mobile devices must have enabled screen locking and screen timeout functions.
11. No personal information shall be stored on mobile devices unless it is encrypted and permission is granted from the data owner.
12. Before a mobile device is connected to the IT systems, it shall be scanned for viruses (the user risks having files on the device deleted if any viruses are detected). If media mobile device is used for transitional storage (for example copying data between systems), the data shall be securely deleted from the mobile device immediately upon completion.
13. You should have no expectation of privacy of any correspondence, messages or information located or sent across the Company's computing and communication systems, regardless of the content or purpose or whether the device is personal or business. This includes email, social media sites, text messages, chat messages, internet searches and stored documents.
14. Cloud-based applications or backup that allows company-related data to be transferred to unsecure parties are prohibited. Additionally, personal devices may not be synchronized to other devices that have not been authorized. Making any modifications to the device hardware or software beyond authorized and routine installation updates is prohibited unless approved by IT. You may not use unsecure Internet sites.
15. Violation of these technology policies is a serious offense and may result in disciplinary action up to and including termination.

EMPLOYEE BENEFITS

HOLIDAYS

Full-time employees are eligible for paid holidays during each calendar year. A paid holiday does not count as a day worked in calculating overtime for the week.

The WIN Academy's Holiday Calendar observes the following holidays each year.

| Holiday | 2023 Dates | Holiday | 2024 Dates |
|------------------------|-------------------|------------------------|-------------------|
| Independence Day | July 5 | New Year's Day | January 1 |
| Labor Day | Sept 6 | Martin Luther King Day | January 17 |
| Thanksgiving Day | November 25 | Presidents Day | February 21 |
| Day after Thanksgiving | November 26 | Memorial Day | May 30 |
| Christmas Day | December 24 | Juneteenth | June 20 |

*Holidays unique to a school are identified in each School's calendar.

These days are paid days off for full-time 12-month staff, as well as full-time 10-month hourly staff if the holiday falls on a regularly scheduled workday.

Additional days off for instructional staff (Teachers, Instructional Aides) will be communicated by the school leader at the start of the school year.

When holidays fall or are celebrated on a regular workday, eligible employees will receive one (1) day's holiday pay at their regular straight-time rate. Eligible employees who are called in to work on a holiday will receive one (1) day's holiday pay at their regular straight-time rate, and an additional payment of straight-time for the actual time they work that day.

If a holiday falls within an eligible employee's approved vacation period, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the vacation day, or the eligible employee will receive an additional vacation day at the option of the school.

If a holiday falls within a jury duty or bereavement leave, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the leave day, or the eligible employee will receive an additional day off at the option of the school.

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User ID: Your User ID will be your last name in lowercase with the first initial capitalized, the capitalized first initial of your first name, and the last two digits of your birth year. For example, Jane Doe will have a user name of DoeJ50. Please make sure you capitalize the first initial of your last name and first name.

Password: Your password will be your Birthdate entered as mmddyyyy, no spaces or dash just numbers. For example, Jane Doe with a date of birth of October 5, 1950 will have an initial password of 10051950.

Upon your first login you will be asked to change your password. The requirements are as follows:

- Must be at least 8 characters
- Must contain at least 1 uppercase letter
- Must contain at least 1 lowercase letter
- Must contain at least 1 number and 1 special character.

As you create your new password, each requirement will be greyed out as you fulfill it.

Please make a note of your credentials, so that you can log in at any point in time to view pay stubs or update information.

Access UltiPro via Single Sign On (preferred)

- Go to <https://www.office.com/>
- Sign in using your Active Directory credentials. These are the same credentials you use for your work computer.
- Look under Apps → UKG or it may be under All Apps → Other → UKG

When logging in for the first time you will be asked the below security questions. Please use the examples for help on formatting.

Date of Birth (Example: mm/dd/yyyy)

Address City (Example: Columbus)

Last Name (Example: Smith)

Multi-Factor Authentication will still be a required due to the sensitive information. You will need to enter in your access code.

Your personal information is accessible only to you through multiple layers of security and industry-standard data encryption. Since payroll information and other sensitive data are accessible through your account, it is important you do not share your username and password with others.

LEAVE OF ABSENCE

LEAVE OF ABSENCE PROCEDURES

Employees requesting leave of absence must submit a Leave of Absence Request Form and contact Unum to start the leave process. Employees absent for three consecutive days are required to follow the leave request procedures. Please ensure you are following call out procedures if in an emergency and contact your supervisor.

Employees must complete the Leave Request Form with the estimated start and end date of your leave and provide to your supervisor to review before submitting to human resources. If the dates change, please let your supervisor and human resources know right away by contacting HR@accelschools.com

Call Unum to notify them of your leave request.

- You can start your leave or STD claim either online or by telephone:
- **Policy #: 637147**
- www.unum.com - Telephone: 866-779-1054
- Monday-Friday - 8:00 a.m. to 8:00 p.m. Eastern

If you are eligible for leave, certification of health care provider form may be required. If so, it will be mailed in your initial leave packet within two (2) business days of filing your leave. You will be provided a minimum of 15 days from the date the leave is requested to complete and return this form.

FAMILY AND MEDICAL LEAVE

The Company will grant family and medical leave in accordance with the requirements of applicable federal and state law in effect at the time the leave is granted. Although the federal and state laws sometimes have different names, the Company refers to these types of leaves collectively as “FMLA Leave.” In any case, employees will be eligible for the most generous benefits available under applicable law.

State Law

A number of states have family leave laws that provide leave benefits which exceed those available to employees under the FMLA. Employees should contact Human Resources at for additional information.

Employees should contact Human Resources at HR@accelschools.com for any FMLA questions they may have and for more detailed information on any additional rights or requirements, if applicable, under state law.

Employee Eligibility

To be eligible for FMLA Leave benefits, employees must: (1) have worked for the Company for a total of at least 12 months; (2) have worked at least 1,250 hours over the previous 12 months as of the start of the leave; and (3) work at a location where at least 50 employees are employed by the Company within 75 miles, as of the date the leave is requested. Eligibility requirements may differ for employees who have been on a protected military leave of absence. If employees are unsure whether they qualify, they should contact Human Resources.

Reasons for Leave

Federal and state laws allow FMLA Leave for various reasons. Because employees' legal rights and obligations may vary depending upon the reason for the FMLA Leave, it is important to identify the purpose or reason for the leave. FMLA Leave may be used for one of the following reasons, in addition to any reason covered by an applicable state family/medical leave law:

- The birth, adoption or foster care of an employee's child within 12 months following birth or placement of the child (Bonding Leave);
- To care for an immediate family member (spouse, child, or parent) with a serious health condition (Family Care Leave);
- An employee's inability to work because of a serious health condition (Serious Health Condition Leave);
- A "qualifying exigency," as defined under the FMLA, arising from a spouse's, child's, or parent's "covered active duty" (as defined below) as a member of the military reserves, National Guard or Armed Forces (Military Emergency Leave); or
- To care for a spouse, child, parent or next of kin (nearest blood relative) who is a "Covered Servicemember," as defined below (Military Caregiver Leave).

Length of Leave

The maximum amount of FMLA Leave will be 12 workweeks in any 12-month period when the leave is taken for: (1) Bonding Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; and/or (4) Military Emergency Leave.

However, if both spouses work for the Company and are eligible for leave under this policy, the spouses will be limited to a total of 12 workweeks off between the two of them when the leave is for Bonding Leave or to care for a parent using Family Care Leave. The applicable "12-month period" utilized by the Company is a rolling 12-month period measured backward from the date an employee uses FMLA leave. Under this method, the 12-month period is measured backward from the day the employee uses any FMLA leave.

Intermittent or Reduced Schedule Leave

Under some circumstances, employees may take FMLA Leave intermittently, which means taking leave in blocks of time, or by reducing the employee's normal weekly or daily work schedule. An employee may take leave intermittently whenever it is medically necessary to

care for a seriously ill family member, or because the employee is seriously ill and unable to work. Please contact human resources at hr@accelschools.com for more detailed information on intermittent leave.

Notice and Certification

Bonding, Family Care, Serious Health Condition and Military Caregiver Leave Requirements
Employees are required to provide:

- When the need for the leave is foreseeable, 30 days advance notice or such notice as is both possible and practical if the leave must begin in less than 30 days (normally this would be the same day the employee becomes aware of the need for leave or the next business day);
- When the need for leave is not foreseeable, notice within the time prescribed by the Company's normal absence reporting policy, unless unusual circumstances prevent compliance, in which case notice is required as soon as is otherwise possible and practical;
- When the leave relates to medical issues, a completed Certification of Health-Care Provider form within 15 calendar days (for Military Caregiver Leave, an invitational travel order or invitational travel authorization may be submitted in lieu of a Certification of Health-Care Provider form);
- Periodic recertification (upon request); and
- Periodic reports during the leave.

Certification forms are available from Unum. At our expense, we may require a second or third medical opinion regarding the employee's own serious health condition or the serious health condition of the employee's family member. In some cases, we may require a second or third opinion regarding the injury or illness of a Covered Service Member. Employees are expected to cooperate with the Company in obtaining additional medical opinions that we may require.

When leave is for planned medical treatment, employees must try to schedule treatment so as not to unduly disrupt the Company's operation. Please contact Human Resources prior to scheduling planned medical treatment.

Compensation upon Return to Work

While FMLA is an unpaid, job-protected leave, you may be required to use all accrued and/or frontloaded paid time off while on leave before going on unpaid leave. Regular pay for 10-month salaried employees returning from FMLA Leave is subject to review and pro-ration for the remainder of the annual term. Pro-ration results when the employee's actual annual number of workdays is significantly lower than the number estimated at the start of the employment term.

Workers' Compensation and Family and Medical Leave

If you are eligible for FMLA and are on leave due to a workers' compensation injury that

meets the definition of “serious health condition,” the absence will also count towards your family and medical leave entitlement.

BEREAVEMENT LEAVE

Full-time and part-time regular employees may take up to three (3) days off work for the death of a spouse, registered domestic partner, civil union relationship, child, parent, sibling or comparable step-relation, and up to one (1) day off work for the death of all other family members. The eligible time off will be paid. Contact your supervisor as soon as reasonable to request time off for bereavement leave.

JURY DUTY AND WITNESS LEAVE

If you are summoned to jury duty or to appear in court as a witness, the school will continue your pay in accordance with FLSA and applicable law. If you are summoned to jury duty, The WIN Academy will continue your pay for 5 days of jury service per calendar year. If you are required to serve more than 5 working days of jury service in a calendar year, you will be allowed additional time off without pay to complete the jury service. The school will continue to pay for this extended period of service in accordance with FLSA and applicable law. You must notify your supervisor as soon as it is known your jury duty will be extended.

To qualify for either jury or witness duty leave, you must submit a copy of the summons to your supervisor as soon as it is received. In addition, you must also submit to your supervisor a related proof of service when the period of jury or witness duty is completed. No adverse employment action will be taken against employees due to their service as either a juror or witness in state or federal courts.

PERSONAL LEAVE OF ABSENCE

You may be granted a leave of absence to attend to personal matters in situations in which the school determines that an extended period of time away from the job will be in your and the school’s best interest.

Requests for a personal leave of absence or any extension of a leave should be submitted in writing to your supervisor at least 30 days prior to commencement of the leave period or as soon as is practicable. Please ensure you are following call out procedures if in an emergency and contact your supervisor. Your supervisor will forward the request to the appropriate manager recommending approval or denial. Management will make the final decision concerning the request. While on approved leave, you are expected to report any change of status in your need for leave or your intention to return to work.

You may be required to use all accrued paid time off while on leave before going on unpaid leave. For information on health care coverage during a leave of absence, refer to the Continuation of Benefits policy. Benefits that accrue according to length of service, such as

paid time off, holiday, and sick days, do not accrue during periods of leave.

Regular pay for 10-month salaried employees returning from a personal leave is subject to review and pro-ration for the remainder of the annual term. Pro-ration results when the employee's actual annual number of workdays is significantly lower than the number estimated at the start of the employment term.

Upon return from a personal leave due to an illness or injury, you must provide a release to return to work. Any restrictions must be noted on the release. The Company will consider modifications or adjustments to help facilitate your return to work.

A personal leave of absence may not provide a guarantee of reinstatement to the same or similar position.

VOTING LEAVE

Employees are encouraged to fulfill their civic responsibility by voting in local, state and national elections. If you are unable to reach your polling place outside of work hours, you may take up to 2 hours of unpaid time off to vote. You are required to provide reasonable notice to your supervisor, and evidence of voting may be required.

MILITARY LEAVE

Federal law provides employees with the right to take leave in order to serve in the military. At the federal level, military leave rights are governed by the Uniformed Services Employment and Reemployment Rights Act, commonly referred to as USERRA. This policy discusses military leave under USERRA.

State laws may also provide an employee with rights to take military leave. If the employee works in a state that provides rights in addition to those provided under USERRA, the Company will provide those rights.

A leave of absence without pay for military or reserve duty or National Guard training will be granted to employees. The employee should submit copies of military orders to his or her supervisor as soon as possible. The employee may use any accrued but unused vacation time or paid time off. Exempt employees who perform any work in a week in which they also have military duty will be paid their full salary. Eligibility for reinstatement following a military leave of absence will be determined in accordance with applicable federal and state laws.

Regular pay for 10-month salaried employees returning from a military leave is subject to review and pro-ration for the remainder of the annual term. Pro-ration results when the employee's actual annual number of workdays is significantly lower than the number estimated at the start of the employment term.

If an employee plans to request leave based on military service, they should contact Human

Resources at HR@accelschools.com for more in-depth information on any additional rights or requirements, if applicable, under state law.

WORKERS' COMPENSATION LEAVE

When work-related accidents, injuries or illnesses occur, employees may be eligible for workers' compensation insurance benefits. The Company provides a comprehensive workers' compensation insurance program at no cost to employees and in accordance with applicable state law. This program covers most injuries or illnesses, sustained in the course of employment, that require medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits or, if the employee is hospitalized, treatment immediately.

An employee who is injured and misses work must use available PTO hours to cover the days they are absent, if they wish to be paid. Additional compensation for missed work days is subject to state bureau of workers' compensation or Traveler's Insurance guidelines and policies. Contact your Human Resources or your Workers' Compensation claims adjuster for more details.

Regular pay for 10-month salaried employees returning from workers compensation is subject to review and pro-ration for the remainder of the annual term. Pro-ration results when the employee's actual annual number of workdays is significantly lower than the number estimated at the start of the employment term.

Reporting Work-Related Injury or Illness

Employees who sustain a work-related injury or illness should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. All incident reports and documents must be completed and turned in to HR@accelschools.com. This will enable an eligible employee to qualify for coverage.

Leaves of Absence/Accommodation

Employees who need to take time off from work due to a workers' compensation illness or injury may also be eligible for a leave of absence under the Company's leaves of absence or reasonable accommodation policies. Employees should consult with Human Resources for additional information.

Return to Work

Employees who are ready to return to work following a workers' compensation-related leave of absence must supply a certification from a health care provider confirming the employee's ability to return to work.

Fraud

The Company will notify the workers' compensation insurance company if we have reason to believe an employee has supplied false or misleading information in connection with a claim and/or has filed a fraudulent claim. Workers' compensation fraud is a crime and may also be grounds for disciplinary action, up to and including termination of employment.

HANDBOOK ACKNOWLEDGMENT

I acknowledge that I have received the Company's Employee Handbook and accompanying state handbook supplements ("the Handbook"), dated July 1, 2023, and understand that violations of the policies contained in the Handbook including, but not limited to, the Anti-Harassment Policy, could result in disciplinary action, up to and including termination.

I understand I must repay the Company any vacation/PTO used but not accrued at the time my employment ends and/or for any loss or damage to company equipment or property, and I hereby authorize the Company to deduct such amounts from my final paycheck to the extent permitted by law. I also agree that if requested, I will complete a new deduction authorization form to facilitate such deductions.

I further agree and consent to all policies contained herein and understand that the information contained in the Handbook represents guidelines for the Company and that the Company reserves the right to modify the Handbook or amend or terminate any policy, procedure or employee benefit program at any time.

I further understand that the contents of the Handbook do not form a written employment contract for employment for a specific term or duration. My employment with the WIN Academy is at- will unless a duly authorized employment agreement with the WIN Academy provides otherwise.

I further understand that no manager, supervisor or other representative of the Company, other than the president or vice president, has any authority to change my at-will status or enter into any agreement guaranteeing employment for any specific period of time. I also understand that any such agreement, if made, will not be duly authorized and enforceable unless it is in writing and signed by both parties.

My signature below certifies that I understand the at-will employment relationship between the Company and myself.

I further understand that if I have any questions about the interpretation or application of any policies contained in the Handbook, I should direct these questions to the onsite supervisor.

Employee Signature

Date

Print Name

Please sign and return one acknowledgment to your supervisor and retain the other for your records.

EMPLOYEE RIGHTS UNDER THE FAMILY AND MEDICAL LEAVE ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

LEAVE ENTITLEMENTS

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within one year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

An eligible employee who is a covered servicemember's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the servicemember with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer's normal paid leave policies.

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave;* and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

*Special "hours of service" requirements apply to airline flight crew employees.

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis, but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection. Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

BENEFITS & PROTECTIONS

ELIGIBILITY REQUIREMENTS

REQUESTING LEAVE

EMPLOYER RESPONSIBILITIES

ENFORCEMENT



For additional information or to file a complaint:

1-866-4-USWAGE

(1-866-487-9243) TTY: 1-877-889-5627

www.dol.gov/whd

U.S. Department of Labor | Wage and Hour Division



CERTIFICATION, LICENSING AND OTHER REQUIREMENTS

- Professional employees must at all times maintain their certifications with the West Virginia Department of Education.
- All employees, and independent contractors and volunteers that have contact with children, must have valid child abuse and criminal background clearances. New background checks and clearances are required every five years.
- All board members, employees, contractors, and volunteers at any time during employment are required to report any new arrests or convictions for an offense that would create a ban on employment with children to an administrator in writing within seventy-two (72) hours.
- School Board Members, School employees, independent contractors and volunteers shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances:
 - Employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession through a regularly scheduled program, activity or service.
 - Employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
 - A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
 - An individual fourteen (14) years or older makes a specific disclosure to an employee, independent contractor or volunteer that s/he has committed child abuse.

Financial Policies

Description of Internal Control Procedures

Fiscal Management Overview

The Academy strives to reflect sound economic and accounting policies in the operation of its school and believes that having established procedures and strong internal controls is an integral part of delivering its educational model and achieving its mission of serving at-risk youth.

The following specifically addresses the policies, procedures, and internal control practices the school will follow.

Fiscal Management Procedures

As described more fully later on in this application, the management organization will manage the day-to-day operations of the school, including facilities management, equipment, purchasing, technology, operational support services, human resources and training, grant management and financial reporting and compliance. As a result, the accounting policies and procedures defined herein are applicable to the management organization and/or the Governing Authority as specified.

I. PAYROLL

The management organization's Human Resources Department is responsible for monitoring the hiring of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels.

All approved employment contracts by the management organization and other required employee data are entered into the payroll system and forwarded to the payroll department for processing on the pay dates. All contracts are paid over 26 pays and are pro-rated for varying dates of hire.

Before each pay, any changes (new hire, termination, pay increase, etc.) are forwarded by the administrative staff working at the school to the Human Resources department for review and entering into the personnel records. Approved changes are then forwarded to the payroll manager and reviewed for reasonableness prior to being given to the payroll processors.

The administrative staff is responsible for reporting staff absences and the use of substitute employees. Absentee reports are submitted on Friday of each pay period. These reports are submitted to the Human Resources department and are used to update employee leave balances. Leave taken without sufficient leave balances are docked from the employee's pay.

All insurances and other deductions are submitted to the Human Resources department on the required forms and maintained in the employee personnel file. Such deductions are made from the employees' pay once approved by the Human Resources department.

II. PURCHASING

The management organization is responsible for assuring that all purchases against the assigned budget are appropriate and necessary.

The purchasing process is initiated when the Administrator at the school or their designee submits a purchase requisition request to the Purchasing Department. Once approved by the Purchasing Manager, a pre-numbered purchase order is generated and signed by the manager. The order is then placed directly with the specified vendor.

When required or appropriate, the school will follow and meet all of the requirements of the procurement laws as dictated in the State Code.

III. RECEIVING

Once goods and services are received, the outstanding purchase order is then closed. This is done electronically and signals to the Accounts Payable Department that payment for the order is now authorized. A copy of the closed purchase order is printed and attached to the invoice at the time of payment.

IV. ACCOUNTS PAYABLE

All vendor invoices for purchases in connection with the day-to-day operation of the school are received and retained by the Finance Department. Once an invoice is received it is matched to the closed purchase order and reviewed for reasonableness or obvious errors. (Invoices are verified by checking extensions, footing, discounts and freight terms.) Once the documents are matched, the Accounts Payable clerk will assign the specific accounts that should be charged in relation to the type of expense incurred. The account distribution is verified and any necessary changes are noted on the invoice.

The invoices to be paid are then entered into the school's accounting system and then posted to the general ledger. A report of the amounts to be paid is generated by the system and reviewed by the Controller. Selected checks are then cut and sent to vendors on at least a weekly basis. If special circumstances warrant and the Controller approves, checks may be cut outside of the normal check run.

The checks are signed by a laser signature. The checks and the appropriate back-up documents are then assembled by the Accounts Payable clerk and presented to the Controller for a final review. Once approved, the check is then authorized for release.

No manual checks are authorized without the consent of the Controller.

All bank accounts are reconciled on a monthly basis by the Controller's assistant. The Controller then reviews and approves the completed reconciliation. Any necessary adjustments to the general ledger are made at the time of reconciliation.

Governing Authority

All vendor invoices for purchases in connection with the Governing Authority's operational expenses are received and retained by the Governing Authority's fiscal officer.

The invoices to be paid are then entered into the school's accounting system and then posted to the general ledger. A report of the amounts to be paid is generated by the system and reviewed by the fiscal officer. Selected checks are then cut and sent to vendors on at least a weekly basis. If special circumstances warrant and the fiscal officer approves, checks may be cut outside of the normal check run.

The checks are signed by a laser signature. The checks and the appropriate back-up documents are then assembled by the fiscal officer and presented to the Board President and Board Treasurer for a final review. Once approved, the check is then authorized for release.

V. TRAVEL

Employees working at the school are entitled to reimbursement of business related expenses associated with their performance of official school business.

Where applicable, all reimbursements are processed in accordance with U.S. GSA (General Services Administration) guidelines with respect to per diem and mileage rates.

Reimbursement requests must be submitted on a standard form (provided by the Finance Department) and completed with all the required information (dates, places, business purpose, amount). All requests, with the exception of mileage, shall be accompanied by an original receipt to evidence the expense incurred. Finally, all requests must be signed by the individual and their immediate supervisor.

All employees are eligible for reimbursement of travel related expenses upon return from their trip. Prepayment for meals and/or lodging is not allowable.

Approved reports are submitted to the Accounts Payable group for processing.

Governing Authority

Governing Authority members of the school are entitled to reimbursement of business related expenses associated with their performance of official school business.

Where applicable, all reimbursements are processed in accordance with U.S. GSA (General Services Administration) guidelines with respect to per diem and mileage rates.

Reimbursement requests must be submitted on a standard form (provided by the Fiscal Officer) and completed with all the required information (dates, places, business purpose, amount). All requests, with the exception of mileage, shall be accompanied by an original receipt to evidence the expense incurred. Finally, all requests must be signed by the individual and approved by the Board President and Board Treasurer.

Governing Authority members are eligible for reimbursement of travel related expenses upon return from their trip. Prepayment for meals and/or lodging is not allowable.

VI. CASH RECEIPTS

All monies received directly by the school are receipted on pre-numbered, 3-ply, receipts. The pre-numbered receipts prepared for monies collected must include the payer, date, amount, fund,

receipt code and a description of payment. The person initiating the receipt will sign the receipt. The original receipt is given to the payer, a designated copy is forwarded to the Fiscal Officer and the person initiating the receipt retains the third copy.

All cash collections are deposited into the appropriate bank account on a regular, if not daily, basis. All deposits are then recorded in the general ledger by the Fiscal Officer.

The majority of cash collections will be received electronically by the school's bank via EFT/ACH. Such deposits will be recorded to the general ledger at the time of receipt.

VII. Accounts Receivable

To the extent required, the Finance Department will generate invoices to outside entities/ agencies. Such invoices will be generated through the accounting system, reviewed by the Controller and sent to the appropriate party for collection.

Upon collection of monies due on a particular invoice, the Finance Department will follow the cash receipt procedures previously described and close out the outstanding amount in the accounting system.

On a regular basis, no less than monthly, outstanding invoices left unpaid will be Reviewed for collectability by the Controller. Action to be taken on uncollectible accounts will be determined at that time based on the specific circumstances that may exist.

Governing Authority

To the extent required, the Fiscal Officer will generate invoices to outside entities/ agencies. Such invoices will be generated through the accounting system, reviewed by the Fiscal Officer and sent to the appropriate party for collection.

Upon collection of monies due on a particular invoice, the Fiscal Officer will follow the cash receipt procedures previously described and close out the outstanding amount in the accounting system.

On a regular basis, no less than monthly, outstanding invoices left unpaid will be Reviewed for collectability by the Fiscal Officer. Action to be taken on uncollectible accounts will be determined at that time based on the specific circumstances that may exist.

VIII. INVESTMENTS

The school will maintain all monies and cash balances in an interest-bearing checking account. Interest generated on balances maintained is credited by the financial institution on a monthly basis. The amount of interest earned is receipted and recorded to the general ledger when the credit is received.

Note: Initially, the school will not maintain any investments beyond interest bearing instruments available through its financial institution. At such time that the school is able to consider a more diverse investment strategy, a board-approved Investment Policy will be put in place to specifically address the types of instruments the school will be invested in as permitted by law.

IX. FIXED ASSETS

The school will follow a policy of capitalizing individual assets costing greater than \$5,000.

The school through the direction of the management organization's Finance Department will maintain a record of all assets meeting the criteria for capitalization and owned by the school in a fixed asset database.

The database shall include than the following information:

- Asset tag number
- Description
- Serial number (if available)
- Check number
- Acquisition date
- Location
- Estimated life

All depreciation related to the maintaining of these assets will be calculated by the database.

At least annually, a physical inventory of the school will be performed by the management organization's Finance Department.

All requests for removal of surplus property, deletions and discards must be approved by the Governing Authority. All requests must be processed through the management organization's Finance Department. In no case should equipment be removed or discarded without prior authorization from the Governing Authority.

X. GRANT PROGRAMS

All applications for supplemental grant funding through State and/or Federal sources require approval of the Governing authority.

Upon receipt of an award notice, a budget document is prepared and submitted to the Controller for review and processing. New award budgets are presented to the school's governing board and then forwarded to the State Department of Education for approval.

Final approved budgets are returned to the Controller and are made part of the school's operating budget. The Finance Department/ Controller monitors grant award budgets. The program Coordinator acts as a control agent and is responsible for monitoring any specific compliance issues related to the grant.

XI. MONTH END PROCEDURES

On a monthly basis, the Fiscal Officer will produce a standard set of financial statements that will consist of no less than the following components:

- Statement of Net Assets (Balance Sheet)

- Statement of Changes in Net Assets (Income Statement) Budget versus Actual Comparison
- Check Register
- Bank Reconciliation

These documents will be presented to the Governing Authority at the regularly scheduled meetings for approval.

Internal Control Policies and Procedures

The school has established the following procedures to maintain internal control over all assets. The purpose for establishing internal control is to provide reasonable assurance that the school will accomplish its objectives of safeguarding assets, providing accurate financial information, promoting operational efficiency and ensuring compliance with laws, regulations and established school policies and procedures.

In order to provide a comprehensive description of the internal control practices the school will follow in the performance of its fiscal management procedures, an internal control checklist has been provided.

Aside and apart from the major transaction cycles described in the checklist, the school also has internal control procedures in place to address the following two areas:

AUDIT

The school will receive an annual independent financial audit by a qualified auditing firm. The auditor will perform the audit in accordance with Generally Accepted Accounting Principles (GAAP), Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards to determine whether the financial statements fairly present the financial position of the school, whether internal controls over financial reporting have been properly designed and implemented, and whether the school has complied with all applicable laws and regulations.

BUDGET

The school will prepare and adopt an annual budget. The Operating Budget is prepared under the direction of the Governing Authority and Controller. The final decision making authority with regard to budget issues rests with the Governing Authority with input from the Controller.

Increases, decreases and adjustments to the final operating budget throughout the year are presented to the Governing Authority for approval. Once approved, the change is recorded in the budget and the financial records of the school by the Controller. A revised budget is then issued and becomes the operating budget for the school.

At each regular meeting of the Governing Authority and upon close of each fiscal year, the Controller determines the actual results as compared to budget and presents the results to the Governing Authority.

Internal Control Checklist

GENERAL

1. Are accounting records kept up-to-date and balanced monthly?
2. Is a standard chart of accounts with descriptive titles in use?
3. Are adequate and timely reports prepared to insure control of operations?
 - a. Daily reports
 - b. Monthly financial statements
 - c. Comparison of actual results with budget
 - d. Cash and other projections
4. Does the owner/Governing Authority take an active interest in the financial affairs and reports available?
5. Are personal expenses kept separate from business expenses?
6. Are employees who are in a position of trust bonded?
7. Are director/employees required to take annual vacations and are their duties covered by another?
8. Are monthly bank reconciliations reviewed by owner/director?
9. Do employees appear to be technically competent?
10. Are job descriptions prepared?
11. Are there any separation of duties?
12. Is there utilization of machine accounting and/or EDP in the preparation of financial reports, accounts receivable, etc.?
13. Are Minutes up to date and complete?
14. Are governmental reporting requirements being complied with in a timely manner?
15. Is insurance maintained in all major cases and is this coverage reviewed periodically by a qualified individual?

PAYROLL

16. Is owner/director acquainted with all employees and does he or she approve all new hires and changes of pay rates?
17. Is there a folder for each employee that contains an employment application, W-4, authorizations for deductions, etc.?
18. Are there controls to prevent the payroll from being inflated without the knowledge of owner/director by fictitious employees or padded hours?
19. Does the owner/director sign all payroll checks?
20. Is the payroll bank reconciliation prepared by someone other than the bookkeeper?
21. Is the payroll paid from a separate interest bank account?

CASH RECEIPTS

22. Is mail opened by director/owner or someone other than the bookkeeper?
23. Does the client have adequate documentation of cash receipts?
24. Are checks immediately endorsed for deposit only, deposited promptly and intact?
25. Are over-the-counter receipts controlled by cash register, prenumbered receipts, etc., and are these reviewed by owner/director?

26. Are checks returned by the bank followed up for subsequent disposition?

ACCOUNTS RECEIVABLE

27. Are work orders, sales orders, shipping documents and invoices prenumbered and controlled?
28. Are sales invoices reviewed for price, terms, extensions and footings?
29. Is an aged trial balance prepared monthly, reconciled to the general ledger and reviewed by the owner/director?
30. Are monthly statements:
 - e. Reviewed by owner/director?
 - f. Mailed to all accounts?
 - g. Are zero and credit balance statements mailed?
31. Are write-offs, credit memos and special terms approved by the owner/director?
32. Is there sufficient separation of the receipts function and the application of payments to the accounts receivable?
33. Are notes and other receivables under separate control?
34. Do adequate controls exist to assure receipts from miscellaneous sales (scrap, fixed assets, rents, vending machines, etc.)?

ACCOUNTS PAYABLE, PURCHASES, DISBURSEMENTS

1. Are pre-numbered purchase orders used and are these approved by owner/director?
2. Are competitive bids required above prescribed limits?
3. Are payments made from original invoices?
4. Are supplier statements compared with recorded liabilities?
5. Are all disbursements made by pre-numbered checks?
6. Is the owner/director's signature required on all checks?
 - a. Does owner/director sign checks only when they are accompanied by original supporting documentation?
 - b. Is the documentation adequately cancelled to prevent reuse?
7. Is there evidence that the following items have been checked before invoices are paid?
 - a. Prices, discounts, sales tax
 - b. Extensions and footings
 - c. Receipt of goods or services
 - d. Account distribution
8. Are voided checks retained and accounted for?
9. Is there a petty cash fund?
 - a. If so, is there a responsible employee designated as a custodian of the fund?

INVESTMENTS

1. Is there effective utilization of temporary excess funds?
2. Is income from investments accounted for periodically?

PROPERTY, PLANT & EQUIPMENT

35. Are there detailed and updated records to support general ledger totals for assets and accumulated depreciation?
36. Is the owner/Governing Authority acquainted with assets owned, and is approval required for sale or acquisition?
37. Are there physical safeguards against theft or loss of small tools and other highly portable equipment?

Is there a policy distinguishing capital and expense items?

Accounting Policies and Procedures

Description of Internal Control Procedures

Fiscal Management Overview

The WIN Academy strives to reflect sound economic and accounting policies in the operation of its schools. The school believes that having established procedures and strong internal controls is an integral part of delivering its educational model and achieving its mission of serving at-risk youth.

The following specifically addresses the policies, procedures, and internal control practices the school will follow.

Fiscal Management Procedures

As described more fully later on in this application, the management organization will manage the day-to-day operations of the school, including facilities management, equipment, purchasing, technology, operational support services, human resources and training, grant management and financial reporting and compliance. As a result, the accounting policies and procedures defined herein are applicable to the management organization and/or the Governing Authority as specified.

I. PAYROLL

The management organization's Human Resources Department is responsible for monitoring the hiring of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels.

All approved employment contracts by the management organization and other required employee data are entered into the payroll system and forwarded to the payroll department for processing on the pay dates. All contracts are paid over 24 pays and are pro-rated for varying dates of hire.

Before each pay, any changes (new hire, termination, pay increase, etc.) are forwarded by the administrative staff working at the school to the Human Resources department for review and entering into the personnel records. Approved changes are then forwarded to the payroll manager and reviewed for reasonableness prior to being given to the payroll processors.

The administrative staff is responsible for reporting staff absences and the use of substitute employees. Absentee reports are submitted on Friday of each pay period. These reports are submitted to the Human Resources department and are used to update employee leave balances. Leave taken without sufficient leave balances are docked from the employee's pay.

All insurances and other deductions are submitted to the Human Resources department on the required forms and maintained in the employee personnel file. Such deductions are made from the employees' pay once approved by the Human Resources department.

II. PURCHASING

The management organization is responsible for assuring that all purchases against the assigned budget are appropriate and necessary.

The purchasing process is initiated when the Administrator at the school or their designee submits a purchase requisition request to the Purchasing Department. Once approved by the

Purchasing Manager, a pre-numbered purchase order is generated and signed by the manager. The order is then placed directly with the specified vendor.

When required or appropriate, the school will follow and meet all of the requirements of the procurement laws as dictated in the Revised Code.

III. RECEIVING

Once goods and services are received, the outstanding purchase order is then closed. This is done electronically and signals to the Accounts Payable Department that payment for the order is now authorized. A copy of the closed purchase order is printed and attached to the invoice at the time of payment.

IV. ACCOUNTS PAYABLE

All vendor invoices for purchases in connection with the day-to-day operation of the school are received and retained by the Finance Department. Once an invoice is received it is matched to the closed purchase order and reviewed for reasonableness or obvious errors. (Invoices are verified by checking extensions, footing, discounts and freight terms.) Once the documents are matched, the Accounts Payable clerk will assign the specific accounts that should be charged in relation to the type of expense incurred. The account distribution is verified and any necessary changes are noted on the invoice.

The invoices to be paid are then entered into the school's accounting system and then posted to the general ledger. A report of the amounts to be paid is generated by the system and reviewed by the academy's Finance Representative . Selected checks are then cut and sent to vendors on at least a weekly basis. If special circumstances warrant and the academy's Finance Representative approves, checks may be cut outside of the normal check run.

The checks are signed by a laser signature. The checks and the appropriate back-up documents are then assembled by the Accounts Payable clerk and presented to the academy's Finance Representative for a final review. Once approved, the check is then authorized for release.

No manual checks are authorized without the consent of the academy's Finance Representative .

All bank accounts are reconciled on a monthly basis by the academy's Finance Representative assistant. The academy's Finance Representative then reviews and approves the completed reconciliation. Any necessary adjustments to the general ledger are made at the time of reconciliation.

Governing Authority

All vendor invoices for purchases in connection with the Governing Authority's operational expenses are received and retained by the Governing Authority's academy's Finance Representative .

The invoices to be paid are then entered into the school's accounting system and then posted to the general ledger. A report of the amounts to be paid is generated by the system and reviewed by the academy's Finance Representative . Selected checks are then cut and sent to vendors on at least a weekly basis. If special circumstances warrant and the academy's Finance Representative approves, checks may be cut outside of the normal check run.

The checks are signed by a laser signature. The checks and the appropriate back-up documents are then assembled by the academy's Finance Representative and presented to the Board President and Board Treasurer for a final review. Once approved, the check is then authorized for release.

V. TRAVEL

Employees working at the school are entitled to reimbursement of business related expenses associated with their performance of official school business.

Where applicable, all reimbursements are processed in accordance with U.S. GSA (General Services Administration) guidelines with respect to per diem and mileage rates.

Reimbursement requests must be submitted on a standard form (provided by the Finance Department) and completed with all the required information (dates, places, business purpose, amount). All requests, with the exception of mileage, shall be accompanied by an original receipt to evidence the expense incurred. Finally, all requests must be signed by the individual and their immediate supervisor.

All employees are eligible for reimbursement of travel related expenses upon return from their trip. Prepayment for meals and/or lodging is not allowable.

Approved reports are submitted to the Accounts Payable group for processing.

Governing Authority

Governing Authority members of the school are entitled to reimbursement of business related expenses associated with their performance of official school business.

Where applicable, all reimbursements are processed in accordance with U.S. GSA (General Services Administration) guidelines with respect to per diem and mileage rates.

Reimbursement requests must be submitted on a standard form (provided by the academy's Finance Representative) and completed with all the required information (dates, places, business purpose, amount). All requests, with the exception of mileage, shall be accompanied by an original receipt to evidence the expense incurred. Finally, all requests must be signed by the individual and approved by the Board President and Board Treasurer.

Governing Authority members are eligible for reimbursement of travel related expenses upon return from their trip. Prepayment for meals and/or lodging is not allowable.

VI. CASH RECEIPTS

All monies received directly by the school are receipted on pre-numbered, 3-ply, receipts. The pre-numbered receipts prepared for monies collected must include the payer, date, amount, fund, receipt code and a description of payment. The person initiating the receipt will sign the receipt. The original receipt is given to the payer, a designated copy is forwarded to the academy's Finance Representative and the person initiating the receipt retains the third copy.

All cash collections are deposited into the appropriate bank account on a regular, if not daily, basis. All deposits are then recorded in the general ledger by the academy's Finance Representative .

The majority of cash collections will be received electronically by the school's bank via EFT/ACH. Such deposits will be recorded to the general ledger at the time of receipt.

VII.Accounts Receivable

To the extent required, the Finance Department will generate invoices to outside entities/agencies. Such invoices will be generated through the accounting system, reviewed by the academy's Finance Representative and sent to the appropriate party for collection.

Upon collection of monies due on a particular invoice, the Finance Department will follow the cash receipt procedures previously described and close out the outstanding amount in the accounting system.

On a regular basis, no less than monthly, outstanding invoices left unpaid will be Reviewed for collectability by the Finance Department. Action to be taken on uncollectible accounts will be determined at that time based on the specific circumstances that may exist.

Governing Authority

To the extent required, the Finance Department will generate invoices to outside entities/ agencies. Such invoices will be generated through the accounting system, reviewed by the Finance Department and sent to the appropriate party for collection.

Upon collection of monies due on a particular invoice, the Finance Department will follow the cash receipt procedures previously described and close out the outstanding amount in the accounting system.

On a regular basis, no less than monthly, outstanding invoices left unpaid will be Reviewed for collectability by the academy's Finance Representative . Action to be taken on uncollectible accounts will be determined at that time based on the specific circumstances that may exist.

VIII. INVESTMENTS

The school will maintain all monies and cash balances in an interest-bearing checking account. Interest generated on balances maintained is credited by the financial institution on a monthly basis. The amount of interest earned is receipted and recorded to the general ledger when the credit is received.

Note: Initially, the school will not maintain any investments beyond interest bearing instruments available through its financial institution. At such time that the school is able to consider a more diverse investment strategy, a board-approved Investment Policy will be put in place to specifically address the types of instruments the school will be invested in as permitted by law.

IX. FIXED ASSETS

The school will follow a policy of capitalizing individual assets costing greater than \$5,000.

The school through the direction of the management organization's Finance Department will maintain a record of all assets meeting the criteria for capitalization and owned by the school in a fixed asset database.

The database shall include than the following information:

- Asset tag number
- Description
- Serial number (if available)
- Check number
- Acquisition date
- Location
- Estimated life

All depreciation related to the maintaining of these assets will be calculated by the database.

At least annually, a physical inventory of the school will be performed by the management organization's Finance Department.

All requests for removal of surplus property, deletions and discards must be approved by the Governing Authority. All requests must be processed through the management organization's Finance Department. In no case should equipment be removed or discarded without prior authorization from the Governing Authority.

X. GRANT PROGRAMS

All applications for supplemental grant funding through State and/or Federal sources require approval of the Governing authority.

Upon receipt of an award notice, a budget document is prepared and submitted to the Finance Department for review and processing. New award budgets are presented to the school's governing board and then forwarded to the State Department of Education for approval.

Final approved budgets are returned to the Finance Department and are made part of the school's operating budget. The Finance Department monitors grant award budgets. The program Coordinator acts as a control agent and is responsible for monitoring any specific compliance issues related to the grant.

XI. MONTH END PROCEDURES

On a monthly basis, the academy's Finance Representative will produce a standard set of financial statements that will consist of no less than the following components:

- Statement of Net Assets (Balance Sheet)
- Statement of Changes in Net Assets (Income Statement) Budget versus Actual Comparison
- Check Register
- Bank Reconciliation

These documents will be presented to the Governing Authority at the regularly scheduled meetings for approval.

Internal Control Policies and Procedures

The school has established the following procedures to maintain internal control over all assets. The purpose for establishing internal control is to provide reasonable assurance that the school will accomplish its objectives of safeguarding assets, providing accurate financial information, promoting operational efficiency and ensuring compliance with laws, regulations and established school policies and procedures.

In order to provide a comprehensive description of the internal control practices the school will follow in the performance of its fiscal management procedures, an internal control checklist has been provided.

Aside and apart from the major transaction cycles described in the checklist, the school also has internal control procedures in place to address the following two areas:

AUDIT

The school will receive an annual independent financial audit by a qualified auditing firm. The auditor will perform the audit in accordance with Generally Accepted Accounting Principles (GAAP), Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards to determine whether the financial statements fairly present the financial position of the school, whether internal controls over financial reporting have been properly designed and implemented, and whether the school has complied with all applicable laws and regulations.

BUDGET

The school will prepare and adopt an annual budget. The Operating Budget is prepared under the direction of the Governing Authority and academy's Finance Representative . The final decision making authority with regard to budget issues rests with the Governing Authority with input from the academy's Finance Representative .

Increases, decreases and adjustments to the final operating budget throughout the year are presented to the Governing Authority for approval. Once approved, the change is recorded in the budget and the financial records of the school by the academy's Finance Representative . A revised budget is then issued and becomes the operating budget for the school.

At each regular meeting of the Governing Authority and upon close of each fiscal year, the academy's Finance Representative determines the actual results as compared to budget and presents the results to the Governing Authority.

Internal Control Checklist

GENERAL

1. Are accounting records kept up-to-date and balanced monthly?
2. Is a standard chart of accounts with descriptive titles in use?
3. Are adequate and timely reports prepared to insure control of operations?
 - a. Daily reports
 - b. Monthly financial statements
 - c. Comparison of actual results with budget
 - d. Cash and other projections
4. Does the owner/Governing Authority take an active interest in the financial affairs and reports available?
5. Are personal expenses kept separate from business expenses?
6. Are employees who are in a position of trust bonded?
7. Are director/employees required to take annual vacations and are their duties covered by another?
8. Are monthly bank reconciliations reviewed by owner/director?
9. Do employees appear to be technically competent?
10. Are job descriptions prepared?
11. Are there any separation of duties?

12. Is there utilization of machine accounting and/or EDP in the preparation of financial reports, accounts receivable, etc.?
13. Are Minutes up to date and complete?
14. Are governmental reporting requirements being complied with in a timely manner?
15. Is insurance maintained in all major cases and is this coverage reviewed periodically by a qualified individual?

PAYROLL

1. Is owner/director acquainted with all employees and does he or she approve all new hires and changes of pay rates?
2. Is there a folder for each employee that contains an employment application, W-4, authorizations for deductions, etc.?
3. Are there controls to prevent the payroll from being inflated without the knowledge of owner/director by fictitious employees or padded hours?
4. Does the owner/director sign all payroll checks?
5. Is the payroll bank reconciliation prepared by someone other than the bookkeeper?
6. Is the payroll paid from a separate interest bank account?

CASH RECEIPTS

1. Is mail opened by director/owner or someone other than the bookkeeper?
2. Does the client have adequate documentation of cash receipts?
3. Are checks immediately endorsed for deposit only, deposited promptly and intact?
4. Are over-the-counter receipts controlled by cash register, prenumbered receipts, etc., and are these reviewed by owner/director?
5. Are checks returned by the bank followed up for subsequent disposition?

ACCOUNTS RECEIVABLE

1. Are work orders, sales orders, shipping documents and invoices prenumbered and controlled?
2. Are sales invoices reviewed for price, terms, extensions and footings?
3. Is an aged trial balance prepared monthly, reconciled to the general ledger and reviewed by the owner/director?
4. Are monthly statements:
 - a. Reviewed by owner/director?
 - b. Mailed to all accounts?
 - c. Are zero and credit balance statements mailed?
5. Are write-offs, credit memos and special terms approved by the owner/director?

6. Is there sufficient separation of the receipts function and the application of payments to the accounts receivable?
7. Are notes and other receivables under separate control?
8. Do adequate controls exist to assure receipts from miscellaneous sales (scrap, fixed assets, rents, vending machines, etc.)?

ACCOUNTS PAYABLE, PURCHASES, DISBURSEMENTS

1. Are pre-numbered purchase orders used and are these approved by owner/director?
2. Are competitive bids required above prescribed limits?
3. Are payments made from original invoices?
4. Are supplier statements compared with recorded liabilities?
5. Are all disbursements made by pre-numbered checks?
6. Is the owner/director's signature required on all checks?
 - a. Does owner/director sign checks only when they are accompanied by original supporting documentation?
 - b. Is the documentation adequately cancelled to prevent reuse?
7. Is there evidence that the following items have been checked before invoices are paid?
 - a. Prices, discounts, sales tax
 - b. Extensions and footings
 - c. Receipt of goods or services
 - d. Account distribution
8. Are voided checks retained and accounted for?
9. Is there a petty cash fund?
 - a. If so, is there a responsible employee designated as a custodian of the fund?

INVESTMENTS

1. Is there effective utilization of temporary excess funds?
2. Is income from investments accounted for periodically?

PROPERTY, PLANT & EQUIPMENT

1. Are there detailed and updated records to support general ledger totals for assets and accumulated depreciation?
2. Is the owner/Governing Authority acquainted with assets owned, and is approval required for sale or acquisition?
3. Are there physical safeguards against theft or loss of small tools and other highly portable equipment?

Is there a policy distinguishing capital and expense items?

**RELEASE OF STUDENT RECORDS, PRIVACY,
AND F.E.R.P.A. POLICY**

The Governing Authority (the “Board”) of **XYZ Academy** (the “School”), a not-for-profit corporation organized under the laws of the State of West Virginia, hereby resolves as follows:

IT IS RESOLVED that the Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years or older certain rights with respect to the student’s education records. These rights include:

- The right to inspect and review the student’s education records.
- The right to request the amendment of the student’s education records that are believed to be inaccurate and the right to a hearing if the request is not honored.
- The right to file a complaint with the U.S. Department of Education regarding the alleged violation of FERPA.

The right to consent to the disclosure of personally identifiable information within the student’s records, unless disclosure otherwise is authorized by law or unless disclosure is made to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

IT IS FURTHER RESOLVED that the following is designated as “directory information,” which may be disclosed without prior written consent: a student’s name, address, telephone number, grade, date of graduation, extracurricular participation, achievement awards or honors earned, weight and height if a member of an athletic team, photograph and parents names.

IT IS FURTHER RESOLVED that parents have the right to submit a written request to the school, preferably within two weeks after the first day the student is enrolled in a school year, directing the school not to release directory information concerning their child to third parties. Examples of third parties include PTOs, Booster organizations, the media and military recruiters. According to Revised Code, public schools are prohibited from releasing directory information to third parties who intend to use the information for profit making ventures.

IT IS FURTHER RESOLVED that the school shall comply as follows:

Article I
Purpose

The Privacy Law Policy of the School has been established to set forth requirements of the Department of Education, Revised Code and the Family Educational Rights Privacy Policy Act (FERPA) of 1974, as amended, designed to protect the privacy of student educational records. The law governs access to records maintained by the school and the collection, use, storage, disclosure, retention and destruction of information contained within these records.

Article II
Definitions

1. Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
2. Education records means the type of records covered under the definition of education records in 34 C.F.R. Part 99 (July 1, 2005) (the regulations implementing the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (“FERPA”).
3. Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the Individuals with Disabilities Education Act, as amended and specified in the Individuals with Disabilities Education Improvement Act of 2004, December 2004 (“IDEA”).

Article III
Notice to Parents

1. The school must give notice that is adequate to fully inform parents about the requirements to ensure that the school complies with this rule related to protecting the confidentiality of any personally identifiable information collected, used, or maintained under Part B of IDEA. The notice shall include:
 - a. A description of the extent that the notice is given in the native languages of the various population groups attending The school;
 - b. a description of the children on whom personally identifiable information is maintained, the types of information sought, the methods The school intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
 - c. a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and

- d. a description of all of the rights of parents and children regarding this information, including the rights under FERPA and implementing regulations in 34 C.F.R. Part 99 (July 1, 2005).
2. Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the area served by the school of the activity.

Article IV
Access Rights

1. The school must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the school under this rule. The school must comply with a request without unnecessary delay, and before any meeting, regarding an individualized education program (IEP), or any hearing pursuant to rule 3301-51-05 of the Administrative Code or resolution session pursuant to rule 3301-51-05 of the Administrative Code, and in no case more than forty-five days after the request has been made.
2. The right to inspect and review education records under this rule includes:
 - a. The right to a response from The school to reasonable requests for explanations and interpretations of the records;
 - b. the right to request that The school provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - c. the right to have a representative of the parent inspect and review the records.
3. The school may presume that the parent has authority to inspect and review records relating to the parent's child unless the agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

Article V
Record of Access

The school must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of The school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Article VI
Records on More Than One Child

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

Article VII
List of Types and Locations of Information

The school must provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the school.

Article VIII
Fees

1. The school may charge a fee for copies of records that are made for parents under this rule if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.
2. The school shall not charge a fee to search for or to retrieve information under this rule.

Article IX
Amendment of Records at Parent's Request

1. A parent who believes that information in the education records collected, maintained, or used under this rule is inaccurate or misleading or violates the privacy or other rights of the child may request the school to amend the information.
2. The school must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
3. If the school decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing under this rule.

Article X
Opportunity for a Hearing

The school must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

Article XI
Result of Hearing

1. If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parent in writing.

2. If, as a result of the hearing, The school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the records The school maintains on the child, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of The school.
3. Any explanation placed in the records of the child under this rule must:
 - a. Be maintained by The school as part of the records of the child, as long as the record or contested portion is maintained by the agency; and
 - b. If the records of the child or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party.

Article XII **Hearing Procedures**

A hearing held under this rule must be conducted according to the procedures in 34 C.F.R. 99.22 (July 1, 2005). The records hearing shall be held within a reasonable period of time after the school has received the request.

1. The parents shall be given notice of the date, time, and place reasonably in advance of the hearing.
2. The records hearing shall be conducted by any individual, including an official of the school who does not have a direct interest in the outcome of the hearing.
3. The parents shall be afforded a full and fair opportunity to present evidence relevant to the content of the child's education records and the information the parent believes is inaccurate or misleading or violates the privacy or other rights of the child.
4. The parents may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.
5. The school shall make its decision in writing within a reasonable period of time after the hearing.
6. The decision of the school shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

Article XIII **Consent**

1. Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of The school, in accordance with this rule, unless the information is contained in education records, and the disclosure is authorized without parental consent under 34 C.F.R. Part 99 (July 1, 2005).
2. The parent's consent must be in writing, signed, and dated and must:
 - a. Specify the records to be disclosed;
 - b. state the purpose of the disclosure; and

- c. identify the party or class of parties to whom the disclosure may be made.
3. Except as provided in paragraphs 2a and 2b of this Article, parental consent is not required before personally identifiable information is released to officials of The school for purposes of meeting a requirement of this Article and 34 C.F.R. Part 300 (October 13, 2006).
 - a. Parental consent, or the consent of an eligible child who has reached the age of majority under law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with rule 3301-51-07 of the Administrative Code.
 - b. If a child is enrolled, or is going to enroll in a nonpublic school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released by The school officials to officials in the school district where the nonpublic school is located and officials of The school.

Article XIV
Safeguards

1. The school must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
2. One official at the school must assume responsibility for ensuring the confidentiality of any personally identifiable information.
3. All persons collecting or using personally identifiable information must receive training or instruction regarding the policies and procedures of the school under 34 C.F.R. Part 99 (July 1, 2005).
4. The school must maintain for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.

Article XV
Destruction of Information

1. The school must inform parents when personally identifiable information collected, maintained, or used under this rule is no longer needed to provide educational services to the child.
2. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation.

Article XVI
Children's Rights

1. The school must have in effect policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.
2. Under the regulations for FERPA in 34 C.F.R. 99.5(a) (July 1, 2005), the rights of parents regarding education records are transferred to the student at age eighteen.
3. If the rights accorded to parents under Part B of IDEA are transferred to a student who reaches the age of majority, consistent with rule 3301-51-05 of the Administrative Code, the rights regarding education records under this rule must also be transferred to the student; however, the school must provide any notice required under rule 3301-51-05 of the Administrative Code to the student and the parents.

Article XVII
Disciplinary Information

1. The school shall include in the records of a child with a disability, a statement of any current or previous disciplinary action that has been taken against the child and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of non-disabled children.
2. When a child transfers from the school to another school, county board of MR/DD, or other educational agency, the transmission of any of the child's records must include both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child.
3. The statement required in paragraphs one (1) and two (2) of this Article:
 - a. Shall specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the child:
 - i. Carried a weapon to or possessed a weapon at school, on school premises, or to or at a school function under the jurisdiction of The school;
 - ii. knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of The school; or
 - iii. Inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school.
 - b. Shall include any information that is relevant to the safety of the child and other individuals involved with the child; and

- c. may include a description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken.

Article XVIII

Referral to and Action by Law Enforcement and Judicial Authorities

1. Rule of construction:
 - a. Nothing in this rule prohibits the school from reporting a crime committed by a child with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability.

2. Transmittal of records:
 - a. The school reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom The school reports the crime.
 - b. The school reporting a crime under this rule shall transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA).

[End]

Book

Policy Manual

Section

2000 Students

Title

Technology Acceptable Use Policy

Code

2037

Status

Active

Last Reviewed

June 17, 2019

Technology Acceptable Use Policy

Insight PA Cyber Charter School is committed to student use of technology as a tool to expand learning opportunities and conduct scholarly research. The use of technology facilitates global collaboration- a vital skill for our 21st century learners. Students at Insight PA utilize laptop computers on a wireless network. Laptops are strictly for educational use consistent with the educational goals of Insight PA the Children's Internet Protection Act (CIPA) and the Protecting Children in the 21st Century Act. This Acceptable Use Policy is designed to give students and their families' clear and concise guidelines regarding the appropriate use of laptops. The underlying premise of this policy is that all members of the Insight PA community must uphold the values of honesty and integrity. The proper use of technology reflects the strength of one's character, as does one's behavior. We expect our students to exercise good judgment and to utilize technology with integrity.

Email

- Students should always use appropriate language in their e-mail messages.
- E-mail services provided by the School are to be used only for the exchange of appropriate information.
- No inappropriate e-mail is allowed including derogatory, obscene, or harassing messages. E-mail messages of an abusive or harassing nature will be regarded as a major violation and will be subject to a disciplinary response.
- Chain letters of any kind and spam are prohibited. Chain letters are defined as any e-mail message asking you to pass information or messages on to other individuals or groups via e-mail.
- Students are prohibited from accessing anyone else's e-mail account without first receiving explicit permission from the account holder.
- E-mail etiquette should be observed. In general, only messages that one would communicate to the recipient in person should be written.
- Only approved mail programs may be used for student mail.
- Only School-related attachments may be sent on the School e-mail system.

Games

- The School reserves the right to remove any game from a School computer that is considered inappropriate or impedes the educational purposes of the laptop program.
- The view and/or playing of electronic games is not permitted during School hours except as part of an assigned in-class activity.
- Games that include violence, adult content, inappropriate language and weapons are not to be installed or
- "played" on School computers including laptops.
- Screensavers that include gaming components are not allowed.

Laptops

- Student laptops must not be left unattended at any time.
- Laptops must be in a student's possession or secured at all times.
- Do not lend your laptop to other students.
- Do not borrow a laptop from another student.
- No food or beverages should be in vicinity of the laptops.
- Laptops should be handled with respect and care. Inappropriate treatment of School laptops is not acceptable.

- Laptop and laptop cases are not to be written on, to have stickers applied to them or to be defaced in any way.
- Don't remove, move or write on the identification sticker on your laptop.
- Students are not permitted to create any administrative passwords on their laptops.
- Students are not to swap batteries with other students.

Network Access

- Students must not make any attempt to access servers or network information that is not open to the public.
- The utilization of proxy avoidance IP numbers and programs is strictly prohibited.
- Students may not use the School network for personal or private business reasons including but not limited to online ordering and purchasing.
- Students are not to knowingly degrade or disrupt online services or equipment as such activity is considered a crime under state and federal law. This includes tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services or violating copyright laws.

File Sharing

- File sharing is the public or private sharing of computer data or space. Any program that creates a point-to-point connection between two or more computing devices for the purpose of sharing data is considered to be file sharing.
- File sharing of any kind is prohibited both on campus and off campus. The only exception to this is when it is a specific assignment given by a faculty member.
- No file sharing software of any kind is to be installed on School computers including laptops.

Deleting Files

- Do not delete any folders or files that you did not create or that you do not recognize. Deletion of certain files will result in a computer failure and will interfere with your ability to complete class work and may affect your grades.

Downloading and Loading of Software

- Students are not permitted to install custom individualized applications that require administrator privileges.
- All installed software must be a legally licensed copy.
- The downloading of music files, video files, games, etc. through the School's network is absolutely
- prohibited unless it is part of an assigned in-class activity.

- The School reserves the right to remove any software that has been loaded onto the computer that impedes the educational purpose of the laptop program.
- Copyrighted movies may not be “ripped” from DVDs and placed on the laptops nor may copyrighted movies be downloaded to the laptops from the Internet.
- Only commercial videos such as television programs legally purchased at a music store or another like entity may be downloaded to the laptops.
- Shareware and freeware programs such as animated cursors (i.e., Comet Cursor), screen savers and others similar to these automatically open connections to the computers from the outside the Insight PA network. Such connections are Spyware, and they not only monitor the activities on that computer, but they also slow down the operations of the computer and the network connection.

Screensavers

- Inappropriate or copyrighted media may not be used as a screensaver.
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.

Internet Use

- The Internet is a rich and valuable source of information for education. Inappropriate materials are available on the internet and are strictly prohibited. These materials include items of a sexual or pornographic nature, extremist or militant materials, gambling, depictions of violence and images that are intended to be abusive or harassing etc. Students must not access, display or store this type of material.
- Information obtained through the Internet must be properly cited and in compliance with copyright laws. Due to the quickly changing nature of the Internet, a hard copy of referenced material is recommended.
- Students are required to give proper credit to all Internet sources used in academic assignments whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
- Plagiarism includes the use of any information obtained from the Internet that is not properly cited. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism.
- If a student accidentally accesses a website that contains obscene, pornographic or otherwise offensive material, he/she is to notify a teacher, the Network Administrator or the Technology Coordinator as quickly as possible so that such sites can be blocked from further access. This is not merely a request, it is a responsibility.

Privacy, Use, and Safety

- Students may not give any personal information regarding themselves or others through e-mail or the Internet including name, phone number, address, passwords, etc. unless they are

completely sure of the identity of the person with whom they are communicating. Frequently the identity of someone on the Internet is impossible to confirm. Therefore, contact with such individuals is considered inappropriate and unsafe.

- Students are not to provide the e-mail address or other personal information regarding other students, faculty, or administration to anyone outside of the School without their permission.
- Students must secure and maintain private passwords for network and laptop access. This is important in order to protect the privacy of each student. Do NOT share personal passwords or usernames.
- Insight PA respects the privacy of every student, faculty member and administrator with respect to stored files and e-mail accounts. However, if inappropriate use, including honor code violations or harassment, are suspected the school administration has the right to view these files in order to investigate suspected inappropriate behavior.
- The School will monitor computer activities that take place on School-owned computers including logging website access, newsgroup access, bandwidth and network use.
- Students are prohibited from accessing faculty, administration and staff computers as well as School file servers for any reason without explicit permission from the user or administrator of that computer.
- Students are prohibited from utilizing the command prompt interface. In addition to this, students are prohibited from using any method to obtain control of another person's computer through the use of their own computer.
- Students are prohibited from utilizing peer-to-peer networking or any method of file sharing between computers unless authorized by the technology staff.
- Students are prohibited from using laptops or any computer for acts of cruelty (including mean-spirited e-mails, offensive blogging, etc.).
- Laptops that are provided by the School continue to be the property of the School. Therefore the School has the right to view all content anytime.
- Any electronic device used on the School network, even if privately owned, is subject to all policies and consequences of the Acceptable Use Policy including: the right to view the content of the device at any time; the right to remove content from the device; and the right to return the device in the School's possession if there is an infraction to the Acceptable Use Policy that deserves that consequence

Social Media

Use good judgment

- We expect you to use good judgment in all situations.
- You must know and follow the school's Code of Conduct and Privacy Policy.

- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful

- Always treat others in a respectful, positive and considerate manner.

Be responsible and ethical

- If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Stick with discussing school-related matters that are within your area of responsibility.
- Be open about your affiliation with the school and the role/position you hold.

Be a good listener

- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback.
- Be responsive others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
- Always be doing at least as much listening and responding as you do “talking.”

Don't share the following:

Confidential information

- Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online “conversations” are never private. Do not use your birth date, address, and cell phone number on any public website.

Private and personal information

- To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
- NEVER give out or transmit personal information of students, parents, or co-workers
- Don't take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it's the most up-to-date or correct.
- Always respect the privacy of the school community members.

Please be cautious with respect to:

Images

- Respect brand, trademark, copyright information and/or images of the school (if applicable).
- You may use photos and video (products, etc.) that are available on the school's website.
- It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
- Do not post pictures of others (co-workers, etc.) without their permission.

Other sites

- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
- Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They serve a purpose and protect you and the school.
- When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

And if you don't get it right...

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologize for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

Personal Safety

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

- Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

Copyright

- Unauthorized duplication, installation, alteration or destruction of data programs, hardware or software is prohibited.

- Data, programs, hardware, software and other materials including those protected by copyright may not be transmitted or duplicated.

Consequences

- The School reserves the right to enforce appropriate consequences for the violation of any section of the Acceptable Use Policy. Consequences could include the loss of privileges on a laptop and/or the loss of the use of the computer for an amount of time determined by the administration and members of the Technology Department; possible disciplinary action; and possible legal action.
- Computers with illegal or inappropriate software or materials on them will be reformatted or “re-imaged.”
- In the case of repeated laptop abuse and/or damages, the school has the right to revoke the use of the school’s laptop.

Internet Hot Spots or Jet Packs

In limited instances, students may be provided internet hot spots if they qualify through a needs-based review process conducted by the Family Resource Coordinator. All parameters of the Acceptable Use policy apply to hot spots in the same manner they apply to student laptops.

Return of Equipment

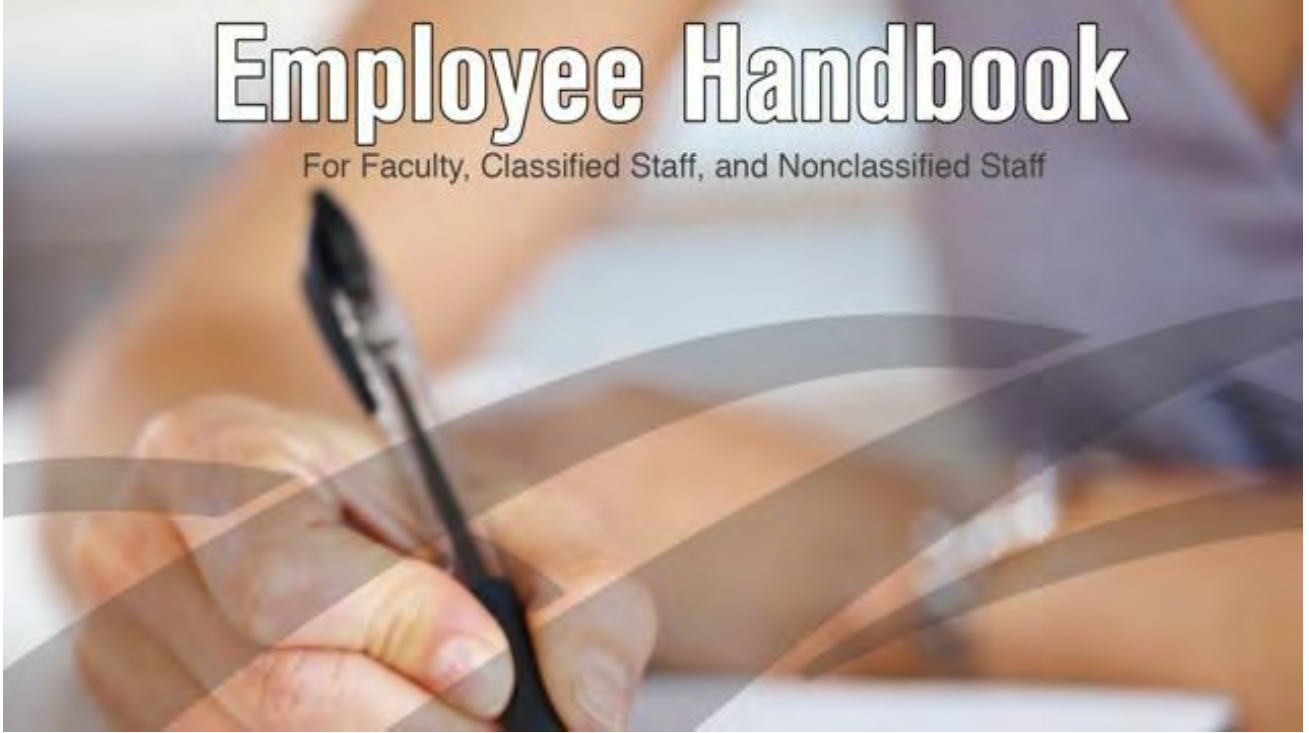
All laptops and internet Hot Spots are school owned and provided to students for use during their time enrolled with Insight Pennsylvania. Upon withdraw it is expected that all equipment be returned to ISPA. Failure to return equipment could result in fines or legal action.

PUBLIC CHARTER SCHOOL APPLICATION

Appendix J: BVCTC Staff Handbook

Employee Handbook

For Faculty, Classified Staff, and Nonclassified Staff



Index

| | |
|--------------------------|----|
| Important Notices..... | 3 |
| General Information..... | 4 |
| Policy & Procedure..... | 6 |
| Employment | 7 |
| Pay “Check”..... | 13 |
| Benefits..... | 14 |
| Medical Management..... | 19 |
| Faculty..... | 20 |
| Classified Staff | 27 |
| Quick Reference..... | 29 |

Important Notices

Disclaimer

The Human Resources Office has prepared this handbook as an informational tool. This handbook does not create any rights or benefits. This handbook is not a contract, nor is it an invitation to contract. This handbook supersedes all previous handbooks.

The rights or benefits of employees of BridgeValley Community and Technical College (College) are governed by federal and state law, as well as College rules, policies and procedures. College rules, policies and procedures, some of which are discussed in this handbook, are subject to change at any time. In the event that a conflict occurs regarding the information contained in this handbook, federal and state law, as well as College rules, policies and procedures are controlling.

Employees who have questions or concerns regarding the information contained in this handbook are encouraged to contact Human Resources at 304.205.6606 / 304.734.6646 or at hr@bridgevalley.edu for further assistance.

Affirmative Action/Equal Opportunity

BridgeValley Community and Technical College is an equal opportunity/affirmative action institution and does not discriminate against any person because of race, sex, age, color, religion, disability, national or ethnic origin. For questions or concerns, please visit the Compliance Coordinator, the Chief Human Resources Officer, in Office 302, 2001 Union Carbide Drive, South Charleston, WV 25303.

Publishing

Published by the BridgeValley Community and Technical College, Office of Human Resources.

E-mail hr@bridgevalley.edu

Addresses:

619 Second Avenue, Montgomery, WV 25136; Telephone 304.734.6646;
2001 Union Carbide Drive, South Charleston, WV 25303; Telephone 304.205.6606.

General Information

Mission Statement

BridgeValley Community and Technical College promotes student success, prepares a skilled workforce, and builds tomorrow's leaders by providing access to quality education.

Vision Statement

BridgeValley Community and Technical College will be the college of opportunity for a diverse learner population, offering leading-edge technology, innovative ideas, and dynamic service to our students and our communities.

College Goals

Goal One: Student Success

- Prepare students to become successful and independent contributors to society by providing transfer skills for future technical innovations
- Maintain a sound assessment program for student learning outcome measurement
- Ensure a student-centered learning environment and support services
- Increase retention rates
- Increase the number of graduates in certificate and associate degree programs

Goal Two: Institutional Success and Sustainability

- Promote faculty and staff excellence
- Increase headcount and FTE enrollment annually
- Pursue new revenue opportunities to support present and future programs and services
- Assess institutional effectiveness and continuous improvement through strategic planning
- Leverage the strengths and efficiencies of a multi-campus college
- Promote the college to community and industry through effective marketing, branding, and public relations opportunities
- Provide access to education, training, and enrichment opportunities on multiple campuses, off-site, or on line
- Promote sustainability principles throughout college operations
- Maintain a safe, secure, modern, and positive learning/working environment

Goal Three: Community and Industry Success

- Exhibit responsiveness and flexibility in course and program offerings to meet changing workforce needs of business and industry
- Build synergistic relationships with community, schools, and alumni
- Integrate community service and civic engagement opportunities into programming
- Forge strategic partnerships that advance community, workforce and economic development

Board of Governors

BridgeValley Community and Technical College (College) is governed by the Board of Governors which reports to the West Virginia Council for Community and Technical College Education. This Board consists of twelve persons, to which the CTC contributes three members, one each representing students, classified staff and faculty. The other nine are appointed by the Governor and five of those members are to be residents of the State. The College Board of Governors delegates to the President of the College the responsibility and the authority to manage the business and educational affairs of the institution.

Office of Human Resources

The Human Resources Office provides support and consultation to all departments of the College. Responsibilities include the development and interpretation of related policies and procedures; recruitment and employment; training and development; benefits administration; and employee relations activities. The Human Resources Office maintains personnel and benefits records for staff and faculty. All employees are encouraged to visit or call the office to address any questions or concerns regarding employment. Confidentiality will be maintained.

Policy & Procedure

As a College employee, you are also considered a public employee of the State of West Virginia, and public employment is often highly regulated. The following links will take you to the key law, policy and procedure websites that cover your employment:

[WV Constitution & Code](#)

[WV Code of State Rules](#)

[Community and Technical College System of West Virginia](#)

[BridgeValley Board of Governors](#)

[BridgeValley Operating Policies](#)

Employment

Employee Categories

Most College employees can be divided into three main categories which are listed below:

Classified Employees

- a) Administrative/Managerial
- b) Professional Non-Faculty
- c) Clerical/Secretarial
- d) Technical/Paraprofessional
- e) Skilled Crafts
- f) Service/Maintenance

Non-Classified Employees

In this group are employees whose responsibilities entail the management of the College or major subdivisions thereof. Non-classified employees are not subject to the classification program but are eligible for benefits. Non-classified employees are considered “will and pleasure.”

Faculty

This group includes all employees whose primary responsibility is instruction. The following academic ranks are utilized:

- a) Instructor
- b) Assistant Professor
- c) Associate Professor
- d) Professor

Code of Conduct

The College is committed to the highest ethical and professional standards of conduct as an integral part of its core values. To achieve this goal, the College relies on each employee’s ethical behavior, civility, integrity and good judgment. The College places a high value on human relations, human diversity and human rights. Consistent with these values, the College strives to maintain a work environment that is characterized by mutual respect for all individuals. Employees are expected to be responsible stewards of the College’s resources and to maintain a safe and healthful working environment. A summary of [B-OP-2-14 Code of Conduct](#) is listed below.

The response to a violation of the Code of Conduct is different from the handling of a workplace performance deficiency as set forth in [B-OP-33-14 Performance Counseling](#). Those supervising an employee must evaluate the issue and make a determination of whether it is a remediable performance problem that would fall under the policy on four-part performance counseling or whether it is a conduct violation.

Violations of the Code of Conduct include but are not limited to the list below:

- Disorderly conduct, including but not limited to using discriminatory, profane, abusive, or threatening language, fighting, provoking a fight, threatening or attempting bodily harm or injury to another on College property or during College activities; or other conduct which threatens or endangers the health, safety, or well-being of a community member, wherever it occurs.
- Sexual harassment of employees, students, donors, customers, visitors, vendors or any other person on College property or during College activities.
- Members should conduct themselves in a business-like manner on campus or when

attending an off-campus work related function. Unprofessional activities such as threatening or intimidating behavior, possessing or posting offensive materials in the work area or accessing inappropriate materials on work computers are strictly prohibited.

- Willful or careless damage to College property.
- Theft or other dishonesty.
- Tampering with or destroying College data, records, or other information without authorization; gaining unauthorized access to such information; disclosing confidential information; or otherwise misusing College data or information.
- Unauthorized use of College vehicles, mail services, identification and credit cards, telephones, computers, or computer equipment, or other College equipment or materials.
- Unauthorized occupation or use of College facilities.
- Possession of firearms, explosives, or other lethal materials on College property or during College activities. Exceptions to this standard must be approved in writing and administered by the Campus Police.
- Possessing, drinking, or being under the influence of intoxicants on the job; unlawful possession, use or distribution of alcohol on College property or during College activities; illegally using, manufacturing, possessing, distributing, dispensing, or being under the influence of controlled substances on College property or during College activities. An exception to this is the consumption of alcohol in moderation at official College events in which alcohol is served.
- Refusal to obey Police Officers, safety personnel, or Fire Officials during safety drills or emergency situations.
- Failure to comply with safety rules, regulations or common safety practices.
- Failure to report an accident involving on-the-job injury or damage to College property.
- Unauthorized use of firearms or explosives on College property.
- Setting unauthorized fires.
- Failure to observe campus traffic or parking regulations.
- Use of any tobacco product is prohibited on College property.
- Deliberate falsification of any College record including employment applications, time cards, medical records, College work product, including deliberate modification of any College record or file undertaken for personal gain, malicious intent, or to conceal the truth.
- Conviction of a crime which could seriously affect the employee's work performance or the accomplishment of the mission of the College or of the division/office employing the individual.
- Violation of Federal, State or local laws, regulations, or ordinances in connection with one's work for the College.
- Soliciting, collecting money, or circulating petitions for personal gain on College property.
- Stealing from employees, students, and/or other persons on College property.
- Immoral or indecent conduct on College property which is defined as behavior which, when evaluated against statutes and policies, rises to the threshold for misdemeanor arrest or felony arrest.
- Gross insubordination, including willful disregard of a lawful and legitimate order from a supervisor, threatening a supervisor, and/or striking a supervisor.
- Obstruction or disruption of teaching, research, public service, or administration.
- Failure or refusal to maintain or obtain required licensure, certification or registration.

Flex Time

An employee may request and work other than College normal business hours, to include flex time, four day work week, and job sharing, provided that he/she works the required number of hours in the respective work week with the approval of the immediate supervisor. All administrative offices must be kept open five (5) days per week to assist current and potential students. The supervisor, with the approval of the President, may approve or deny a request for flexible work hours. Based on

operational need, the supervisor has the authority to require, only in emergency, flex time. Flex time may be granted on a fixed schedule or short-term basis.

Grievance Procedure

The purpose of the Grievance Board is to establish a procedure for the resolution of employee grievances. For information regarding grievances and the forms to fill out, please go to <http://www.pegb.wv.gov/>. Additional assistance may be obtained through the College Human Resources, or your ACCE Representative if you are a classified employee, or your ACF Representative if you are a faculty member.

Hiring of Relatives

Employees of the College are prohibited from participating in institutional decisions involving a direct benefit to members of their family. Such decisions include, but are not limited to, hiring, supervision, retention, promotion, salary, and leave of absence.

Consistent with college policy, employees may neither initiate nor participate in institutional personnel decisions involving a direct benefit to an immediate family member. Family member is defined by one of the following: relationships by blood (parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, first cousin); relationships by marriage (husband, wife, step-parent, step-child, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle, aunt, nephew, niece).

Immigration Reform and Control Act of 1986, as amended

All U.S. employers must complete and retain a Form I-9 for each individual hired. College employees must complete a Form I-9 prior to or on the first day of employment. This Federal law applies to both citizens and non-citizens of the United States. If you have any questions regarding the Form I-9 process please visit the Human Resources Office.

Interim Responsibilities

In accordance with Series 8: Personnel Administration, a temporary and significant change in duties and responsibilities of an employee may result in an interim promotion or upgrade. Such a temporary reassignment shall normally be for no less than four (4) consecutive weeks and no more than twelve (12) consecutive months and shall only occur when the responsibilities being undertaken by the employee are those of another position that is vacant because of the incumbent's illness or resignation or because of temporary sufficient change in the duties and responsibilities of a filled position. At the end of the temporary reassignment, the affected employee shall have his/her salary reduced to its original level including any salary increase which the employee would have received in his/her regular position.

On-the-Job Injuries

On-the-job injuries should be reported to one's supervisor as soon as possible after they occur. The employee must submit a written accident report form to the designated supervisor no later than 24 hours after the injury occurs. All accidents must be reported, regardless of whether they result in a Worker's Compensation claim. Each employee's supervisor or designated party is responsible for having the appropriate form completed and submitted immediately to Human Resources. Special rules apply to Worker's Compensation claims. For further information, employees should contact Human Resources.

Orientation

During the first days of your employment the orientation process will begin. Your supervisor should provide you with an introduction to policies, procedures, programs, performance standards, and conduct expectations. In addition, keep in mind that your supervisor is your best source for specific information, and that you should go to him/her if you have any questions, problems or concerns. During this time, you will also meet with a representative from Human Resources to go over benefits, key initiatives, and concerns.

Outside Employment

Outside employment is secondary to College employment and shall not interfere with the performance of duties, embarrass the college, or conflict with the employees work efficiency and expected duties. Employees of the college are expected to report to work on time, be ready and organized for work, and focus the efforts of their day on the business of the College.

Employees are not to accept pay or other compensation from anyone for work done during time for which he or she is contractually obligated to and being reimbursed by the College. Employees are not to use College equipment, services, facilities, materials or time to engage in work for an outside employer.

College employees are not to be solicited during work time by anyone (including individuals not employed by the College) for the sale of products or services and/or membership in or affiliation with any external organization or association. Work time is defined as any time when the soliciting or solicited employee is supposed to be at work. The lunch period is not considered work time for purposes of this section.

Overtime and Comp Time

Overtime pay or compensatory time off is only available to an employee who is in a position that has been determined to be Fair Labor Standards Act (FLSA) non-exempt.

Exempt Employees: do not receive overtime compensation

Non-Exempt Employees: are entitled to overtime compensation or compensatory time off in lieu of overtime wages

All faculty positions and all non-classified positions are FLSA exempt. Certain classified positions that satisfy the tests reflected in the federal statute may be determined to be FLSA exempt as well. Please see [B-OP-13-14 Overtime Pay/Compensatory Time Off](#) for more information.

By default an FLSA non-exempt employee will receive overtime pay for any hours worked over 40 in a week. Usage during a week of accrued sick leave or annual leave or absence due to holiday, day of administrative closing, jury duty, military duty, etc., will subtract from the 40 hours worked requirement. FLSA non-exempt employees of the College who work 40 or more hours in a week receive straight wages for hours worked over 37.5 and up to and including 40 hours. Such employees receive overtime pay at the rate of time and one-half of the normal hourly wage rate for hours worked in excess of 40 hours.

In accordance with the FLSA, the College may grant non-exempt employees compensatory time off in lieu of overtime wages with prior agreement between the supervisor and employee. Please see [B-OP-13-14 Overtime Pay/Compensatory Time Off](#) for a sample agreement. A non-exempt employee cannot receive overtime wages during a time period that an agreement to receive

compensatory time off in lieu of overtime wages is in effect. The Payroll Office in the College's Business Office maintains the official records of compensatory time off earned and taken.

Performance Evaluations

Employees are given performance evaluations at specified times listed in the procedures below:

BridgeValley Faculty Handbook

[B-OP-21-14 Annual Review Process for Staff](#)

Personnel Files

A confidential file containing pertinent employment information is maintained for each employee in Human Resources. The employee is entitled to inspect or copy of his/her personnel file in the presence of a Human Resource staff member. The employee shall not be entitled to inspect or copy any letter of reference or other similar record that he/she has previously waived the right to inspect when the information was solicited by or supplied to the College based on such waiver. The employee shall not be entitled to inspect or copy any other record exempt by WV Code 29B-1-4 unless there is clear and convincing evidence of a legitimate reason sufficient to overcome exception. If the employee wishes to examine his/her personnel file, they should notify Human Resources by phone or by filing a written appointment request at least 24 hours in advance of the desired appointment time. Personnel files may be examined only during normal College business hours.

The response of Human Resources to outside requests for employment verification is restricted to the release of the employee's name, employment dates, and job title.

Promotion - Transfer

Employees are strongly encouraged to improve their employment status through promotion or transfer within the College. This philosophy is based on the belief that employees are more productive and content in situations that allow for unrestricted advancement in keeping with ability, training and experience. Faculty seeking promotion must follow the process outlined by the faculty policy. Classified staff seeking promotion or transfer must initiate that action by applying, via hard-copy or email, to Human Resources for the specific position. Pursuant to W.Va. Code 18B-7-1(d), non-exempt classified employees who apply for and meet the minimum qualifications as determined by the Search Committee or other designee of the President for a posted non-exempt position within an institution and are currently employed at the institution shall be hired into the posted position prior to hiring someone from outside the institution—this section does not apply if the hiring is affected by affirmative action mandates or the requirements of Public Law 101-336, the Americans with Disabilities Act.

Resignation

To resign from your position in good standing, a written notice of resignation should be filed with the supervisor and with Human Resources at least two weeks in advance of the last working day. Professional employees should extend this period to at least thirty (30) days. All College property must also be returned to resign in good standing.

An unexplained absence of three (3) consecutive workdays by a staff member shall be considered as an automatic resignation from the College's employment and steps shall be taken to replace the staff member. Please see [B-OP-25-14 Job Abandonment](#) for further information.

Retirement

Any employee considering retirement from the College should consult with the Human Resources Office concerning related benefits.

Work Hours, Work Week, and Breaks

According to HEPC Series 8, the work week is defined as a regularly recurring period of one hundred sixty-eight (168) hours in the form of seven (7) consecutive twenty-four (24) hour periods. Work begins at 12:01 a.m. on Sunday and ends at 12:00 a.m. midnight, the following Saturday. The College's standard number of work hours for a full-time classified employee and a 12-month faculty member is 37.50 hours during the work week. The work week normally is Monday through Friday, 8:00 a.m. to 4:30 p.m. with one hour for lunch. Twelve-month faculty include their teaching schedule as part of their 37.5 hours per week. However, their remaining hours should accommodate their service to students (both day and evening), meetings for their program, division, or institution.

Employees may be granted two rest periods not to exceed 10 minutes each per day. Additional unauthorized time away from the work site must be credited against an appropriate leave accrual. Break periods shall be granted at the discretion of the supervisor. The purpose of such break periods is to provide relief from duties and absence from the workstation, offering employees the opportunity to attend to personal activities (i.e., to smoke, to make personal calls, etc). Based upon operational need, an employee may be required to work through a break: in such cases, the employee is not entitled to additional compensation. Breaks are compensated work-release time and may not be used or accrued to make up work time, leave work early, etc.

Employees are expected to be punctual and functioning in their positions consistent with their scheduled work hours. Based on operating need, supervisors have the authority to require employees to work more than their normal hours. Supervisors also have the authority to assign employees to work different shifts on a temporary or permanent basis. When practical, employees will be given two weeks advance notice of any significant schedule change. However, employees have the responsibility of reporting as assigned by their supervisors, even if there has not been advance notice of a significant schedule change given to the employee. It is the practice of the College not to make temporary, non-emergency changes in an employee's work schedule.

Pay

Deductions

The Payroll Officer in the Office of Financial Affairs is responsible under federal and state law to make appropriate and required deductions from the employees' pay. Deductions are withheld for federal and state income taxes, FICA (Social Security), and retirement. At the request of the employee, deductions are withheld for various other optional benefits.

Direct Deposit

College employees may choose to have the Payroll Office electronically deposit their pay directly to their banking institution rather than receiving a pay card. Employees selecting direct deposit will receive a statement of earnings each pay period. Employees should contact the Payroll Office to obtain information on direct deposit.

Payday

Prior to January 1, 2015

Employees are paid on a semi-monthly basis. All newly hired employees are paid in arrears (i.e., one pay cycle behind the actual work period). Designated semi-monthly paydays are as follows:

15th and 30th – if there are thirty (30) days in the month

16th and 31st – if there are thirty-one (31) days in the month

If the payday falls on the weekend, the payday is usually the preceding Friday.

January 1, 2015 and After

Employees will be paid on a bi-weekly basis, with paydays occurring every other Friday. The first bi-weekly pay will be January 16, 2015. All newly hired employees are paid in arrears (i.e., one pay cycle behind the actual work period).

Pay Statements

You have the option to either receive paper pay statements or you can receive your statements electronically. Please visit [My Apps via the State Auditor's Office](#) to indicate your preference and view your pay statements.

Benefits

The College provides a competitive benefits package to its benefits-eligible employees. Benefits include retirement plans, health and life insurance, flexible benefits, etc. The benefits offered are a sizable amount of an employee's overall compensation.

New Employee Benefits Sessions

New employee benefits sessions are mandatory for all new benefits-eligible employees. During your session, you will gain information regarding benefits options.

Benefits Open Enrollment

Open enrollment is the annual process that allows you the opportunity to review your medical benefits, enroll in different plans, or make changes to your existing coverage. Open enrollment is in the spring of each year, typically in April.

Medical Insurance

The employee's portion of the monthly premium is dependent upon the plan the employee selects and is also salary based. This premium is sheltered from federal, state and social security taxes. Changes in the plan may be made only during an open enrollment period for each plan year, unless the employee has a qualifying event—please see Human Resources for more information.

[PEIA Health Plan](#)

Mountaineer Flexible Benefits (FBMC)

The employee's portion of the monthly premium is dependent upon the plan the employee selects and is also salary based. This premium, excepting the legal plan, is sheltered from federal, state and social security taxes. Changes in the plan may be made only during an open enrollment period for each plan year, unless the employee has a qualifying event—please see Human Resources for more information.. The website for more information is [Mountaineer Flexible Benefits Plan](#). Options include:

[EPIC Hearing Plan](#)
[MetLife Vision Plan](#)
[Delta Dental Plan](#)
[Flexible Spending Accounts](#)
[Short-Term Disability Insurance](#)
[Long-term Disability Insurance](#)
[Hyatt Legal Plan](#)

Basic Life Insurance

Basic term life insurance is paid for by the College on your behalf, if you opt to enroll. The maximum amount is \$10,000, varying with age.

Optional Life Insurance

Group term life insurance is available to all employees enrolled for health insurance and/or the basic life insurance plan. There is a wide range of coverage from which to choose. You alone are responsible for paying the entire monthly premium. The premium for up to \$40,000 coverage is sheltered from federal, state and social security taxes. For more information, visit [Minnesota Life](#).

Retirement

All new benefits-eligible employees must participate in either the TIAA-CREF or the Great West 401(a) retirement plans. The employee and the employer each contribute 6% for either TIAA-CREF or the Great West retirement plan. Participation in the 401(a) is mandatory, even if the employee does not complete the retirement application; the default plan is TIAA-CREF.

[TIAA-CREF](#)
[Great West](#)

To build even higher income for their retirement years, employees can make additional contributions to the 403(b) or 457(b) Supplemental Retirement Plans offered by both TIAA-CREF and Great West. Employees' employment at the College is covered by Social Security, so Social Security benefits also may be part of retirement income.

Employee Leave

Our online leave management system is [Replicon](#). Leave is in accordance with [Title 135 Series 38](#). Categories of leave are found below:

Annual Leave

- Full-time non-classified and faculty with twelve-month appointments accrue at the rate of 2.00 days per month.
- Employees occupying full-time classified positions shall be eligible for annual leave on the following basis:
 - Less than 5 years service: 1.25 days accrual per month
 - 5-10 years service: 1.50 days accrual per month
 - 10-15 years service: 1.75 days accrual per month
 - 15 or more years service: 2.00 days accrual per month

Annual leave shall be arranged to fit operating schedules. However, consideration should be given to an employee's request. Leave may not be taken before it is earned or approved. Accumulated annual leave for continuing employees shall in no case exceed twice the amount earned in any twelve-month period. Employees working more than one-half time on a regular and continuing basis shall accumulate annual leave on a pro-rata basis. Annual leave shall not be accorded emergency or short-term employees or students employed on a part-time basis. An employee is entitled to accumulated annual leave at termination of service. Leave time may not be earned during a terminal leave period.

Up to fifteen (15) days of annual leave may be transferred from other agencies of state government and state higher education institutions to other higher education institutions. Certification of the balance which existed in the agency or institution from which the employee is transferring must accompany the request for transfer. A request for transfer must be made within one (1) year from the last day of employment with the other agency or institution.

Absences from work due to weather conditions, other than during a declared closure, must be charged against accumulated annual leave, or the employee must be removed from the payroll time in question. Sick leave may not be charged for absence due to weather. Time lost from work may be made up in the same workweek at the discretion of the employee's supervisor.

Sick Leave

All full-time staff and full-time 12-month faculty accumulate sick leave at the rate of 1.50 days per month. There is no limit to the number of sick leave days an employee may accumulate while employed at the College. Sick leave may not be taken before it is earned. Sick leave provides

eligible employees (does not include nine-month faculty) the opportunity to take paid leave for the purposes of sickness, injury, or temporary disability, as well as the serious illness as defined by the treating physician or death of a member of an employee's immediate family. Sick leave may also be used for employee medical appointments which are approved in advance by the supervisor. For the purpose of administering this leave policy, the immediate family is defined as: father, mother, son, daughter, brother, sister, husband or wife, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandmother, grandfather, granddaughter, grandson, stepmother, stepfather, stepchildren, or others considered to be members of the household and living under the same roof.

- An employee is required to notify his supervisor immediately if ill or unable to work for any reason. The notification shall be given to the immediate supervisor prior to the employee's normal starting time and should include the approximate length of absence. Following the performance counseling model, failure to report off from work shall be a basis for disciplinary action, which may include suspension, or discharge.
- Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom shall be, for all job-related purposes, temporary disabilities and shall be treated the same as any other off-the-job illness or disability would be treated for sick leave entitlement. For this reason, employees shall be entitled to sick leave for their disabilities related to pregnancy and childbirth on the same terms and conditions as they or other employees would be entitled for other illnesses and disabilities. In determining whether an employee is unable to work because of a disability related to pregnancy or childbirth, the same criteria shall be used as would be used in the case of another type of off-the-job illness or disability.
- Sick leave for more than five (5) consecutive days shall not be granted to an employee for illness without satisfactory proof of illness or injury as evidenced by a statement of the attending physician or by other proof satisfactory to the institution.
- The institution may require evidence from an employee for verification of an illness or other causes for which leave may be granted under this policy, regardless of the duration of the leave.
- In cases where all accumulated sick leave has been used and annual leave is available, it shall be the option of the employee to:
 - use any accumulated annual leave until it has expired rather than being removed from the payroll or
 - to retain the accumulated annual leave for use after return to work, but be taken off the payroll immediately after the accumulated sick leave has expired.
- Sick leave provisions are contingent upon continued employment. When the services of an employee have terminated, all sick leave credited to the employee shall be considered ended as of the last working day with the institution and no reimbursement shall be provided for unused sick leave. Employees who resign in good standing and are later reemployed may have their accumulated sick leave reinstated. Sick leave may be transferred to another state agency. Certification of the balance which existed in the agency or institution from which the employee is transferring must accompany the request for transfer. A request for transfer must be made within one (1) year from the last day of employment with the other agency or institution.
- The maximum charge against sick leave will be 260 work days per confinement, at which time disability retirement should be considered.
- Upon meeting certain requirements, individuals retiring from the College may be eligible to apply unused sick leave as a credit toward the premium for the West Virginia Public Employees Insurance Plan. This option is not available to employees hired after July 1, 2001. Call Human Resources for additional information.

Emergency Leave

Special emergency leave with pay may be granted by the President, or his/her designee, to those regularly employed in the event of extreme misfortune to the employee or the immediate family, provided annual leave is not available. The leave should be the minimum necessary, and in no case may it exceed five (5) days within any fiscal year. Typical events which may qualify an employee for

such leave are fire, flood, or other events (other than personal illness or injury, or serious illness or death in the immediate family) of a nature requiring emergency attention by the employee.

Jury, Witness, and Grievance Leave

Employees who are subpoenaed or directed to serve as jurors, or appear as witnesses for review proceedings of the Federal Government, the State of West Virginia, or a political subdivision thereof, shall be entitled to work release time for such duty and for such period of required absence which overlaps regularly scheduled work time. Employees are entitled to leave with pay for the required period of absence during the regularly scheduled work time including reasonable travel time.

When attendance in court is in connection with usual official duties, under subpoena, or as directed by the Supervisor, time required, including reasonable travel time, shall not be considered as absence from duty. Likewise, time spent by College employees as hearing officers, hearing committee members, and parties or witnesses in a grievance hearing is considered legitimate work time if it occurs during their normally scheduled work hours, and is part of a service to the College. Appearing as a witness, without a subpoena, at the request of a fellow employee, and without the request of the Supervisor, does not constitute college business.

An employee who is scheduled to work prior to the court or hearing start time shall initially report to work, travel time permitting. An employee who is excused from court/hearing prior to the end of the scheduled workday shall immediately report to work for the remainder of the workday.

This policy does not apply to employees who are called to testify as expert or consulting witnesses and who are paid for their witness services. Further, this policy does not apply to employees involved as parties to a personal lawsuit.

Military Leave

An employee who is a member of the National Guard or any Reserve Component of the Armed Forces of the United States shall be entitled to and shall receive leave of absence without loss of pay, status, or efficiency rating, for all days in which engaged in drills or parades ordered by proper authority, or for field training or active service for a maximum period of thirty (30) calendar days in any one calendar year ordered or authorized under provisions of State Law. The term "without loss of pay" shall mean that the employee shall continue to receive normal salary or compensation, notwithstanding the fact that such employee may receive other compensation from federal sources during the same period. Furthermore, such leave of absence shall be considered as time worked in computing seniority, eligibility for salary increase, and experience with the institution. An employee shall be required to submit an order or statement in writing from the appropriate military officer in support of the request for such military leave. The terms of this policy shall not apply under the provisions of any Selective Training and Service Act, or other such Act whereby the President of the United States may order into active duty the National Guard and the Reserve Components of the Armed Forces of the Federal Government.

Tuition Waivers

Benefits-eligible employees and/or their IRS declared dependent desiring to qualify for tuition waiver must complete a FAFSA application for student financial aid programs. Qualifying for student financial aid or failure to complete an application will limit or void access to the employee tuition waiver program. In case of an employee dependent applying for a waiver, the employee must provide a copy of her/his most recently filed federal income tax form showing the relative as a declared dependent. Employee tuition waiver applications are day stamped and awarding of waivers will be based on first come, first serve basis.

In the case of the employee, he/she must have the written endorsement of supervisor, dean or director if course is scheduled during employee's regular working hours or if the course is being taken for job enhancement. It is the employee's responsibility to obtain the approval. If the course is

scheduled during regular work hours, the employee must either take leave or have written authorization from the supervisor to modify the regular work schedule to make up the lost hours.

The employee or his/her dependent is ineligible for one semester if he/she: fails a course, withdraws after class starts or receives an incomplete for any class covered by tuition waiver award. Employee or dependent must have or maintain a 2.25 cumulative grade point average (GPA) to be awarded, be benefits eligible and have been employed for over six months/not in a probationary period.

Please contact Student Affairs for more information.

Unemployment Compensation

Under the West Virginia Unemployment Compensation Law, effective January 1, 1972, all employing units (an individual, partnership, association or corporation having in its employ one or more individuals performing services within West Virginia) are required to participate in Unemployment Compensation. This law permits an unemployed individual, if the eligibility requirements are met, to collect unemployment compensation.

Medical Management

Family and Medical Leave Act of 1993 (FMLA)

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Employees are eligible if they have worked for the college for at least one year, for 1,250 hours over the previous 12 months. For further information regarding FMLA, please see [B-OP-31-14 Application of the FMLA](#).

Catastrophic Leave

The College provides a catastrophic leave bank under the provisions of West Virginia State Code §18B-9-10. Regular-status classified and nonclassified employees appointed to at least .53 FTE and faculty members who accrue annual leave and sick leave are eligible to participate in the catastrophic leave bank. Participation may be in the form of donating accrued leave to the bank or requesting grant(s) of leave from the bank. An eligible employee does not have to have donated to the bank previously in order to request a grant of leave from the bank. For further information, please see [B-OP-31-14 Catastrophic Leave](#)

Leave of Absence without Pay – Medical

A full-time regular employee upon application in writing and upon written approval by the President, or his/her designee, may be granted a continuous leave of absence without pay for a period of time not to exceed one year provided, if granted because of illness, all accumulated sick and annual leave have been used. The President, at his/her discretion, may require the written approval of the supervisor before accepting the written application of an employee for a leave of absence without pay. The President, at his/her discretion, shall determine if the purpose for such a leave, as requested, is proper and within sound administrative policy. At the expiration of a leave of absence without pay, the employee shall be reinstated without loss of any rights unless the position is no longer available due to a reduction in staff caused by curtailment of funds or a reduced work load. Failure of the employee to report promptly at the expiration of a leave of absence without pay, except for satisfactory reasons submitted in advance, shall be cause for termination of employment by the institution.

Leave of Absence without Pay – Personal

A full-time regular employee upon application in writing and upon written approval by the institutional President, or his/her designee, may be granted a continuous leave of absence without pay for a period of time not to exceed one year. The President, at his/her discretion, may require

the written approval of the supervisor before accepting the written application of an employee for a leave of absence without pay. The President, at his/her discretion, shall determine if the purpose for such a leave, as requested, is proper and within sound administrative policy. At the expiration of a leave of absence without pay, the employee shall be reinstated without loss of any rights unless the position is no longer available due to a reduction in staff caused by curtailment of funds or a reduced work load. Failure of the employee to report promptly at the expiration of a leave of absence without pay, except for satisfactory reasons submitted in advance, shall be cause for termination of employment by the institution.

Worker's Compensation

Any full-time or part-time faculty, classified or non-classified staff employees of the College are fully covered by the Workmen's Compensation Law of West Virginia. This covers work-related injuries only. It is the employee's responsibility to notify Human Resources within twenty-four hours of your injury. Should the injury require immediate medical attention, please do so as soon as possible and then report it to Security or Human Resources. In case of an on-the-job injury and compensability has been determined by the Commissioner of Workmen's Compensation, employees may be entitled to:

- 1) medical and hospital care, and/or
- 2) weekly compensation as established by the Workmen's Compensation Commission.

To safeguard the employee's rights under the law, every case of accident or injury must be reported to Human Resources within twenty-four (24) hours, regardless of whether the injury or accident involves lost work time. Failure to report could result in loss of benefits. In the event of an accident or injury, the supervisor shall see to it that the proper forms are forwarded promptly to Human Resources.

Any questions concerning Workers Compensation should be directed to the Chief Human Resources Officer at 304.205.6606 or the Director of Human Resources at 304.734.6616.

Faculty

Below you will find items specifically related to faculty appointments. Faculty are appointed in accordance with [Series 9: Academic Freedom, Professional Responsibility, Promotion and Tenure](#).

Full-time members of the faculty whether term or tenure track are classified according to the ranks of Instructor, Assistant Professor, Associate Professor and Professor. Faculty may also be categorized as Instructional Specialists. Faculty are assigned to a division, and they work cooperatively with other college personnel. Faculty members may additionally hold other supplemental appointments.

Each faculty member:

- Develops or contributes to the development of a syllabus for each course, and submits a copy to the division dean within the first week of each semester, following the guidelines for syllabus construction with specific attention to:
 - The criteria upon which grades will be determined in accordance with the grading system utilized at the College and found in the College Catalog.
 - The specific course objectives and process for evaluation.
 - Attendance policy.
- Teaches fifteen (15) credit/contact equivalent hours normally as assigned.
- Conducts a comprehensive final examination in every course at the scheduled times and locations.

Teaching Load

Definition of Terms:

- Student Credit Hours: The credits students receive for attending a particular course.
- Contact Hours: The time a teacher spends with the students as scheduled hours during the semester.

The teaching responsibilities for a full-time faculty member are normally considered to be 15 credit/contact equivalent hours per semester for a total of 30 credit hours per academic year. Any instructional load below 15 credit hours must be approved by the Senior Vice President for Academic and Student Affairs on the basis of a recommendation from the division dean.

Faculty members are not required to teach overload classes, but may do so when needed by the division for their programs. The arrangement is to be made between the division dean and the faculty member. Ordinarily, division deans will not teach an overload. In special circumstances when a dean is assigned an overload, it will be for no more than four credit hours and will require prior approval of the Senior Vice President for Academic and Student Affairs.

Non-traditional classes such as field placement/practica, clinical rotations, and some courses in the Workforce Development area fall under special categories. The load for these classes may also come under some state and federal regulation and standards established by national accrediting agencies, and will be determined by the respective division dean and the Senior Vice President for Academic and Student Affairs.

Office Hours

Each faculty member maintains office hours during which time the faculty member is available to both day and evening students for private conferences and consultation. During the weeks in which classes are conducted, faculty members will schedule hours to equal a minimum of 25 contact hours per week. For example, a faculty with 15 credit/15 contact teaching hours would schedule 10 office hours. The schedule for each faculty member is approved by the respective division dean and

posted in a convenient location for students to view. A copy is forwarded to the office of the Senior Vice President for Academic and Student Affairs.

Absences

Notify the division secretary and division dean of unexpected absence(s) so appropriate arrangements can be made for missed class(es). Complete an Absence Form and detail the dates of absence and coverage arrangements for each class. Submit the completed absence form to the division dean.

Please see Human Resources for information regarding extended absences.

Academic Advising

Advise students in his/her program(s). Academic advising is generally of several types: Academic counseling; Aid in scheduling courses; Withdrawal/retention counseling; Career guidance and preparation.

Reporting Grades

Advisory grades at the end of the seventh week of each semester and final grades at the end of the semester. Final grades for prospective graduates must be submitted to the registrar within twenty-four (24) hours after the final examination is given and within forty-eight (48) hours for all other students. A copy of each final grade report is to be filed with the Division Dean.

Faculty Expectations

Professional Development

Faculty members have an obligation to maintain updated knowledge of their teaching field. An informed faculty improves courses, programs, and the reputation of the institution.

Professional development and service to one's profession are met by each faculty member and each department in several different ways. The following list of activities is an example of the involvement of faculty in professional development and service that each division may use in establishing its own standards:

- Conventions, workshops, and seminars
- Re-certification
- Creation or performance of artistic works
- Professional organizations
- Participation in activities, professional, promotional and others, of their discipline organized by the professional organizations
- Professional service to the community
- Additional coursework
- Research
- Publications and scholarly works

Service to the Institution

Faculty are obligated to:

- Serve on committees and participate in related service activities;
- Spend time in preparation and research for classes;
- Maintain syllabi for all courses included in the teaching assignments;
- Maintain accurate records of student attendance and performance in classes;
- Participate in advisement and registration of students;

- Submit grades at the appropriate time;
- Attend meetings called by the President, Senior Vice President for Academic Affairs or Division Dean;
- Contribute to the processes of division planning, budgeting, and curriculum review;
- Participate in commencement ceremonies in May.

Additional responsibilities may be determined in conference with the appropriate division dean, which may include:

- Advising student organizations
- Attending professional conferences and meetings
- Providing professional service to the community
- Serving on accrediting boards
- Organizing advisory boards and developing curriculum
- Contacting program-related industries and affiliating agencies
- Recruiting
- Participating in retention activities
- Organizing fairs and expositions
- Participating in activities, professional, promotional, and others, of the institution
- Mentoring adjunct faculty
- Advising students
- Tutoring students
- Supporting student activities
- Providing administrative service within the institution
- Participating in professional development activities for the benefit of colleagues
- Participating in division projects
- Assisting the division dean in the selection of textbook(s) required for courses.
- Contribute to the preparation of the program review, annual reports, part-time faculty evaluations, self-study reports for accreditation, outcomes, and other reports and projects associated with the program.
- Contribute to the maintenance of equipment and in the recommendations for the purchase of equipment.
- Review portfolios for the Board of Governors Associate in Applied Science Degree and other programs related to assessment of experiential learning.
- Work with Workforce and Economic Development to provide credit or non-credit courses, seminars, workshops, or customized training to meet the needs of business and industry.
- Assist in the development and maintenance of articulation agreements and cooperative arrangements with other educational and community organizations.
- Contribute to administrative processes of the academic area.
- Participate in proposals and development of new courses, programs, and certificates.

Expectations for Faculty on 12-Month Contracts

1. Faculty on 12-month contracts are normally expected to maintain standard 37 1/2 –hour work weeks with appropriate compensatory time to be taken when they are assigned evening classes.
2. Faculty on 12-month contracts are expected to observe all business days of the year, including those days on which classes are not scheduled.
3. Faculty on 12-month contracts earn two days of annual leave per month; such leave is to be taken during times when they are not scheduled to teach classes. Exceptions in special circumstances may be made at the recommendation of the division dean and with the approval of the Senior Vice President for Academic and Student Affairs.
4. Faculty on 12-month contracts are expected to teach at least two courses (6-8 credit hours) or the equivalent during the summer months as part of their contracted responsibilities.

General Descriptions for Administrative Supplements

Division Dean General Position Description:

The role of the Division Dean is to manage and coordinate all department chairs within the Division; Deans report directly to the Vice President of Academic Affairs. Specific duties include:

1. Administration
 - Coordinate recruitment and retention activities in the Division
 - Review assignments of advisors for each major; advise students when department personnel are not available to advise
 - Coordinate course and room schedules within the division and institution
 - Provide information as needed to assure appropriate Library materials and resources
 - Assure appropriate laboratory equipment is attained and maintained
 - Secure textbook orders from departments; act as liaison for Bookstore orders
 - Assist chairs with developing budgets; monitor and manage division budgets
 - Review, write, and/or amend articulation agreements
 - Ensure timely preparation and submission of department annual reports, program reviews, and other reports/projects as required
2. Personnel
 - Evaluate chairs within division and participate in division faculty evaluation as described in the faculty evaluation process
 - Promote Faculty Development and Retention activities
 - Equalize Division faculty work-load for efficiencies in scheduling
 - Evaluate staff as appropriate
 - Serve on search committees within division
 - Review credentials of adjuncts within the division
3. Curriculum
 - Guide and assist chairs with curriculum development
 - Ensure programmatic assessment
 - Guide department Accreditation efforts; assist in institutional accreditation reporting
 - Review all department reports for completeness and accuracy
 - Assess and approve credit equivalency requests as required
4. Institutional
 - Promote external funding campaigns in cooperation with advancement office
 - Promote sustainable practice
 - Support and facilitate establishment and continuance of student organizations
 - Attend committees and meetings as assigned
 - Communicate to immediate supervisor and division personnel institutional policy, procedures, and initiatives in regularly scheduled meetings
 - Other duties as assigned

Department Chair General Position Description:

Chairs report directly to the respective Division Dean. In order to manage the multiple programs, department chairs are expected to be available for meetings, recruiting and other special projects beyond the class/office hour work-load requirement of full-time faculty, when requested. The role of the Department Chair is to coordinate all programs under the department to include:

- Administration
 - Assure department representation at recruiting activities
 - Advise students for academic progression and success
 - Provide library with needed materials and educational media
 - Supervise maintenance, replacement, and upgrade of laboratory equipment
 - Prepare text-book orders for bookstore
 - Manage departmental budgets (making budget recommendations for program areas, approving program expenditures, etc.)
 - Write program review and post audit reports and annual reports

- Personnel
 - Evaluate department faculty
 - Evaluate staff as appropriate
 - Provide leadership for part-time/adjunct faculty- hiring and mentoring
 - Encourage continuous development of faculty
 - Serve on search committees
- Curriculum
 - Assess programmatic and course outcomes
 - Evaluate curricula for relevance and consistency
 - Review course syllabi for appropriate learning outcomes and expectations
 - Schedule classes efficiently and equally
 - Recommend articulation agreements
 - Determine feasibility and recommend new degree programs
- Institutional
 - Communicate to immediate supervisor and department personnel institutional policy, procedures, and initiatives in regularly scheduled meetings
 - Engage and coordinate advisory committee activities
 - Seek external funding
 - Recommend trainers and training through Workforce Development office
 - Promote Department activities and programs
 - Promote sustainable practice
 - Attend Chair Council, Division meetings, Academic Affairs and others as assigned
 - Assumes program coordinator responsibilities where no coordinator is assigned
- Other duties as assigned

Program Coordinator General Position Description:

Program Coordinators report to the Department Chair. The role of the Program Coordinator is to coordinate the specific activities of the program to include:

- Administration
 - Attend and participate in recruiting events/activities
 - Provide first-line academic advising for program majors
 - Recommend course scheduling
 - Prepare recommendations for equipment purchase and/or maintenance
 - Communicate program needs to the department chair
 - Ensure appropriate budgetary expenditures
- Personnel
 - Recommend appropriate adjunct faculty
 - Serve on search committees
- Curriculum
 - Assess programmatic and course outcomes
 - Provide assessment data to chairs
 - Maintain contact with Advisory Committee and plan meetings
 - Develop cooperative education/field/clinical placement sites for students
 - Review and select available textbooks
- Institutional
 - Promote sustainable practice
 - Communicate to immediate supervisor and program personnel institutional policy, procedures, and initiatives
 - Promote programs
 - Attend meetings as needed/requested
- Other duties as assigned

Faculty Evaluations

The annual evaluation process contributes to the improvement of faculty members and is both evaluative and developmental. Retention, tenure, promotion and performance-based pay decisions

reward individual achievement and are informed by the process. For more information, please see policy advised by the Faculty Evaluation Committee.

Reporting of Attendance

Reporting of grades and verification of attendance is required of all BridgeValley Community and Technical College (College) faculty based on state and federal regulation. Faculty will report student attendance for full-term courses at the end of the first week. For the four week, midterm, and final grade reporting periods for full-term courses faculty will report both student grades and last date of attendance according to published dates on the academic calendar. For part-of-term courses faculty must report student attendance by the end of the first week. Student grades and last date of attendance for part-of-term courses will be reported at mid-course (50% completion) and at final grade reporting periods. For further information, visit [D-OP-6-14 Reporting of Grades and Verification of Attendance](#).

Faculty Senate

The Faculty Senate is a group elected by faculty members for the purpose of representing and promoting the interests of faculty. It serves in an advisory role, reporting directly to the President of the College. Faculty Senate rules, policies, and procedures are described in detail in the BridgeValley Community and Technical College Faculty Senate Constitution and Bylaws.

The Faculty Senate has established various standing committees to carry out the functions and responsibilities of the faculty. These committees are:

- Executive Faculty Council (EFC) -- It shall be the function of this committee to provide active and effective leadership for the Faculty Senate. Facilitates the business of the Senate by considering various matters, which fall within the jurisdiction of the Senate and referring items to appropriate committees, groups, or persons for actions and recommendations.
- Academic Standards Committee (ASC)-- The Academic Standards Committee (ASC) of BridgeValley Community and Technical College will be responsible for reviewing proposals for new and revised academic curriculum and educational policies. The committee shall be concerned primarily with the college-wide and community impacts of the proposals.
- Faculty Evaluation Committee (FEC) -- Oversees faculty evaluation policies and procedures. The committee will make recommendations on all applications from faculty for retention, promotion and tenure as well as merit.
- Faculty Governance Committee (FGC) – Periodically reviews the Constitution and Bylaws and the Faculty Handbook and recommends to the Senate any appropriate changes.

The Advisory Council of Faculty (ACF)

The Advisory Council of Faculty (ACF) was established by the West Virginia Legislature as an advisory group of faculty representatives from State universities, four-year institutions, and community and technical colleges:

- To serve as a resource to the legislature on the essential role of faculty in the economic growth and well-being of the State; to provide advice to the Legislature in the development of State Code which pertains to Higher Education;
- To provide advice to the Higher Education Policy Commission and the Community and Technical College Council in the development of policies pertaining to Higher Education;
- To report to and advise local boards of governors and faculty constituents on issues pertaining to Higher Education
- For more information regarding ACF, please contact your representative and/or visit their website at <http://www.wvacf.org/wvacf/home.aspx>

Classified Staff

Below you will find items specifically related to classified staff appointments. Classified staff are appointed in accordance with [Series 39: Classified Staff](#).

Classification Reviews

When significant changes occur in the principal duties and responsibilities of a classified position, it is the responsibility of the supervisor to recommend through established procedures that the position be reviewed. Requests for position reviews also may be initiated by an employee after discussion with the immediate supervisor. Please see [B-OP-26-14 Classified Job Evaluation](#) for further information.

Each employee will receive a classification review at least every three years. Human Resources shall review the job description in relationship to the assigned duties and responsibilities and current job title and pay grade of each classified employee. Based upon the data collected through such review, Human Resources shall determine if the classified employee should be recommended for a change in job title or pay grade in order to conform to the personnel classification system.

Performance Evaluations

All classified employees are given performance evaluations at specified times during their probationary period (see Probationary Period) and annually thereafter. Employees want to know what is expected of them, how well they are meeting the expectations, how they can improve, and some want to know how they might qualify for higher responsibilities. The process of performance appraisals should provide the opportunity for discussion of these concerns. The process should also provide the basis for enhanced communication among college personnel. Please see [B-OP-21-14 Annual Review Process for Staff](#) for more information.

Position and Salary

Positions are classified using system wide titles in accordance to the nature of duties, responsibilities, education, and other variables. Every classified position is assigned a Job Title and a Pay Grade.

Probationary Period

A six-month probation and evaluation period is provided for new classified employees or those classified employees who have been transferred or promoted to other positions at the College. If one does not meet the standards of performance that have been previously discussed with the supervisor, the probationary period, at the discretion of the President, may be extended to a maximum of twelve months. The supervisor must request this extension from the Office of Human Resources. To request an extension of the probationary period, a supervisor must identify specific deficiencies and include a planned corrective program, outlining goals and objectives within a specific timeframe for achieving the desired performance. The employee will be notified of the extension, and deficiencies and improvements required. Extension of the initial probationary period automatically extends the timeline for the probationary performance appraisal.

During the initial or extended probationary period, all classified employees are restricted from application for College transfer or promotion are ineligible for the Tuition Waiver Program.

An employee may be separated during the initial or extended probationary period if he/she fails to meet established position expectations pending approval by the President or designee for such action, and the supervisor will notify the employee that he/she is being terminated. During this time period, termination of a newly hired employee may occur following a warning for misconduct or

performance issues. Transferred, promoted, or demoted employees in a probationary period may be terminated for misconduct issues or performance issues following two letters of warning. A copy of the termination notice becomes part of the personnel records at the college.

By the end of three months and by the end of the six-month probationary period, the employee shall receive written evaluations of her/his performance.

At the completion of a satisfactory probationary period, the employee will be considered a regular employee.

Classified Staff Council

Classified Staff Council is a group of employees elected by classified staff members for the purpose of representing and promoting the interests of all classified staff members. Staff Council meets monthly to review, plan and provide assistance in staff governance. Information regarding membership, policies, procedures, etc., can be obtained directly from the Classified Staff Council.

The Advisory Council of Classified Employees (ACCE)

The West Virginia State Advisory Council of Classified Employees provides a structured means for classified employees to discuss and make recommendations regarding job conditions, fringe benefits, employee-employer relations, or anything which affects their jobs. Through its elected Classified Staff Council, they also advise the President and Administration on these matters and present the ideas and suggestions of the classified employees. The Classified Staff Council is not a grievance board. It cannot take an active part in a grievance case, but its members are knowledgeable of how to file a grievance and can be of assistance in this area. Likewise, the Council is not a resource for solving problems of employees. It concerns itself primarily with problems affecting classified employees as a whole. The Council is not in a position to make decisions and changes in policies and regulations which are under the control of the Board of Governors. The Advisory Council of Classified Employees welcomes all classified employees' suggestions. Correspondence may be sent directly to the current chairperson of the Classified Staff Council or the occupational group representative. For further information regarding ACCE, please contact your representative and/or visit their website at <http://www.wvacce.org/>

Quick Reference

Americans With Disabilities Act

Employees who have a disability should disclose information regarding their disability to their supervisor and the Human Resources Office. The College will attempt to provide reasonable accommodations for known disabilities, provided the accommodations do not create an undue hardship on the College. For more information, visit [B-OP-27-14 ADA for Employees](#).

Campus Mail

Interdepartmental mail is distributed through the mailroom. The mail service is to be used for official communications and not for personal mailings.

College Name and Logo

When representing the College, faculty and staff members will use the name of the College and official stationary for correspondence. The College does not permit the use of its name, logo or an individual's job title for personal business. Contact the Marketing Office to determine appropriate use of the logo and other protocol.

Conflict Resolution

Conflict is an inevitable and healthy component of relationships and environments. Conflict may arise from factors internal or external to the workplace. Fostering an atmosphere where conflict can be successfully addressed is crucial in a productive workplace. For information, please contact Human Resources. The Employee Assistance Program (EAP) is also available to assist employees who may need counseling for issues which may affect workplace performance.

Direct Deposit

College employees may choose to have the Payroll Office electronically deposit their pay directly to their banking institution. Employees selecting direct deposit will receive a statement of earnings each pay period. Employees should contact the Payroll Office to obtain information on direct deposit.

Dress Code

All employees are expected to be suitably attired and groomed while at work or when representing the college. Based on operational need, the supervisor will determine appropriate dress for each department. Dress and grooming codes are to be nondiscriminatory.

Drug Free Workplace

The Drug-Free Workplace Act of 1988 requires that all institutions receiving grants from any federal agency certify that they will maintain a drug free workplace. The College is committed to maintaining a workplace free from the unlawful manufacture, possession or distribution of controlled substances. All employees of the College must comply with the provisions of [B-OP-34-14 Alcohol and Drug Free Workplace](#).

Emergencies

At the discretion of the President of the College, or designee, in consultation with local or state public safety officials, College operations may be shut down in total or in part because of any circumstance which threatens the health or safety of employees and/or students, such as inclement weather and facility shutdowns. The President will later declare when emergency conditions no longer exist.

Full-time regular employees are eligible for regular pay for work time lost because of a declared emergency. Work time lost will be considered regular work time for pay purposes and will not require time charged to accrued leave nor will there be a requirement that the time be made up.

When operational needs require a non-exempt employee to work during a College declared emergency period in addition to their regular pay, the employee will receive compensation in either Compensatory Time Off (CTO) or pay at the rate of time and one-half for the actual hours worked during the College-declared emergency period. Exempt employees that work during a declared emergency period receive CTO on an hour-for-hour basis.

Equity Programs and Affirmative Action

The college is fully committed to a program of affirmative action designed to promote equal opportunity for all segments of the College without regards to race, color, sex, sexual orientation, age, religion, national origin, marital status, cultural, racial, or ethnic backgrounds. Such diversity enriches the atmosphere of a campus and fosters understanding among faculty, staff, students, friends and other constituents of the College. For more information, visit [B-OP-23-14 Complaint Resolution](#). Additionally, sexual harassment perpetrated by any faculty, staff, student, friend or other constituent of the college against any of the aforementioned groups is strictly prohibited at the College. A complete copy of the harassment policy can be found at [BridgeValley BOG A-5](#)

Holidays

The number of full holidays shall be twelve, plus any additional state-required days if announced. Specified holidays shall include Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, and Martin Luther King's Birthday. The other six assignable holidays will be listed in the annual holiday memorandum from the President's Office. The College recognizes a selection of paid holidays in accordance with the WV Council for CTC Education, Series 14. These holidays include Independence Day, Labor Day, Thanksgiving, the day after Thanksgiving, Christmas Day, the day after Christmas and New Year's Day.

Key Issuance

Keys to buildings, offices, classrooms, and mailboxes are issued by the Director of Physical Facilities on the respective campus. Requests for keys must be approved by the department manager. Employees who receive keys to College property are agreeing to accept the responsibilities in compliance with college regulations. Upon termination of employment, keys must be returned to the immediate supervisor. The same procedure shall be followed when employees transfer from one department to another.

Public Safety

The police coverage of the South Charleston Campus is provided by the Campus Police Office. Each officer is academy trained and a certified law enforcement official. The administrative office for

the Campus Police Office is located on the Ground Floor of the Main Building on the South Charleston Campus.

The police coverage of the Montgomery Campus is provided by the WVU Tech Campus Police Office.

Purchasing

The Purchasing Office guides all outside purchases for the College. State guidelines provide rules for purchasing goods and services for the college. Employees should consult their immediate supervisor for purchasing guidelines. Further information may be obtained by contacting the Purchasing Office.

Safety Conditions

The College strives to provide and maintain safe working conditions; employees are encouraged to work safely. Any concerns regarding unsafe working conditions should be reported to the immediate supervisor or the Director of Physical Facilities.

Solicitation

Solicitation and the selling of products on College property, owned or leased, are prohibited; except by organizations directly affiliated with and recognized by the College, and authorized by written approval of the College President/designee.

Telephone Usage

Personal calls received during working hours should be kept brief and to a minimum. Personal long distance calls should not be charged to College telephone numbers.

Travel Procedures

If an employee travels on College business, authorized expenses may be reimbursed. Reimbursable expenses include registration fees, airplane fares, hotels, meals, and/or use of an automobile. For more information, please contact the Travel Coordinator in the Office of Financial Affairs.

PUBLIC CHARTER SCHOOL APPLICATION

Appendix K: Existing Policy on Ethics (to be used to create one for the WIN Academy)

BRIDGEVALLEY COMMUNITY & TECHNICAL COLLEGE

OPERATING POLICY

| Effective Date | Subject | Number | Page |
|--------------------------------|------------------------------|-----------|--------|
| September 10, 2014 | CODE OF CONDUCT | B-OP-2-14 | 1 of 3 |
| Supersedes/Supplements: | KV AP-IV-32 | | |
| Reference: | B-OP-34-14 Alcohol and Drugs | | |

POLICY STATEMENT

BridgeValley Community and Technical College (College) is committed to the highest ethical and professional standards of conduct as an integral part of its core values. To achieve this goal, the College relies on each community member's ethical behavior, civility, integrity and good judgment.

PROCEDURE

The Code of Conduct establishes guidelines for professional conduct by representatives of the College including 1) administration, faculty, staff and other employees of the College 2) consultants, vendors and contractors when doing business with the College and 3) volunteers. The Code refers to all these persons collectively as "members of the College community" or "community members."

This Code cannot address all situations that may arise, but it offers a framework to assist community members in understanding the College's expectations of them. This Code of Conduct supplements but does not supersede any other published College policies. Violations of the Code of Conduct may result in disciplinary or corrective action up to and including termination of employment, contractual services, or volunteer services, as applicable.

1. Respect for Persons

The College places a high value on human relations, human diversity and human rights. Consistent with these values, the College strives to maintain a work environment that is characterized by mutual respect for all individuals. Such an environment has no place for harassment or discrimination based on race, color, religion, national origin, age, sex, sexual orientation, disability, and other factors prohibited by law. Such behavior will not be tolerated. As befitting the College's commitment to its mission, community members are expected to treat one another, students, and the general public in a cordial and respectful manner. For example, the following behaviors are specifically prohibited:

- a) Disorderly conduct, including but not limited to using discriminatory, profane, abusive, or threatening language, fighting, provoking a fight, threatening or attempting bodily harm or injury to another on College property or during College activities; or other conduct which threatens or endangers the health, safety, or well-being of a community member, wherever it occurs.

- b) Sexual harassment of employees, students, donors, customers, visitors, vendors or any other person on College property or during College activities.
- c) Members should conduct themselves in a businesslike manner on campus or when attending an off-campus work related function. Unprofessional activities such as threatening or intimidating behavior, possessing or posting offensive materials in the work area or accessing inappropriate materials on work computers are strictly prohibited.

2. Respect for Property

Members of the College community must be responsible stewards of the College's resources. Consistent with this value, employees are expected to exercise reasonable care in the use of College property and to report any damage to College property to their supervisors and/or other appropriate College officials. The following activities are specifically prohibited:

- a) Willful or careless damage to College property.
- b) Theft or other dishonesty.
- c) Tampering with or destroying College data, records, or other information without authorization; gaining unauthorized access to such information; disclosing confidential information; or otherwise misusing College data or information.
- d) Unauthorized use of College vehicles, mail services, identification and credit cards, telephones, computers, or computer equipment, or other College equipment or materials.
- e) Unauthorized occupation or use of College facilities.

3. Standards of Safety

The College is committed to maintaining the safety and security of all persons on College property and during College activities and to maintain a safe and healthful working environment. Specific prohibited activities include:

- a) Possession of firearms, explosives, or other lethal materials on College property or during College activities. Exceptions to this standard include academic programs using explosives such as Blasting Technology. All others must be approved in writing and administered by the Campus Police.
- b) Possessing, drinking, or being under the influence of intoxicants on the job; unlawful possession, use or distribution of alcohol on College property or during College activities; illegally using, manufacturing, possessing, distributing, dispensing, or being under the influence of controlled substances on College property or during College activities. An exception to this is the consumption of alcohol in moderation at official College events in which alcohol is served.
- c) Refusal to obey Police Officers, safety personnel, or Fire Officials during safety drills or emergency situations.
- d) Failure to comply with safety rules, regulations or common safety practices.
- e) Failure to report an accident involving on-the-job injury or damage to College property.
- f) Use of any tobacco product is prohibited on College property.

4. Compliance with Laws and College Policies

College community members are expected to follow normally accepted professional standards and to exhibit personal and professional integrity and objectivity. Faculty, Staff,

and Administration of the College are expected to take precautions to ensure that outside financial interests do not place them in conflict with carrying out their duties and responsibilities as employees of the College. Specifically prohibited activities include but are not limited to:

- a) Deliberate falsification of any College record including employment applications, time cards, medical records, College work product, including deliberate modification of any College record or file undertaken for personal gain, malicious intent, or to conceal the truth.
- b) Conviction of a crime which could seriously affect the employee's work performance or the accomplishment of the mission of the College or of the division/office employing the individual.
- c) Violation of Federal, State or local laws, regulations, or ordinances in connection with one's work for the College.
- d) Soliciting, collecting money, or circulating petitions for personal gain on College property.
- e) Stealing from employees, students, and/or other persons on College property.
- f) Immoral or indecent conduct on College property which is defined as behavior which, when evaluated against statutes and policies, rises to the threshold for misdemeanor arrest or felony arrest.

5. Other Misconduct

The College expects community members to strive for and meet high quality job performance standards at all times. Issues of misconduct compromise both the worker and the College. Specifically prohibited behaviors include but are not limited to:

- a) Gross insubordination, including willful disregard of a lawful and legitimate order from a supervisor, threatening a supervisor, and/or striking a supervisor.
- b) Obstruction or disruption of teaching, research, public service, or administration.
- c) Failure or refusal to maintain or obtain required licensure, certification or registration.
- d) Instigating or participating in deliberate low productivity and/or interfering with another employee's work.

Approved by: Cabinet

Date: 9/10/2014

PUBLIC CHARTER SCHOOL APPLICATION

Appendix L: BVCTC's Record Retention Policies

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

OPERATING POLICY

| Effective Date | Subject | Number | Page |
|--------------------------------|---|-----------|---------|
| September 14, 2014 | RECORDS RETENTION GUIDELINES | E-OP-8-14 | 1 of 11 |
| Supersedes/Supplements: | BC A-OP-21-12; KV VII-3 Records and Retention | | |
| Reference: | N/A | | |

POLICY STATEMENT

BridgeValley Community and Technical College (College) retains and preserves vital records of its business and operations to preserve an historical record of the College, to ensure current and future operations, and to comply with its legal obligations.

PROCEDURES

These guidelines provide for the systematic review, retention and destruction of documents received or created in the transaction of College business, and are designed to ensure compliance with federal and state laws and regulations, to eliminate accidental or innocent destruction of records and to facilitate College operations by promoting efficiency and reducing unnecessary storage of documents. These guidelines apply to all records of the College and to all College faculty and staff.

A. Overview

It is the policy of the College to ensure that its records are preserved to provide documentation of the College's history and to be retained for the periods of time necessary to satisfy the College's business and legal obligations. The records will be disposed in accordance with an established records retention and disposition schedule. Certain records are permanent records and may never be destroyed.

A Records Custodian will oversee the day-to-day transactions related to each office's records related functions and manage the disposition of records at the conclusion of the designated retention period.

B. Email

Email sent or received over the College's computer system may constitute a form of College record. While not all emails are business records, all College emails are property of the College and are subject to discovery in the event of litigation against the College or any of its faculty, staff, or students. Consequently, the administration has the ability and the right to view the email of all members of the College community.

Individual faculty and staff are not obligated to retain emails. Emails addressed to @BridgeValley.edu are automatically archived upon receipt or transmission. Email messages are retained for a period of 10 years.

Emails are automatically archived electronically in an email archive appliance that is compliant with Federal Rules of Civil Procedure (FRCP).

Archived Emails are backed up daily to an offsite location for emergency disaster recovery purposes.

C. Litigation Holds

Where the College has actual notice of litigation or of a government investigation or audit, or has reason to believe that such events are likely to occur, it has the obligation to take steps to preserve documents that might be implicated in such litigation or investigation. In such event, the college will take steps to identify all paper and digitally maintained files that may contain documents relevant to the case, including emails, and will notify members of the college community to preserve such documents indefinitely. If a faculty or staff member receives such a preservation notice, it does not necessarily mean that they are involved in the litigation or investigation. Rather, it means that the evidence that the college is required to preserve may be in the faculty or staff member's possession or control, and that the employee or faculty member has an obligation to preserve such information effective immediately.

In the event of a litigation hold, all policies for the disposition of documents must be suspended with respect to those matters that are the subject of the hold. Electronic information should be preserved in its original electronic form on the media on which it is stored. Electronic information should not be transferred from the media on which it is stored to a different media for the duration of the litigation hold **unless** such transfer is necessary to preserve the integrity of the information for the duration of the hold, and such transfers should be made only after consultation with the IT department to preserve the integrity of the electronic data. In addition, the faculty and/or staff member that receives the notice shall similarly preserve any new information that is generated that may be relevant to the litigation or investigation by saving it in a segregated file. A faculty or staff member's failure to preserve documents after having received a preservation notice can have extremely serious consequences for the college. Accordingly, a failure to comply with a litigation hold may subject employees to discipline, up to and including termination, and will be deemed misconduct that will subject faculty members to discipline in accordance with Board of Governors Policy B-01.

IV. Procedures

A. Essential Functions

1. *Records Custodians*

Each supervisor in a particular office or department has the responsibility for designating in writing a Records Custodian in their office or department and ensuring that the Custodian understands and is following the records retention requirements applicable to that particular unit. The supervisor is also required to sign off on either destruction of documents at the conclusion of their retention period or any transfer of records to storage.

The Records Custodian is expected to: understand the records created within the department or office; follow these guidelines to make decisions on retention and disposition of records and provide guidance to others who are involved in preparing records for storage; be responsible for ensuring that everyone in the office is aware of these guidelines and follows them; establish the level of confidentiality and security appropriate to specific

types of records and help the department or office maintain and monitor confidentiality and security.

2. *Litigation Holds*

The Assistant to the President is responsible for notifying all relevant members of the College community where a litigation hold is being implemented. He or she will, in consultation with the relevant members of the College community, determine the scope of the hold, will determine when the hold is no longer required, and will communicate the lifting of the hold on an as needed basis to members of the College community.

B. Accessibility and Safekeeping of Records

1. Records, especially financial records, must be easily retrievable for examination by authorized individuals, including auditors. Access to electronic records is subject to College rules regarding information security. Records Custodians should work with the IT department to ensure that electronic documents are maintained in a format that preserves accessibility.
2. The Records Custodian is responsible for ensuring that active and inactive records are secured in a way to provide appropriate confidentiality and protection from unauthorized inspection, theft, and/or physical damage.

C. Disposition of Records

1. The Records Custodian is responsible for periodically determining which College records in their particular office or department have reached the end of their retention period and should therefore be destroyed or transferred to storage.
2. The Records Custodian's supervisor is required to sign off on the destruction of documents or transfer to storage.
3. Non-confidential paper records may be placed in containers for recycling. Confidential paper records must be shredded or other arrangements must be made for the documents to be destroyed.
4. The Records Custodian should consult with the IT department regarding the destruction of electronic documents.

D. Records Destruction

Following the established retention schedule records should be securely maintained for the period of retention either in the office or department where they were created or used. Records that have been identified as archival records must be permanently retained in a designated storage area.

Records that will not be listed on a retention schedule and therefore may be destroyed at any time include:

- material that is not considered a "record" (see definition of record);
- duplicates of an official copy which is stored and retained by another office, such as

- personnel records, financial and budget information, copies of information used in an employee search;
- records that have served their purpose and are no longer needed, such as drafts of reports;
- and, notes that have been turned into meeting minutes.

When there is doubt about whether a record may be destroyed, the custodian shall review the retention schedule or consult with the custodian of the official copy of the record if one exists.

Destruction includes:

Recycling – generally appropriate for all non-confidential paper documents, including public documents of other organizations, magazines, annual reports, newsletters, announcements, and drafts of policies or other memoranda which are not confidential.

Shredding – using a shredder for all documents that should not be read by others after they are no longer needed or that contain personnel or confidential information. This is essential for any document containing personal information, information that is student protected information under FERPA, health related information, or financial information.

V. General Retention Schedule

This schedule will NOT include all records that should be on a schedule. The Records Custodian’s supervisor should provide guidance regarding any federal or state rules when developing a retention schedule for records not mentioned here.

This schedule applies to all types of records, regardless of media or format, including documents, email, photographs, audiotapes, videotapes, CDs, and DVDs. Retention periods reflect minimum time periods. Records may be retained for longer periods of time at the discretion of the custodian or as required by legal counsel. Do not destroy any records while they are subject to audit, investigation, or where investigation is probable. Records that are in storage areas such as basements or attics are often at risk of water damage or destruction and should be evaluated in light of this schedule.

Internal Operations

| General Type | Description | Retention Period | Comments |
|---|---|--------------------------------|--|
| Board of Governors Records | Meeting minutes, agenda, reports, proposals, and supporting documentation | Permanent (President’s Office) | Archive on a regular schedule. |
| IRS Determination Letter | IRS Determination Letter | Permanent (Financial Affairs) | |
| Grievance Files | Documentation of grievances initiated by faculty and staff | Permanent (Human Resources) | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Environmental Reports/OSHA Investigations | Investigation documentation or reports | Permanent (Safety Officer) | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |

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|---|--|--|--|
| Insurance Policies | All policies in effect on behalf of the College, students, faculty and staff | Maintain as long as active plus 7 years. (Financial Affairs) | |
| External and Internal Audit Records | Created by internal or external auditors to document their reviews, findings and recommendations | Permanent: Final report. Other records: Retain 3 years after creation of the audit records. | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Real Property Leasing/Rental Records | Documentation of the lease and rental of property | Retain 7 years after expiration of the lease. | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Social Security Reports and Deposits | Periodic reports of wages and social security contributions paid by the College to each employee | Permanent (Financial Affairs) | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Unemployment Compensation Benefit Files and Reports | Documentation on eligibility of former employees for unemployment benefits and when these employees receive compensation charged against the College's account | Retain for 5 years after termination of employee. (Human Resources) | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| W-2 Listings | Documentation of salaries paid and taxes withheld for employees | Permanent (Financial Affairs) | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| General Type | Description | Retention Period | Comments |
| Financial Aid Authorization/Allocation Letters | Awards of federal financial aid to the College | Permanent (Financial Aid and Financial Affairs) | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Time Sheets | Documentation of hours worked by employees | Student workers: Retain for 7 years. Staff: Retain for 7 years. | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Bank Records | Transactions recorded in the College bank accounts and their reconciliation to the general ledger. | Retain 7 years after end of fiscal year. (Financial Affairs) | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Employee Benefit Plan Files | Documentation on employee enrollment in benefit plans | Permanent (Human Resources) | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Staff Appraisals, Promotion, Demotion and Discharge Documentation | Records documenting periodic evaluation, work performance and employment record of College staff | Permanent (Human Resources) | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Enforcement – Campus Parking Tickets | Citations issued and the administrative enforcement of parking rules and regulations. Issued by College Security. | Retain 3 years after final disposition. | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Enforcement - Campus Incident Reports | Documentation of incidents that occur on campus that violate | Permanent (Safety Officer) | After conversion to electronic records, destruction of |

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| | College and/or local laws and regulations. They contain case number, arrest report, incident report, date, time, complainant, address and details of the report (IAW Clery Act) | | records in this category shall only be by shredder or other means that will make them unreadable. |
|--|---|--|---|

Financial Records

| General Type | Description | Retention Period | Comments |
|--|--|---|---|
| Financial Records – General | Budget worksheets, printouts, account books, ledger, purchase records, purchase orders, travel expense reports | 7 years following the activity, or after legislative audit final report, whichever is later. | Financial Affairs is the official custodian of these records. If Financial Affairs has a copy of the record, the department may destroy its duplicate at the close of the budget reconciliation period. Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Financial Records – Warranty and Purchase Orders | Warranty information, purchase orders with contractual terms | 7 years following the date of purchase or 7 years following the end of the warranty period, whichever is later. | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Financial Records – Debt Financing | All documents related to debt financing | 20 years following the period of debt repayment (Financial Affairs) | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Financial Documentation | Tuition and fee schedules, annual endowment fund reports, annual financial statements, etc. | Permanent | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |

Personnel Records

| General Type | Description | Retention Period | Comments |
|----------------------------------|--|--|---|
| Personnel Records | Documents related to employment, salary, benefits and performance evaluation. | Permanent (Human Resources) | After conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Faculty Professional Papers | Records related to faculty teaching, curriculum, committee work, or biographical materials. | Permanent | Store in archive after conversion to electronic records, destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Faculty and Staff Search Records | Vacancy announcement, advertisements, applications, evaluations, references, correspondence, email and all documents or materials related to the search. | 3 years following the successful hire or close of the search without a hire. (Human Resources) | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |

General College Records

| General Type | Description | Retention Period | Comments |
|---|---|---|---|
| College Policies and Procedures | Forms, procedure manuals, guides, handbooks, etc. | Destroy when they are no longer in effect. President's Office will retain policy documents permanently. | |
| Projects, Programs, Proposals | Notes from meetings, reports, conceptual documents, financial support, all records related to projects or programs developed by non-academic offices. | Retain until a project has been completed and evaluate for permanent retention in the college archives. | |
| College-wide Committee Records | Minutes, reports and other materials generated by College-wide committees including charges, substantive correspondence and work product, and reports and documents about or related to the operation of College-wide committees. | 10 years | The chair of each committee is responsible for keeping and organizing a record of the committee's work (minutes), final recommendations, and for transferring the records to the appointing administrator for college archives. |
| President's and Senior Administrative Officers' Records | Records related to the functioning of senior administrative offices including calendars, memoranda, correspondence, speeches, memorabilia, photographs, web site information, etc. | Permanent | Archive on a regular basis. |

Student Records

| General Type | Description | Retention Period | Comments |
|------------------------------------|--|---|---|
| Student Records – Admission Files | Application records for admission to the College created for undergraduate, and transfer student applicants. The files may include acceptance letters, letters of recommendation, placement records, transcripts, etc. | Permanent: Registered students. Retain 1 year: Unregistered applicants. (Admissions) | Upon matriculation, admission files become registrar files. However, some material such as letters of recommendation are removed. Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Student Records – Registrar | Student grades, transcripts, evaluations, and personal information (addresses, phone numbers, etc.). | Permanent (Registrar) | The official custodian of student records is the Registrar. |
| Student Records – Graduation Lists | Lists of individuals who have successfully completed the degree requirements and have been graduated from the College. | Permanent (Registrar) | |
| Student Records – Registration | Documentation of a student's course registration and changes to registration. | Retain 1 year after the student submits the change. | |
| Student Records – Financial Aid | Records showing evidence of providing financial aid including financial aid applications, federal student aid forms, federal tax forms, award letters and confirmations, verification records, interview records, students scholarships, and | 7 years after graduation or separation. (Federal regulation) | Before destroying records related to special awards or scholarships, evaluate for permanent retention. Destruction of records in this category shall only be |

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| | awards. | | by shredder or other means that will make them unreadable. |
| Student Records – Student Discipline | Records relating to proceedings and decisions resulting from violations of the Code of Student Conduct or other College policies. | Suspensions and expulsions retained with the student's permanent record. All other, retained 7years. | Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Student Records – Activities and Government | Records related to student participation in special activities, student clubs, associations, and the Student Senate. Records related to any student organization or club. | Permanent: final publications, photographs, artwork, memorabilia, policies and administrative records. All other records: 3 years after their administrative use ceases. | Archive permanent records on a regular schedule. Destruction of records in this category shall only be by shredder or other means that will make them unreadable. |
| Student Records – Career Counseling Office | Records related to an individual student such as counseling notes and letters of recommendation. | 3 years after administrative use ceases: Counseling notes. 10 years after inactivity: Letters of recommendation. | |

Faculty Group Records

| General Type | Description | Retention Period | Comments |
|--|---|--|---|
| Faculty Group Records – General Office Records | Records related to the routine daily administration of the department including memoranda, meeting minutes, correspondence, and administration of programs. | Until no longer administratively useful. | Before destruction these records shall be evaluated for historical value. |
| Course and Curriculum Records | Includes College catalogs/bulletins, course schedules, syllabi and course outlines. | Permanent | |

Contract Records

| General Type | Description | Retention Period | Comments |
|---|---|--|--|
| Contracts – Construction and Renovation | Records related to construction and renovation of real property. | Permanent | Archive on a regular schedule. |
| Contracts – Negotiation Records, Executed Contracts | Records related to the process to enter into a contract or agreement, or understanding including background support materials, drafts, memos, letters, and related correspondence. The contract itself and all attachments and amendments to it. | Where contracts and agreements were finalized: 7 years after contract expiration. All other records: retain until administrative use ceases. | |
| Capital Improvement Contract Records | Contractual agreements for capital improvements | Permanent (Financial Affairs) | |
| Grant and Contract Administration | Records related to the administration of federal and other grants, contracts, and agreements from negotiation to final performance such as grants-in-aid, state contracted services, and vendor contracts. Includes negotiation documentation, memoranda of understanding, agreements, contracts, amendments, terms, budget proposals, and related correspondence | 7 years after final payment or completion of all obligations under the grant or contract and all subsequent renewals, whichever is later. Summary records such as proposal, award letter and selected deliverables and reports: Permanent | Records related to proposals that were not funded may be kept as long as administratively useful and then destroyed. |

DEFINITIONS

Active Records – Records that are generally referred to once a month or that are needed to support the current business activity of an office or division.

Disposition of Records – The terminal treatment of records, either through destruction or permanent storage.

Inactive Records – Records that have not been needed for at least one year or for which the active period has passed.

Unless these records (both active and inactive) have been defined as permanent or archival records they should be destroyed according to the time period shown on the retention schedule. Inactive records should be securely stored until the end of the retention period.

Litigation Hold – A communication issued as the result of current or anticipated litigation, audit, government investigation or other similar matter that suspends the normal process regarding the retention and disposition of college records.

Permanent Records – Also known as archival records, permanent records have historical, administrative, or research value to the college, which the college keeps indefinitely. Area administrators are responsible for ensuring that the college identifies these records and that they are stored appropriately once they become inactive.

Record – Anything containing information reflecting college educational and business transactions regardless of format (paper, digital, photographic, recordings, etc.). Typical records include official publications, fiscal data, incoming/outgoing correspondence including email, meeting minutes, reports, and student files.

Not all records must be retained. The list below describes items in a typical office that are not classified as records and therefore do not need to be categorized or maintained. These materials may be destroyed at any time if they are no longer needed by the office holding them. These items will not appear on a retention schedule:

- large quantities of duplicate materials and all duplicates of “official copies”
- magazines and newspapers not published by the college
- published reports produced by other entities
- purchased data from other sources
- catalogues, journals or other printed matter created by other entities used for informational purposes
- notes or working papers once a project is complete, unless they provide more complete information than the final report

Records Custodians – Individuals designated by unit administrators who have supervisory authority over a particular business practice, and, in that capacity, who have responsibility for ensuring effective implementation of these guidelines in their area of authority. See information on the

responsibilities of Records Custodians in Section IV, part A.

Records Destruction – The physical or electronic destruction of a record after it has become obsolete or otherwise in accordance with these guidelines.

Retention Period – Minimum required length of time for which a college office or department is responsible for maintaining records. Custodians may hold records longer than the retention period if feasible and space allows.

Retention Schedules – An internal document describing categories of records, providing a length of time they should be kept and includes instructions for disposition. State or federal law may determine the period that certain records must be kept. The General Retention Schedule at the end of this document lists the most common records at the college and provides a retention period along with any special instructions related to disposal. **Almost every office or department will have records requiring retention that are not on the General Retention Schedule. Records that are not on this schedule should be added on a case-by-case basis.**

Addendum to General Retention Schedule

I. Personnel Records

The “official copy” of all records related to an employee are retained and maintained by the Human Resources Office, with one exception: The official copy of all records pertaining to faculty promotion, tenure and evaluation are retained and maintained by the Vice President for Academic Affairs.

Students who work in jobs that are NOT part of their educational experience are treated as all other employees for the purposes of record keeping. However, some students are paid to do jobs as a result of a financial aid award or as an integral part of their College education. In that case, their employment information is maintained as a student record with the unique obligations associated with student records.

II. Employment Screening Committee Records

At the end of a search, the chair of a search committee should collect from each member of the committee all files, notes, applications, recommendations, and other material related to that search. This material should be reduced to one “official copy” of each record with the rest destroyed. All email and other electronic records should be printed and kept with other print documents and the e-copy deleted from the email system. All search committee members should delete all electronic files related to the search from their computers, email programs, and hard drives.

III. Records Related to Web Sites

Because web sites have replaced many publications they are a significant archival record of the college and its operation. Web masters and others creating web page content should capture copies of their web site’s content as electronic files and archive them for permanent retention.

IV. Electronic File Storage and Back-Ups

The College shall strive to maintain systems and data operations to allow for access to the maximum extent possible.

In order to protect the systems and data owned and created by the College; the College Information Technology Department shall create and maintain a regular and scheduled series of backups of all College data that is stored on the network servers owned and operated by College.

College data backup procedure consists of, but is not limited to the following processes.

1. All faculty/staff network drive data shall be initially backed up using a “full-synchronization” process.
2. All College backups will be written to a hard copy drive system at an offsite location.
3. All server and network systems will be synchronized to the initial backup at the time of the change to any stored document/file. A second backup will be completed before the end of the day.
4. All backups will be kept and archived until it is determined the document/file is no longer required. (See the Retention schedule found in Section V, General Retention Schedule.)
5. Since all documents/files stored on the faculty/staff network drive are synchronized, restoration of backed-up data will consist of a direct copy of the archived files to the server/workstation/desktop that requires restoration.

Approved by: Cabinet **Date:** 9/14/2014

PUBLIC CHARTER SCHOOL APPLICATION

Appendix M: BVCTC Nursing Advisory Committee

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PUBLIC CHARTER SCHOOL APPLICATION

Appendix N: Building Map for Building 2000



B2000 Ground Floor

004 Classroom

Suite 005 (8 Offices)

- 005A Storage
- 005B C. Aquino
- 005C J. Booth
- 005D A. Carter
- 005E Vacant Office
- 005F J. Atha
- 005G Vacant Office
- 005H Vacant Office
- 005I B. Winter

- 006 Board Room with Kitchen
- 008 Veterans Lounge
- 009 BridgeValley Police
- 011 Michael Kute
- 014 Nursing Skills Lab

Suite 012, Student Services (16 Offices)

Information Desk-R. Kincaid and 1 Vacant

012A Testing

012B Storage

012CDE Records room

012F H. Watters

012G Tony Sampson

012H Joel Hanson

012J Rebekah Redman

012K Converted to Conference Room/Food Pantry

012L Mindy Adkins

012M Tammy Mcclanahan

012N N. Ayre

012P Jordan Atha

4 cubes –Itinerant workspaces (AmeriCorps)

Lobby

Info Desk –Vacant

021 Career Services

022 Classroom

023 Classroom

024 Classroom

025 Classroom

026 Classroom

029 Adult Basic Education-Kanawha County

029A Adam ABE Staff

030 Testing-Student Success Center

031 Tutoring-Student Success Center

Suite 032 (9 Offices)

032 Vacant Info Desk

032A Rachel Harper

032B S. Poling

032C C. Blankenbuehler

032D J. McDougle

032F Connie Keiffer

032G R. Lester

032H Jennifer Hurt

032J Madison Taylor



Building 2000 1st Floor

- 103 B. Craze
- 104 Nursing Staff
- 105 Classroom
- 106 Classroom
- 108 Classroom-Biology
- 109 Paramedic Technology
- 110A Inga Havey
- 110B Vacant Office
- 110C Vacant Office
- 110D N. Chandler
- 110E **K. Hanson (part-time)**
- 110F Vacant Office/Laptops
- 110G EMS Office
- 110H B McClure
- 111A M. Hackney
- 111B Nursing Records
- 111C C. Sayre
- 111D K. Huffman
- 111E LB. Kellum

Building 2000, 1st Floor continued

111F Copy Room
111G K. Wilson
112 Nurse Debriefing
113 Nursing Skills Labs
114 Nursing Skills Lab (Observation lab)
115 Nursing Skills Lab
116 Mail Room
117 Loading Dock
118 Adjunct Work Room
119 K. Woolwine-Library
120 Lounge
121 Quiet Study
122 Quiet Study
129 Classroom
130A O. Woody
130B A. Cline
130C L. Andrean
131A T. Duff
131B Vacant Office
131C Kim Shamblin
131D A. Campbell
131E Mandi Eich
131F R. Jacobs
132A A. Casto
132B L. Grimm
132C R. White
133 Classroom
134 Classroom
136 Faculty/Staff Break Room
137 Classroom
138 Classroom
139 Classroom
140 Classroom-MLT Lab
141 Classroom-Sonography Lab



Building 2000 2nd Floor

- 202 Classroom
- 203 Classroom

Suite 204 (10 Offices)

- 204 S. Fizer
- 204A Itinerant Office Business
- 204B Taylor Alton
- 204C M. McCabe
- 204E L. Kyer
- 204F L. Tate
- 204G J. Finch
- 204H L. Moye
- 204J K. Grose
- 204K Law Library

- 205 Conference Room

Building 2000, 2nd Floor continued

Suite 206 (3 Offices)

206 Jeffery Elswick
206A Storage
206B Armon Millner

Suite 207 (3 Offices)

207A D. McDaniel
207B Gabriella Jarrett
207C Vacant Office

214 Criminal Justice Lab
215 Lactation room
216 Classroom

217A Vacant Office
217B K. McNeer
217C T. Hilgartner
217D R. Mills
217E C. Kennedy
217F B. Timmons

218A Vacant Office
218B Amy Moore
218C Dean Ellenberg

219 Classroom
220 Classroom



Building 2000 3rd Floor

302A Katrina Whitt
 302 Isabella Ruiz

Suite 303 (4 Offices)

303 Amber Brawley
 303B Vacant Office
 303C M. Wicks
 303D Dr. Sacks

304 Conference Room

Building 2000, 3rd Floor continued

Suite 305 (5 Offices)

305A M Kindle/P. Lopez- share 2nd office in SC
305B A. Martin
305C J. Whipkey
304D Ashley Lewis
305E Caleb Winters

308 Bookstore
308A Bookstore
309 Operations storage

Suite 306 (3 Offices)

306 Mona Peaks
306A Vacant Office
306B Suzette Breeden
307 Classroom
315 C. Fuller/E. Bashark
316 J. Stark
317 Chief Boz
318A C. Pomeroy
318B C. McKemy
318C S. Stinnett
318D Vacant Office
318E C. Pierce
319A C.L Hunt
319B Faculty
319C A. Garcia

320 Instructional Technology and library Services room
321 High Performance Computer Lab/E-Gaming
322 Student Lounge

PUBLIC CHARTER SCHOOL APPLICATION

Appendix O: Five-Year Budget

| Nursing Budget Expenses | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | | | | |
|---|---------|---------------|---------|---------|-------------------|-------------|---------|-------------------|-------------|---------|-------------------|-------------|---------|-------------------|-------------|---------|-------------------|-------------|
| | Rates | Current Total | Startup | Rates | Incremental Costs | Total | Rates | Incremental Costs | Total | Rates | Incremental Costs | Total | Rates | Incremental Costs | Total | Rates | Incremental Costs | Total |
| Resident Annual Tuition | | \$4,704 | \$0 | | | | | | | | | | | | | | | |
| Current FTEs for AAS program (exclude pre) | | 390 | - | | 60 | 450 | | 60 | 450 | | 80 | 450 | | 100 | 450 | | 120 | 450 |
| Current FTEs for pre- AAS program | | 600 | - | | - | 600 | | - | 600 | | - | 600 | | - | 600 | | - | 600 |
| Program fees | \$200 | \$1,834,560 | \$0 | \$200 | \$0 | \$1,834,560 | \$207 | \$0 | \$1,898,770 | \$214 | \$0 | \$1,965,227 | \$221 | \$0 | \$2,034,009 | \$229 | \$0 | \$2,105,200 |
| Course fees | \$1,356 | \$528,840 | \$0 | \$1,356 | \$0 | \$528,840 | \$1,403 | \$0 | \$547,349 | \$1,452 | \$0 | \$566,507 | \$1,503 | \$0 | \$586,334 | \$1,556 | \$0 | \$606,856 |
| Current tuition and fee revenue generated | | \$78,000 | \$0 | | \$0 | \$78,000 | | \$0 | \$80,730 | | \$0 | \$83,556 | | \$0 | \$86,480 | | \$0 | \$89,507 |
| Charter School Payments | \$5,400 | \$0 | \$0 | \$5,400 | \$324,000 | \$324,000 | \$5,589 | \$335,340 | \$335,340 | \$5,785 | \$462,769 | \$462,769 | \$5,987 | \$598,700 | \$598,700 | \$6,197 | \$743,585 | \$743,585 |
| Net program revenue (less 27% to cover overhead for current students and waived for WIN Academy students) | | \$1,782,222 | \$0 | | \$324,000 | \$2,106,222 | | \$335,340 | \$2,179,940 | | \$462,769 | \$2,371,930 | | \$598,700 | \$2,574,681 | | \$743,585 | \$2,788,726 |
| Annual direct program expenses (faculty salary and benefits) | | \$1,500,423 | \$0 | | \$90,000 | \$1,590,423 | | \$93,150 | \$1,646,088 | | \$96,410 | \$1,703,701 | | \$99,785 | \$1,763,330 | | \$103,277 | \$1,825,047 |
| Adjunct/contract instructional expenses | | \$162,000 | \$0 | | \$0 | \$162,000 | | \$0 | \$167,670 | | \$0 | \$173,538 | | \$0 | \$179,612 | | \$0 | \$185,899 |
| Program operational budget | | \$44,820 | \$0 | | \$0 | \$44,820 | | \$0 | \$46,389 | | \$0 | \$48,012 | | \$0 | \$49,693 | | \$0 | \$51,432 |
| Math/Science/English Bootcamp | | \$0 | | | \$10,000 | \$10,000 | | \$10,350 | \$10,350 | | \$10,712 | \$10,712 | | \$11,087 | \$11,087 | | \$11,475 | \$11,475 |
| Books and instructional materials for Academy Students (Senior Nursing Students) | \$1,356 | \$0 | \$0 | \$1,356 | \$40,680 | \$40,680 | \$1,403 | \$42,104 | \$42,104 | \$1,453 | \$43,577 | \$43,577 | \$1,503 | \$45,103 | \$45,103 | \$1,556 | \$46,681 | \$46,681 |
| Transportation for Academy Students | \$70.00 | \$0 | \$0 | \$70.00 | \$37,800 | \$37,800 | \$72.45 | \$39,123 | \$39,123 | \$74.99 | \$53,990 | \$53,990 | \$77.61 | \$69,849 | \$69,849 | \$80.33 | \$86,753 | \$86,753 |
| Lunch reimbursement | \$10.00 | \$0 | \$0 | \$10.00 | \$102,000 | \$102,000 | \$10.35 | \$105,570 | \$105,570 | \$10.71 | \$145,687 | \$145,687 | \$11.09 | \$188,482 | \$188,482 | \$11.48 | \$234,095 | \$234,095 |
| Future staff programming cost estimates (IT, Manufacturing, Business) (prorated) | | \$0 | | | \$0 | \$0 | | \$0 | \$0 | | \$44,634 | \$44,634 | | \$92,393 | \$92,393 | | \$143,440 | \$143,440 |
| Books and instructional materials for Academy Students (Juniors and Other Programs) | \$500 | \$0 | | \$500 | \$15,000 | \$15,000 | \$518 | \$15,525 | \$15,525 | \$536 | \$26,781 | \$26,781 | \$554 | \$38,805 | \$38,805 | \$574 | \$51,639 | \$51,639 |
| Total Expenses | | \$1,707,243 | \$0 | | \$295,480 | \$2,002,723 | | \$305,822 | \$2,072,818 | | \$421,791 | \$2,250,633 | | \$545,504 | \$2,438,355 | | \$677,360 | \$2,636,460 |
| Net program income / (loss) | | \$74,979 | \$0 | | \$28,520 | \$103,499 | | \$29,518 | \$107,121 | | \$40,978 | \$121,297 | | \$53,196 | \$136,327 | | \$66,226 | \$152,266 |
| Net Program revenue per FTE | | \$3,434 | n/a | | n/a | n/a | | n/a | n/a | | n/a | n/a | | n/a | n/a | | n/a | n/a |

PUBLIC CHARTER SCHOOL APPLICATION

Appendix P: Five-Year Contingency Budget

| Nursing Budget Expenses | Year 1 | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | | |
|---|---------|---------------|---------|---------|-------------------|-------------|---------|-------------------|-------------|---------|-------------------|-------------|---------|-------------------|-------------|
| | Rates | Current Total | Startup | Rates | Incremental Costs | Total | Rates | Incremental Costs | Total | Rates | Incremental Costs | Total | Rates | Incremental Costs | Total |
| Resident Annual Tuition | | \$4,704 | | | | | | | | | | | | | |
| Current FTEs for AAS program (exclude pre) | | 390 | - | | 44 | 434 | | 60 | 450 | | 75 | 465 | | 90 | 480 |
| Current FTEs for pre- AAS program | | 600 | - | | - | 600 | | - | 600 | | - | 600 | | - | 600 |
| Program fees | \$200 | \$1,834,560 | \$0 | \$200 | \$0 | \$1,834,560 | \$207 | \$0 | \$1,898,770 | \$214 | \$0 | \$1,965,227 | \$221 | \$0 | \$2,034,009 |
| Course fees | \$1,356 | \$528,840 | \$0 | \$1,356 | \$0 | \$528,840 | \$1,403 | \$0 | \$547,349 | \$1,452 | \$0 | \$566,507 | \$1,503 | \$0 | \$586,334 |
| Current tuition and fee revenue generated | | \$78,000 | \$0 | | \$0 | \$78,000 | | \$0 | \$80,730 | | \$0 | \$83,556 | | \$0 | \$86,480 |
| Charter School Payments | \$5,400 | \$0 | \$0 | \$5,400 | \$237,600 | \$237,600 | \$5,589 | \$335,340 | \$335,340 | \$5,785 | \$433,875 | \$433,875 | \$5,987 | \$538,873 | \$538,873 |
| Net program revenue (less 27% to cover overhead for current students and waived for WIN Academy students) | | \$1,782,222 | \$0 | | \$237,600 | \$2,019,822 | | \$335,340 | \$2,179,940 | | \$433,875 | \$2,343,036 | | \$538,873 | \$2,514,854 |
| Annual direct program expenses (faculty salary and benefits) | | \$1,500,423 | \$0 | | \$90,000 | \$1,590,423 | | \$93,150 | \$1,646,088 | | \$96,410 | \$1,703,701 | | \$99,785 | \$1,763,330 |
| Adjunct/contract instructional expenses | | \$162,000 | \$0 | | \$0 | \$162,000 | | \$0 | \$167,670 | | \$0 | \$173,538 | | \$0 | \$179,612 |
| Program operational budget | | \$44,820 | \$0 | | \$0 | \$44,820 | | \$0 | \$46,389 | | \$0 | \$48,012 | | \$0 | \$49,693 |
| Math/Science/English Bootcamp | | \$0 | | | \$10,000 | \$10,000 | | \$10,350 | \$10,350 | | \$10,712 | \$10,712 | | \$11,087 | \$11,087 |
| Books and instructional materials for Academy Students (Senior Nursing Students) | \$1,356 | \$0 | \$0 | \$1,356 | \$18,984 | \$18,984 | \$1,403 | \$42,104 | \$42,104 | \$1,453 | \$43,577 | \$43,577 | \$1,503 | \$45,103 | \$45,103 |
| Transportation for Academy Students | \$70.00 | \$0 | \$0 | \$70.00 | \$27,720 | \$27,720 | \$72.45 | \$39,123 | \$39,123 | \$74.99 | \$50,615 | \$50,615 | \$77.61 | \$62,864 | \$62,864 |
| Lunch reimbursement | \$10.00 | \$0 | \$0 | \$10.00 | \$74,800 | \$74,800 | \$10.35 | \$105,570 | \$105,570 | \$10.71 | \$136,581 | \$136,581 | \$11.09 | \$169,634 | \$169,634 |
| Future staff programming cost estimates (IT, Manufacturing, Business) (prorated) | | \$0 | | | \$0 | \$0 | | \$0 | \$0 | | \$40,171 | \$40,171 | | \$83,154 | \$83,154 |
| Books and instructional materials for Academy Students (Juniors and Other Programs) | \$500 | \$0 | | \$500 | \$15,000 | \$15,000 | \$518 | \$15,525 | \$15,525 | \$536 | \$24,103 | \$24,103 | \$554 | \$33,262 | \$33,262 |
| Total Expenses | | \$1,707,243 | \$0 | | \$236,504 | \$1,943,747 | | \$305,822 | \$2,072,818 | | \$402,170 | \$2,231,011 | | \$504,888 | \$2,397,739 |
| Net program income / (loss) | | \$74,979 | \$0 | | \$1,096 | \$76,075 | | \$29,518 | \$107,121 | | \$31,705 | \$112,024 | | \$33,985 | \$117,115 |
| Net Program revenue per FTE | | \$3,434 | n/a | | n/a | n/a | | n/a | n/a | | n/a | n/a | | n/a | n/a |