MOUNTAIN STATE LEARNING SOLUTIONS, INC.

A West Virginia nonprofit public corporation governing board
P.O. Box 3983 – Charleston, WV 25339

August 26, 2021

West Virginia Professional Charter School Board
c/o Hon. Patricia Rucker, State Senator
Room 417M, Building 1
State Capitol Complex
Charleston, WV 25305

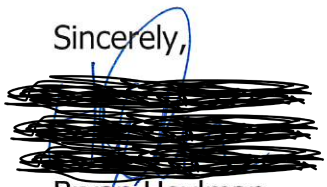
Dear Board Members:

On behalf of Mountain State Learning Solutions, Inc., a West Virginia nonprofit public corporation governing board ("Governing Board"), I am pleased to submit the West Virginia Virtual Academy charter application to the West Virginia Professional Charter School Board. The West Virginia Virtual Academy ("WVVA") will be a statewide virtual charter school serving students in grades K-12, in accordance with W. Va. Code § 18-5G-1, *et. seq*. and Policy 3300. The mission of the WVVA is to use high-quality curriculum and authentic career-focused educational programming to personalize instruction for every student—regardless of their zip code—so they are empowered to achieve their full potential, prepared to pursue the career and/or postsecondary education opportunities of their choosing, and equipped to contribute positively to the communities in which they live and West Virginia as a whole.

On August 26, 2021, the governing board voted to approve submitting this application for your consideration. As required by Policy 3300, § 5.5.a, this letter is signed confirmation that the single submission of the application is complete.

We look forward to working with you and the other members of the West Virginia Professional Charter School Board to reach our goal of charter approval. Please contact me, with copy to Board Counsel, with any questions that you may have.

Sincerely,



Bryan Hoylman
Chair

cc: J. Zak Ritchie, Esq. as Board Counsel (via email)

WEST VIRGINIA VIRTUAL ACADEMY VIRTUAL CHARTER SCHOOL APPLICATION

Submitted to the West Virginia Professional Charter School Board

August 30, 2021

Presented by Mountain State Learning Solutions, Inc. a West Virginia nonprofit public corporation governing board

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General Information

APPLICANT

Type of School:

(please select one)

☒**New School:** Any one or more combination of parents/guardians, community members, teachers, schooladministrators, or institution of higher education in this state.

☐**Conversion Charter School:** An existing West Virginia public school that is not a public charter that wishes 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 only apply 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 page 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: K12 Virtual Schools LLC

Name of Proposed Public Charter School: West Virginia Virtual Academy

Primary Contact

Name: J. Zak Ritchie, Esq.

Phone Number: [redacted] Email Address: [redacted]

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: August 25, 2021

Receipt #: Agency Tracking ID: 76140017238

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	***Middle School***	***High School***
☒ Kindergarten	☒ Sixth Grade	☒ Ninth Grade
☒ First Grade	☒ Seventh Grade	☒ Tenth Grade
☒ Second Grade	☒ Eighth Grade	☒ Eleventh Grade
☒ Third Grade		☒ Twelfth Grade
☒ Fourth Grade		
☒ Fifth Grade		

Maximum Student Enrollment at Capacity: 2500 (Year 5) The maximum enrollment at full capacity will be determined per year based on the goals of Mountain State Learning Solutions, Inc. (the "Board") to expand educational options, improve student outcomes, achieve a balanced budget, and meet the requirements in §18-5G-13(a)(1) and §126-79-4.3.f.1.

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	37	38	43	51	65	The minimum enrollment at full capacity will be determined per year based on the goals of the Board to expand educational options, improve student outcomes, achieve a balanced budget, and meet the requirements in §18-5G-14(a)(1)) and §126-79-4.3.f.1.
First	22	38	44	52	65	See Above
Second	21	31	43	51	65	See Above
Third	25	35	45	57	72	See Above
Fourth	28	40	50	62	80	See Above
Fifth	32	45	56	69	89	See Above
Sixth	47	62	76	93	120	See Above
Seventh	60	82	99	121	155	See Above
Eighth	67	95	117	142	182	See Above
Ninth	80	111	139	170	217	See Above
Tenth	81	118	149	183	234	See Above
Eleventh		105	137	170	216	See Above
Twelfth			102	129	165	See Above
Total	500	800	1100	1350	1725	

Maximum Enrollment						
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At Full Capacity**
Kindergarten	74	71	77	82	88	The maximum enrollment at full capacity will be determined per year based on the goals of the Board to expand educational options, improve student outcomes, achieve a balanced budget, and meet the requirements in §18-5G-14(a)(1)) and §126-79-4.3.f.1.
First	43	72	80	86	93	See Above
Second	42	58	79	86	95	See Above
Third	51	66	81	95	105	See Above
Fourth	56	75	91	102	116	See Above
Fifth	64	84	102	115	128	See Above
Sixth	94	116	138	154	171	See Above
Seventh	120	153	180	200	221	See Above
Eighth	133	177	213	237	262	See Above
Ninth	160	208	252	282	313	See Above
Tenth	163	222	270	305	339	See Above
Eleventh		198	250	285	319	See Above
Twelfth			187	221	250	See Above
Total	1000	1500	2000	2250	2500	

Executive Summary

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

West Virginia Virtual Academy (WVVA) will be a statewide virtual charter school that will serve grades K-10 in year one and add one grade level per year until it serves grades K-12. The mission of the WVVA is to use high-quality curriculum and authentic career-focused educational programming to personalize instruction for every student – regardless of their zip code – so they are empowered to achieve their full potential, prepared to pursue the career and/or postsecondary education opportunities of their choosing, and equipped to contribute positively to the communities in which they live and West Virginia as a whole.

In the twelve months between July 1, 2020, and June 30, 2021, the anticipated WVVA Education Services Provider received inquiries about online learning from 2,314 West Virginia families representing all fifty-five counties in the state. Additionally, these inquiries included 229 for Career Readiness Education (CRE) options, or roughly ~10% of the total inquiries from West Virginia families. Assuming just one student per family, the inquiries represent almost 1 percent of all K-12 students reported in the SY20-21 school year Enrollment by County & Grade report found on the Zoom WV resource provided by the West Virginia Department of Education.

WVVA will contract with K12 Virtual Schools LLC, hereafter referred to as the "proposed ESP". The curriculum products and materials that WVVA proposes to offer have a range of content rigor, flexibility in content sequencing, and features that engage and motivate students. Each student WVVA serves will be different in how they want to learn, choose to learn, and what they need to learn; therefore, it is important that every course and every supplemental product or tool support that individual personalized learning need.

The goal of the School will be to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. Many students will benefit from both direct instruction and online independent learning tools. Some will rely heavily on teachers and, to a lesser extent, Learning Coaches (usually a guardian or parent, but could be any caring adult), while others will be more independent and self-directed. By supporting all these learning preferences, WVVA will meet the needs of the range of students it serves. Connecting all these learning support sources is alignment to West Virginia's College and Career Readiness Standards, a range of rigor, and a diversity of content to maximize student engagement.

The learning experiences offered by WVVA through courses, supplemental materials, diagnostic tools, and learning reinforcement tools are each designed to engage students. It is important to recognize that effective teaching and learning is about meeting the student where they are on a continuum of learning within each content area, using technology and teacher expertise. Effective teachers adapt curriculum and instruction to meet the needs of individual students. Personalized learning must be available to every student in each content experience.

Consider a continuum of content, ranging from teacher-led instruction to a completely technology-driven experience. WVVA will offer teachers for every subject/course and every student. Class sessions may be delivered in small group or personalized individual sessions. Regardless of the technology level, the important feature of these personalized experiences is that each one provides learning experiences that meet the specific and unique learning needs of individual students.

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).

The mission of the West Virginia Virtual Academy (WVVA) is to use high-quality curriculum and authentic career-focused educational programming to personalize instruction for every student – regardless of their zip code – so they are empowered to achieve their full potential, prepared to pursue the career and/or postsecondary education opportunities of their choosing, and equipped to contribute positively to the communities in which they live and West Virginia as a whole.

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 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.

WVVA's vision for student learning is to focus on foundational learning proficiency in early grades, equipping students with the skills they need to develop deep content knowledge in upper grade levels. Rigorous career-learning education will be integrated as early as elementary school and become the focus of upper grade levels to promote high levels of student academic achievement and provide for authentic career exploration opportunities in collaboration with industry partners. The virtual aspect of the School removes the geographic barriers that prevent many students from accessing career-readiness education. It also provides expanded choice for students seeking an alternative and more personalized learning experience.

High-Quality Curriculum and Personalized Instruction

WVVA will be a statewide virtual charter school that will serve grades K-10 in year one and add one grade level per year until it serves grades K-12. WVVA will contract with K12 Virtual Schools LLC, hereafter referred to as the "proposed ESP". The curriculum products and materials that WVVA proposes to offer have a range of content rigor, flexibility in content sequencing, and features that engage and motivate students. We understand that each student WVVA serves will be different in how they want to learn, choose to learn, and what they need to learn; therefore, we believe it is important that every course and every supplemental product or tool support that individual personalized learning need.

Our goal is to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. Many students will benefit from both direct instruction and online independent learning tools. Some will rely heavily on teachers and, to a lesser extent, Learning Coaches (usually a guardian or parent, but could be any caring adult), while others will be more

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Authentic, Relevant, and Industry-Recognized Career Technical Education

Traditionally, CTE programs have been tied to physical locations which have left geographic gaps in choice of learning opportunities for students who live in rural areas and/or do not have access to a CTE center or courses at their local schools. As an online school, WVVA removes these geographic barriers, and students will be able to work remotely to learn skills that align with West Virginia's high demand job forecasts. The School will pair its students with relevant internships to gain hands-on experience in the pathway(s) of their choice in a geographically appropriate area.

As a governing body, Mountain State Learning Solutions, Inc. is committed to ensuring students graduate with the skills they need to confidently pursue postsecondary education or step directly into high-demand, high-wage jobs in West Virginia. The ESP we have selected can create customized curriculum in partnership with businesses and industries to ensure that students develop workforce-ready skills and competencies. According to the West Virginia State Board of Education (WVBE), 90% of the fastest growing jobs in the state require some education beyond high school and 54% of existing jobs require "middle skill" training – that which goes beyond high school but does not require completion of a bachelor's degree. Only 45% of current workers in West Virginia meet the minimum qualifications for middle skill jobs.1 With WVVA's focus on authentic and industry-relevant career-readiness education, students will graduate with the competencies required to attain the skills necessary for such positions.

It is our vision to empower all students to contribute positively to the communities in which they live by preparing them for careers that are relevant in West Virginia. The flexibility and reach we will have as an online school will ensure our students have access to a variety of career pathways, regardless of the size of their hometown or the opportunities available there. A recent

[1] State Board of Education, West Virginia Department of Education. "Prepare West Virginia Students for their Future". http://wvde.state.wv.us/audit-response/work-force-needs.html

report published by the Institute of Education Sciences illustrates the limited mobility of students in West Virginia; the typical adult lives only 18 miles from his or her mother.[2] We believe students should be able to pursue their chosen career paths without having to uproot themselves from their families and communities. WVVA will provide exactly that opportunity. Its career-focused program will provide instruction, workplace experience, professional skills development, dual-credit opportunities, mentoring, and counseling services. It will lay the foundation for a range of careers and provide its students with opportunities to earn industry-recognized credentials, whether they live in Huntington, Martinsburg, or somewhere in between.

Key attributes of WVVA's CRE program include:

- Continuously building relationships with industry leaders throughout the state to provide students with work-based experiences including job shadowing, mentoring, and networking opportunities and in person or virtual internships;
- Utilizing Project Based Learning (PBL) where students can develop and practice professional skills including collaboration, problem solving, communication and leadership to prepare them for the modern workplace;
- Career counseling and an Academic Plan individualized to each student's needs and academic and career pathway interests;
- Industry-recognized certifications that open doors for postsecondary job opportunities;
- Dedicated Career Readiness employees to provide the necessary support to students in the CRE program; and
- Using networking platforms such as Tallo and Nepris to connect students with industry professionals, potential employers, and postsecondary institutions and opportunities across West Virginia and the nation.

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.

WVVA will be different from a "typical" school. The Project-Based Learning (PBL) instructional delivery model will begin in elementary school and run through both foundation and career readiness coursework. PBL projects are built from the intersection of learning standards and real-world challenges. Students develop and practice professional skills while learning academic content and professional competencies. Many projects, like the authentic challenges they incorporate or simulate, exist across content areas and are best built through an interdisciplinary approach. Hallmarks of the quality of PBL that will be required include student engagement through relevance; alignment to standards; authenticity; opportunities for sustained inquiry; student voice and choice; critique, revision, and reflection; collaboration; and public exhibition of knowledge and skills.

During elementary school, students will begin to explore careers and develop professional skills

[2] National Center for Education Evaluation and Regional Assistance at IES. "Assessing the Alignment between West Virginia's High School Career and Technical Education Programs and the Labor Market." REL 2020-019. https://files.eric.ed.gov/fulltext/ED605044.pdf

(e.g., communication, organization, presentation). The School's Career Readiness Education Coordinator will work with teachers to introduce students to the concepts of careers and will design lessons, activities, and field trips that provide opportunities for students to experience various careers. Career kits will be sent to families for students and parents to explore together. The anticipated ESP has partnered with the *Inventors Hall of Fame* to create these quarterly career exploration experiences in a variety of career clusters.

Starting in grade 6, students will engage in a yearlong course with the purpose of exploring various career options and opportunities that are available in the healthcare, manufacturing, and business/innovation economy that is currently driving employment in West Virginia. The goal of the 6th grade career readiness experience is exposure and awareness that provide a foundation to select a career readiness course in each of grades 7 and 8 that drills down to an exploration experience at the cluster level.

There are two stages to the middle school career readiness approach: Career Awareness and Career Exploration. During the Career Awareness phase, students will take part in awareness coursework, including introduction to career clusters, PBL, and professional skills development. They will also be exposed to virtual work-based learning via Nepris sessions. Students in grades 7-8, as appropriate, will begin to take part in Career and Technical Student Organizations (CTSOs). The Career Exploration phase of the middle school career readiness program allows students to focus their experience by selecting a career readiness exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. In the second semester of grade 8, students will be introduced to Tallo[3], a platform that allows students to showcase their skills, abilities, and credentials to businesses and colleges, allowing them to begin building their personal portfolios and developing their network.

Throughout high school, our students will be part of a cohesive career readiness experience blending PBL courses; career exploration tools; CTSOs; career counselors; National Career Readiness Certificate/Test Prep; work-based experiences; industry partnerships; college credit; dedicated employees who hold licenses required for their role; and a statewide Advisory Council. Upon graduation, students will be prepared to pursue a specific career and/or postsecondary education. All of this will be grounded in a sound foundational education utilizing the ESP's research-based curriculum. Students and teachers will interact online in whole group, small group, and one-on-one scheduled sessions utilizing a web-conferencing tool (e.g., Newrow). They will also communicate via telephone, email, Zoom, instant messaging, and in person. West Virginia licensed teachers will be assigned to each course, trained in PBL, and will be directly responsible for the engagement, instruction, and learning of their students.

Every student at each grade level will have a Learning Coach who will support the student in their learning process. Teachers and counselors will work with Learning Coaches and students to ensure student success.

[3] Tallo use is limited to students ages 13 and older. If a student does not meet the age requirement, other avenues will be pursued.

Meeting the Needs of All Students

The founding Board believes strongly that all students have unique strengths and needs that must be recognized and accommodated to reach their full potential as contributing members of society. A significant component of WVVA's mission is to serve students lacking access to a high-quality, innovative, career-focused virtual education option. WVVA will adhere to all federal, state and local regulations regarding the education of students with special needs. Students with special needs will be supported by their general education teacher in the least restrictive environment and will receive the supportive services of a special education teacher as well as related services as defined in each student's IEP. English Language Learners (ELL) will be provided high-quality and culturally-integrated language instructional programs that are evidence-based. Advanced learners will be offered opportunities for enrichment including AP courses and dual enrollment. The School's mission lends itself well to diverse learning styles; the online curriculum, PBL methods, and workplace experiences will provide differentiated instruction to accommodate our students.

The ESP will be a key support to the Board as they serve diverse students. The proposed ESP's Product Development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs, and third-party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Media Standards (NIMAS). Assistive technology tools such as screen readers, speech to text, level reading tools, and visual math calculators can be accessed by all students based on their individual needs and accommodations will be provided as required by a student's IEP. A dedicated career readiness employee will ensure every student will have access to workplace experiences and hands-on PBL and Career Technical Student Organization (CTSO) projects.

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.

Expand Access to High-Quality CTE

The West Virginia school system has been dedicated in its efforts to expand high-quality CTE opportunities within the state. We recognize that 93% of statewide employment openings are served by at least one high school CTE program.[4] However, many high-demand study occupations are not currently served by an aligned CTE program within their region. As the IES report states, "this gap in alignment indicates that these occupations might lack the requisite skilled labor to fill long-term projected employment openings." Likewise, students who live in

[4] National Center for Education Evaluation and Regional Assistance at IES. "Assessing the Alignment between West Virginia's High School Career and Technical Education Programs and the Labor Market." REL 2020-019. https://files.eric.ed.gov/fulltext/ED605044.pdf

those underserved regions will be at a disadvantage in the labor market.[5] Our goal is to further expand CTE opportunities in the state so unserved and underserved areas and students will have access to educational opportunities that best serve their learning styles and effectively prepare them for their postsecondary plans – whether that's college, career, or both.

WVVA's model will be unique to the West Virginia education landscape. Many West Virginia schools offer electives, activities, and course programs aimed at encouraging students to think about future careers. The comprehensiveness of these programs varies widely. Those with robust career readiness programs are site-based and only accessible to students who can physically access the schools daily and often don't offer the holistic career focused/college readiness program that WVVA proposes. Additionally, the challenges to educating West Virginia students that the COVID-19 pandemic has presented demonstrate the importance of having high-quality, scalable options to serve students and families while at the same time sharing best practices among public educators who are experienced with traditional educational delivery methods. As the only online school focused holistically on CTE, WVVA will serve an important and timely role. The Board pledges to work with its peers in the charter and traditional public school world to share best practices and help foster innovation.

The most compelling reason to provide a statewide virtual career readiness school is that studies show CTE programs effectively engage students, lead to long-term positive outcomes for students and the economy, and are highly valued by students and parents. Nationwide, the graduation rate for students who concentrate in a career readiness pathway is about 90 percent, roughly 15 percentage points higher than the national average for all high school graduates.[6] The estimated impact of achieving a 90 percent graduation rate nationwide is a $5.7 billion increase in economic growth and $664 million in additional federal, state, and local taxes.[7]

Students who participate in career readiness programs may also be less likely to be displaced by automation. Per a report by the McKinsey Global Institute, within 60 percent of jobs, at least 30 percent of activities could be automated. Automation will affect some of the largest occupational categories in the U.S., including office support, food service, production work, and customer service and retail sales. Individuals with a high school degree or less are four times more likely to be in a highly automatable role than individuals with a bachelor's degree or higher.[8] A high-quality CRE program will help students develop skills that will serve them even in the age of automation, and the professional skills and self-reliance students will learn during the program will help them adapt to the changing nature of work as they move through their careers.

In terms of how parents and students value career readiness education opportunities, a study by Advance CTE with support from the Siemens Foundation found that 93 percent of parents and students say, "finding a career that I/my child feels passionate about is important", and 82 percent of CRE students are satisfied with their ability to learn real-world skills in school,

[5] Ibid.
[6] "About CTE", AdvanceCTE. https://careertech.org/cte.
[7] Based on class of 2015. "The Graduation Effect: Every Student's Potential to Impact a Community". Alliance for Excellent Education. November 2017. http://graduationeffect.org/US-GradEffect-Infographic.pdf.
[8] "The Future of Work in America". McKinsey Global Institute. https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-america-people-and-places-today-and-tomorrow.

compared to only 51 percent of non-CRE students.[9]

Meet Existing Demand for a Full-Time Virtual Public Education
Significant demand for a full-time virtual public education option exists in West Virginia. Between July 1, 2020, and June 30, 2021, the proposed ESP received inquiries about online learning from 2,314 families in the state, representing all 55 counties. Assuming just one student per family, the inquiries represent nearly one percent of all K-12 students reported in the SY20-21 Enrollment by County and Grade report found on the ZoomWV website provided by the WVDE.

WVVA will meet the demand for such an option in the state. We expect to serve students with a breadth of learning styles and needs, from those who require extra support to those who are seeking to learn at their own advanced pace.

Provide an Option for Diverse Students
For many students, "traditional" brick-and-mortar schools are simply not a good fit. We recognize that the learning styles and needs of every student vary. WVVA will customize the learning experience for all students by addressing each student's unique strengths and weaknesses and providing differentiated learning support through assistive technology tools and a tiered system of instruction based on Universal Design for Learning principles (UDL). Assistive technology will be fluidly integrated into daily lessons based on student needs. Through a multi-tiered system of instruction (MTSS), teachers will implement strategies based on UDL and work proactively to design lessons to meet all learner needs through differentiated strategies. For a more detailed explanation of how WVVA will serve students with exceptionalities, English Language Learners, at-risk students, and gifted students, please see the response to "Special Populations and At-risk Students".

The proposed ESP's product development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs and 3rd party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Materials Accessibility Standard (NIMAS). Any resources that may result in user challenges due to an exceptionality may be reported for investigation and remediation, as appropriate, via www.k12.com/accessibility.

Using the proposed ESP's curriculum, WVVA will have access to a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports.

Within the proposed ESP's online learning platform, lessons are created with multiple learning

[9] "The Value and Promise of Career Technical Education: Results from a National Survey of Parents and Students". AdvanceCTE. https://cte.careertech.org/sites/default/files/files/resources/The_Value_Promise_Career_Technical_Education_2017.pdf.

styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum can customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities, based on the student's performance data.

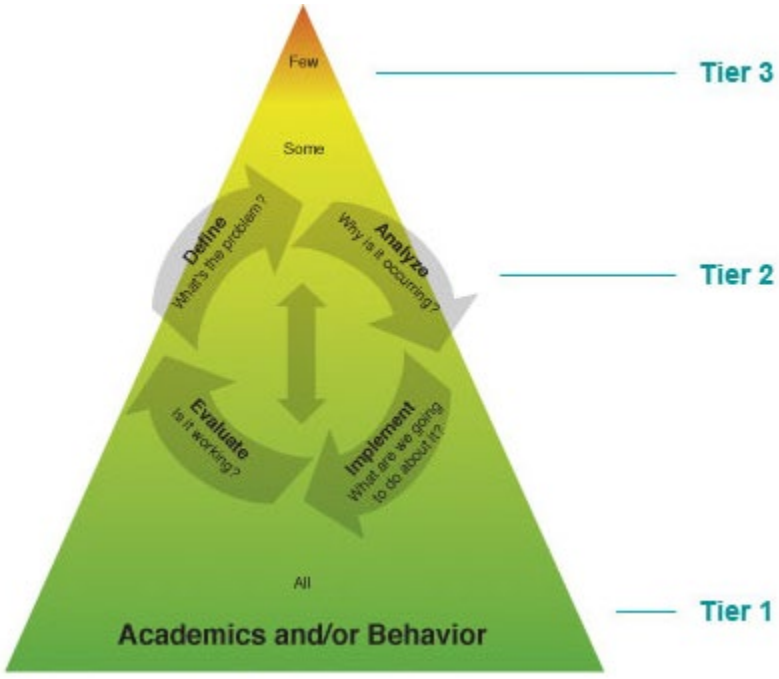
Assistive Technology

Due to the unique online nature of the curriculum, many assistive technology tools can be accessed by all students based on their individual needs. With the support of the proposed ESP's Assistive Technology Resource Library, all employees will have recommended tools and strategies at their disposal upon identification of student need. A sampling of differentiation support tools includes but is not limited to, text to speech software, speech to text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, and visual graphs and web support.

MTSS

WVVA understands that all students learn differently, and that effective instruction encompasses Universal Design approaches. WVVA will implement a Multi-Tier System of Supports (MTSS), a multi-tiered research-based approach for early identification and support of students' learning and behavioral needs that is aligned with the School's Academic Plan. Through the implementation of a tiered system of instruction and intervention, teachers implement teaching strategies and work proactively to design lessons to meet all learner needs through differentiated strategies. Through the implementation of a Universal Screener Tool, students' academic strengths and weaknesses are identified before the beginning of the school year or after enrollment approval.

MTSS Pyramid of Support



Using a multi-tiered approach to efficiently differentiate instruction for all students, WVVA will create systems and procedures for continual data analysis, regular data conferences, and ongoing teacher training. Struggling learners at Tiers I, II, and III will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. Advanced learners will be provided opportunities for enrichment. Data analysis will be used to inform and evaluate each student and their unique learning needs regardless of tiered level. Through the implementation of regular data conferences, students will be identified proactively as at-risk, on track or advanced students. Students identified as at-risk or advanced will have measurable action steps developed in response to the data analysis; action steps will include SMART goals, instructional strategies, and a system for follow-up to monitor progress on each of the identified individual students. Decisions about the intensity and duration of interventions will be based on individual student response to instruction. These services will be provided by a variety of personnel, including general education teachers, special educators, and specialists.

WVVA will have a defined tiered system procedures manual that will be aligned to state requirements. In addition to weekly data team meetings, tiered team members will conduct a "deeper data dive" on those students identified in tier II or tier III. Depending on the type of identified need, academic and/or behavioral, needs can be addressed through intervention support and data collection to validate each student's response to instruction. Tiered teams are composed of a diverse background of stakeholders, often including a grade level administrator, math teacher, English teacher, and other content area employees.

Students identified as the most at-risk or students that need additional enrichment are ranked using universal screener data, state assessment data, and teacher recommendation. Tier II supports are created based on individual student needs, with a focus on small group, differentiated sessions aligned to address each identified student need. Interim assessments are utilized to continuously drive instruction and to adjust interventions based on student data and response to instruction. Students that need more intensive supports are supported in Tier III. Tier III students receive individualized targeted instruction in one-on-one or small group settings.

The online curriculum makes "live" and continuous student data review seamless. Since student progress towards each lesson is recorded and tracked instantly within the online dashboard, teachers and tiered teams can analyze and pinpoint specific academic needs of each student. The courses provide students with diagnostic assessments four times a year that allow schools to track student growth in each subject and to proactively target specific areas of need. In addition to diagnostic assessments, courses have built-in formative assessments throughout each course for continual progress monitoring and student data to drive instruction.

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a process for creating instructional goals, methods, materials, and assessments that are flexible and work for everyone. This approach provides more than a single, one-size-fits-all solution; instead, it supports flexible approaches that can be customized and adjusted for individual needs.

The principles of UDL have been integrated into the Every Student Succeeds Act (ESSA) and into the design and implementation practices in a number of ways at the proposed ESP:

- Planning and design of curriculum, instruction, and assessment are promoted in a proactive manner, considering flexibility in presentation, response, and motivation for students in the front end of product development
- Throughout their educational materials and services, the proposed ESP's professional development and training, implementation, and evaluation are responsive to students' tiered needs of supports.

UDL principles are also compatible with and facilitate the accessibility compliance of the proposed ESP's materials and services. The company's design practices take into account students' needs, preferences, and abilities to interact with the curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and also support individual needs for accommodations and the use of assistive technologies.

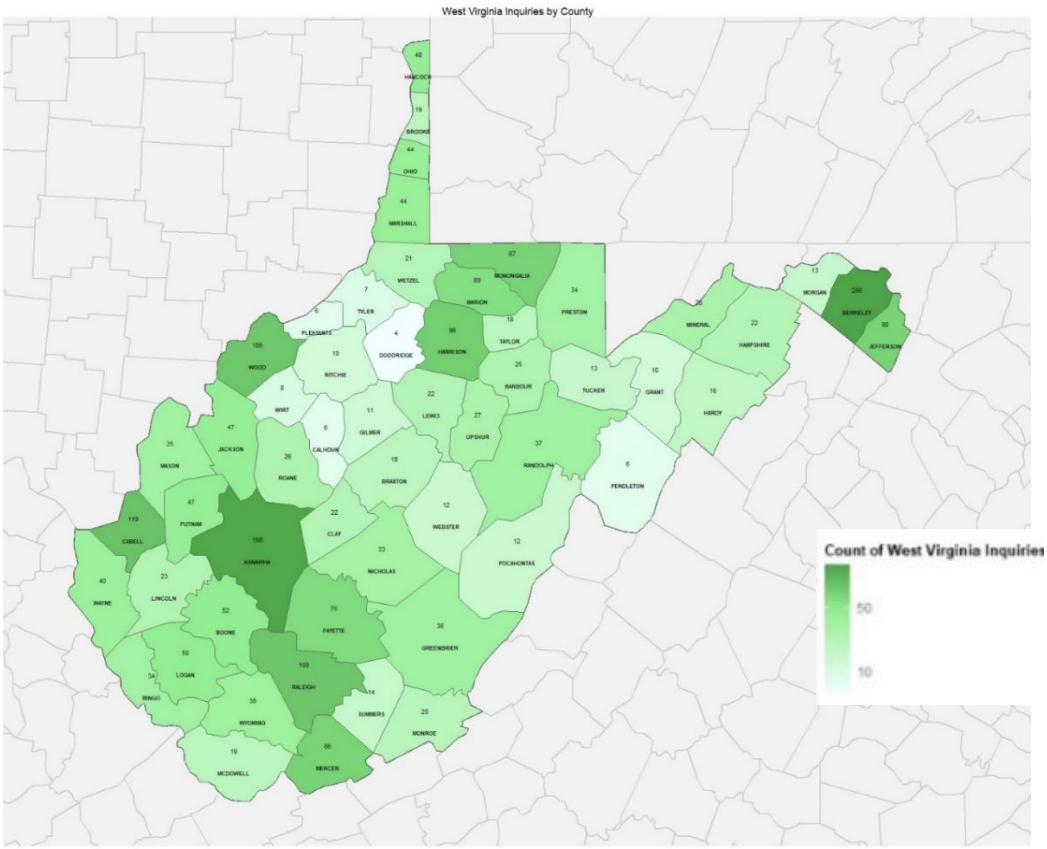
Universal Design for Learning has influenced the planning, development, authoring, editing and production of new course development and efforts to improve the access flexibility of existing curriculum assets within the proposed ESP's products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy and make on-going school services support more effective.

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.

In the twelve months between July 1, 2020, and June 30, 2021, the proposed ESP received inquiries about online learning from 2,314 West Virginia families representing all fifty-five counties in the state. Additionally, these inquiries included 229 for CRE options, or roughly ~10% of the total inquiries from West Virginia families. Assuming just one student per family, the inquiries represent almost 1 percent of all K-12 students reported in the SY20-21 school year Enrollment by County & Grade report found on the ZoomWV resource provided by the WVDE. The below graphic helps illustrate this point.



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.

Please see the responses in the **Financial Plan** section for a detailed explanation of the financial stability of the charter school, including contingency plans should the School experience changes in its total enrollment, demographics, economic outlook, etc.

The Board carefully reviewed its budget projections to ensure that WVVA can operate at below projected enrollment. The School has prepared an alternative budget (see **Appendix O)** to show that at approximately 55% of anticipated first year enrollment, the School can operate and deliver its academic program.

The lower enrollment budget reflects the Board's understanding that some costs, such as the facility lease, would remain unchanged, even if enrollment were to decrease. As such, the

55% budget reflects the entire amount of the estimated lease payment being paid.

Other variables kept constant include average salaries and benefits rates. However, the School acknowledges that it would have to operate with fewer teachers but would work to maintain appropriate teacher-student ratios.

Other variable costs include ESP-provided Student Curriculum and Delivery, Instructional Materials, Student Computers, and Administrative Support and Technology fees, special education, and contract related services expenses, as well as teacher/administrative laptops and student/teacher Internet services reimbursements.

While the Board has modeled the 55% alternative enrollment scenario described above, it believes that because the virtual model has less fixed costs (e.g., smaller facilities, minimal transportation) than traditional brick and mortar schools, enrollment below 55% could be sustained short-term, but is certainly not optimal, nor the plan.

The proposed ESP will ensure the School achieves a balanced budget each year, regardless of any economic factors impacting the School. According to the terms of the proposed EPSA between the proposed ESP and the WVVA Board, the proposed ESP will issue credits against its charges to ensure that the School does not end a year with a negative net asset balance – a "Balanced Budget Credit." This financial guarantee is not a loan, nor is it included in reportable liabilities of the WVVA Board.

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.

Academic Achievement

The Board reviewed the academic performance of several schools outside of West Virginia who contract with the proposed ESP, including state report card performance, graduation rates, certifications earned, and CTE pathways completed. These metrics align with WVVA's mission as a high-performing career readiness school.

Particular attention was paid to Colorado Destinations Career Academy (CODCA), as it is one of the longest running career-focused schools with which the proposed ESP contracts. It serves students in grades 6-12 statewide and had an enrollment of 777 students in SY2020-2021. CODCA experienced significant improvement in academic ratings since transitioning to a career-focused model from a virtual academy without a career focus in SY2016-2017. Their state report card has improved year-over-year for four straight years. From SY2017-2018 to present, the rating has been "Improvement Status". In SY2018-2019, the last year for accountability ratings, CODCA was 1.2 percentage points away from "Performance Status", which is the highest rating a school can earn in Colorado. CODCA's graduation rate has also steadily increased since moving to a career-focused school. The 2020 cohort four-year graduation rate

was 85.9%, an improvement of 34.4 percentage points since SY2016-2017. Additionally, since the introduction of the career-focused model, the dropout rate has decreased 14 percentage points (currently 1.3%).[10] The number of students that earn certifications and complete a CTE pathway have both increased since SY2016-2017; the number of students earning a certification has doubled year-over-year. For SY2019-2020 graduates, 100% of the students graduated with either CTE completer or concentrator status as identified by the state.

Several other schools with structures contemplated at West Virginia Virtual Academy were also analyzed and their performance data – the most recently available – is summarized below.

Pikes Peak Online School (Colorado)

- In SY2018-2019, the school scored "Performance" rating (highest rating) on the Colorado Alternative Education Campus framework.
- In SY2018-2019, the school received "Meets" ratings on Math, Evidence-Based Reading & Writing, and Science measures under Academic Achievement.
- In SY2018-2019, the school's Median Growth Percentile of 52 on Star Enterprise Math outperformed the state.
- In SY2018-2019, the school's Median Growth Percentile of 61 on Star Enterprise Reading outperformed the state.

Friendship Public Charter School Online School (Washington DC)

- In SY2018-2019, the FPCS middle school received a 68.96% (4 Stars out of 5) on the DC framework.
- In SY2018-2019, the FPCS elementary received a 40.26% (3 Stars out of 5) on the DC framework.
- In SY2018-2019, 46.77% of school scored "Meeting" or "Exceeding Expectations" in ELA (compared to state average of 37.15%).
- In SY2018-2019, 58.53% of school scored "Approaching", "Meeting", or "Exceeding Expectations" in Math (compared to state average of 55.17%.
- In SY2018-2019, 55.61% of school showed "Growth to Proficiency" in ELA compared to state average of 54.95%.
- In SY2018-2019, 99% of student population has over 90% attendance compared to state average of 70.57%.

Nevada Virtual Academy (Nevada)

- In SY 2019-2020, NVVA high school had a graduation rate of 88.70% compared to state average of 82.57%.
- In SY2018-2019, NVVA middle school has a Math Median Growth Percentile of 59.5 in Math and 50 in ELA (State average is 50).
- In SY2018-2019, 36.1% of NVVA high school students scored "Proficient" in Science compared to state average of 29%.
- In SY2018-2019, both NVVA middle and high school had a greater proficient ELL

[10] Colorado Department of Education. *School Dashboard – Achievement – CODCA*. https://www.cde.state.co.us/code/schooldashboard

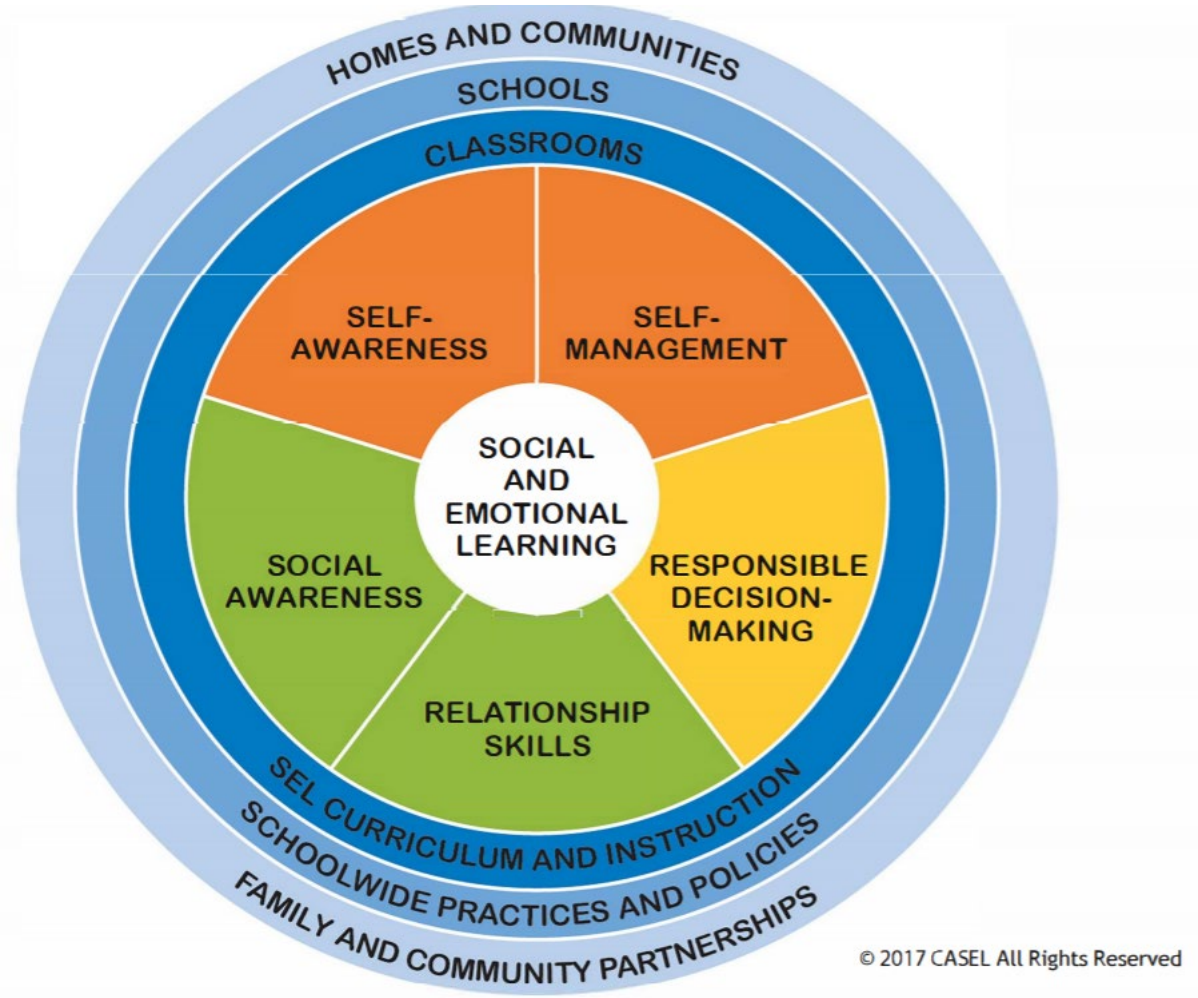
population than the state average.
- In SY2018-2019, NVVA middle school had a Chronic Absenteeism rate of .5% compared to the state average of 7.9%.

Texas Online Preparatory School (Texas)
- In SY2018-2019, Texas Online Preparatory Academy had a graduation rate of 89.8% compared to state average of 90%.
- In SY2018-2019, 61% of population scored "Meets Grade Level" or Above in All Subjects compared to state average of 50%.
- In SY2018-2019, 67% of population scored "Meets Grade Level" or Above in Math compared to state average of 48%.
- In SY2018-2019, 61% of population scored "Meets Grade Level" or Above in Science compared to state average of 54%.
- In SY2017-2018, the school's average SAT score was 1093 compared to the state average of 1036. The school's average ACT score was 24.2 compared to state average of 20.6.

Social-Emotional Learning

Social and emotional learning ("SEL") is how children and adults understand and manage emotions, set goals, feel, and show empathy for others, establish positive relationships, and make responsible decisions. Knowing that every student is unique, the School will attempt to focus on building authentic relationships with each student, striving to inspire the individual to realize and grow into their potential. Social and emotional support is a key aspect to providing a healthy, safe, and supportive learning environment.

As such, an SEL program is intended to help students build resilience and confidence through interactive, engaging discussions with teachers and peers. Providing this support has been found to increase student motivation to grow, learn, and improve self-awareness and confidence. It has also been shown to lead to increased academic achievement for students and decreases in dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.



As part of the School's holistic approach to each student's success, the School will offer an SEL program for students. An SEL program will ensure students are ready to learn by increasing their self-confidence, resilience, and interpersonal skills.

Through an SEL program, students are encouraged to grow in key social and emotional areas necessary for thriving in school and life, including:

- self-awareness
- self-management
- social awareness
- relationship building
- responsible decision-making

Students are given opportunities to discuss topics relevant to their lives, creating a strong sense of belonging and community among peers, as well as allowing the teacher to learn more about each student on a deeper, more personal level.

As a result of sharing in a respectful environment, where people listen to and value those who contribute, students will discover a vital part of their personal identity—their own voice, leading to improved self-confidence, self-esteem, and a flourishing student in class and beyond.

Teachers Focus on their Students' Well-Being

As part of an SEL program, the School's teachers will support and facilitate their students' academic, social, and emotional well-being. For example, because of a deeper understanding of students' lives through SEL programming, a teacher may learn that a student is experiencing social or emotional barriers to learning. After addressing this issue with the student, the teacher will then be able to help the student connect to the services or assistance he or she needs most.

7 Mindsets

The 7 Mindsets program will be used in grades K-12 at WVVA. 7 Mindsets is an SEL program based on a 3-year research effort into what the world's happiest and most successful people have in common. This research led to a set of 7 mental habits, or mindsets, packaged into a framework and language that is accessible and engaging for K – 12 students.

1. Everything is Possible- Dream big, increase expectations and embrace creativity (Education and Career Goals).
2. Passion First- Pursue your authentic talents and deepest interests and align with your personal goal (Purpose and Relevance).
3. We are Connected- Explore the synergies in all relationships and learn to work with, for and through others (Behaviors).
4. 100% Accountable- Choose to be responsible for your own happiness and success (Resilience and Graduation).
5. Attitude of Gratitude- See the positives from every experience and be thankful for all you have (Character and Behavior).
6. Live to Give- Inspire and serve others while maximizing your potential (Character and Behavior).
7. The Time is Now- Harness the power of this moment and take purposeful action today (College and Career Readiness).

The proposed ESP has had success using the 7 Mindsets program in several schools they serve. This interactive SEL program is aligned to the Collaborative for Academic, Social, and Emotional Learning standards and can lead to:

- Increasing student motivation and resiliency
- Developing self-determination and self-advocacy
- Increasing test scores
- Improving behavior
- Increasing graduation rates
- Accomplishing college and career readiness
- Developing student character
- Empowering teachers personally and professionally
- Building school culture

In terms of content delivery, there are four lessons and 15 hours of content per Mindset with four levels of course content to accommodate diverse learners (K-2, 3-5, 6-8, and 9-12). A typical schedule includes at least one 30-45-minute session of 7 Mindsets per week. The facilitator leads with the Opening Concept (Attention-Grabber) which is followed by a relevant video and/or music selection, the Learning Activity, a facilitated discussion and, after the session, a Student Journey Life Plan which incorporates elements of that session's lesson.

Facilitators receive training from the proposed ESP and 7 Mindsets professional development employees in how to implement the program, including online training and options for onsite training. More information about 7 Mindsets can be found here: https://7mindsets.com.

7 Mindsets Survey
Through the 7 Mindsets survey, a 21-question assessment used to assess student mindsets during the Fall and Spring, students reflect on where their greatest collective attitudinal strengths lie and where the areas of highest growth potential exist. SY2020-2021 results were aggregated to attain an overall student population average. Responses that were reported a 4 (Agree) and 5 (Strongly Agree) were tabulated and reviewed to see which mindsets were strongest.

Out of 399,126 questions answered nationally, students agreed the most with the following:

- Live to Give (75.78% Agree or Strongly Agree)
- Everything is Possible (65.11%)
- Passion Fruit (64.13%)
- 100% Accountable (63.7%)
- Attitude of Gratitude (59.31%)
- We are Connected (53.33%)
- The Time is Now (46.94%)

Successful Management of Non-Academic School Functions
WVVA will operate under its charter and other contracts as well as the commitments codified under applicable district, state, and federal guidance. The proposed ESP will support the School through assurance programs that validate these commitments are understood and being practiced and that attendance and other funding-related data being submitted in adherence to the state processes is accurate.

Support from the ESP in this area will begin with a repository of exemplar policies and procedures as well as a comprehensive checklist of the School's specific operating commitments created by the proposed ESP's regional and national teams. These resources will be used to collaborate with the School leadership team in the development of School-specific operating policies and procedures. Once established, the School requirements checklists will be updated annually to ensure the information remains current.

Joint oversight of these compliance practices will be shared by the School and the proposed ESP in a cyclical program that tests the local policies and procedures to validate they are aligned with current requirements and are being implemented as required. Any discrepancies identified will be remediated and re-validated. This supportive, ongoing process of checks and balances has

been highly valued by other schools contracting with the proposed ESP who routinely express high satisfaction with this service.

In addition to the policies and procedures support, the proposed ESP will support the School by providing a service to validate that the system data being used for student attendance and membership meets the complex district and state attendance and participation funding rules for virtual schools. The School will work with the proposed ESP to ensure that the numerous data points across the various vendors and touchpoints are compiled, validated, and then transformed, according to West Virginia's definition, to a specific daily attendance and membership values for each student which the School will enter into the state-approved student information system. To mitigate human error that could be introduced during the process, a final validation of each state reporting file that is submitted for funding will be verified by a separate team within the proposed ESP to ensure accuracy.

These school compliance programs provide the authorizer and the School the necessary assurances and feedback regarding the quality of these processes in the School.

In response to the following questions, please see **Appendix A** and the two responses below.

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

Name of school: *Appendix A*

Date authorized: *Appendix A*

Date of last high-stakes review or renewal and result of that review: *Appendix A*

School's website: *Appendix A*

Name of school's board chair: *Appendix A*

Board chair's contact information: *Appendix A*

Name of school's authorizer: *Appendix A*

Authorizer's contact information: *Appendix A*

Link to state's report card (for each school): *Appendix A*

Link to authorizer's scorecard, framework and/or academic review report: *Appendix A*

Three most recent financial audits. Include as Appendices:

K12 Virtual Schools LLC does not conduct financial audits of the independent public charter schools that are governed by 501(c)(3) boards. Any audits are the property of the governing boards.

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 schools are governed by 501(c)(3) non-profit independent Boards. However below is a list of the actions the ESP is aware of:

> On April 29, 2009, the Commonwealth of Pennsylvania Department of Education (PDE), authorizer for the Agora Cyber Charter School (Agora), filed a complaint against Agora for fraud and other matters. K12 Inc. provided management services to Agora. The CEO, the founder, and an Agora Board employee were charged by the U.S. attorney for fraud and other crimes. PDE took over management of the school in conjunction with K12 Inc., reconstituted the Board and facilitated a new contract between the Agora Board and K12 Inc. to continue the management of Agora by K12.
>
> In 2008, the South Carolina Virtual Charter School Board initiated charter revocation proceedings based on its interpretation that the Head of School was legally required to be an employee of the non-profit board. The contract between the board and K12 Virtual Schools LLC was revised so that the Head of School would be an employee of the board. The revocation did not proceed.

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.

The School's mission and vision as a virtual charter school are:

- Mission: to use high-quality curriculum and authentic career-focused educational programming to personalize instruction for every student – regardless of their zip code – so they are empowered to achieve their full potential, prepared to pursue the career and/or postsecondary education opportunities of their choosing, and equipped to contribute positively to the communities in which they live and West Virginia as a whole.

- Vision for student learning: to focus on foundational learning proficiency in early grades, equipping students with the skills they need to develop deep content knowledge in upper

grade levels. Rigorous career-learning education will be integrated as early as elementary school and become the focus of upper grade levels to promote high levels of student academic achievement and provide for authentic career exploration opportunities in collaboration with industry partners. The virtual aspect of the School removes the geographic barriers that prevent many students from accessing career-readiness education. It also provides expanded choice for students seeking an alternative and more personalized learning experience.

To successfully achieve the mission and vision, WVVA's educational program will:

- Serve students, including students with special needs, who lack access to a high-quality, innovative, virtual career readiness education option.
- Offer curriculum and materials aligned to West Virginia's College and Career Readiness Standards that have a range of content rigor, flexibility in content sequencing, and features that engage and motivate students and support each student's learning needs.
- Maximize the effectiveness of combining direct instruction from teachers with technology, thereby surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction and meet the needs of the range of students it serves.
- Remove geographic barriers to a CTE program with a variety of career pathways for students in the state so that they can acquire the skills needed to pursue postsecondary education or step directly into high-demand, high-wage jobs in West Virginia.
- Provide a Project-Based Learning (PBL) instructional delivery model beginning in elementary school which combines student engagement through relevance; alignment to standards; authenticity; opportunities for sustained inquiry; student voice and choice; critique, revision, and reflection; and public demonstration of knowledge and skills.

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 chose. 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.

The Board anticipates it will contract with the proposed ESP to provide its proprietary and third-party curriculum including curriculum customized to the workforce development needs of West Virginia businesses and industries. Courses within this curriculum are aligned to West Virginia

College and Career Readiness Standards, Next Generation Science Standards, as well as to the Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses. For each standard at each grade level, the proposed ESP's alignment specialists identify where in the curriculum the concepts are addressed and note specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the West Virginia standards. In addition, the proposed ESP's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from more than 60 national and international subject area organizations. Career readiness courses are all written to align with state standards as well as national and industry standards. Additionally, they are aligned to certifications where appropriate so students can prepare for certification exams while working through their career readiness courses.

The proposed ESP will actively monitor West Virginia's review, adoption, and implementation of standards and commits to staying current if West Virginia should change or replace its College and Career Readiness Standards or statewide assessments. To ensure PBL course alignment, projects are built from the standards up. Career-based projects will integrate standards from multiple subject matters and licensed and endorsed teachers will collaborate with one another to ensure standards are being met within the career readiness courses. Core courses will use a series of projects, direct whole class instruction, online curriculum, and small group instruction to ensure state standards are being met and students are learning in an applied real-world environment.

School leaders and teachers from the proposed new school will be involved in a review of curriculum, assessments, and supplemental materials each year or upon a change in West Virginia College and Career Readiness Standards and/or assessments. Modifications will be made throughout the year by school leaders and teachers as necessary.

The design, development, and delivery of the proposed ESP's curriculum is grounded in a set of guiding principles that promote critical thinking and problem solving skills to prepare students for the demands of the 21st Century. While maintaining a strong alignment to West Virginia state standards, the proposed ESP uses "big ideas" in every subject area to organize the explicit learning objectives for each course. This approach enables teachers to easily connect their instruction to both content standards and to West Virginia state standards. It also helps students understand how skills and standards are connected, providing a coherence to the teaching/learning process often missed when content standards are taught as independent, unrelated ideas.

The proposed ESP's content experts have developed a clear understanding of those subjects, concepts, and skills (as determined by experience and research on learning and teaching) that are often difficult for students to grasp. Greater instructional effort is focused on the most important concepts and on the most challenging concepts and skills. The proposed ESP uses existing research, feedback from parents and students, and experienced teacher judgments to determine these priorities and to modify its learning systems to guide the allocation of each student's time and effort. It is important to emphasize that this personalized approach to instruction ensures that

every student will receive the instructional support needed to master West Virginia content standards.

Several types of multimedia are standard in the curriculum and used strategically to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods:

- *Audio*: maximize the learner's ability to process information without being overwhelmed by visuals
- *Photographs/illustrations*: help represent, organize, and interpret the content
- *Interactive activities*: used to segment content, personalize learning, promote agency in learning, and offer the opportunity to engage in activities incrementally increasing in cognitive difficulty (see Interactive Framework, below)
- *Technology-Enhanced Item (TEI) types:* offer students the opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and bring instruction to life

As an example of interactive activities, Science courses include open-ended simulations giving students an environment to model natural phenomena. The open-ended simulations present the learner with the simplest case appropriate for their knowledge development and then provide the means to reshape the environment using increasingly more sophisticated tools or ideas. The simulations give students the opportunity to create and test models, to reinforce core lesson ideas, and to apply scientific and engineering practices in virtual labs.

Interactive Framework

The curriculum provides an interactive framework designed to enable students to fully reap the benefits of the personalized online learning environment. Many digital curriculum courses created by other curriculum providers are simply online textbooks and lack robustness and implementation support. The proposed ESP's course experience is designed expressly for a digital learning environment that follows careful instructional design principles and is packed with rigorous content so that the learning experience creates a full story arc. Courses follow a framework of interactivity that is peppered with engaging media and video and interactivity, fully using technology to enhance learning and engage students. Courses match interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, feedback from the students in the schools and programs served by the proposed ESP, as well as feedback from parents and teachers.

Summit Curriculum

The proposed ESP's Summit courses are built on a consistent, predictable instructional model to ground students in what to expect and are packed with rigorous content, interactivity, and engaging media and video. The courses personalize learning in a variety of ways, from offering more scaffolded learner paths for students needing extra support, to matching readers to appropriately leveled texts. Summit courses are designed expressly for a digital learning environment, using technology and instructional design principles to enhance instruction and engagement, not just to deliver print-based instruction online. The result is a comprehensive

online learning experience. Currently, all grades K-8 ELA, Math, Science, History/Social Sciences, Art, and Health and Physical Education curriculum are Summit courses. The majority of grades 9-12 ELA, Math, Science, History/Social Sciences, and electives are Summit courses.

K-8 Interactive Curriculum

The K-8 curriculum is engaging and includes a variety of innovative game-like experiences embedded in the instructional content. For example, the "Space Coaster" game is integrated into some Math and ELA courses. Students work to improve fluency with math facts, selecting an exciting piece of coaster track with each correct answer to build a personalized animation that shows their roller coaster when they complete the game.

The adaptive game-based learning system, Stride, is both a supplemental software program for English Language Arts, Math, Reading, and Science in grades K to 8 and is also being integrated for practice opportunities aligned to what students have learned in Summit ELA and Math curriculum based on students' needs. Stride integrates gaming components and a reward system to engage students while helping below or above grade level students expand their knowledge. Stride provides adaptive algorithms that put students on a learning pathway based on the questions they answer correctly or incorrectly so students spend less time on skills they have mastered and more time practicing skills with which they are not yet proficient. Stride is tailored to each student's needs, keeps students motivated, and is built directly into many lessons. Reteaching and practice cycles are delivered right at point of use within the most challenging lessons to ensure students who need extra support receive remediation before misunderstandings form misconceptions.

In addition to the online curriculum, the curriculum provides students with interactive offline learning in a number of ways:

- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on materials and supplies sent to students to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

Elementary and Middle School Curriculum

Families with students enrolled in elementary grades begin the school year with a Welcome to Online Learning course. New middle school students attend "Online Learning: Middle School", which introduces them to the online learning platform. Returning students attend "Welcome Back: Middle School". These introductory courses provide an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. Topics covered in grades K-5 include:

- the online school tools like the daily plan messages, and help;
- course organization of lessons, including assessments; and
- strategies to get organized and be a successful student in online courses.

In addition to the above, topics for middle school also cover time management (including how to take advantage of the flexibility of online courses) and how to form a consistent plan each day.

The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of their respective introductory courses, students will be fully prepared to begin their lessons in the online school.

From Kindergarten through 8th grade, the proposed ESP's courses are categorized into eight major subject areas – math; science; English/language arts (ELA); history and social sciences; art; music; world languages; and health and physical education – plus adaptive supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes assessments (whether formative or summative) built into nearly every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Elementary and Middle School Career Readiness Education
"Experience" is the key word for elementary school CRE. During elementary school, students will begin to experience careers and develop professional skills (e.g., communication, organization, presentation). The School's career readiness director will work with teachers to introduce students to the concepts of careers and will design lessons, activities, and field trips that provide opportunities for students to experience various careers. Career kits - similar to science kits – will be sent to families for students and parents to explore together. The anticipated ESP has partnered with the Inventors Hall of Fame to create these quarterly career experiences in a variety of career clusters.

"Exploration" is the key word for middle school CRE. A two-semester course introduces 6th or 7th graders to opportunities across the sixteen National Career Clusters™. Then, students may choose from five one-semester cluster exploration courses in Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Health Science and Human Services; Information Technology; and Manufacturing, Architecture, and Construction. The purpose of cluster exploration courses is to increase the student's awareness of their interests and the careers that are available. The courses cover basic concepts related to each career cluster and its pathways. Students learn how to choose a satisfying career by identifying strengths, interests, skills, abilities, and areas for growth.

Explorations courses utilize a project-based learning (PBL) format in which students engage in long-term, authentic projects to achieve learning goals. All PBL courses include 3-4 projects that contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the "need to know" for students to learn the targeted content of the course. Students take on professional roles to develop their project and in-demand career skills take center stage. Activities in Explorations courses teach leadership, critical thinking,

communication, and problem-solving skills that are essential to project success. Each course prompts students to begin career planning by developing an academic plan, identifying courses that meet career goals, understanding education and certification demands in a field, and collecting artifacts for a portfolio.

High School Curriculum

The "Online Learning" course is an introduction to the virtual learning environment for high school students with information for Learning Coaches. Topics include an orientation to people and parts of an online school, the online school platform, opportunities for socializing, sample assessments, and tips about how to create an effective learning environment, manage time, and be successful. Each lesson has video tutorials, printable guides, and practices activities such as sending email or creating schedules and backup plans. Veteran students and Learning Coaches share personal experiences and advice.

Whether targeting a four year university; a technical college; a community college; or an immediate career, high school students can choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

The proposed ESP's courses will meet all state graduation requirements, and the diversity of electives is designed both to help students earn their high school diploma and find their own path to post-high school success.

Math, English, Science, and History courses are offered in a range of levels (including Honors and Advanced Placement; see details below). Unlike other programs, where a student must be on a particular "academic path," the proposed ESP's curriculum allows students to chart their own course, choosing from a variety of levels of courses designed to match various aptitudes and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects while choosing from Comprehensive versions of English and History courses. These multiple course levels prevent students from being "locked in" to one level of a particular subject and reflect and support the personal, natural progress and growth of each student. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

The proposed ESP continuously invests and develops techniques and features in the high school curriculum to improve accessibility and interoperability with mobile devices. Most textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. New content is developed following mobile-first development practices and support responsive design.

The high school curriculum will provide students at WVVA the opportunity to harness the power of individualized learning by choosing from the following levels of Math, English, Science, and History courses:

> **Comprehensive courses:** Students work on extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also require independent thinking and self-discipline.

Honors courses: Students are expected to take more responsibility for their progress in the course and are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.

Advanced Placement (AP) Courses: The curriculum offers an AP array that is far larger than that in most conventional brick-and-mortar schools. The proposed ESP re-evaluates its AP catalog of courses in accordance with changing College Board guidelines and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation's colleges and universities.

Elective Curriculum: the proposed ESP's curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. The elective curriculum includes courses in World Languages, Science, Social Science, Fine Arts, Technology and Computer Science, Business, Health and Physical Education, Communications, and Finding Your Path (guiding students through high school).

High School Career Readiness Education

The proposed ESP recognizes that student plans after high school will vary and may include immediate immersion in the workforce as well as postsecondary education. The company currently has over 200 Career Readiness Education (CRE) courses ranging from career exploration courses to in-depth content in 26 of the Career Pathways™ in seven of the sixteen National Career Clusters™. It is continuing to develop additional exploration courses and in-depth courses based on other pathways identified in the National Career Cluster Framework.

Of the proposed ESP's career courses, 50 utilize a project-based learning (PBL) format in which students engage in long-term, authentic projects to achieve learning goals. All PBL courses include around 3-4 projects that contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges, and cycles of revision and reflection. Each project is designed to create the "need to know" for students to learn the targeted content of the course. They are built to meet the industry metric HQPBL Framework with input from both PBL experts and content experts. The proposed ESP continues to build PBL courses under the various clusters.

In addition to Career Exploration, the PBL courses currently support a variety of CRE pathways including Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Health Science and Human Services;

Information Technology, Law, Public Safety and Security, and Manufacturing. Adding in career electives, CRE courses offered span topics in the clusters of Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; Business, Finance, and Marketing; Education and Training; Law Public Safety, and Corrections/Security; Health Science and Human Services; Hospitality and Tourism; Information Technology; and STEM, Manufacturing, Architecture, and Construction.

An example of a CRE pathway program is the four-year Therapeutics pathway. This consists of an exploratory experience in Health Science and Human Services and multiple courses within the Therapeutics pathway (e.g., Medical Terminology, Medical Assisting, Nursing Assistant, Dental Assistant, and Pharmacy Technician). This pathway prepares students for credentials such as DANB National Entry Level Dental Assistant, American Medical Certification Association (AMCA) Clinical Medical Assistant Certification, or AMCA Nursing Assistant Certification. The proposed ESP's set of intensive course pathways prepares students with work-ready skills and credentials. These pathways can be embedded in any school and could easily represent a "school-within-a-school" allowing students to leave high school with qualifications in demand in today's labor market**.** The proposed ESP launched its first career-focused school in 2014. These schools are dedicated to career preparation, where all students pursue a career pathway in addition to their core education and high school diploma.

Credit Recovery: the proposed ESP and its curriculum experts are prepared to meet all students where they are. The curriculum provides credit recovery courses for students who have not successfully completed courses required for graduation and are "at risk". Credit recovery courses include diagnostic tests assessing students' understanding of fundamental content and direct them to review or move ahead accordingly. Social emotional activities encourage students throughout the course. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment teacher-graded assignments and assessments, as appropriate.

Please see **Appendix B** for a full list of courses that the proposed ESP is offering in SY2021-2022.

Specific Research and Best Practice used in Design

The proposed ESP provides a rich, research-based curriculum that has been proven to deliver strong student achievement and growth. The program is designed to meet the needs of a diverse student population by integrating multiple assessment tools, cognitive learning strategies, and instructional supports. The pedagogical approach incorporates development of a research-based curriculum with built-in cognitive science-based learning strategies and a design that anticipates and assesses for common misconceptions that interfere with student learning and progress. The proposed ESP provides a full-service product unique in the virtual learning space through its award-winning curriculum and instructional supports, training, and professional development for teachers designed to leverage best practices from brick-and-mortar classrooms that are adapted to the virtual learning environment.

A Research-based Pedagogical Basis
Extensive and ongoing research ensures that the curriculum is based on sound principles of instructional design and delivery. The research base includes:

- **Cognitive Science Research on How Students Learn**
- **Research on the Structure of Expert Knowledge**: (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area
- **Research on General Instructional Principles**: empirically-tested principles of online instruction using multimedia resources
- **Research on Teaching Specific Topics and Addressing Possible Misconceptions**: helping students overcome misconceptions related to complex instructional objectives
- **Virtual Learning Leadership Alliance (VLLA)/Quality Matters' National Standards for Quality Online Courses (formerly iNACOL National Standards for Quality Online Courses)**: including online course guidelines for content, instructional design, student assessment, technology, and course evaluation and support
- **Proven Strong Student Achievement and Outcomes**: performance evaluations based on a variety of assessment administered throughout the school year to inform and evaluate the teaching and learning cycle
- **A Curriculum Designed to Meet Diverse Needs**: providing unit-level and lesson-level goals and objectives, online and offline activities, and other attributes to meet diverse student needs
- **Multiple Assessment Tools and Strategies**: assessment tools and strategies linked to learning objectives allowing students to demonstrate what they have learned in a variety of ways

Please see **Appendix C** to this charter application "Curriculum Research Basis" which provides additional detailed information.

Meeting the Needs of all Learners
As stated above, the Board believes strongly that all students have unique strengths and needs that must be recognized and accommodated in order to reach their full potential as contributing members of society. A significant component of WVVA's mission is to serve students lacking access to a high-quality, innovative virtual education option as stated in our mission. WVVA will adhere to all federal, state and local regulations regarding the education of students with special needs. Students with special needs will be supported by their general education teacher in the least restrictive environment and will receive the supportive services of a special education teacher as well as related services as defined in each student's IEP. ELL students will be provided high-quality and culturally-integrated language instructional programs that are evidence-based. Advanced learners will be offered opportunities for enrichment including AP courses and concurrent enrollment. The School's mission lends itself well to diverse learning styles; the online curriculum, PBL methods, and workplace experience together will provide differentiated instruction to accommodate our students.

The ESP will be a key support to the Board as they serve diverse students. The proposed ESP's Product Development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible

platform that is compatible with accessibility Application Programming Interfaces, language translation programs, and third-party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Media Standards (NIMAS). Assistive technology tools such as screen readers, speech to text, level reading tools, and visual math calculators can be accessed by all students based on their individual needs and accommodations will be provided as required by a student's IEP. A dedicated career readiness employee will ensure every student will have access to workplace experiences and hands-on PBL and CTSO projects.

UDL, a set of principles for curriculum development that give all individuals equal opportunities to learn, has influenced the new course development and efforts to improve the access flexibility of existing curriculum assets within the ESP's products and services and make on-going school services support more effective. Please see the previous description of UDL for additional details.

Section 504 Accommodations
Using the Child Find strategy (described further in the **Special Education and At-Risk Students section)** WVVA will first identify students with an active Section 504 referral, or those students in need of a new Section 504 referral as part of the enrollment process. When the decision is made to initiate a Section 504 referral, the parent(s) (or guardian(s), if applicable) will be notified. When a student is identified after enrollment, a Section 504 Referral Form will be completed by the student's teacher(s) with input from others who work with the student, including the parent. There are no specific evaluation requirements for Section 504; however, the evaluation must be sufficient to accurately and completely assess the nature and extent of the exceptionality and the impact of the exceptionality on a specific major life activity. This includes ensuring that the evaluation methods and materials are (a) in the native language of the student; (b) nondiscriminatory; and (c) empirically appropriate to test for the suspected exceptionalities.

If the committee determines that a student has an exceptionality as defined by section 504, the committee will determine what services or accommodations are required to enable the student to receive an appropriate education and to provide the student an equal opportunity.

ADA and Rehabilitation Act Standards for Accessibility to Web-Based Curricula
WVVA will provide differentiated learning support through assistive technology tools and a tiered system of instruction based on UDL Principles. Assistive technology will be fluidly integrated into daily lessons based on student needs. Through a tiered system of instruction (MTSS), teachers will implement strategies based on UDL principles and work proactively to design lessons to meet all learner needs through differentiated strategies.

The anticipated ESP's Product Development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs, and third-party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Media Standards (NIMAS). Any ESP resources that may result in user

challenges due to an exceptionality may be reported for investigation and remediation, as appropriate, via www.k12.com/accessibility.

Through the use of the curriculum, WVVA will have access to a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports.

Within the online learning platform, lessons are created with multiple learning styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum is able to customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities, based on the student's performance data.

Assistive Technology

Due to the unique online nature of the curriculum, assistive technology tools can be accessed by all students based on their individual needs. With the support of the ESP's Assistive Technology Resource Guide, all employees will have tools and strategies at their disposal upon identification of student need. A sampling of differentiation support tools includes but is not limited to, text to speech software, speech to text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, screen magnification, visual dictionary, word prediction software, and visual graphs and web support.

Serving English Language Learners (ELLs)

WVVA will serve English Language Learners (ELL) through a comprehensive program, including the following components:

- Identification
- Program entrance
- Parent notification
- Service and assessment
- Program exit and monitoring
- Annual program evaluation
- Professional Development

Once students are identified as ELL, WVVA will increase English proficiency and academic achievement of ELL students by providing high-quality language instructional programs that are evidence-based. The School will employ a licensed ELL Teacher to support the ELL identified students and to teach the WIDA English Language Development (ELD) Standards for English language acquisition in conjunction with the West Virginia Core Standards to facilitate academic achievement.

The ELL teacher will provide additional support to the students within the School by:

- relating background information and experiences to the students to better grasp a concept;
- scaffolding instruction to aid the students in comprehension;
- adjusting speech or content; and

- providing PBL experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers.

Programs of instruction for ELLs shall include formal instruction in English language development and instruction in academic subjects which is designed to provide ELLs with access to the standards-based curriculum. Instruction of ELL students will be determined by the individual students and address their individual needs.

English Language Learners will participate in synchronous and asynchronous instruction designed to accommodate their needs. Synchronous instruction will consist of online, live interactions with licensed teachers for both core content instruction and ELL support, as applicable. The amount of live instructional support with ESOL licensed teachers is determined by the student's proficiency level and individual needs.

Accommodations and asynchronous supports are also determined by individual needs. Students may be provided with additional time to complete assignments or additional resources to support their offline work, as determined on an individual basis. Many supports are built into the virtual environment, such as assistive technology tools and accessibility. All students are able to access online translation tools and screen readers for use during online assignments.

Professional development will be provided to all employees on the following: knowledge and use of effective pedagogy in instructing English Language Learners, methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible, and UDL principles. School personnel will be trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

The Board is committed to meeting the federal and state LEA obligations regarding English Language Learners. As the population and needs of the ELL population vary greatly, the details in direct service and support to ELL students will vary based on students' individual needs.

Please also see the response to "Special Populations and At-risk Students" in the School Operations and Culture section of this application for a detailed description of how WVVA will serve 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.

WVVA believes that high school should no longer be a choice between college or career but preparation for both. The curriculum will be 100 percent aligned to the West Virginia College and Career Readiness Standards and is designed to meet all the West Virginia CTE requirements. It will provide for a Project Based and collaborative environment with virtual and hands-on experiences for students at every developmental stage. When our students graduate, they will be prepared with industry certifications and badges in specific career pathways while at the same

time obtaining college credits in those career pathways, if they choose. Our students will be prepared to enter the workforce in West Virginia and/or attend a technical or community college or a college or university depending on their postsecondary path.

The Proposed ESP's Standards and Alignment team regularly meets requests from state and local partners for alignment documentation to state and national standards. For each standard at each grade level, alignment specialists identify where in the curriculum the concepts are addressed and note specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the state standards such as the West Virginia College and Career Readiness Standards. The proposed ESP actively monitors each state's review, adoption, and implementation of standards to maintain awareness if West Virginia, for example, should change content standards or assessments.

The proposed ESP's current science courses embrace elements of NGSS, including deep scaffolding, both from lesson to lesson and year to year; scientific text literacy, and an emphasis on real world applications. The company is developing NGSS-aligned content in these science courses and will continue to enhance the courses to support NGSS.

School leaders and teachers from the proposed new school will be involved in a review of curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level.
Modifications will be made throughout the year as determined by the school leaders and teachers as necessary.

The proposed ESP's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development. Subject matter experts and research partners maintain awareness of guidelines from more than 60 national and international subject area associations such as:

- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATF—American Association of Teachers of French
- AATG—American Association of Teachers of German
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE—Association for Career & Technical Education
- ACTFL—American Council on the Teaching of Foreign Languages
- ADA National Network
- ADP/Achieve.org—American Diploma Project from www.achieve.org
- Advance CTE
- AERA—American Educational Research Association - http://www.aera.net
- APA—American Philological Association

- Assistive Technology Industry Association
- CCSSO—Council of Chief State School Officers – www.ccsso.org
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – www.cresst.org
- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable
- ILTA—International Language Testing Association
- IRA—International Reading Association
- IUPAC—International Union of Pure and Applied Chemistry
- MCREL—Mid Continent Research for Education and Learning
- NAEA—National Art Education Association
- NAEP—National Assessment of Educational Progress – www.nces.ed.gov/nationsreportcard
- NAS—National Academy of Science
- NASPE—National Association for Sport and Physical Education
- National Art Education Association
- National Association for Gifted Children
- National Association for Music Education
- National Center on Accessible Education Materials
- National Center on Universal Design for Learning
- National Geographic
- National Mathematics Advisory Panel
- NCAA
- NCEE—National Council on Economic Education
- NCES – National Center for Education Statistics – www.nces.ed.gov
- NCHE—National Council for History Education
- NCHS—National Center for History in the Schools
- NCSA—National Conference on Student Assessment - http://www.ccsso.org/ncsa.html
- NCSS—National Social Studies Standards
- NCTE—National Council of Teachers of English
- NCTM—National Council of Teachers of Mathematics
- NETS/ISTE—National Educational Technology Standards from the International Society for Technology in Education
- NGSS—Next Generation Science Standards
- NICHD—National Institute of Child Health and Human Development
- NIFL—National Institute for Literacy
- NRP—National Reading Panel
- NSTA—National Science Teachers Association

- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – www.oecd.org/pisa/aboutpisa
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- Virtual Learning Leadership Alliance in partnership with Quality Matters (revised and maintaining former iNACOL National Standards for Quality Online Learning)
- W3C—World Wide Web Consortium
- WCAG—Web Content Accessibility Guidelines

These content experts will become well-versed in the specific requirements of the West Virginia state standards, as well as how they are measured on the West Virginia state assessments.

In 2018, Quality Matters (QM) and the Virtual Learning Leadership Alliance (VLLA), started a broad-based effort to revise and maintain the National Standards for Quality Online Learning, building upon the work started by The International Association for K-12 Online Learning (iNACOL). The revised standards include 2019 National Standards for Quality Online Teaching, 2019 National Standards for Quality Online Programs, and 2019 National Standards for Quality Online Courses. The proposed ESP is committed to producing courses that meet or exceed the National Standards for Quality Online Courses.

Resources

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

WVVA students will receive the course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments). As appropriate for the courses in which they are enrolled, students will also receive hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), maps and other hands-on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.).

Each K-12 student who is eligible for free and reduced-price meals will be eligible for a loaned laptop computer and printer/scanner and headset for the duration of their enrollment in the School. Families that are not eligible for free and reduced-price meals are expected to provide their own computer, printer, basic software (generally software that is included on computers or is offered as a free download). However, the School will establish a process for families that are not free and reduced-price eligible but still in need of a computer and peripherals to make a request to the School administrative team. The School will ensure access is available for all students.

WVVA will establish a rate to assist families eligible for free and reduced – price meals with the coast of their Internet service in their homes. For students residing in rural areas of the state where Internet access is not available or is not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students regardless of their location and will use all available technology, including wireless or satellite where needed. The School will establish a process for families that are not free and reduced-price meals eligible but still in need of Internet access to make a request to the School's administrative team. All students may also access the School's web-based curriculum via local publicly available Internet such as in public libraries to supplement their home access.

Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year. Based on their national experience, the proposed ESP has informed the School's Board that the School can project that 48% of WVVA students will request and receive loaned computers and peripherals and Internet service assistance. These expenses have been factored into the School's budget. Based on the proposed ESP's experience, the eligibility rate is higher than the request rate.

WVVA teachers will be provided with online accounts within the Learning Management System (LMS) in order to access a complete set of curriculum, the student information system, test preparation tools, access to a real-time web-based classroom platform to teach students in a distance learning setting, and all reporting tools. Each WVVA teacher will be provided a laptop computer and printer/fax/ scanner. Teachers will also be reimbursed at a set rate for their Internet service and business phone expenses. These expenses have been included in the School's budget.

Technology Specifications

Each family is required to have a computer system that meets the minimum specifications necessary to access the LMS (https://www.help.k12.com/s/article/K12-Computer-Technical-Requirements). Household and consumable items are occasionally needed to complete a lesson. A suggested school supply list (including printer cartridges) is provided by the teacher at the beginning of the school year. Additionally, some elective high school courses have specific hardware/software requirements which are referenced in the high school course catalog. Families must also have Internet access in order that their students can participate in WVVA. It is highly recommended that a broadband or satellite connection be used.

Loaned computers will be delivered to students with software pre-loaded. The specifications for loaned computers and peripherals and software currently provided to eligible families are:

Laptop Model: HP 255 G7 or equivalent

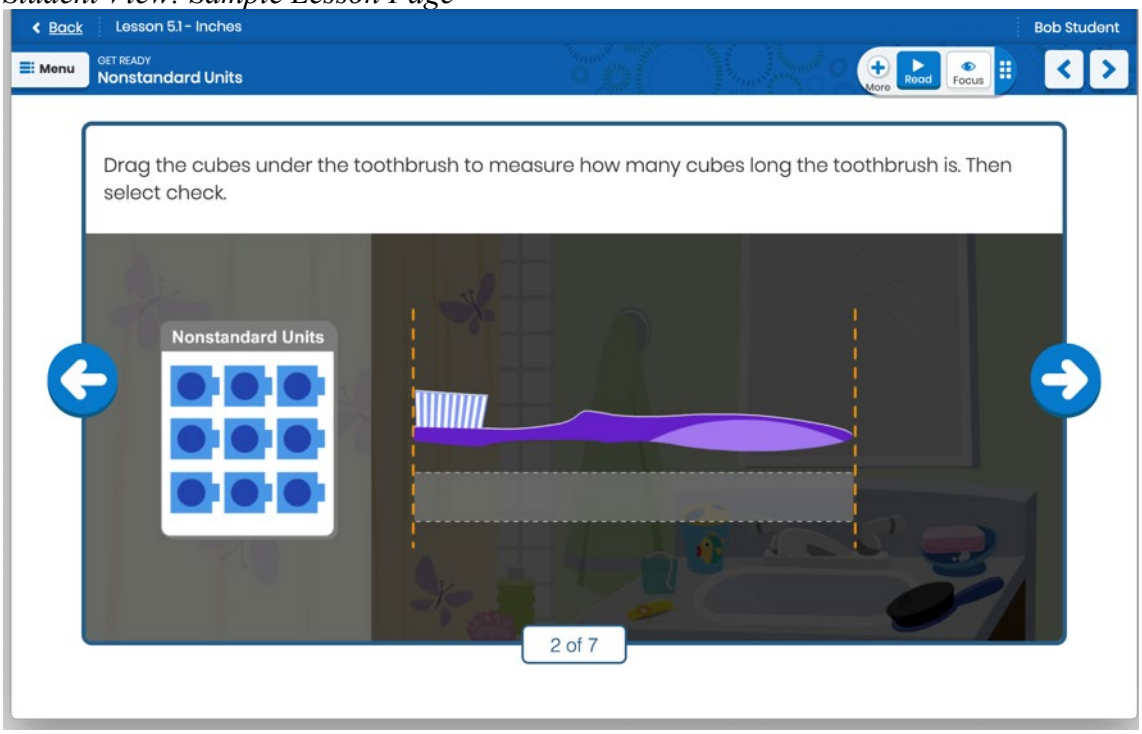
- Speed: AMD A4-9125 APU dual core (Clock speed 2.3 GHz, Turbo speed 2.6 GHz)
- RAM: 8 GB
- Disk space (hard drive): 256 GB Solid State
- Screen Size
    - Laptop screen: 15.6-inch
- Audio: High Definition sound card
- Modem: Ethernet port and Nic card (wi-fi)

- Ports: (2) USB 3.0, (1) USB 2.0, (1) HDMI
- Peripherals
    - USB Headset Microphone
    - Ethernet cord
    - A/C Power Adapter (2 piece brick/cord)
    - USB Mouse (3-button optical with scroll)
- Operating system
    - Windows 10 Educational
- Office Suite
    - Microsoft Office 2019
- Internet Browsers
    - Latest version of Microsoft® Edge
    - Latest version of Google Chrome
    - Latest version of Mozilla Firefox
- Other Software
    - Latest version of Java
    - Real Player®
    - VLC media player
- Anti-virus
    - McAfee® Virus Protection
- Web Filtering
    - McAfee® Endpoint Security Web Control (a web filtering software that prohibits students from going to unsafe websites)

K12 Online School for Grades K – 5

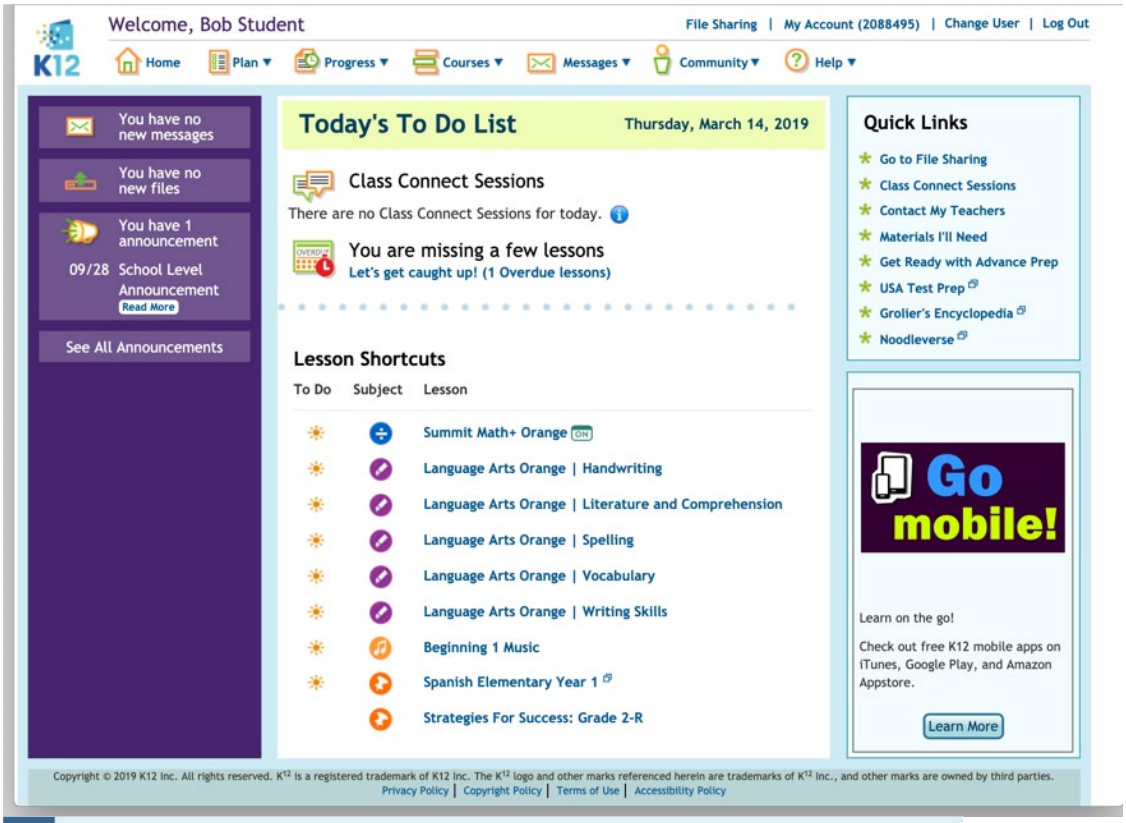
Students in grades kindergarten to 5, their teachers, and the Learning Coaches will use the proposed ESP's proprietary Online School (OLS) learning management system. The OLS provides access to courses which are presented as a series of units, each comprised of a series of lessons. Lessons are delivered online to the student and Learning Coach.

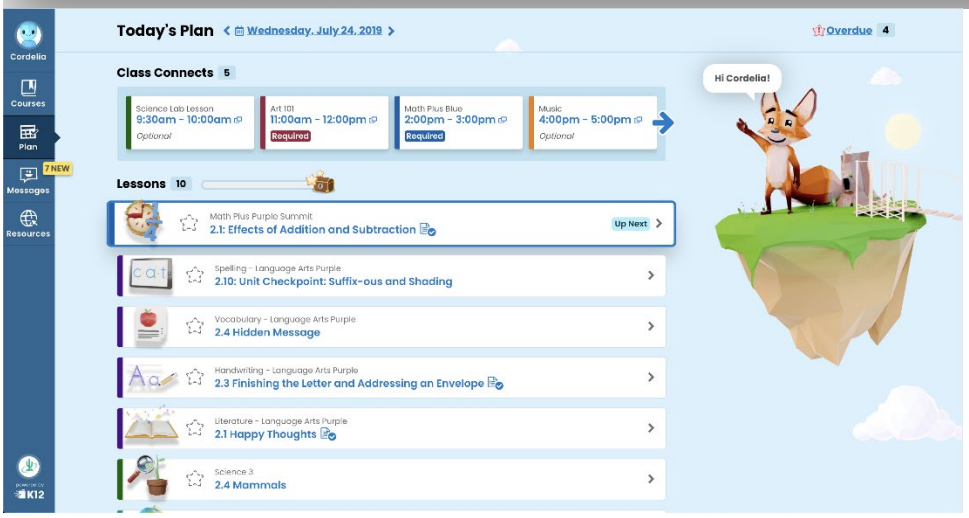
Student View: Sample Lesson Page



The OLS also provides activities for the student to complete and for Learning Coaches to score. The OLS monitors student performance and progress through each course and supports mastery-based learning, requiring students to score 80% or higher on assessments before related lessons are marked as "Complete".

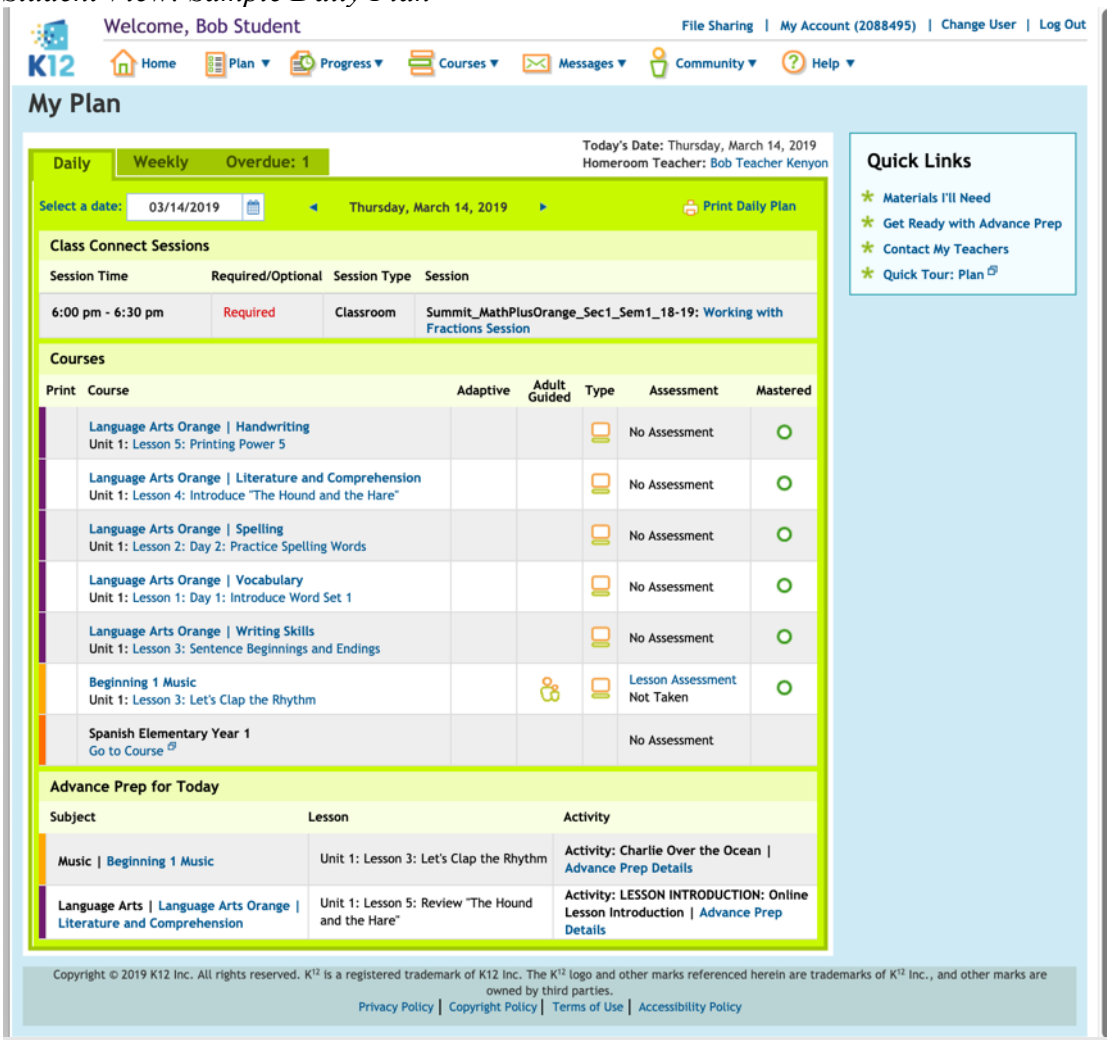
Student View: Grade K - 5 Student To Do List





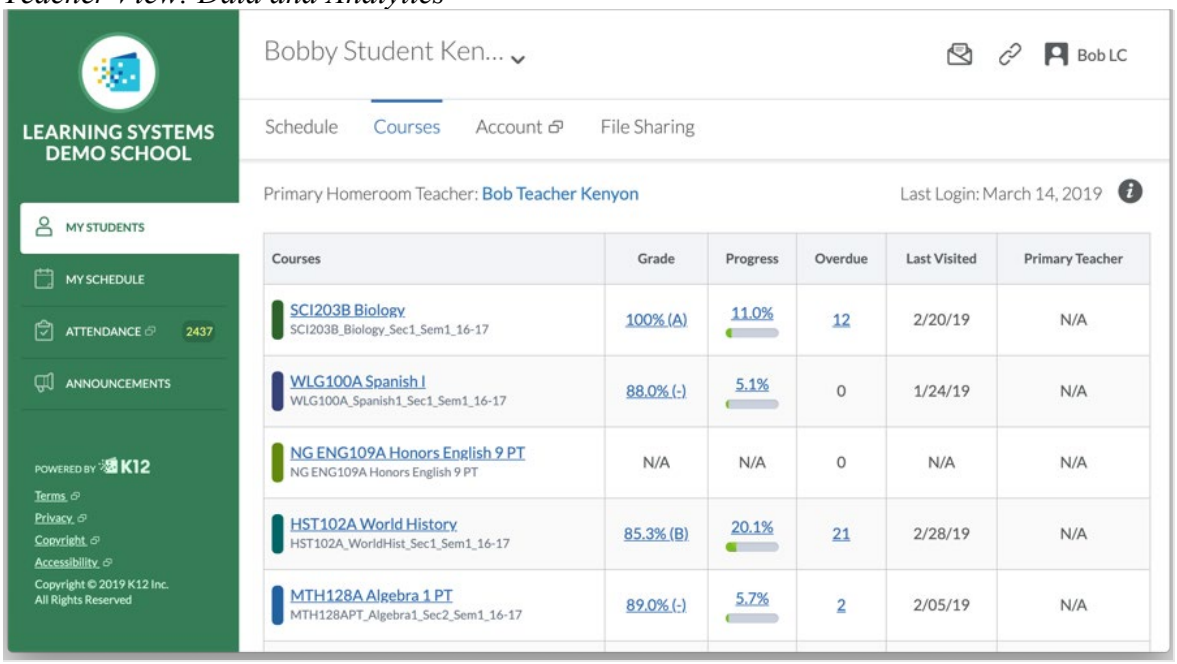
A Daily Plan, called the “To Do List” in the OLS, is provided to the student that indicates the next item to be completed in the course, so there should be no question as to what should be done next. This includes live sessions known as Class Connect sessions provided by teachers using online web conferencing software. Additionally, teachers can define specific due dates for lessons in the course and anything not completed by the due date will be indicated as overdue so that students can manage their workflow.

Student View: Sample Daily Plan



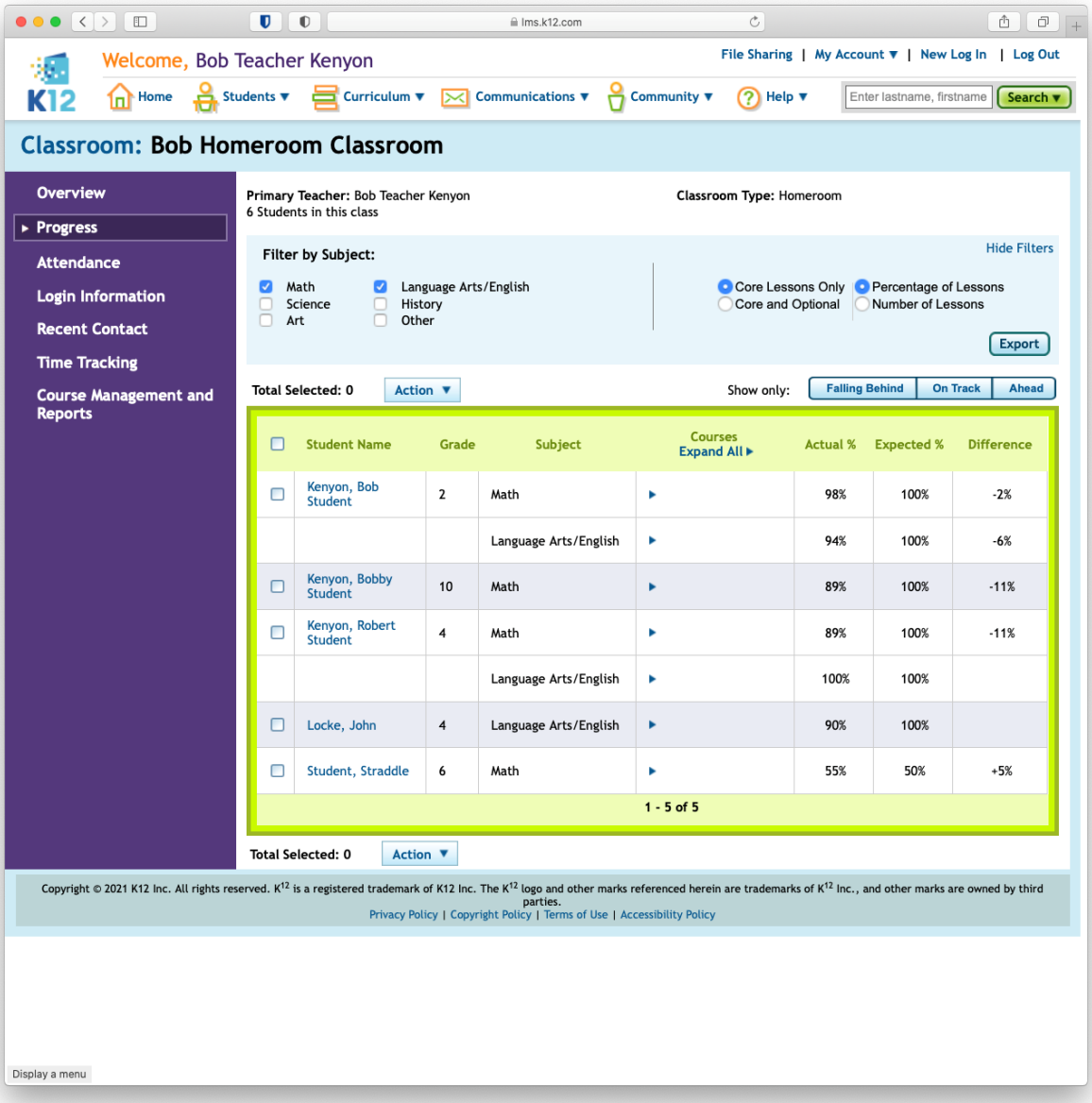
For Learning Coaches, the OLS provides an online dashboard with which they can monitor the progress and performance of their child. It also provides tools for communication with school employees and the ability to record attendance to reflect the amount of time students spend on course work for each subject for each day.

Teacher View: Data and Analytics



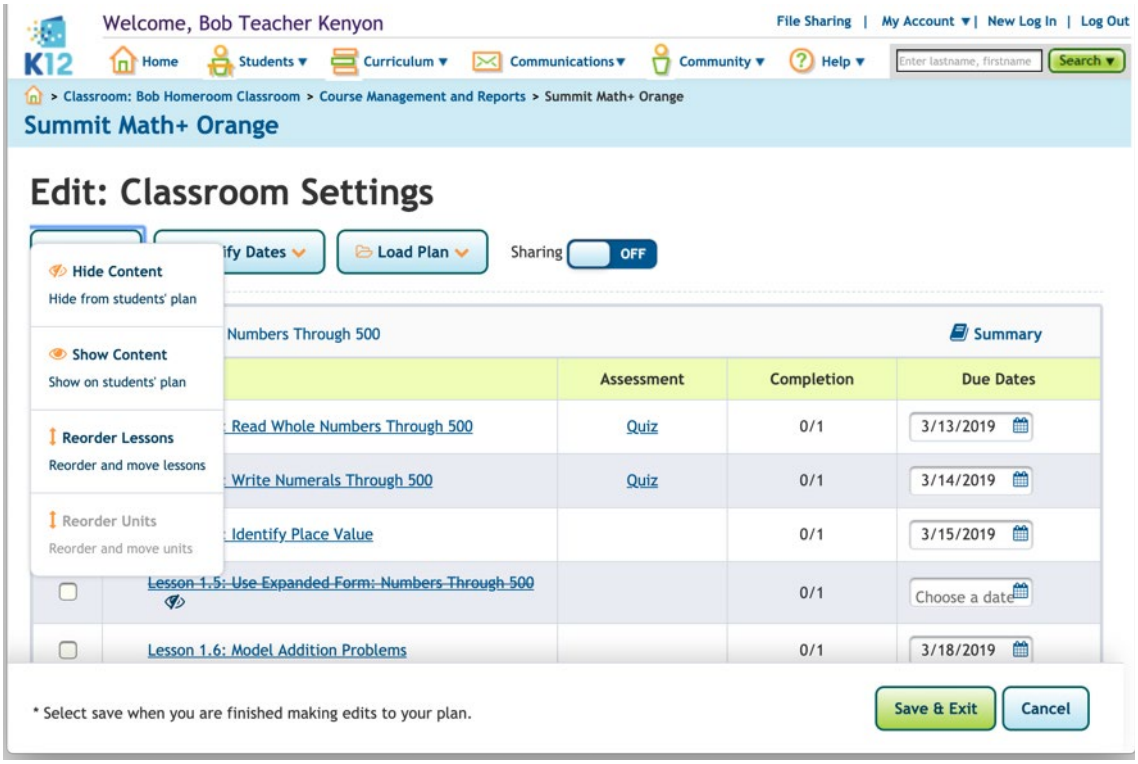
Teachers are provided with data and analytics to monitor students' progress through courses and mastery of assessments and learning objectives.

Teacher View: Screenshot of Class Progress by Subject Matter



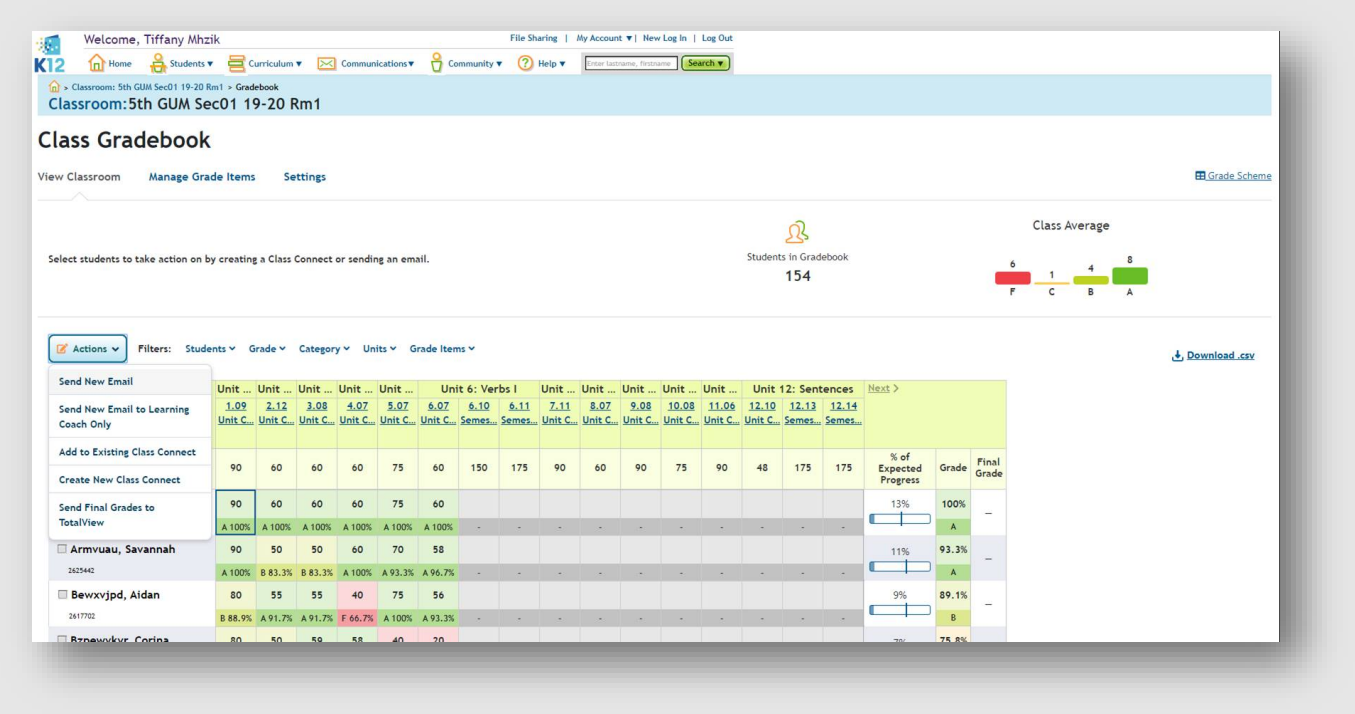
Teachers also have course management tools to manage the course schedule and course content.

Teacher View: Course Content Edits



Student grades can be managed with the OLS Gradebook. Teachers can manage OLS assessment scores as well as add additional grade items and define how all graded items will be counted towards the final grade. Schools can choose to display grades in real time to Learning Coaches and students or keep them internal for school employees only.

Teacher View: Gradebook Grid



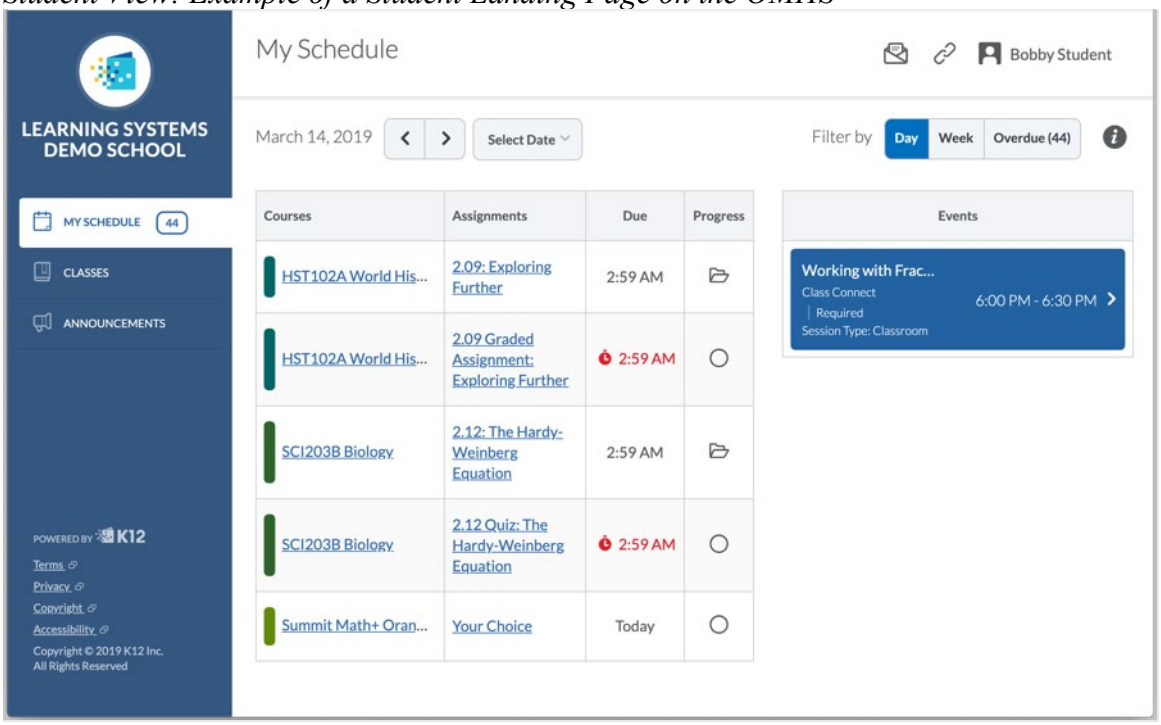
The OLS serves all students in grades K-5. Middle School and High School students in grades 6-12 use the Online Middle and High School platform (see next section).

The Online Middle and High School

The Online Middle and High School (OMHS) learning management system is an intuitive, web-based software platform developed in partnership with Desire2Learn. It provides access to online courses and lessons that include hands-on activities; alternative learning approaches; classroom collaboration tools; optional and supplemental lessons and activities; lesson planning and scheduling tools; and progress tracking tools. Students, Learning Coaches, and teachers can access the OMHS with an Internet connection at any time.

The OHMS serves students, their Learning Coaches, and teachers for grades 6 through 12. Students and teachers have “landing pages” that help them to easily stay on top of what is important for them each day. Students can view their schedules across all courses in one view, including their live, teacher-led sessions. Teachers create and manage the daily plans of students to ensure adequate pacing and progress through course activities.

Student View: Example of a Student Landing Page on the OMHS

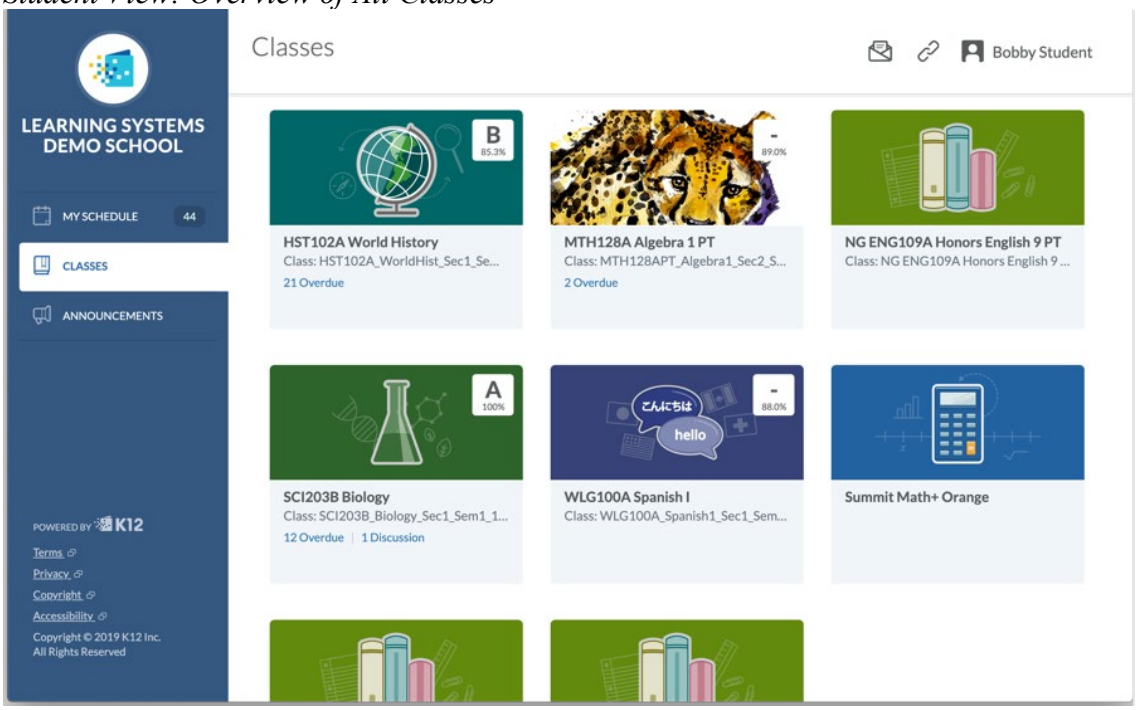


Teachers and students are kept aware of areas needing attention, such as discussion posts and items submitted to – or scored and returned from – teachers. With a single link, students can take part in course activities and teachers can manage and score student work submissions and posts.

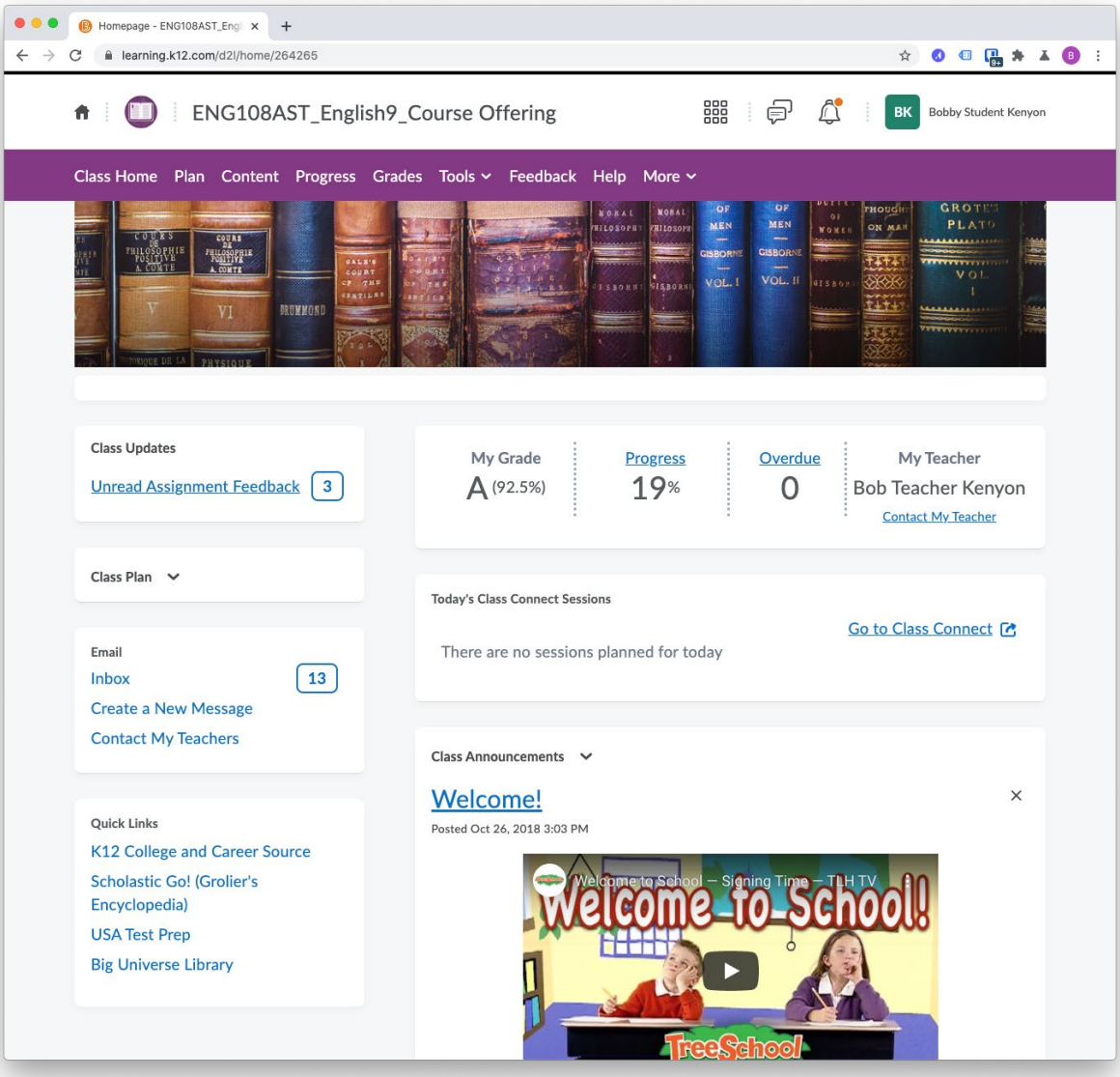
Courses are organized by units and lessons. Lesson content is explicitly designed for online instruction, and progress through course content is tracked automatically and monitored by teachers. The OMHS provides both computer- and teacher-scored assessment tools including:

- Traditional and technology-supported questions
- A file-sharing tool for student work submission and teacher feedback
- Asynchronous online discussion capabilities
- An online rubric tool for efficient and consistent scoring of and feedback on student work

Student View: Overview of All Classes



Student View: Overview of Specific Class Progress and Performance



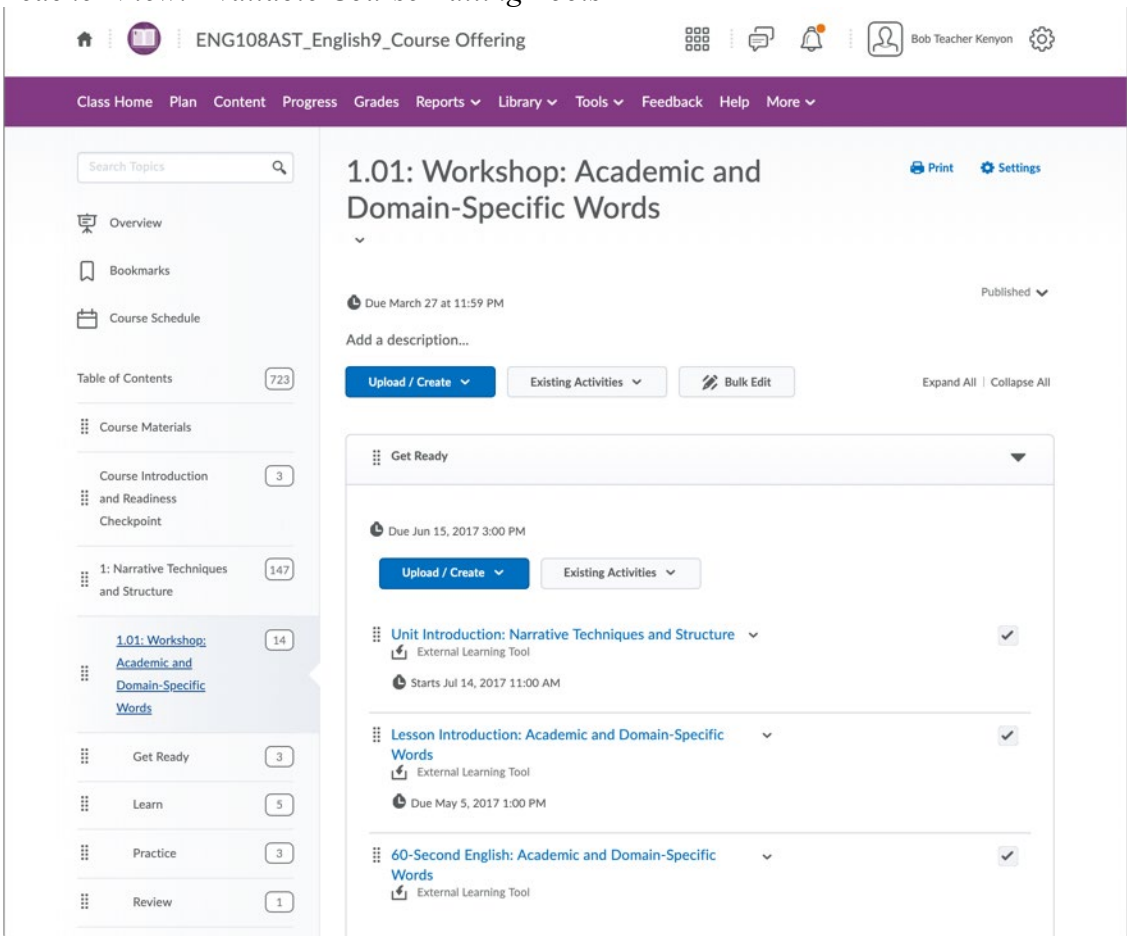
Teachers have a high degree of control over the content and assessments in grades 6 – 12 courses. Teachers can:

- Add original content and assessments to courses
- Search for and add educational resources from the proposed ESP's Learning Object Repository (LOR), a database of open educational resources available to teachers using the curriculum
- Share their original content and assessments with teachers across the proposed ESP's network via the Teacher Shared LOR
- Set start and end dates to control student access to content
- Use release conditions to provide differentiated instruction to students based on defined criteria or groups
- Adjust assessment settings by assessment or student

In grades K-5, teachers can:

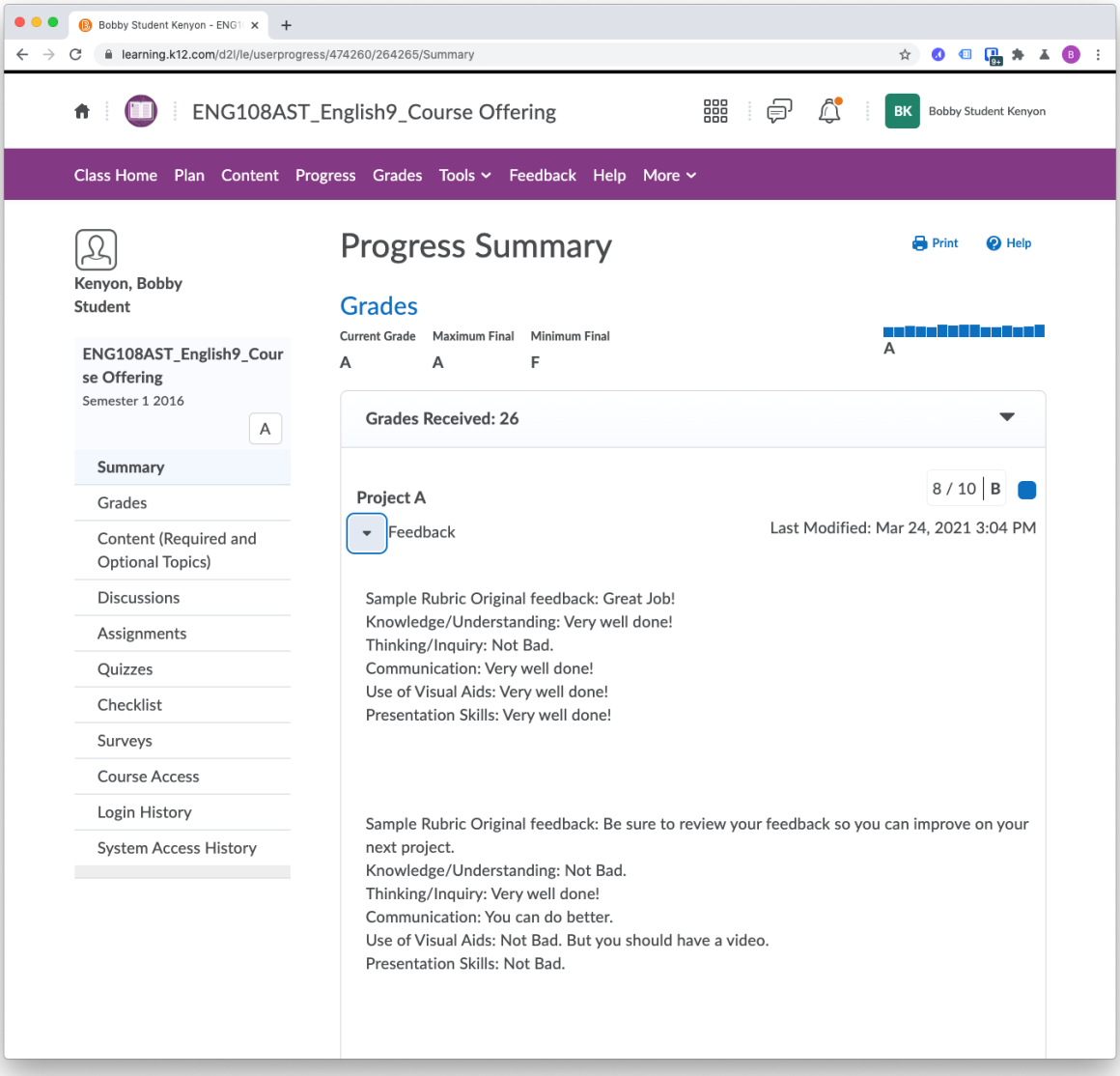
- Add original content to courses
- Adjust due dates by student
- Adjust assessment settings by assessment or student

Teacher View: Available Course Editing Tools



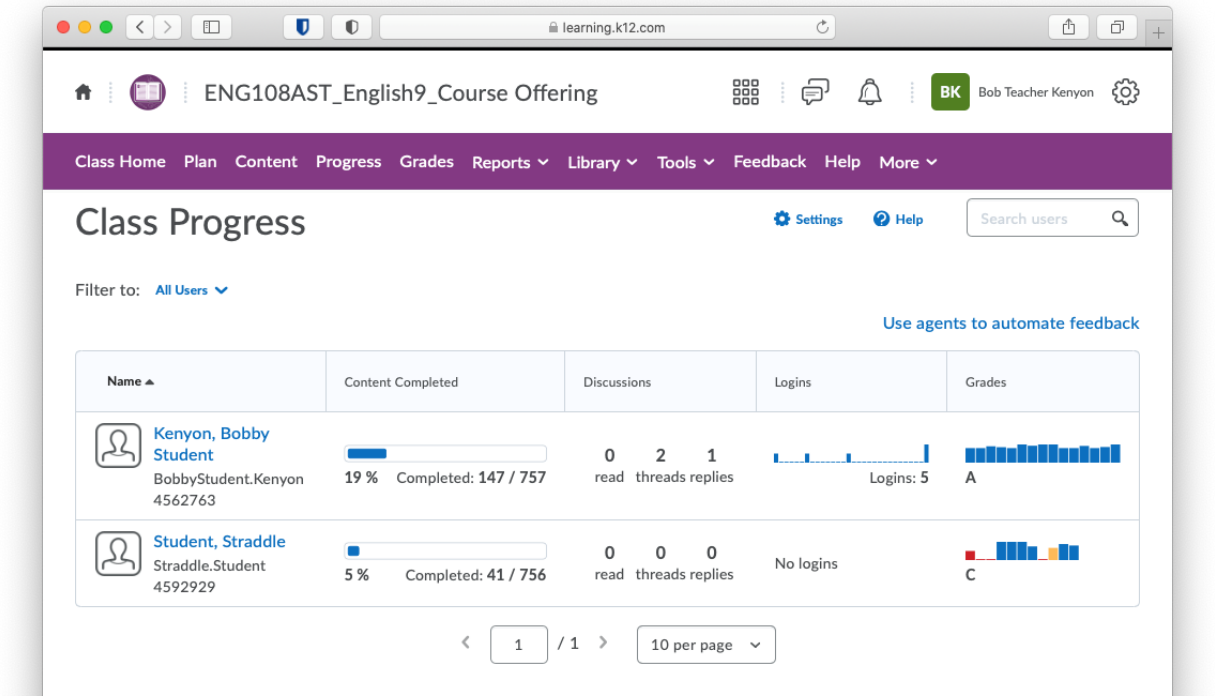
Students and Learning Coaches are provided with rich progress views that go beyond a traditional gradebook and provide details of what a student is doing in a course and how well the student is performing.

Parent and Student View: Course Progress



Teachers also have rich and insightful data tracking and analysis tools that allow them to monitor student progress, performance, and engagement in coursework.

Teacher View: Class Progress Screen



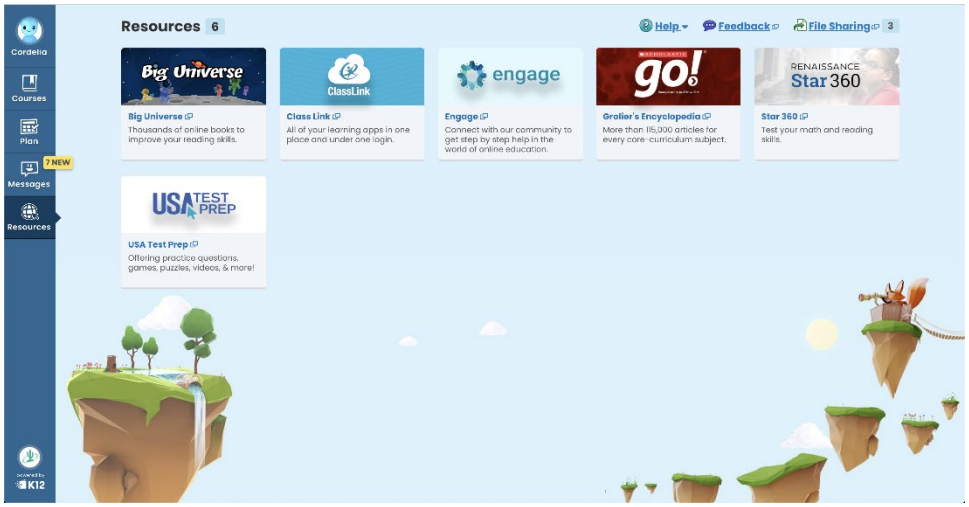
ClassLink Launchpad

ClassLink Launchpad is a value-add tool that provides school employees and students with a single location sign-on solution to access hundreds of applications used in the virtual classroom. The tool reduces the need to manage multiple links and passwords and simplifies student account set up with third-party web applications.

ClassLink is available on the Quick Links toolbar of the OLS and OMHS for teachers and students.

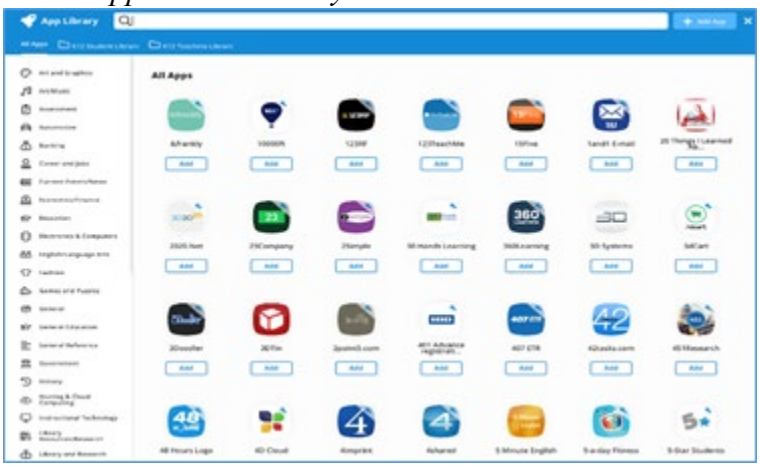
Any school employee with an administrator account in TotalView can access ClassLink from the Quick Links area.

ClassLink employee View

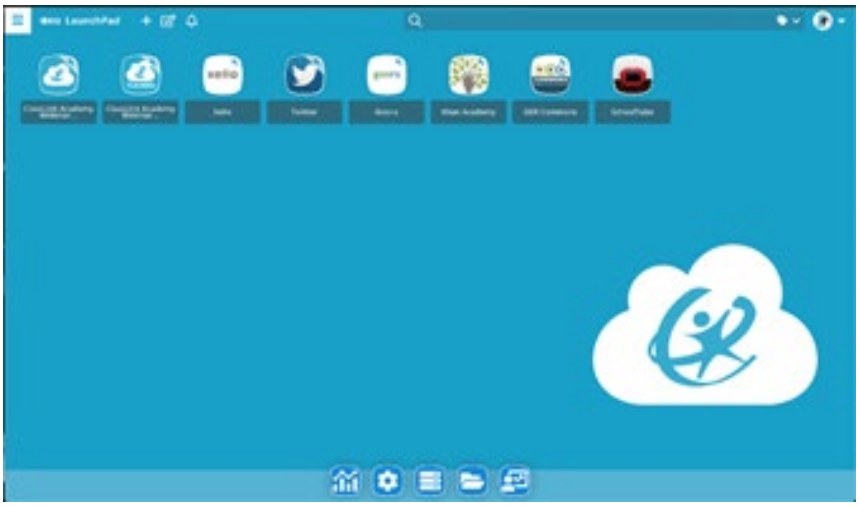


Students, Learning Coaches (through their student's account), teachers, and employees can choose from a Global Library of over 4,000 educational applications and organize them into folders to improve navigation.

Global Application Library



Folder View



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.

WVVA will be a full-time, public virtual charter school that delivers a sequential program of synchronous and asynchronous instruction built around Career Readiness Education (CRE) and exploration using a Project Based Learning (PBL) model. Online technology will be combined with traditional instruction and materials. The Board believes this model is particularly compelling as a virtual program that has the ability to reach students in *all* parts of the state. Too often, rural students do not have access to high-quality CRE pathways. WVVA will be focused on career development aligned to West Virginia's high demand careers and West Virginia's College- and Career-Readiness Standards. This focus will offer clear pathways for students while providing a pipeline of trained and talented youth for West Virginia's workforce.

Instruction will be delivered primarily through the use of technology via the Internet in a virtual or remote setting. Students will access their courses and lessons, take assessments, and submit assignments and materials through the School's Learning Management System (LMS).

Elementary School

Each elementary school student will be instructed by licensed teachers. A healthy working relationship between the student and the assigned teacher(s) and between the Learning Coach and the teacher will be essential. A licensed teacher(s) will be assigned to each elementary school student and will communicate with the parent through email, telephone, and online web meetings. It is the teacher's personal responsibility to ensure the academic success of each individual student in their class. Teachers engage students in the coursework and continually motivate them through frequent live interaction. Teachers also validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual strengths and weaknesses. Students learn from this feedback and then revise their efforts for future

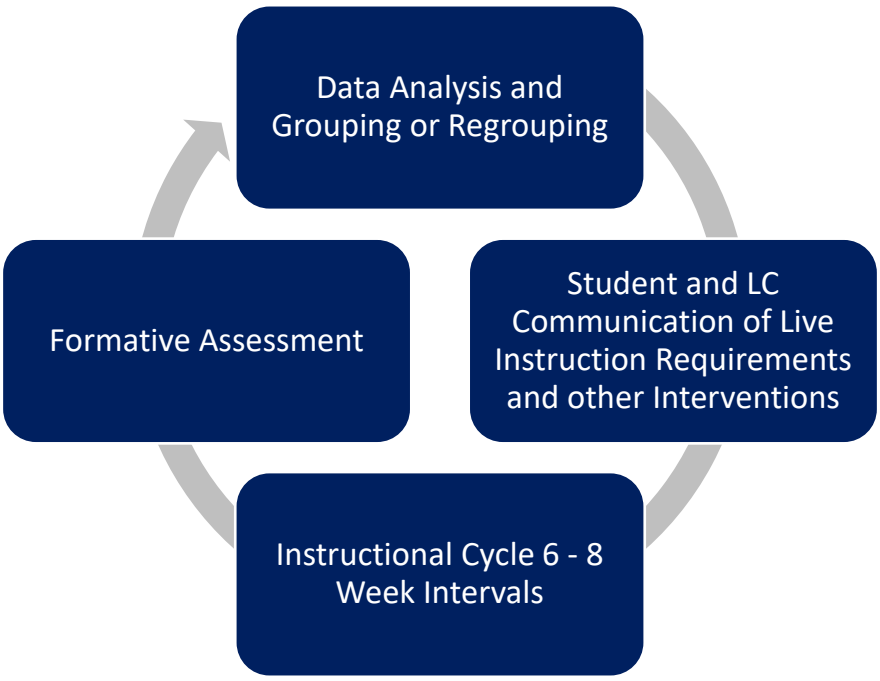
assignments. Teachers help set the pace of the course by setting due dates and supporting students through the use of synchronous and asynchronous methods. As noted above, each elementary student will also have a homeroom teacher or counselor who addresses noncurricular questions.

Middle and High School
Middle and high school students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online sessions and discussions, providing individualized support, validating student attendance and course activity, curricular mastery, setting and grading assignments, and providing instructional feedback. This approach will allow the parent to focus on serving as a Learning Coach and guide to her/his student to help them achieve academic excellence.

Synchronous Instruction
Synchronous instruction is an essential component of the School's instructional model. Teachers provide direct instruction and support in "Class Connect" sessions using a web-based conferencing platform. Students will attend Class Connect sessions by logging on to the Learning Management System, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and engage in lesson topics synchronously with teachers and fellow students.

Instructional Cycles
WVVA will establish an instructional cycle: a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas. Based on this analysis, students will be assigned to the appropriate synchronous Class Connect sessions on a web conferencing platform to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

Teachers will continuously monitor student progress through the Learning Management System and work actively with students and parents to advance each student's learning in all coursework. Students in WVVA will be regularly assessed in all core courses to ensure they are proficient in state standards. Students in career-based courses will be graded based on project completion.



Formative assessments will be given throughout the instructional cycle. In the week following an instructional cycle, teachers and academic leaders work collaboratively to analyze data and regroup students for the next instructional cycle. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements) generally lasts 6-8 weeks with one week between cycles set aside for teachers and academic leaders to evaluate data and regroup students.

As part of a comprehensive instructional model, the School will establish a MTSS (Multi-Tiered System of Support), a multi-tier approach to the early identification and support of student learning, as described above. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

Synchronous instruction is an essential component of WVVA's instructional model. Teachers will be able to interact and build relationships with students, assess skill level and provide personalized instruction to meet the academic needs of each student. Below is a list of some of the uses of synchronous instruction:

- Synchronous instruction based on state-assessed standards
- Synchronous instruction using the curriculum lessons
- Remediation for small groups based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners

- Providing individualized instruction and drop-in tutoring
- Skill assessments
- Test taking skills and practice questions for state testing
- Classroom/community building activities
- Science experiments
- Student and/or group projects
- Book clubs
- Literature circles
- Writing workshops

Asynchronous Instruction

The proposed ESP's courses meet a wide variety of student learning preferences and follow well-researched and proven instructional methods. Learning Coaches monitor student performance and progress in courses. Teachers, students, and Learning Coaches collaborate and meet to ensure the success of every student. In grades K through 5, Learning Coaches play an essential role in working with students offline on hands-on activities such as handwriting and other manipulative exercises.

In the Online Middle and High School platform, teachers can provide asynchronous instructional and assessment materials directly inside the online course itself. Teachers have a significant level of control over the delivery of and access to online course activities. Teachers can assign release conditions to course content and activities to control when and if a student is exposed to content or an activity. Release conditions can be customized to be triggered by specific student behaviors and performance in the course which provides a powerful tool for the differentiation of asynchronous instruction. Teachers can also employ audio and video to create a sense of teacher presence in courses and utilize online discussions to develop communities of learning within their courses.

Courses provide enhanced features to further support students and teachers. Students are automatically assigned differentiated content based on the results of a readiness assessment at the start of each semester. Built-in formative assessments allow teachers to employ data-driven instruction through the use of enhanced Summit assessment reporting based on state standards. The result is a course that makes it easier than ever to differentiate instruction for students while increasing visibility into student readiness for high-stakes state testing.

Four-Year College and/or University Affiliation

The Board believes that the ability to participate in authentic, meaningful college and career preparation opportunities and to earn college credit and/or an industry certification while still in high school is likely to encourage students to persist with their education at WVVA. We plan to provide challenging college-level experiences through dual credit course offerings to our students in all geographic areas where they reside including opportunities for students to physically attend postsecondary institutions. During the planning year, the Board will explore available opportunities for dual credit with West Virginia community and technical colleges and four-year colleges and universities whose dual credit programs align well with the clusters and pathways at WVVA and the School's mission and goals.

We expect partnership development to be ongoing and fluid over the years due to the demand of our students, their geographic locations, the pathways WVVA is providing, and the progression of those pathways into postsecondary institutions. We believe that building partnerships based on our students' needs will be the approach to best serve our students and support the School's mission.

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.

Student performance will be evaluated continuously throughout the school year in several ways and is designed to inform and evaluate the teaching and learning cycle. The assessments may include (subject to state law and regulations as well as the charter agreement):

- A **Readiness Normed-Referenced Growth Measure** used to determine a student's academic strengths and weaknesses. This assessment is administered three times a year to measure growth with the initial test taking place before the beginning of the school year or upon enrollment approval.
- A variety of **Formative Interim assessments** administered during each instructional cycle which is approximately one quarter of the school year) to assess student mastery of the state standards and objectives taught throughout the instructional cycle.
- **Content-specific assessments** are also built into every lesson and unit to guide and tailor the pace of progress to each student's needs.
- A **Summative assessment** is used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year.
- **State required assessments** at the applicable grade levels.

Growth Measure Assessments

Teachers differentiate instruction based on individual student needs while they assess students' mastery of the state standards. Beginning of the year assessments help to identify strengths and weaknesses in meeting state standards for each student. These assessments offer an initial benchmark for student skill level in each core area which allows teachers to differentiate instruction based on student needs. All students will take readiness assessments. Assessment results will provide data to be used as an indicator of how to group students for each instructional cycle.

Students in grades K-11 will take a growth measure assessment, Star 360, in reading three times a year; students in grades 2-11 will also take one of the above assessments in math three times a year. These assessments will indicate the degree to which students have acquired those skills. If the readiness assessments indicate that there is a deficit in grade-level skills in an incoming class, teachers will use the Online School (OLS) and Online Middle and High School (OMHS) lesson plans to focus on remediation sessions and pace coursework appropriately for those students.

Formative Interim Assessments
Formative interim assessments will be given at the end of each instructional cycle for English Language Arts, math, and any other courses tested by the state. This data is then collected and will be analyzed to determine participation as well as the best intervention/teaching strategies to employ. Formative interims will be administered to all students and aligned to the state assessment blueprint, state standards, and curriculum. Assessments will test student mastery of material taught in the preceding instructional cycle(s).

Course Assessments
Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is advisable. When content is presented using platforms that support adaptivity, lesson assessments can also determine the learner path, i.e., the sequence of learning objects that make up a particular student's journey through a lesson.

Unit Assessments show whether the student has retained key learning objectives for the unit and identify specific objectives students may need to review before moving on.

Semester Assessments verify student mastery of key learning objectives for the course.

Teachers monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, combined with integrated assessments and a comprehensive learning system, provides parents and teachers with the support needed to deliver an unparalleled education. Teachers can proactively monitor individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the learning management systems, the Online School (OLS) for grades K-5 and the Online Middle and High School for grades 6-12.

K12 curriculum assessments employ a variety of formats, allowing students to demonstrate what they have learned in a number of ways. Some assessment items are presented, answered, and scored by the computer. Others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, technology enhanced items (drag and drop, sequencing, etc.), short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills and metacognitive knowledge. In simple terms, metacognition is being aware of what you know and don't know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you don't know. This is how teachers want students to approach new learning, with students feeling empowered and not overwhelmed, armed with a toolbox of strategies that help them tackle new learning and easily make connections to what they already know. Because these strategies do not come naturally to a lot of students, they must be explicitly taught, and research shows doing so makes a big difference in student performance.[11]

[11] Metacognitive Strategies: Definition & Examples. (2014, December 18). Retrieved from https://study.com/academy/lesson/metacognitive-strategies-definition-examples-quiz.html.

The following course/content assessments are built into the K12 curriculum:

Subject	Content
English Language Arts	ELA K: • Formative assessment (exit ticket/computer scored but not part of the grade) daily • Unit Test for each of the 15 Integrated Literacy content units (approximately every 10-12 days) • Unit Test for each of the 36 Phonics units (one every five days) ELA 1: • Formative assessment (exit ticket/computer scored but not part of the grade) daily • Unit Test for each of the 16 Integrated Literacy content units (approximately every 10-12 days) • Unit Test for each of the 36 Phonics units (one every five days) ELA 2: • Formative Assessment in most lessons • Unit Quizzes ELA-3-5: • Formative assessment (exit ticket/computer scored but not part of the grade) daily • Graded quizzes at the end of each workshop (learning cycle) approximately every 3-5 days ELA 6-12 • Lesson, Unit, Semester Assessments
Math	K-1: • Formative assessment (exit ticket/computer scored but not part of the grade) daily • Unit Assessments 2: • Formative assessment (exit ticket/computer scored but not part of the grade) daily • . Unit Assessments 3-5: • Daily concept quiz (formative/exit ticket /computer scored not part of grade) • Concept quiz on final day of learning cycle- approximately every 3-5 days 6-12: • Lesson, Unit, Semester Assessments

Social Studies/History	K: Lesson Quizzes 1: Lesson Quizzes, Unit Tests 2-4: Several lesson assessments per unit 5-12: Lesson Quizzes, Unit Tests, Semester Assessments
Science	Science K: Lesson quizzes only Science 1-5: Lesson quizzes and unit tests Science 6-12: Lesson quizzes, unit tests, semester tests (Enhanced courses for K-5 for SY22-23 will not have unit assessments)

Summative Assessments

State Assessments

The state assessments which implement the provisions of WVBE Policy 2340 will measure WVVA student learning and mastery of grade level or content standards for each academic year. Required state assessments currently include the West Virginia General Summative Assessment (WVGSA) for grades 3-8; the SAT School Day for grade 11; and the West Virginia alternative Summative Assessment (WVASA) for grades 3-8 and 11.

The state required assessments will be administered in all required subjects in applicable grades on the schedule established by WVDE. Student performance will be shared with each student and their parents/guardians annually. Where possible, the School will ask for access to prior results on the state's assessments and other standardized assessments to help develop a baseline for performance measurements.

Please see the **Accountability** and **Virtual Charter Schools** sections for more information about how state tests will be administered.

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.

WVVA's academic program will be aligned to West Virginia's graduation requirements. To earn a diploma, all WVVA students must complete a minimum of 22 total credits including the successful completion of course requirements in compliance with §126-42-6.1. In grades 9 and 10, students will build foundational knowledge and skills. In grades 11 and 12, students will enter into the personalized aspect of their Personalized Education Plan (PEP), focusing carefully on selected coursework that leads to successful completion of their personal and academic goals. Each student's coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, completion of an industry recognized- certificate or license, a workforce training program, or job placement. Students who do not demonstrate mastery of the approved content standards shall be provided extra assistance and time through personalized learning and support. WVVA will adopt any new high school graduation requirements as required

Please see the response to Graduation Requirements (HS ONLY) in the Accountability Plan section of the application below for detailed information about courses to be offered and their sequence.

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.

WVVA will inform parents and students that state assessment participation is mandatory per WVDE Policy 2340. Parents will be asked to sign an enrollment acceptance form acknowledging enrollment includes participation in state testing. A testing schedule will be made available to parents and students as part of the school calendar. The Parent/Student Handbook will also include a section on state assessments and student participation in them. Finally, teachers and employees will be in contact with parents and students about upcoming assessments, their participation, and information on where students will take the assessments.

WVVA teachers, administrators, and other school employees as needed will administer and proctor state assessments at facilities with classroom style settings (local libraries, local schools, and public meeting rooms) within reasonable driving distance of students' homes, maximizing student accessibility to sites. For online tests, WVVA will secure the use of computer labs at sites like community colleges or will bring in mobile computer labs with Wi-Fi hotspots to the regional test locations. These mobile labs will have laptops designated for testing purposes set up and secured to meet test security guidelines. The site locations will depend on the residence and number of students at WVVA who are subject to testing. Parents will be responsible for getting students to and from testing sites and they will have ample advance notice of when/where state tests will be administered. WVVA will ensure transportation options (Uber, taxi, voucher reimbursement, ride share arrangements, etc.) based on individual situations. The School Administrator will work with parents to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' Individualized Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable state and federal laws. Transportation costs are accounted for in the Special Education Related Services and Testing Line items in the budget.

WVVA will follow the guidelines established by the West Virginia Board of Education for proper test administration and security. Testing site coordinators, proctors, and other involved

employees will receive training in proper test handling procedures so that test security is not compromised. WVVA will ensure that all appropriate employees have knowledge of ethical testing practices and procedures and understand how to secure, administer, and handle the state required tests.

Resources are budgeted under the student assessment account in the charter application budget for assessment costs, facilities, information technology, computers and applicable software, proctors, travel, and other state/sponsor specific testing requirements.

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.

Aspirational Target:

- Math: At least 40% of students who have been continuously enrolled for three or more years will "meet" or "exceed" standards on either the West Virginia General or Alternate Summative Assessment

- English: at least 50% of students who have been continuously enrolled for three or more years will "meet" or "exceed" standards on either the West Virginia General or Alternate Summative Assessment

- Science: at least 35% of students who have been continuously enrolled for three or more years will "meet" or "exceed" standards on either the West Virginia General or Alternate Summative Assessment

- CTE: at least 75% of eligible students who have been enrolled for three or more years will participate in a CRE certification assessment.

Lowest Acceptable:

- Math: At least 30% of students who have been continuously enrolled for three or more years will "meet" or "exceed" standards on either the West Virginia General or Alternate Summative Assessment

- English: at least 40% of students who have been continuously enrolled for three or more years will "meet" or "exceed" standards on either the West Virginia General or Alternate Summative Assessment

- Science: at least 25% of students who have been continuously enrolled for three or more years will "meet" or "exceed" standards on either the West Virginia General or Alternate Summative Assessment

- CTE: at least 50% of eligible students who have been enrolled for three or more years will participate in a CRE certification assessment.

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.

Aspirational Target:

- English: at least 50% of full academic year students will either move up one performance level or maintain "Exceeds Standard" from the prior year on either the West Virginia General or Alternative Summative Assessment.

- Math: at least 50% of full academic year students will either move up one performance level or maintain "Exceeds Standard" from the prior year on either the West Virginia General or Alternative Summative Assessment.

- CTE: during the first year of certification assessment eligibility, students will achieve a minimum pass rate of 45-59%. Each subsequent year, students will continue to increase the certification pass rate by 5% until a 70% pass rate is obtained and maintained.

Lowest Acceptable:

- English: at least 50% of students who achieve a score below "Meets Standard" on either the West Virginia General or Alternate Summative Assessment will achieve a score that qualifies as proficient within three years of continuous enrollment.

- Math: at least 50% of students who achieve a score below "Meets Standard" on either the West Virginia General or Alternate Summative Assessment will achieve a score that qualifies as proficient within three years of continuous enrollment.

- CTE: during the first year of certification assessment eligibility, students will achieve a minimum pass rate of 35-49%. Each subsequent year, students will continue to increase the certification pass rate by 5% until a 60% pass rate is obtained and maintained.

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 isused, state how a re-enrollment figure will be calculated.

Aspirational: Recognizing that, for some students, opting for a virtual school can be a short-term decision, our re-enrollment goal is as follows:

- At least 50% of students will re-enroll in the School using a fall to fall roster.

Lowest Acceptable:

- At least 40% of students will re-enroll in the School using a fall to fall roster.

Attendance

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

Aspirational: WVVA will achieve an attendance rate of at least 95% by its third year of operation, as measured by student engagement in coursework and attendance in class connect sessions.

Lowest Acceptable: WVVA will achieve an attendance rate of least 90% by its third year of operation, as measured by student engagement in coursework and attendance in class connect sessions.

State Accountability Results

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

Students will either take the West Virginia General Summative Assessment or, if appropriate, the West Virginia Alternate Summative Assessment. Scores from the assessments will be used to measure WVVA's performance on the goals listed in the sections above.

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.

In accordance with West Virginia's graduation requirements, all WVVA students must complete

a minimum of 22 total credits to graduate. Please see **Appendix B** for a full list of the courses that the proposed ESP is offering in SY21-22. The exact courses that will meet the following graduation requirements will be identified after approval and aligned to West Virginia standards. The course sequence offered at WVVA will follow the state's requirements:

English Language Arts (4 credits)
- English 9
- English 10
- English 11
- English 12, AP English, a qualifying dual credit English Course, or another approved advanced ELA course

Mathematics (4 credits)
- Math I or Algebra 1
- Math II or Geometry
- Math III or Algebra II
- Math IV or Trigonometry/Pre-Calculus, Applied Statistics, an AP Math course, a qualifying dual credit Math course, or another approved advanced Math course

Science (3 credits)
- Earth and Space Science
- Biology or AP Biology
- An AP Science course, a qualifying dual credit Science course, Chemistry, Physics, Human Anatomy, Physical Science, or another approved advanced Science course

Social Studies (4 credits)
- World Studies
- US History or AP US History
- Civics or AP Government and Politics
- An additional course chosen by the student; Economics, Geography, Sociology, a qualifying dual credit course, or another approved advanced Social Studies course

Physical Education (1 credit)

Health (1 credit)

The Arts (1 credit)

Personalized Education Plan (PEP) (4 credits)
- Students will select a career pathway and complete four courses within the pathway, which can include AP and/or dual credit courses. The pathway should lead to the opportunity for the student to take an industry-recognized certification exam.
- The career clusters and pathways that will be offered at WVVA include the following[12]:

[12] Please note that additional pathways may be offered in subsequent years based on student demand and state workforce needs; all pathways may not be available at School launch.

- Health and Human Services
  - Therapeutics
  - Health Informatics
  - Diagnostics
  - Support Services
- Manufacturing and the Trades
  - Engineering/Technology
  - Advanced Manufacturing
  - Heavy Equipment Operator
- Business Administration
  - General Management
  - Business Finance
  - Marketing
- Information Technology
  - Programming
  - Cybersecurity

College and Career Ready

The sequence of courses that will be provided at WVVA will ensure that students are prepared for college-level coursework. They are aligned to West Virginia state standards, rigorous, and supported by qualified, licensed teachers who will be trained specifically to serve students in an online environment using project-based learning.

Students will be required to do more than simply take a few career-related courses. They will embark upon an in-depth and holistic career exploration and preparation program that includes PBL courses to develop professional skills; career exploration tools to discover novel career paths; CTSOs to refine teamwork and problem-solving skills; career counselors and dedicated, licensed employees for wraparound supports; National Career Readiness Certificate/Test Prep support to prepare students for industry certification exams; and work-based experiences and industry partnerships to provide authentic workplace experiences to students.

The programming begins in grade six with a year-long career awareness course. In grades 7 and 8, students build upon their experience by choosing specific clusters to explore in more depth. Starting in grade 9, students will choose a career cluster (or clusters) on which they want to focus their studies. Project-based learning, opportunities for internships and workplace-based experiences, and interactions on platforms like Tallo and Nepris will provide students with the professional skills they need to succeed in college as well as the workforce. Please see the response to the Curriculum and Instructional Design section for more details.

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.

There are several detailed descriptions in the application of the ways that WVVA will create and support a flourishing school culture for all students and teachers. Below is a summary of those descriptions which can be referenced in the application for more details.

Student Supports
In the **Retaining Student** response, there is a description of the ways that WVVA will personalize learning for our K-12 students. They will include the following:

- Communication and graduation plans that allow for student choice, flexible learning environments, and enriching classroom experiences.
- Counselors, who will proactively support students who show signs of disengagement as well as reactively support students and Learning Coaches when they reach out for help.
- Guided Outreach Engagement Strategy that provides academic supports to students and helps keep them engaged in the School.

Social Emotional Learning Program
In the **Evidence of a Track Record of Success** response, there is a description of the Social Emotional Learning (SEL) program that WVVA proposes to offer for students in grades K-12 as part of the School's holistic approach to each student's success. Both students and teachers will participate in the program.

During the school year, students attend weekly homeroom sessions in a live, online forum facilitated by a specially trained teacher. Through the program, students will grow in five key social and emotional areas necessary for thriving in school and life: self-awareness, self-management, social awareness, relationship building, and responsible decision-making.

Teachers will be trained in SEL techniques through face-to-face and online on-going training and professional learning opportunities focused on how to support their students and facilitate their success. Students will be connected to resources within the Support Team as needed.

Student Clubs and CTSOs
The **Supplemental Programming** response to this application describes the opportunity WVVA students have to join the proposed ESP's national student clubs for grades K-12, as well as monthly contests and challenges and summer camps, providing extracurricular activities and a community of support. The national clubs meet online in a web-based classroom using a web conferencing platform. The national clubs represent a wide variety of student interests.

The School may also sponsor local clubs hosted by the School such as a school council, community service club, and other clubs depending on the student interest. School clubs may meet online or face-to-face.

A very popular student engagement opportunity may be available through Esports competition programs hosted by the School. While Esports programs are structured as competitive athletic programs with students competing as a team, they also have added benefits of character development, increasing participation in school activities, STEM engagement, and the chance to earn college scholarships.

Membership in Career and Technical Support Organizations (CTSOs) will also be offered to WVVA students to support their school-based and work-based career readiness learning. CTSOs offer opportunities to students to participate in teamwork exercises, network with peers and potential future employers, develop professional skills, and participate in local, state, and national events and competitions. CTSOs also provide employees with mentoring and professional development opportunities. WVVA will host a chapter of a CTSO that aligns to the career readiness programs offered at the School. While the majority of CTSO student participants are high school students, middle school students will also have opportunities to participate in many of the high school CTSO experiences or middle school-based chapters if the School provides that opportunity.

Parent and Community Involvement

As stated in the **Parent and Community Involvement** section of the application, engaging and involving parents and the community is a crucial component to support the success of WVVA students. WVVA will work to ensure that each student has a Learning Coach – usually a parent or guardian but can be any caring adult that the parent of guardian selects to ensure student success. The School will provide support to Learning Coaches as well as opportunities for them to participate in the School community, including:

- student-teacher conferences;
- service on the School's Board;
- attendance at Board and other School meetings and participation on committees;
- guest speaker series that provides opportunities to hear from specialists regarding topics such as motivation, organization, strategies for student success, student socialization and more;
- access to an online Learning Coach Community which is designed specifically for Learning Coaches as a way for them to develop relationships, engage, and connect with resources to help them in their roles; and
- periodic School satisfaction surveys.

To provide a CRE Program that is relevant to the students and businesses of West Virginia, the CRE employees at WVVA will establish an Advisory Committee which will be comprised of community leaders from industry, business, government, and education from around the state. The School will work with our partners and community leaders in West Virginia to help identify potential members for the Committee, including Chambers of Commerce. The Advisory Committee will serve a complementary role to the dedicated CRE employees by providing market-based expertise, guidance, and assistance around the development, structure, and implementation of the career pathway programs, especially in developing work-based learning experiences and community partnerships. The initial members and areas of expertise of the Committee will reflect the initial pathways to be offered by the School.

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 schoolaims 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.

Student Behavior Plan

WVVA's school student behavior plan includes discipline procedures and consequences for students. This school student behavior plan aligns with the School's student discipline policy and is appropriate for grades served. The procedures outlined in this process will support the development of a strong school culture as well as WVVA's mission and vision. In conjunction with the impact on school culture, the behavior procedures will protect the rights of all learners, including those with exceptionalities, providing due process, and allowing for an appeal to the School's governing board.

All WVVA students are held to the following expected standards of behavior:

- Abide by the national, state, and local laws as well as the rules of the School.
- Respect the civil rights of others.
- Act courteously to adults and fellow students.
- Be prompt and attentive in class.
- Work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background.
- Help maintain a school environment that is safe, friendly, positive, and productive.

Additionally, students, families and Learning Coaches are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to common-sense guidelines for conversing with others online. We believe students are bright and articulate and can easily avoid sarcasm, jargon, profanity, and slang. We believe it is a sign of maturity, respect and understanding when our students refuse to use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, and/or access issues. We will encourage WVVA students to focus their responses on the questions or issues being discussed, not on the individuals involved. Students will be taught to be constructive with their criticism, not hurtful. Students will learn to review their messages before sending them, remove easily misinterpreted language, and proofread for typos. They will understand the importance of respecting other people's privacy and they will refrain from broadcasting online discussions or revealing other people's e-mail addresses. Common courtesies such as "please", "thank you", and use of a greeting such as "Dear Mr./Mrs." will be encouraged to foster an environment of respect towards others.

Bullying and Cyberbullying

Anti-Bullying Policy

West Virginia Virtual Academy recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the Board prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a

student's ability to learn. All administrators, faculty, employees, families, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristics. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or overall wellbeing may be at issue.

Bullying is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the School's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and
- is based on a pupil's actual or perceived distinguishing characteristics (see above) or is based on an association with another person who has or is perceived to have any of those characteristics.

Cyberbullying shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and/or websites.

Harassment is conduct that meets all of the following criteria**:**

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;

- adversely affects the ability of a pupil to participate in or benefit from the School's programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and
- is based on a pupil's actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of those characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/cyberharassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of the School or any school program.

WVVA expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school employees, volunteers, and contractors.

WVVA believes that a comprehensive health education curriculum within a coordinated school health framework helps students attain knowledge and skills vital to school success, a productive workforce, and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

WVVA recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

WVVA believes that standards for student behavior must be set through interaction among the students, families, employees, and community members of the School, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, employees, families, and community members.

WVVA believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and to solve problems that motivated the aggressive behavior. Employees who interact with students shall apply best practices designed to prevent discipline problems and encourage students' ability to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the School

prohibits both active and passive support for acts of harassment or bullying. The employee should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

WVVA will require its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or employee who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying:

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Consequences and appropriate remedial actions for a student or employee who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the Board's approved code of student conduct or employee handbook, both of which will be adopted during the planning year. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, families, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Board's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

- Admonishment

- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Referral to disciplinarian
- Out-of-school suspension
- Legal action
- Expulsion or termination

Examples of remedial measures and strategies for individual behavioral change:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

Strategies for environmental change:

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Learning Coach/Parent supervision during online sessions
- General professional development programs for certificated and non-certificated employees
- Professional development plans for employees in key disciplinary roles
- Disciplinary action for school employees who contributed to the problem

- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

WVVA requires the principal and/or the principal's designee in each grade band at the School to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, families, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

WVVA requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The Legal Guardian of the students involved shall receive written notice from the School on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the School for annual data review.

WVVA prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

WVVA prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with school policies, procedures, and agreements.

WVVA requires school officials to annually disseminate the policy to all school employees, students, and families, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, or at a school-sponsored functions. The Head of School shall develop an annual process for discussing the school district policy on harassment and bullying with students and employees. The school shall incorporate information

regarding the policy against harassment or bullying into each school employee training program and handbook.

Search and Seizure Policy
To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

Disciplinary Meetings and Action
Referrals to the administration are reviewed individually, consistent with the Code of Student Conduct and West Virginia School Discipline laws and regulations. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the School, several disciplinary options are available.

Discipline of Students with Exceptionalities
If a student violates the Code of Student Conduct, before consequences or punishment are imposed, it must be considered whether the student has an exceptionality evidenced by evaluation documents current or pending. While all students may be disciplined, it is unjust to punish a child when the offense is directly related to their exceptionality or when the IEP is not implemented. Disciplinary actions give students with exceptionalities extra legal protections when the discipline constitutes a change in placement.

A "change in placement" is a legal term that applies to the following situations:

- the removal is for more than 10 consecutive days
- the student has been subjected to a series of suspensions that constitute a pattern

If the offense and subsequent suspensions do not exceed 10 consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form, then it is not a change in placement and the student may be subject to the same consequence that the School applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent or guardian) must hold a Manifestation Determination Review meeting within 10 days of the decision to remove the student to determine two issues:

- was the student's misconduct caused by or directly and substantially related to the student's exceptionality; or
- was the student's misconduct a direct result of the School's failure to follow the child's IEP?

The parent/guardian must be provided a copy of the Special Education Procedural safeguards. If the team answers "yes" to either question, then the student's behavior is a manifestation of his or her exceptionality. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior intervention plan addressing the ways that the

School can help a student with the conduct at issue. If the student already has a behavior intervention plan, the plan must be reviewed and modified to address how the School can better assist the student with the conduct at issue.

If all team members agree that the student's conduct was not a manifestation of their exceptionality, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by their IEP and a Behavior Intervention Plan must be created or revised to address the offending conduct.

If a student:

- possesses illegal drugs;
- is selling prescription drugs;
- carries a weapon; or
- causes serious bodily injury to another either at school or during a school related activity;

The School may immediately remove the student for up to 45 school days to an alternative or remedial disciplinary setting because drugs, weapons, and serious bodily injury are so dangerous to a safe school regardless of whether a child has an exceptionality or even if the team believes that the behavior is a manifestation of the student's exceptionality.

To comply with the law, a 45 school day emergency removal for serious bodily injury must be serious, i.e. requiring medical treatment. During the 45 school day period, the School must convene a manifestation determination meeting. If the School determines that the conduct is a manifestation, the School may have the child re-evaluated, create or revise an existing behavior intervention plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45 day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's exceptionality, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

If the parent or guardian disagrees with the team's decision that the behavior was not a manifestation of the student's exceptionality; or any decision made regarding change of placement during the discipline preceding; or the decision regarding student placement, the parent or guardian may request an expedited due process hearing to challenge this finding. If the hearing officer agrees with the parent or guardian, the student will remain in the School where the offence was committed unless the parent or guardian and the School agree otherwise.

If a request for an evaluation of a student who is not currently eligible for special education is made during the period in which the student is subject to disciplinary measures, the evaluation must be conducted in an expedited manner. Pending the results of the evaluation, the student remains in the educational placement determined by district officials, which can include suspension or expulsion without educational services if services cease for students without exceptionalities.

If there are solid reasons to believe that keeping the student in WVVA is "substantially likely to result in injury to the child or others", the Academic Administrator of Special Programs will be consulted who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to 45 school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

Transfer of Discipline Records

West Virginia Code requires that when a student transfers to a new school in West Virginia, the principal of the school from which the student transfers must provide written record of any disciplinary action taken against the student to the principal of the school to which the student transfers. West Virginia policy requires collection, maintenance, and disclosure of student information as outlined in the procedures and record requirements for transfer of records between all West Virginia schools.

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.

Student Clubs

WVVA shall provide students the opportunity to join the proposed ESP's national student clubs for grades K-12 students, as well as monthly contests and challenges, and summer camps, providing extracurricular activities and a community of support. Clubs are virtual in nature with minimal to no costs at all, and will be supported within the organizational employee structure and the budget. Clubs and challenges are offered in a variety of topics for students including art, music, cooking, DIY (Do It Yourself), LEGO and more. Students can find a full list of current national clubs and challenges offered by grade level in the Announcements sections of the Online School.

Students may also have opportunities to connect with local clubs hosted by the School. These activities focus on developing a strong sense of community among students and often include a school council, a community service club, and additional clubs depending on student interest (e.g., Art, Music, Debate, Health and Fitness, Robotics, Cooking, DIY, etc.).

National clubs meet online in a web-based classroom using a web conferencing platform. In that setting, clubs encourage students to explore their common interests, work on projects, and share their club creations with one another. School-based club offerings may meet online or face-to-face. For example, a school-based LEGO club may find a central area in which to meet and may have a fun, competition element. Other programs may include organized travel clubs with destinations all over the world as well as student councils that attend state conventions and clubs that go to state and national competitions.

Additional student engagement opportunities may be available through local Esports competition

programs hosted by the School. Esports programs are structured to be competitive athletic programs where students collaborate and compete as a team and. School Esports programs are supported by the proposed ESP's national programs, and school teams will have the opportunity to participate in regional and national competitions. Many benefits exist for students involved in Esports, including:

- *Character Development* – Students build character and develop discipline, self-esteem, and sportsmanship through practice and gameplay.
- *Increase Participation* – Esports are co-ed, inclusive, and engage students who might not otherwise participate in school athletics or activities.
- *STEM Engagement* – Esports players are often interested in STEM classes and programs. A high percentage of collegiate Esports players select STEM majors.
- *College Scholarships* – More than 200 colleges and universities offer Esports scholarships and are actively recruiting players for Esports programs.

CTSOs

Students will also have the opportunity to participate in Career and Technical Student Organizations (CTSOs). The United States Department of Education has identified eleven CTSOs that provide opportunities for students and teachers to receive support designed to enhance school-based and work-based learning. They provide students with real-world situations that offer opportunities to develop problem-solving skills, participate in teamwork exercises, network with peers and potential future employers, develop professional skills, and participate in local, state, and national events and competitions. CTSOs also provide employees with mentoring and professional development opportunities.

WVVA will host a chapter of the CTSO that aligns to the CRE program offerings at the School. For example, the School will develop CTSOs like DECA or an FBLA chapter to support its Business Administration career cluster. To support the Health and Human Services cluster, the School will develop a CTSO like SkillsUSA or HOSA – Future Health Professionals. SkillsUSA is a broad-based CTSO serving students enrolled in trade, industrial, technical, and health education programs. Examples of other potential CTSOs include BPA, DECA, FFA, and Future Business Leaders of America (FBLA)-Phi Beta Lambda.

Once a CTSO is approved within the state for WVVA, students will be able to conduct official meetings, participate in professional development workshops, attend leadership conferences, promote social events and fundraisers, and compete against other students across the state.

Middle school students will also have opportunities to learn about their individual skills and interests by participating in many of the high school CTSO experiences or middle school-based chapters if offered.

Please see the **Human Capital** section for more details of WVVA's dedicated CRE employees that will support these efforts.

Supplement Programming for High Schools ONLY

For all programming, provide an explanation for how the school will meet Secondary Schools Activity Commission rules.

WVVA will meet the Secondary Schools Activity Commission (SSAC) rules by adhering to the SSAC's constitution and bylaws as approved by the West Virginia State Board of Education (WVBE) and as set forth in the SSAC Rules and Regulations Handbook under the authority of W. Va. Code §18-2-5, 18-2-25, §18 225a, and §18 225b. With continuous monitoring, WVVA will evaluate all current and future planned supplemental programming engagements through the lens of the SSAC belief that, "a controlled activities program is a strong factor in the development of courage, personality, cooperation, and leadership" and the Commission's design to, "provide a means for the unbiased and amicable settlement of disputes regarding activities."

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 disabilities, 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 staff type (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.

WVVA will establish full school calendar and student calendar meeting minimum instructional time requirements pursuant to W. Va. Code §18-5G-3(c)(5), including first and last day of school, applicable breaks and holidays, as well as grading periods. The graphic below is an example of a standard school year calendar and can be adjusted pursuant W. Va. Code §18-5-45 to allow for sufficient opportunities for learning and engagement (see the **Curriculum and Instructional Design** section for further detailed descriptions of learning and engagement opportunities for students).

West Virginia Virtual Academy

2020-2021 School Calendar

July 2020						
Su	M	Tu	W	Th	F	Sa
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30	31					

September 2020						
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October 2020						
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November 2020						
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December 2020						
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February 2021						
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March 2021						
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April 2021						
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May 2021						
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23	24	25	26	27	28	29
30	31					

June 2021						
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27	28	29	30			

Aug 6	First Day of School for students
Sep 7	Labor Day
Oct 12 - 16	Fall Break
Nov. 3	Teacher Work Day - No Students
Nov 25 - 27	Thanksgiving Break
Dec 21 - Jan 1	Holiday Break

Jan 18	MLK Jr. Day
Feb 15	President's Day
Mar 29 - Apr 2	Spring Break
Feb 12	Teacher Work Day - No Students
May 3	Teacher Work Day - No Students
May 4	Election Day
May 26	Last Day of School
May 31	Memorial Day

Grading Periods	
1st 9 weeks	Aug 6 - Oct 9 (46 days)
2nd 9 weeks	Oct 19 - Dec 18 (41 days)
3rd 9 weeks	Jan 4 - Mar 12 (48 days)
4th 9 weeks	Mar 15 - May 26 (45 days)

Additionally, weekly student and employee schedules, including those for special populations, can be viewed in **Appendix S**. These schedules will be adapted according to WVVA's standard routines and operations with adjustments made as necessary to allow for sufficient opportunities for learning engagement and mastery of course content.

Parent and Community Involvement

New Schools

Provide a thoughtful set of strategies for engaging with parents 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.

Engaging and involving parents and the community is a crucial component to supporting the success of WVVA students. The School has garnered tremendous support already, including a letter of support (see **Appendix T**) from the West Virginia Manufacturers Association (WVMA) to establish a robust partnership with WVVA related to its mission to "support the health and well-being of manufacturing in West Virginia." WVMA is excited to support the School's initiatives in preparing students for industry – focused careers.

Additionally, WVVA desires that each student will have a Learning Coach (usually a parent or guardian but can be any caring adult that the parent or guardian selects) to ensure student success. The School will provide tools and resources to help Learning Coaches support their students.

Learning Coaches will be encouraged to be proactive, to contact teachers, specialists, and other Learning Coaches to solve problems, to give feedback, or pass on ideas and insights to the School community. Where possible, the School also asks that Learning Coaches volunteer their time and effort on behalf of the School—and to suggest, help organize, and participate in field trips, other educational outings, and social events. In addition:

- Parents can be encouraged to hold a direct leadership position and influence the management of the School by serving on the Board. Parents bring a deep personal interest in the School to their leadership roles. The National Association of Independent Schools recommends that up to 50 percent of Board members be parents, ensuring balance between personal commitment and potential bias from parents of current students. Past parents and grandparents are especially encouraged to participate, as they tend to be committed and knowledgeable about the School, but distant from current school issues.

- Parents will be actively encouraged to attend Board and other school meetings and to participate on ad-hoc committees appointed to address specific issues.

- Teachers will initiate regular conferences and conversations with Learning Coaches about their student's progress and review needs and concerns about the operation of the School. Teachers are trained on how to facilitate welcome calls and customize the learning experience by addressing each student's unique strengths, weaknesses, and aptitudes. Parents are free to contact teachers, specialists, and other Learning Coaches to solve problems, give feedback, or pass on ideas and insights to the School community. Ongoing communication can take place via telephone, email, web conferencing sessions, and, where possible, in person. Teachers are expected to respond to parents within 24 hours.

- Parents will help to continuously evaluate the operation of the School both online and offline. WVVA will regularly survey parents to determine their satisfaction with their overall experience. Criteria of the survey will include the enrollment process, curriculum, instruction, learning management system, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other WVVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the School.

- Throughout the school year, the Head of School, other administrators, and teachers will account for contributions that Learning Coaches and community members have made to the business and governance of the School and communicate this to the community through the School website, in print reports, and in face-to-face meetings. New

opportunities for Learning Coaches and community members to contribute will always be considered.

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 exceptionalities, 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.**

Special Education

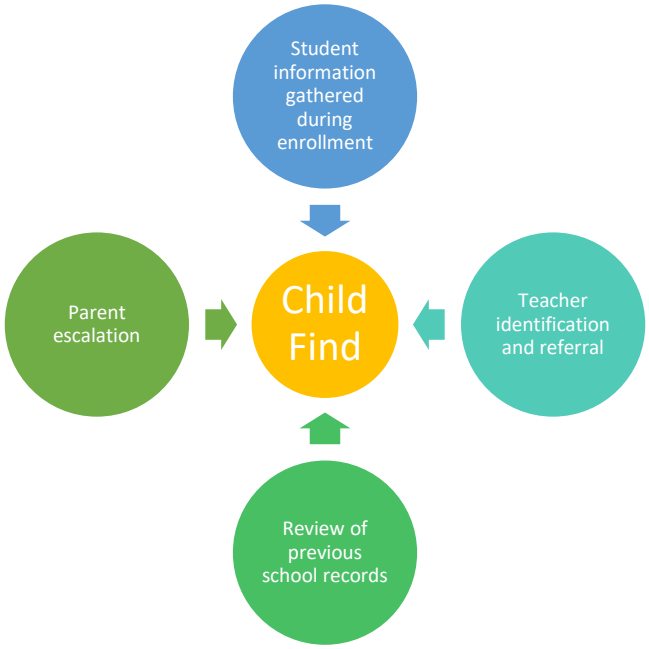
WVVA welcomes the opportunity to serve students with exceptionalities. The founders believe strongly that all students have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as contributing members of society.

WVVA will work to accommodate students with all exceptionalities who are using the web-based courses in a distance learning setting. WVVA will offer necessary accommodations by procuring the technology and other services required in the student's Individualized Education Program (IEP) to aid students in navigating through their courses. Further, the proposed ESP's experience making web-based content more accessible to students with exceptionalities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials

Accessibility Standards (NIMAS).

Child Find

The School enrollment application, a conference call with a placement counselor from the proposed ESP, and conference calls with a WVVA general education teacher will all provide a query for the parent to indicate an exceptionality or special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by WVVA's special education department will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. WVVA's general education teachers will be provided professional development prior to and during the school year about their Child Find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website and will be sent via electronic and/or U.S. postal service mail to all enrolled families.



Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, WVVA will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a student has an exceptionality or disability and the nature and extent of the special education/related services that the student requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the student, and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team

members. WVVA uses a three-tiered Multi-tiered System of Support (MTSS), and all students will be served appropriately based on their placement within these tiers.

Parents may request an evaluation if they suspect their child has an exceptionality or disability. Requests for an evaluation should be made in writing to the Academic Administrator of Special Programs. Parents have the right to request an independent educational evaluation if they disagree with the results of the school conducted evaluation. When requested by parents, WVVA will provide them with information about where an independent evaluation may be obtained.

Special Programs Enrollment Team
The proposed ESP's special programs enrollment team will work with School leaders to create an effective enrollment plan for students with special needs and/or families who have concerns about their child's possible needs for special education services. The main goal of the special programs enrollment team is to connect with families early in the enrollment process to ensure their questions, concerns, and needs are being met early so students can transition into their classrooms, ready and prepared to reach their maximum learning potential.

The enrollment planning process begins with an initial meeting with the School's Academic Administrator of Special Programs and school leaders. Team members will discuss the guidelines for enrolling students with special needs, as pertaining to the state requirements, the Child Find query process, required enrollment documents, and necessary early enrollment talking points for families. Based on this initial meeting, school leaders will provide a statement of usage identifying the steps to enrollment and the parties responsible for each task. The finalized process will assist the enrolling families so they are ready and prepared for learning according to their IEPs.

School enrollment plans will be finalized annually at the beginning of each enrollment year to determine best practices for the upcoming school year. Adjustments will be made annually as needed to better meet the needs of families and school personnel.

Special Education Services and Support
All identified students with an exceptionality will have an IEP meeting upon enrollment with the appropriate team members in attendance. The IEP will include a statement of the student's current level of academic and functional performance and how the student's exceptionality affects their ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification(s), and support necessary for the student to be involved in the general education coursework within the new virtual learning environment, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the WVVA performance standards. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, the School's employees will conduct a Functional Behavioral Assessment (FBA) and create a Behavioral Intervention Plan (BIP) as appropriate. The IEP team will consider strategies including positive behavioral interventions and support to address behavioral needs through the IEP process.

Students with special needs will be supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, will be located within the geographical vicinity of the student or services will be provided virtually if appropriate.

WVVA believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with exceptionalities will participate in the general education program to the greatest extent possible offered by WVVA and as determined by the IEP team. The School's special education teachers will support students with exceptionalities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

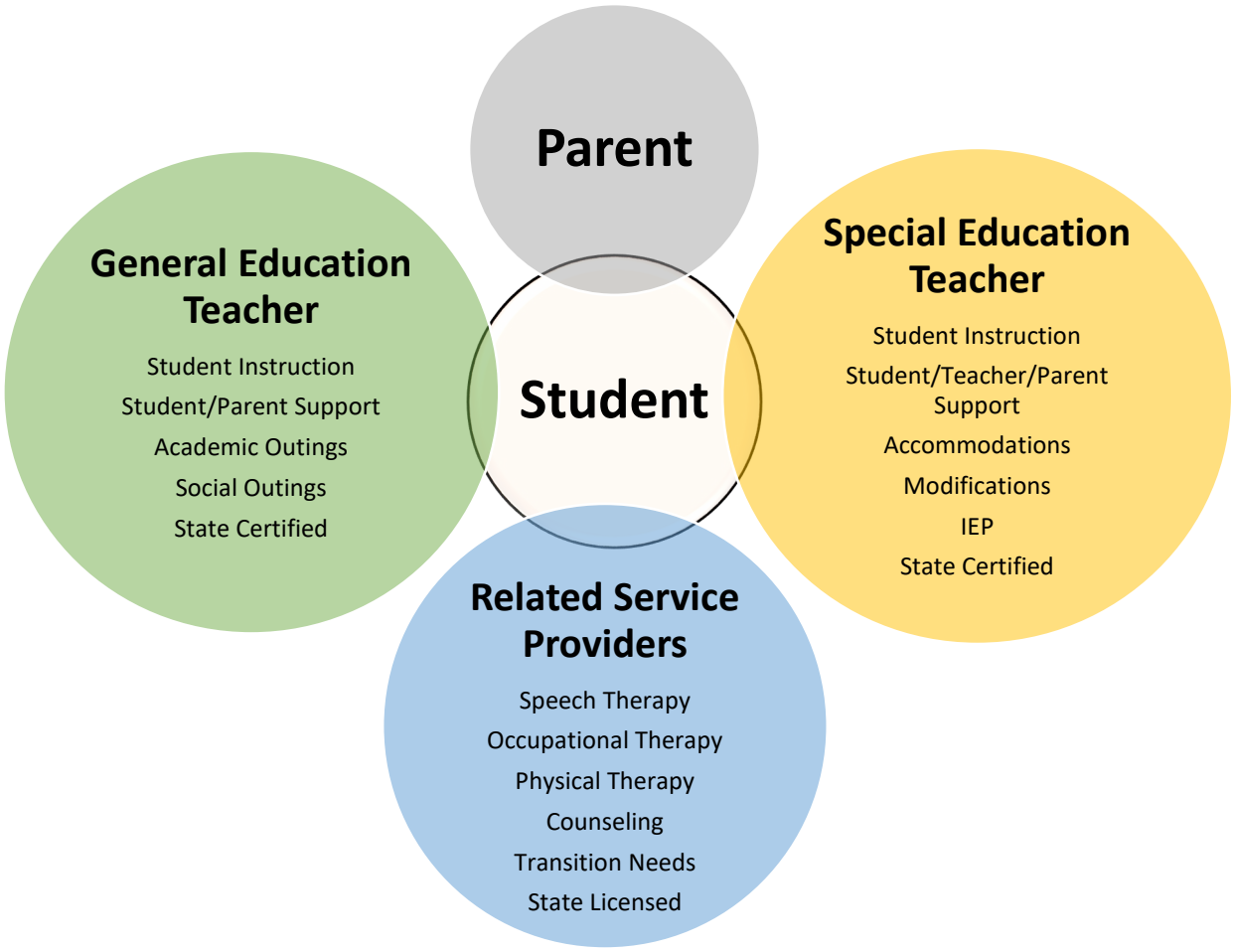
Students with exceptionalities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team. WVVA will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at any time, the student receiving special education services or programs within the general education classroom will not miss any general education instruction. Possible exceptions to this would be related services at a provider's office or students who may be better served through a functional or life skills curriculum outside of the general education classroom.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher as well as file review and monitoring of timelines by the School's Academic Administrator of Special Programs.

Based on the proposed ESP's experience serving special needs students in statewide programs across the United States, WVVA projects that the school will provide special education services across all disability categories including: autism, blindness and low vision, deafness, deafblindness, developmental delay, emotional/behavioral disorder, gifted, hard of hearing, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, speech/language impairment, and traumatic brain injury.

WVVA believes that it takes a complete team of individuals to serve the student with an exceptionality to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes,

emails, and web conferencing tools. The following illustration depicts this team model.



Accommodations

In addition to the team approach to serving students with exceptionalities, there may be necessary accommodations that will ensure that students have access to grade level curriculum and their educational environment. Accommodations are provided to allow access, not to lower or reduce learning expectations. The following table provides examples of guiding questions or needs and sample accommodations that may be considered to address those needs. The chart does not contain an exhaustive list; accommodations should be evaluated on an individual basis.

Sample Access Need	Sample Accommodation
Reading difficulty	• Text to Speech technology • Tracking support • Highlighter • Graphic Organizer
Difficulty sustaining attention; Easily Distracted	• Simplify directions • Reminders to stay on task

	• Allow for breaks • Extended deadlines • Small group or individual support
Fine Motor deficit	• Allow typed or oral response • Adapted keyboard or writing instrument • Fillable notes
Deaf/Hard of Hearing	• Closed Captioning • Sign Language interpreting • Audio amplification device • Preferential seating
Blind, Low Vision, Partial Sight	• Large print/font • Magnification devices • Braille • Screen reader • Text to Speech • Descriptive video
Mathematics difficulty	• Calculator • Visual Supports
Health-Related concerns	• Flexible scheduling • Extended Deadlines • Class recordings • Copies of notes

Related Services
Special services required in a student's IEP (examples listed below) will either be provided by a licensed therapist or individual employed by or contracted by the School, ensuring that appropriate licensure and background checks are completed. Therapy may be delivered in home, virtually or face-to-face. Face-to-face services are provided at a neutral location as agreed upon by the family and therapist. If needed, transportation will be arranged by the School for the student to attend face-to-face services.

- Orientation and mobility training
- Assistive technology evaluations
- Counseling services
- Psychological services
- Speech and language services
- Occupational therapy
- Physical therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing

Related Services Team
The proposed ESP's Related Services Team will provide support to the School upon request by locating therapists, tracking service delivery, providing contract management, tracking therapist

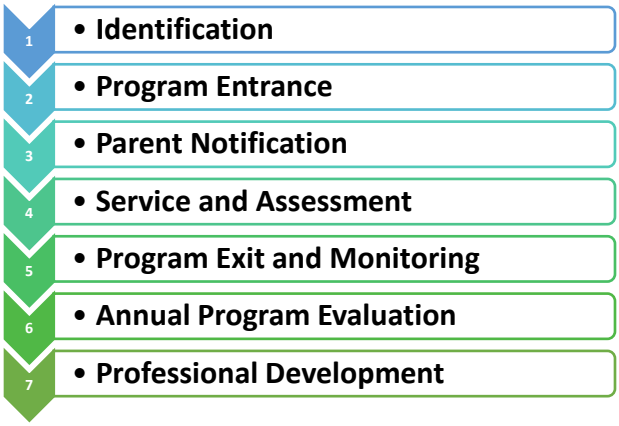
credentials, verifying invoices, and developing effective processes surrounding the provision of related services to eligible students. The main goal of the Related Services Team is to ensure that students are receiving their therapy services as assigned and that the School is compliant in the provision of these services. The Related Services Team will provide support to WVVA in creating a statewide footprint of both virtual and face-to-face providers. Initially, this team will have a large lift in setting up contracts with both national providers and individual providers to ensure West Virginia credentialed therapists are secured to work with WVVA's special populations.

The team is comprised of a National Related Service Director, Manager, and a team of contractors. Supervision of assigned contractors is provided by the proposed ESP's National Related Service Managers in conjunction with WVVA's Academic Administrator of Special Programs. Related Service contractor support is based on enrollment volume and specific service needs.

The proposed ESP also offers the Related Service Manager (RSM), a proprietary online database that tracks all aspects of related service delivery. This system allows for the tracking of service delivery, therapist credentials, contracts, invoicing, and much more. Reports are available from this system that allow the School to see how many students receive services, what types of service, how many sessions were delivered, how many sessions are still owed, the total cost of each service by student and vendor, and timeframe of service delivery. Logins are controlled and allow access to assigned students at the School, teacher, provider, and therapist levels.

The proposed ESP will provide general Related Services support to the School through monthly national meetings, monthly regional meetings, trainings, and other resources.

English Language Learners
WVVA will serve English Language Learners through a comprehensive program, including the following components:



WVVA will first identify potential English Language Learner (ELL) students, students whose primary language is not English, during the enrollment and Child Find process. All families will answer a series of online questions as a first effort of Child Find including the Home Language

Survey (HLS) questions. The HLS is the first and primary effort to collect required native/primary language information about the student and/or family. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703. All relevant employees will be provided professional development on ELL indicators and their obligation in routing positive responses to the appropriate English as a Second Language (ESL) point of contact. Additionally, school records will be requested from any student that was previously enrolled in a school within the United States and will be reviewed for ELL indicators. Those students with positive responses to any of the HLS questions will be referred to the ESL point of contact. The ESL contact will talk with the family to determine if ESL services were previously received, identify current language needs of the student, and review prior school records, including any previous ESL evaluations, program plans, etc. that could help the school determine next steps. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate English Learning Plan.

A Parent/Guardian Notification Letter in both English and the language of the family is used to notify parents of students that have been identified as ELL and their student's placement in a language instruction program. The parent notification letter is sent each year to all identified ELL students' parents and specifies the reason for identification of their child as ELL and the need for placement in a language instruction program; the child's level of English proficiency; how it was assessed; the status of the child's academic achievement; the methods of instruction that will be used and the program in which the child will be placed; how the program will meet their child's educational strengths and needs; how the program will help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; specific exit requirements for the program; and if the child has a disability, how such program meets the objectives of the individualized education program of the child. Also, parents are notified that they have the right to decline to enroll their child in such programs or to choose another program or method of instruction.

Once students are identified as ELL students, WVVA will increase English proficiency and academic achievement of ELL students by providing high-quality language instructional programs that are evidence based. The School will employ an appropriately licensed ESL or bilingual teacher, as defined by state regulations, for the ELL identified students. The ESL teacher can provide support to the students within the school by: relating background information and experiences to the students to better grasp a concept; scaffolding instruction to aid the students in comprehension; adjusting speech or content; and providing project-based learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers. An annual language proficiency assessment will be administered to all active ELL students to monitor individual student language growth and overall program effectiveness. Exit criteria for ELL students and monitoring of students after ELL program exit will be consistent with state and federal requirements.

Professional development will be provided to all employees on the following: knowledge and use of effective pedagogy in instructing ELLs, methods for implementing instructional strategies

that ensure that academic instruction in English is meaningful and comprehensible, and Universal Design for Learning.

Advanced Learner Program

WVVA will offer an Advanced Learner Program (ALP) for all eligible students in accordance with W. Va. Policy 2419. The purpose of this program is to increase overall quality and options for advanced learners through the development of consistent procedures and offerings. The benefits of the ALP will be measured by program satisfaction ratings and retention data about identified advanced learners. WVVA and the proposed ESP will work together to provide advanced learners and their teachers with options for differentiating instruction through school-level instructional offerings and national offerings of monthly Learning Circles and Book Club.

At the school level, students will have options for differentiated instruction through individual and small group activities using targeted instruction, flexible progression strategies including acceleration, and extension activities such as Robotics, Odyssey of the Mind, and Lego Competitions.

Students will be selected by their teachers to participate in the ALP program either as enrichable or advanced students having characteristics such as advanced academic skills, independent motivation, curiosity, problem solving, and keen observing and questioning. At the national level, the proposed ESP offers online learning circles for grades K – 8 spanning many topics throughout the year provided by experts in their field. Recent past sessions have included computer graphics for students in grades K – 2, “Inventive Genius” for grades 3 – 5 where students explore famous inventors and their ideas and then have the opportunity to develop their own inventions, and “Carving the Pegbox and Fluting the Scroll” lessons on how to craft a violin from a violin maker.

High school students will be provided opportunities to participate in Honors and Advanced Placement courses.

- The proposed ESP’s Honors courses hold students to a high degree of accountability and demand independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.

- The proposed ESP’s AP® courses are college-level courses that follow curriculum approved by the College Board. These courses are designed to prepare students for success on AP Exams, providing students the opportunity to earn credit at most of the nation’s colleges and universities. AP courses include a companion AP Exam Review course that provides practice for multiple choice exams and essay writing as well as an individualized study plan based on their results.

Differentiated Learning
WVVA will provide differentiated learning support through assistive technology tools and a tiered system of instruction based on Universal Design for Learning principles (UDL). Assistive technology will be fluidly integrated into daily lessons based on student needs. Through a tiered system of instruction (MTSS), teachers will implement strategies based on UDL and work proactively to design lessons to meet all learner needs through differentiated strategies.

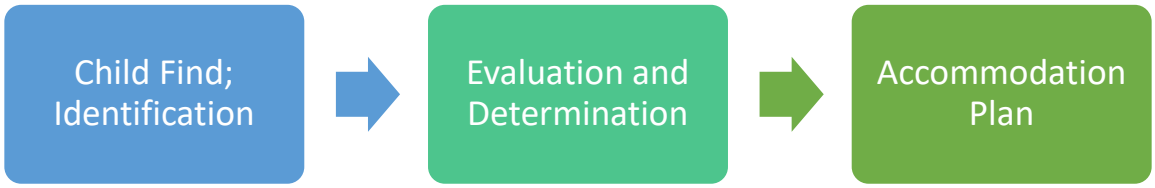
The proposed ESP's product development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs and 3rd party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Materials Accessibility Standard (NIMAS). Any resources that may result in user challenges due to an exceptionality may be reported for investigation and remediation, as appropriate, via www.k12.com/accessibility.

Through the use of the proposed ESP's curriculum, WVVA will have access to a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports.

Within the online learning platform, lessons are created with multiple learning styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum can customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities based on the student's performance data.

Assistive Technology
Due to the unique online nature of the proposed ESP's curriculum, many assistive technology tools can be accessed by all students based on their individual needs. With the support of the proposed ESP's Assistive Technology Resource Library, all employees will have recommended tools and strategies at their disposal upon identification of student need. A sampling of differentiation support tools includes but is not limited to, text to speech software, speech to text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, and visual graphs and web support.

Section 504 Accommodations



Using the Child Find strategy previously described, WVVA will first identify students with an

active Section 504 referral, or those students in need of a new Section 504 referral as part of the enrollment process. When the decision is made to initiate a Section 504 referral, the parent(s) (or guardian(s), if applicable) will be notified. When a student is identified after enrollment, a Section 504 Referral Form will be completed by the student's teacher(s) with input from others who work with the student, including the parent. There are no specific evaluation requirements for Section 504; however, the evaluation must be sufficient to accurately and completely assess the nature and extent of the exceptionality or disability and the impact of the exceptionality or disability on a specific major life activity. This includes ensuring that the evaluation methods and materials are (a) in the native language of the student; (b) nondiscriminatory; and (c) empirically appropriate to test for the suspected disabilities.

If the committee determines that a student is disabled as defined by Section 504, the committee will determine what services or accommodations are required to enable the student to receive an appropriate education and to provide the student an equal opportunity.

Retaining Exceptional Students

WVVA believes retention of students with exceptional needs is directly related to timeliness of identification of needs and quality of services provided. When exceptional students enroll with WVVA, timelines begin to support individual student success and ensure students' access to FAPE. WVVA Child Find policy and procedures support those at risk unidentified/not yet identified students.

WVVA retention of exceptional students is directly impacted by service delivery model, and student success/growth. Exceptional students need support through a full continuum of services, ensuring specific needs are identified through standardized assessments, present levels of functioning, and input of all IEP team members. The defined needs of the student drive placement and programming to ensure students are educated in their own least restrictive environment. Success/growth of exceptional students is supported through programming and ensuring services reflect the identified strengths and weaknesses, impacting individual success and student growth. The identification of individual strengths and weaknesses allow WVVA teachers to accommodate and modify materials needed to ensure students experience success while ensuring rigor through the learning process.

Special Populations Employees

WVVA will hire specialized employees to administer the special education programs and related services for students. The Academic Administrator of Special Programs will oversee the special education programs of the School including special education teachers. Please see the section **Human Capital** for detailed descriptions of these positions. As described above, the Related Services Team will provide support to WVVA upon request and in compliance with a student's IEP.

In addition to the WVVA special populations staffing matrix, additional employees for special programs will be based on enrollment of exceptional students and the specific needs serviced through the IEP goals and services.

Physical Space
Provisions of services for students with exceptionalities will be provided in the least restrictive environment applicable for student-specific IEP goals and services. Many student services will be provided in the virtual space, including specifically designed academic instruction and applicable related services. In the situation where virtual services are unable to meet the specific needs of a student, a more restrictive/supportive environment will be provided in a mutually agreed upon neutral location. Therapy may be delivered in home, virtually, or face-to-face. Face-to-face services are provided at a neutral location as agreed upon by the family and therapist. If needed, transportation will be arranged by the School for the student to attend face-to-face services. The IEP team members will ensure that students are provided FAPE though appropriate IEP team based educational decision for the student, including least restrictive environment and the provision of specifically designed academic instruction and related services.

Funding Plan: Special Education and Related Services
Specific funds for special education and related services are awarded to the WVDE by the United States Department of Education, The Office of Special Education Programs (OSEP), and the State of West Virginia, to "flow through" to the Local Education Agency (LEA) contingent upon an LEA's application for Part B funds.

WVVA will submit an annual application for IDEA and State Entitlement Funds through GPS. When allocation amounts are received by the WVDE from OSEP in the spring, the application will be updated with new information and a notification will be sent to the Academic Administrator of Special Programs when the applications are live.

Special Education Oct. 1 Child Count. This is a count of WVVA students with exceptionalities enrolled with current IEPs by teacher, including exceptionality, and placement in the least restrictive environment (LRE). WVVA's Academic Administrator of Special Programs will review and correct items during the submission window while state staff may provide assistance, if needed. The Academic Administrator of Special Programs will have the opportunity to review and correct the count through the adjustment window.

Annual Data Report: Report of Children and Youth with Disabilities Receiving Special Education (December 1 Child Count) and Report of Children Receiving Free, Appropriate Public Education. This is a count of WVVA students with disabilities by age, disability, race/ethnicity, and placement in the least restrictive environment (LRE) as of December 1. WVVA's Academic Administrator of Special Programs will review and correct items during the submission window while state staff may provide assistance, if needed. The Academic Administrator of Special Programs will have the opportunity to review and correct the count through the adjustment window.

Annual Data Report: Report of Personnel Employed and Needed to Provide Special Education and Related Services for Children and Youth with Disabilities as of December 1. This is the Full-time Equivalent (FTE) count of related services personnel, paraprofessionals, and teachers (employed or contracted) as of December 1 that provides services to students with disabilities and is to be submitted online through WVEIS/web by the Academic Administrator of Special

Programs. The following link is to Special Collections:
https://wveis.k12.wv.us/wveiswebv2/index.cfm

WVDE provides a Collection Calendar that indicates collection, start and due dates, WVDE office and instructions/notes. The following link is to the Special Education Data Collections & Reports: http://wvde.state.wv.us/forms/calendar/wveis-collections/

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).

WVVA will be a virtual charter school recruiting and enrolling students statewide. The School's recruitment plan will be designed to reach students and families that are interested in a CRE online school program which will expand educational options in West Virginia. Potential students could be seeking more academic challenges and able to work independently as well as students who may require additional one-on-one support. Parents interested in greater involvement with their child may also be good candidates for the School.

While WVVA intends to enroll students from throughout the state, statewide student recruitment will target students with limited choice options or students who may require a more individualized education than a brick-and-mortar school can provide. We will provide information about the benefits of WVVA and how those benefits meet the needs of the community and prospective families and students.

Following is a representative summary of activities that may be part of WVVA's recruitment plan:

Advertising: may include television and radio.

Online Advertising: display ads, email, and social media, may be used to complement and coordinate with offline advertising.

Public Relations: The Board and school employees will generate news and distribute news about WVVA such as enrollment opening events, back-to-school announcements, etc. and respond to media inquiries.

Events & Local Outreach: The School will develop a local engagement plan which may include:

- *Strategizing, scheduling, and promoting online information sessions for interested families and the public:* During these sessions, prospective families and students will

have the opportunity to learn about the curriculum, including lessons and materials, and have questions answered.
- *Partnering with third-party event organizers to make the public aware of the online school program:* These online events may involve interactive lessons and product demonstrations designed to differentiate the online career learning school model from other models, encourage trial/engagement, deepen interactions with prospective families, link families directly to the School, and create a lasting impression.
- *Developing outreach campaigns* including online meetings with WVVA representatives focused on organizations, community leaders, groups, and other educational influencers within a targeted area (including minority and low-income areas both urban and rural) to develop mutually beneficial opportunities to promote the School.

Other Information and nurture channels: Several additional non-advertising channels may be used to educate and interest students and parents about the School:
- *Call Center:* The School will have a call center to support the enrollment process and provide information to prospective applicants.
- *Internet:*
  - *WVVA's Website:* Will serve as the primary resource for families seeking to learn more about the School and may include information about policies, instructional approach, curriculum, and FAQs. The site may also include enrollment information, application, procedures, event schedules, a direct login to the Online School, and other tools for prospective and current families. Enrollment applications may also be available upon request from the School's administrative office.
  - *Landing pages:* Will provide key information sought by prospective families who respond to the School's Online, Offline, and Public Relations recruiting activities described above by providing an overview of the education program, addressing FAQs, and providing an easy way to start enrollment.

Social Media: WVVA will have a social media presence (e.g., Facebook) to build awareness of the School and school-related events such as student registration.

Email: Email campaigns will be designed to:
- Explain the enrollment process such as steps on how to enroll and key program features and benefits as well as sharing student stories and posting key details in FAQs.
- Engage prospective families with timely and relevant articles, invitations to view webinars, links to "how to" videos, detailed information about specific education programs, and student success stories.
- Facilitate re-registration by announcing registration opening, explaining the process, sending reminders, and providing other helpful assistance to currently enrolled families to ensure they re-register for the next school year.
- Notify prospective or enrolled families of important school news and information.

Enrollment Plan Evaluation
- The Board and school leadership will evaluate the School's enrollment plan and the results of it throughout each school year to determine what works and what doesn't and to make the necessary corrections to it.

It's projected that the recruitment and marketing plan described above will reach more than the 2,314 families from all 55 West Virginia counties who contacted the proposed ESP from July 1, 2020, to June 30, 2021, seeking a full-time virtual public education option. Assuming just one student per family, these inquiries represent nearly one percent of all K-12 students reported in SY20-21 Enrollment by County and Grade report found on the ZoomWV website provided by the WVDE.

Reaching Diverse Groups of Families

A variety of marketing methods, such as national TV, Search Engine Marketing (SEM), and Search Engine Optimization (SEO) will support widespread reach across the state. Social, influencer, and grassroots efforts enable direct reach into various cultural and socioeconomic groups. Language capabilities on the School website, as well as language accommodations within the enrollment process, allow non-native speakers to translate and access school information.

Fair Lottery

Describe how students will notify the school of their wish to enroll and how you will select students for admittance 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.

If more students apply to the School than there is available capacity, as determined by the School, authorizer, or state-mandated enrollment caps, the School will accept students by lottery to enroll the maximum number of students established in its charter with a request of records (ROR) sent to the student's previous school for enrollment notification. The lottery is blind to disabilities, testing, grades, etc. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Any applications received after the application deadline will be added to the end of the waiting list in the order in which they were received. Pursuant Section 9.3 of W. Va. 126CSR79, Policy 3300, within the initial year of the charter a lottery would conclude by April 15. In each subsequent year, the lottery will conclude by February 15.

Preferences

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

Per W. Va. Code §18-5G-11 (7) (A-D), preference in the lottery will be given to pupils enrolled in the School in the prior year and their siblings. Preference will also be given to children of the School's governing board members and full-time employees up to a maximum of 5% of the School's total enrollment. If necessary, a waiting list will be created for all remaining applicants. As students withdraw from or transfer out of the School, open spaces will be given to the next qualified person on the waiting list at that grade level. Once the lottery has taken place, parents/guardians will be notified of their child's acceptance into the School and the

parent/guardian will be asked to accept or reject their child's enrollment.

Enrollment Process

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.

The proposed ESP provides students and families with a number of resources to make the enrollment process simple, expedient, and without barriers. With the enrollment application and process available to the public pursuant Section 9.3.b.4.A-H of W. Va. 126CSR79, Policy 3300, parents will enroll their students via the online "Parent Portal." If a student is of legal age, they can self-enroll through the Parent Portal following the same steps described below for parents. During the enrollment process, parents can speak with enrollment consultants from the proposed ESP who will answer questions about enrollment. Please see **Appendix D** for a sample of the electronic enrollment process. In compliance with all state and federal laws and policies, including W. Va. Code §18-2-5 and WVBE Policy 4200, Provision of Equal Opportunity in West Virginia Public Schools, admissions materials will include a nondiscrimination statement indicating that all applicants, including those with exceptionalities, are eligible to attend. The statement will be embedded as part of the enrollment portal when it is set up and publicly available, and will address the scope of WVBE Policy 4200 that states, "The Policy 4200 declares the support of the State Board of Education for the concept of equal educational opportunity to all students and employees or potential employees regardless of their sex, race, color, religion, handicapping condition, age or national origin and its application by county school systems to all curricular areas; textbooks and instructional materials; guidance, counseling and testing; extra-curricular activities; facilities and employment."

The Parent Portal can be accessed directly from the School's website and other online resources such as www.k12.com and http://www.k12.com/schoolfinder.html. The Parent Portal is also available as a mobile app available for free download on iOS and Android devices. Throughout the school year, the app allows parents and students to track progress, record attendance, and review assignments. The Parent Portal is fully compliant with all school and state-mandated document acceptance guidelines. All family and student information collected as part of the enrollment process strictly adheres to national and state privacy policies, including the Family Educational Rights and Privacy Act (FERPA).

The Parent Portal outlines the entire application and admissions process, beginning with the creation of an online account and concluding with uploading compliancy items necessary to confirm admission. The proposed ESP's enrollment consultants are available via phone and chat to answer questions about the enrollment process, including providing school-specific information and how to create an online account, submit an application, adhere to important deadlines, and complete compliancy document submission.

WVVA will be assigned a dedicated Enrollment Services Manager from the proposed ESP who will be the primary point of contact for all matters concerning enrollment, including the sharing

of data and metrics, changes to compliancy requirements, escalations, updates to school messaging points, and communication of cohort start dates.

Before being admitted into the School, parents and/or guardians will be asked to submit an application to the School. Parents/guardians will create a password protected account and follow the easy-to-use instructions outlined in the Parent Portal. The application will ask for basic student information such as name, address, grade level, and date of birth. Parents/guardians will also be asked to provide prior school experiences and academic history and submit required compliancy items (proof of age, transcript requests, immunization records, etc.). Once compliancy items are uploaded and received and are determined to be "sufficient" according to the School's guidelines, the admissions process is complete and parents will receive a call from an enrollment consultant who will explain the next steps for their child's enrollment in the School.

Retaining Students

How will the school commit to students so that they will stay at the school year over year?

With the full-service school model provided, WVVA will offer an effective public education that meets the unique needs of its students and families so that every student can reach his or her true potential in accordance with WVBE policies and West Virginia College and Career Readiness Standards. This commitment by WVVA and its dedication to personalized learning and support will focus on the needs of all students to ensure a successful and positive experience and to promote strong retention of students in all grade levels.

Personalized Learning

WVVA will customize the learning experience for all students by addressing each student's unique strengths, weaknesses, and aptitudes by developing the following plans that allow for student choice, flexible learning environments, and enriching classroom experiences:

- A ***communication plan*** to inform students and their families about the required elements of the instructional program as they apply to personalizing learning for students:
  - welcome call to each student's Learning Coach (usually parents or guardians, but can be any caring adult that the parent or guardian selects) within the first two weeks of enrollment;
  - online orientation with each student and Learning Coach within the first two weeks of enrollment to learn about synchronous instruction via Class Connect sessions, the grades K-12 learning management systems, how to navigate the curriculum, requesting help, first week school activities (including readiness assessments), and school specific requirements;
  - testing requirements (readiness, formative, and/or summative); and
  - synchronous and asynchronous instructional cycle requirements which are individualized based on student academic needs.
- Development of a ***graduation plan*** for each student in grades 8-12 which complies with state requirements including
  - a 4-year high school course plan;
  - credit and graduation requirement checks;
  - post-secondary planning; and

- prior test score data.

Role of a Learning Coach
Learning Coaches are usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. A Learning Coach supports the student in the learning process while they are enrolled in the School. They are responsible for ensuring their student is on track with assignments and coursework as well as communicating with teachers throughout the school year. Learning Coaches play an active role, especially in the early grades.

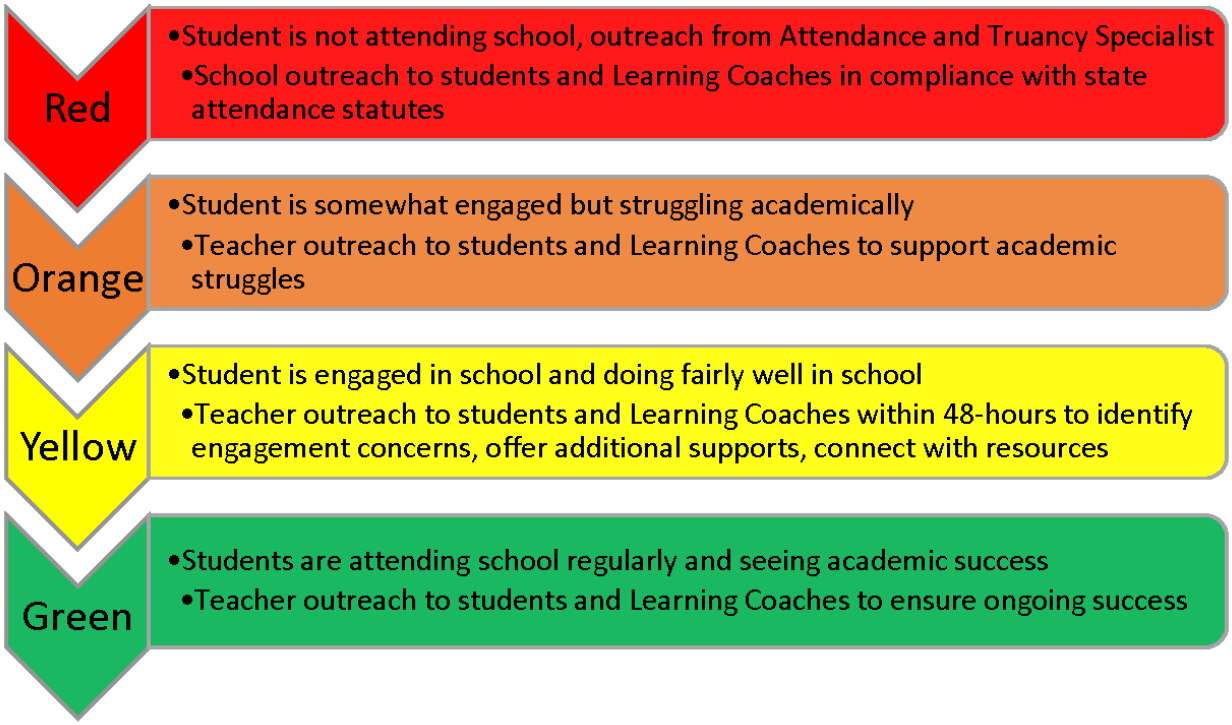
The typical time commitment for a Learning Coach varies depending on a variety of factors but in general a Learning Coach should anticipate the following commitments:

- Grades K–5: 3 to 6 hours/day
- Grades 6–8: 2 to 4 hours/day
- Grades 9–12: 1 to 2 hours/day

Support for Learning Coaches
The program is set up to help Learning Coaches succeed in their role by providing on-demand educational videos to help them get started and be successful throughout the school year. Learning Coaches have access to programming such as a guest speaker series that provide opportunities to hear from specialists regarding topics such as motivation, organization, strategies for student success, student socialization and more. Learning Coaches have access to an online Learning Coach Community which is designed specifically for Learning Coaches as a way for them to develop relationships, engage and connect with resources to help them in their roles.

Guided Outreach Engagement Strategy
School staff use a Guided Outreach strategy to monitor student participation and progress, to ensure a strong start to the school year and identify students showing signs of academic decline as determined by course grades, log-ins, course activity, and missing assignments. When students fall out of the green engagement criteria the school initiates appropriate student support interventions including scheduling one on one sessions, helping the student to build a schedule and prioritize assignments, and provide encouragement and guidance to support the students' success.

Guided Outreach (GO) is a student engagement strategy that begins with an assessment of student success based on two related dimensions -- Academics (percent of courses passing or expected progress) and Engagement (days logged in previous week) -- and then sets out specific supports for that student.



Governance and Compliance
Governing Board

Provide a detailed plan for recruiting board members who meet the ethics, 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 for the school's academic quality. Explain how the board will ensure that its members meet the requirements and uphold the law.

Board Recruitment Process

It is the Board's goal that its members will represent a diversity of expertise and interests including teachers, parents, community members, and business leaders. The current Board members each have a track record which demonstrates successful performance in at least one of the following areas: leadership, curriculum and instruction, community involvement, law, human resources, and finance. Two board members are past members of the West Virginia House of Delegates (John Overington and Terry Waxman). Mr. Overington was also a high school chemistry teacher, and Mrs. Waxman served as a parent volunteer at her children's primary and middle schools for many years. Colleen Spotts, Bryan Hoylman, and Greg Clutter are experienced business leaders with expertise in executive, personnel, and financial management. The following brief biographies of each member demonstrate the extensive experience of the WVVA Board:

Bryan Hoylman serves as Board Chair for WVVA. Mr. Hoylman is currently the President and CEO of the Associated Builders and Contractors of West Virginia, overseeing all day-to-day operations for the association. His experience spans many years in government affairs and

politics, having held positions as Director of Government Affairs for West Virginia Advocates (a nonprofit organization that advocates for the legal rights of people with disabilities) and as Policy Analyst for the Office of the West Virginia Attorney General. Additionally, Mr. Hoylman volunteers his time as a current board member for the Putnam County Planning Commission, as well as a member of the Putnam County Career & Technical Center Advisory Council. He is a graduate of West Virginia University having earned a B.A. in Political Science and History.

John Overington serves as Board Co-Chair for WVVA. Most recently, Mr. Overington retired from the West Virginia House of Delegates in 2018 after serving 34 years as a Delegate representing the northern part of Berkely County. He was also involved in public education for many years as a high school chemistry teacher. Additionally, Mr. Overington brings years of organizational involvement and experience that includes positions as Chairman of the House of Delegates Industry and Labor Committee, member of the American Legislative Exchange Council, and – since 1976 – member of the National Right to Work Committee. Mr Overington is the 2006 recipient of the Marsh Institute Public Service Award; 2007 and 2016 recipient of the Humane State Legislator Award; and was recognized by West Virginia Governor Jim Justice in 2018 as a Distinguished West Virginian for his years of service in the West Virginia House of Delegates. Mr. Overington earned a B.S. in Chemistry with a minor in Education from Washington College. He also completed graduate work in Philosophy at George Washington University.

Greg Clutter serves as Board Treasurer for WVVA. Mr. Clutter is a Certified Public Accountant in the state of West Virginia with extensive experience in executive corporate leadership including finance and accounting, strategic planning, organizational development, human capital strategy, forecasting and budget development, and information technology. He is currently the Director of Foster Care Initiative at Chestnut Mountain Ranch, a nonprofit organization serving at-risk youth. Mr. Clutter's experience also includes roles with the Mid-Atlantic Technology, Research & Innovation Center (MATRIC) in Charleston where he served as Executive Vice President and Chief Operating Officer and Interim Chief Executive Officer and President. In addition, he was the Director of Commercialization for the High Technology Foundation (HTF) in Fairmont. Mr. Clutter has served in a board member role for many companies, including MATRIC, Mid-Atlantic Holdings, TechConnect, Chestnut Mountain Ranch, Chemical Alliance Zone, and SGA Polymers. He earned an MBA from the University of North Carolina Kenan-Flagler Business School and a B.S. in Business and Accounting from West Virginia University where he graduated summa cum laude.

Colleen Spotts serves as Board Secretary for WVVA. Ms. Spotts brings over 20 years of experience in employee management, recruiting, training, mentoring, project administration and sales. Her most recent professional experience was as a Presidential Founder Candidate and Independent Consultant for Karine Joncas Cosmetiques, one of Canada's most successful skincare companies. Ms. Spotts has extensive experience in business management having served in account management and sales executive roles that included managing multi-million dollar, high profile accounts. Additionally, Ms. Spotts's experience includes human resources-related duties where she managed personnel compensation, benefits, discrimination and sexual harassment cases, workers' compensation, FMLA, and career counseling matters as a branch manager in the staffing and recruitment industry. Ms. Spotts earned an A.A. in Liberal Arts from

Raritan Valley Community College.

Terry Waxman serves as Board Member for WVVA. Mrs. Waxman served in the West Virginia House of Delegates District 48 from 2014-2016 and from 2018-2020 and has many years of experience in K-12 public education where she was a parent volunteer at Nutter Fort Primary School and Washington Irving Middle School in West Virginia. Additionally, Mrs. Waxman spent over 20 years managing her husband's orthopedic surgery business with multiple responsibilities and is currently serving on the board of Citizens Against Lawsuit Abuse. Ms. Waxman earned a B.S. in Dental Hygiene from the University of Maryland and worked at the West Virginia University School of Dentistry in the Periodontal and Pediatric Departments.

The Board's intent is to recruit other members who share their commitment to WVVA and have a variety of experience and talents including:

1. Parents/guardians of students attending WVVA
2. Elementary and secondary education, including at-risk students, curriculum, instruction, assessment, data analysis, special needs populations, blended learning, career technical education, and online learning
3. Startup organizations
4. Finance, especially school finance
5. Law
6. Community outreach
7. Fundraising and partnerships
8. Communications, marketing, and public relations

New Board members will be recruited by posting on the WVVA website. Referrals will also be accepted. Persons interested in serving on the Board will complete an application. During the application process, prior to their admittance to the Board, existing Board members will ensure that prospective new members meet the requirements of W.Va. Code §18-5G-7(b), including the following:

- No Board member will be an employee of WVVA;
- No Board member will be an employee of the proposed ESP or any other ESPs with which the School may contract in the future;
- All Board members must 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;
- All Board members will participate in training for new governing board members provided by the West Virginia Department of Education;
- Board members will 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;
- No Board member will be a member of the West Virginia Professional Charter School Board (the authorizer); and
- All Board members will 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.

According to the bylaws, the initial Board shall consist of the Directors named in the Articles of Incorporation. The Board will consist of at least five, but no more than seven members. The Board may by nomination and majority vote of members present fill any vacancy at any regular or special meeting.

Each board member shall have a term of two years, unless or until such individual resigns or is removed from such role. The terms of the members shall be staggered so that approximately one-third of the terms expire each year.

A Board member may resign by tendering their resignation in writing to the Chairman or Secretary. Any elected Board member, including officers of the Board, may be removed at any time for cause by a majority vote of the other Board members.

Board member development will be a priority of the School's Board and will focus on developing skills in the areas of academic, administrative, fiscal, and operational accountability as they apply to the School. Board members will attend, as appropriate, mandatory and other training for charter school board members provided by the West Virginia Department of Education. Trainings may also include school board and charter school conferences; curriculum training; school funding training; team-building sessions; school mission and vision reviews; review of Board and officer job descriptions; leadership training; new Board member orientation; and committee and task force assignments. Board skills will be developed continuously and comprehensively according to the Board training requirements. Each governing board member will complete all required training.

The Board's Financial Governance Role

The Board will have fiduciary responsibilities to provide financial oversight of the School. This will include oversight of the budget, holding the school employees and ESP accountable for budget management, and ensuring financial controls and policies are in place. The Board will maintain ultimate responsibility for the School including the School's finances and will be responsible for adopting the School's annual operating budget.

The Board will ensure that the School complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to financial reporting requirements, including, but not limited to, complete and on-time submission of its annual and revised operating budgets and any applicable program budgets, annual financial audits, and IRS filings. The Board explicitly acknowledges that fiscal procedures will be consistent with West Virginia specific financial management standards and guidelines. Further, the Board commits to securing required and recommended liability insurance to indemnify the School, its Board, employees, and teachers against tort claims.

With its background in project management, personal and financial management, and leadership, the Board is well-equipped to lead this effort. Accurate and timely reporting will be key to

supporting the programs that will enable the Board to achieve its mission and vision. WVVA will maintain enrollment and attendance records for all students, including students with exceptionalities, English Language Learners, and those eligible for free and reduced price lunch. All records will be maintained in the strictest confidentiality as required by law and in accordance with the Family Education Rights and Privacy Act (FERPA).

Financial decision-making will be, for the most part, the responsibility of the Head of School, as long as the budgeted expense target is not exceeded. The ESP will not make any financial decisions without the consent of a senior member of the leadership team of the School, and the School's policies will reflect this. All non-personnel expenditures will be made via a purchasing protocol as outlined in the West Virginia State Procurement Code.

Financial Management and the Proposed ESP's Role

The Board has planned for the financial management of WVVA and intends to engage the proposed ESP in a services agreement that will support the School's financial management. The Treasurer (or the Board's designee, in conformance with state statutes and rules) will oversee and collaborate with the proposed ESP's Finance and Accounting Team ("ESP Finance") who will assist with financial management and perform finance-related administrative duties for the School, including assistance with budget planning, accounting, cash flow management, payroll/benefits processing, and financial reporting/compliance services, and will comply with the Board's policies as they pertain to financial and internal controls, policies, and procedures. The proposed ESP has extensive experience with the financial management and fund accounting for over 70 public and private schools across the country. In the last two years, as a result of the proposed ESP's Finance and Accounting services, the ESP-supported 501.c.3 Boards/schools have had unmodified or clean financial statement audits.

ESP Finance's planning and operational skills include establishing the School's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, facilitating/coordinating insurance requirements, financial reporting, and day-to-day business operations. Under the leadership of the Treasurer (or the Board's designee, in conformance with state statutes and rules), ESP Finance will provide WVVA with the financial expertise, personnel, and support necessary to deliver the budgeting, financial reporting, funding capture, revenue assurance, and finance and accounting management services that will be described in the contract between the Board and ESP.

To keep the Board apprised of the financial operations of the School, ESP Finance will attend and report at Board meetings and prepare and distribute reports as needed and as requested.

As part of its financial services support, ESP Finance will provide finance, accounting, and payroll support services and employee support to ensure segregation of duties to align with Board policies regarding proper internal controls. The Treasurer (or the Board's designee, in conformance with state statutes and rules), will provide oversight of ESP Finance and will make recommendations to the Board to assess and communicate the adequacy and risks of the internal controls ultimately chosen and mutually agreed upon.

Financial controls are further reviewed by ESP Finance's internal audit processes.

Internal Controls
Internal controls are methods and procedures placed at various points in processes to provide reasonable assurance that guidelines are followed and that there is accountability for use of public funds, including:

- Safeguarding of assets
- Ensuring validity of financial reports and records
- Promoting adherence to policies, procedures, regulations, and laws
- Promoting effectiveness and efficiency of operations
- Ensuring financial systems are secure and backed up as needed
- Ensuring separations of duties are properly maintained

Control Objectives

- Establish accountability at all points along the accountability chain
- Segregation of duties exist within the revenue/expense approval, data entry, and receipt/disbursement functions
- Transactions and events are properly authorized and recorded
- Responsible employees understand their duties, responsibilities, and accountabilities

Segregation of Duties
Segregation of duties is one of the most important features of an internal control plan. The fundamental premise of segregated duties is that an individual or small group of individuals should not be in a position to initiate, approve, undertake, and review the same action.

The advantage derived from proper segregation of duties is twofold:

- Fraud is more difficult to commit because it would require collusion of two or more persons, and most people hesitate to seek the help of others to conduct wrongful acts.
- By handling different aspects of the transaction, innocent errors are more likely to be found and flagged for correction.

The Board's designee will work closely with the ESP, the Board, and the authorizer to navigate requirements for end-to-end finance and accounting business processes and to establish and ensure compliance with the law and the Board's policies. Financial controls and associated processes and procedures will be developed along the following key dimensions:

• Financial Reporting
  - o Provide internal reports for School leadership and the Board
  - o Manage external reporting to the authorizer, state, and federal agencies
  - o Prepare custom reports as necessary

• Financial Compliance
  - o Support charter agreement requirements
  - o Monitor the execution of the EPSA
  - o Implement internal controls procedures

• Accounting and Bookkeeping
  - o Maintain financial records

- Safeguard assets
- Support financial audits

• Financial Planning and Analysis
- Prepare annual budget and revisions
- Provide forecasting and financial analysis
- Manage cash flow and support of Treasury functions

• Finance and Accounting Operations
- Support funding cycle
- Support grant fund disbursement and expenditures
- Ensure timely payments to vendors

The Board designee, with assistance from ESP Finance, will establish an accounting/ bookkeeping software application approach for the School. Today, ESP Finance uses a combination of reputable and workflow process-focused Enterprise Resource Planning and accounting systems for the maintenance and storage of financial records to further strengthen the fiduciary support function.

Reporting and Budget Process
The Treasurer (or the Board's designee, in conformance with state statutes and rules), will work with ESP Finance to develop annual operating budgets, including revenue and expense input assumptions. ESP Finance will regularly review budgets and forecasts against actual financial results and continuously assess and communicate risks to the Head of School and to the Treasurer (or Board's designee) and other Board members. ESP Finance will monitor and ensure financial compliance with the authorizer and WVBE requirements. In addition to the annual budget, the Board will work with the ESP to complete timely submission of all reports required by the authorizer and WVBE.

Annual Audit
Based on the terms of the draft EPSA between the Board and the proposed ESP, the Board shall coordinate with the proposed ESP to select and engage an independent financial auditor, a Certified Public Accountant authorized to do business in West Virginia. The annual audit will be conducted in adherence with state requirements, Generally Accepted Accounting Principles (GAAP) for governmental entities, and the accounting and financial reporting standards established by the Governmental Accounting Standards Board (GASB) that follow GAAP. The proposed ESP will oversee the audit process and liaise with the auditor to ensure timely completion of the required annual financial audit, including communication to the Board. The proposed ESP will also ensure that all necessary school financial records, documentation, and data required to complete the financial audit are prepared accurately and in a timely way.

Federal Programs and Grant Management
The HOS, with assistance from ESP Finance, will ensure that all state and federal guidelines regarding awards the School receives are followed. The School also plans to receive Federal awards for Title I and IDEA funds. The Academic Administrator of Special Programs, with assistance from the Grant Coordinator and other employees, will ensure the School complies

with all state and federal guidelines regarding such awards. These individuals will be responsible for ensuring the funds are used to serve eligible students, tracking and reporting on student achievement, and attending required trainings related to such programs, among other requirements as specified in the programs.

Oversight of School's Academic Quality

The Board will be responsible for overseeing the School's academic quality, but it will be the responsibility of School leadership to institute and execute upon the School's Academic Plan to drive student engagement and success. The Board will evaluate school management, provide constructive feedback, and – if necessary – make personnel changes necessary to improve School performance.

Board Evaluation of School Management

The Board will monitor the Head of School (HOS) and administrative employees through a variety of tools, including, among other things: administrator evaluations; frequent direct reporting from the HOS and Academic Administrators/Principals; suggestions from the school community; parent surveys; and multiple data collecting/reporting tools which will be built into the School's technological frameworks.

The HOS will deliver a report at each board meeting that provides information regarding finance, academics, and enrollment. Establishing a strong line of communication and partnership among the Board, the HOS, the ESP(s), the authorizer, and other parties associated with the operations of the School will be vital to the success of the School.

The Board intends to use West Virginia's Evaluation System for School Leaders in combination with the proposed ESP's Leadership Excellence Framework to evaluate the HOS and other School leaders. The standards will be used as a tool to recruit, develop, retain, promote, and leverage school leaders in service of all stakeholders including students, parents, teachers, and employees. Specifically, these standards will:

- Guide the professional development and continuing professional development for new and existing school leaders.
- Serve as a tool in developing, coaching, and mentoring supports for school leaders.
- Focus the goals and objectives of the Board in supporting, monitoring, and evaluating leadership performance.

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.

Completed information for each initial board member can be viewed in **Appendix E.**

Include the following information for each initial board member:

First Name:

Last Name:

Phone Number:

Street Address:

City:

Board Chair

☐ Yes ☐ No

Area of expertise for the board:

☐ School administration/leadership
☐ Law
☐ Special populations (e.g. special education, English learner, Gifted, at-risk)
☐ Human resources
☐ Finance
☐ Business operations
☐ Mission-specific:
☐ Other:

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

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 provision 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.**

Please see **Appendix F** for a copy of the Board's Bylaws.

Board Policies

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

a. **A policy to ensure against fiscal mismanagement;**

b. **A policy for budget-creation, review, approval, and amendment to maintain a strong financial situation;**

c. **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. **a whistleblower policy**

d. **A student discipline policy, allowing for appropriate due process for all students, including studentswith exceptionalities and consistent with state and federal laws;**

e. **Fiscal and internal control policies;**

f. **A student safety policy that includes how the school will obtain criminal history checks of every staff, board, and adult community member; and**

g. **A dispute resolution policy, which defines how parents, 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.

The Board, with support from the proposed ESP as well as school leadership, will create final drafts of all board policies and adopt them ahead of the School's planned opening in fall 2022. Please see **Appendix G**, Sample Fiscal Policies and Procedures, for an example of how the Board will craft is fiscal policies (based on an FP&P from another school that contracts with the proposed ESP). The final policy will include language that addresses:

a) Ensuring against fiscal mismanagement;
b) budget-creation, review, approval, and amendment to maintain a strong financial situation; and
c) fiscal and internal control policies

Personnel policies will be part of the WVVA Employee Handbook and will also be finalized and adopted during the School's planning year. The following sections will be included in the WVVA Employee Handbook and are addressed in **Appendix H**, Personnel Policies:

a) staff responsibilities;
b) performance management processes and plans for administrators, teachers, other instructional personnel, and other employees;
c) employment practices and policies, including those covering due-process procedures for staff; and
d) a whistleblower policy

A WVVA Student Handbook will be finalized and adopted during the School's planning year and will include a student discipline policy. A draft student discipline policy is included in **Appendix I**, Student Discipline Policy.

A student safety policy will also be finalized and adopted. Draft language can be viewed in **Appendix J**, Student Safety Policy.

Finally, both the WVVA Employee Handbook and WVVA Student Handbook will include dispute resolution language which will define how employees and parents/students, respectively,

can file complaints and how their issues will be resolved. Please see **Appendix K**, Dispute Resolution Policies, for draft language related to dispute resolution for employees, students, and parents.

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.

WVVA's governing board members will adopt ethics standards in compliance with WVBE Policy 5902, Employee Code of Conduct, and pursuant to W. Va. Policy 3300 4.3.q. All WVVA governing board members, officers, and school employees will adhere to the following ethical standards of conduct as set forth in WVBE Policy 5902 as cited below:

§126-162-3. Purpose.

3.1. The West Virginia Board of Education recognizes that the capabilities and conduct of all school employees greatly affect the quality of education provided to students in the public schools. The West Virginia Board of Education further believes that all school employees should be intrinsically motivated by the importance of the job that they do. The purpose of the Employee Code of Conduct is to establish appropriate standards of conduct for all West Virginia school personnel.

3.2. These regulations also require that West Virginia public school employees respond immediately and consistently to incidents of bullying, harassment, intimidation, substance abuse, and/or violence or any other code of conduct violation that impacts negatively on students in a manner that effectively addresses incidents, deters future incidents, and affirms respect for individuals.

§126-162-4. Employee Code of Conduct.

4.1 "Employee" shall include all school personnel employed by a county board of education whether employed on a regular full-time basis or otherwise, and shall include other personnel such as employees of the West Virginia Schools for the Deaf and the Blind, and all employees of West Virginia Department of Education Institutional Programs.

4.2 All West Virginia school employees shall:

4.2.1. exhibit professional behavior by showing positive examples of preparedness, communication, fairness, punctuality, attendance, language, and appearance.

4.2.2. contribute, cooperate, and participate in creating an environment in which all employees/students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development.

4.2.3. maintain a safe and healthy environment, free from harassment, intimidation, bullying, substance abuse, and/or violence, and free from bias and discrimination.

4.2.4. create a culture of caring through understanding and support.

4.2.5. immediately intervene in any code of conduct violation, that has a negative impact on students, in a manner that preserves confidentiality and the dignity of each person.
4.2.6. demonstrate responsible citizenship by maintaining a high standard of conduct, self-control, and moral/ethical behavior.

4.2.7. comply with all Federal and West Virginia laws, policies, regulations and procedures.

§126-162-5. Responsibilities for Implementation.
5.1. The West Virginia Department of Education shall provide for the distribution of the Employee Code of Conduct to all West Virginia school employees.

5.2. The West Virginia Department of Education shall provide professional development for county superintendents and principals on the Employee Code of Conduct.

5.3. County boards of education shall provide professional development for all employees on the Employee Code of Conduct.

§126-162-6. Severability.
6.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

Additionally, WVVA will craft and formally adopt an Employee Handbook and Student Handbook with policies consistent with West Virginia rules and regulations, following approval of the charter contract.

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.

The Board plans to carry the following minimum coverages: liability, property loss, and personal injury, and/or other coverages as required by the Authorizer. Typical coverages and amounts would include:

- General Liability: $1,000,000 per claim/ $2,000,000 aggregate
- Sexual Abuse and Molestation: $1,000,000 per claim/$2,000,000 aggregate
- Educators Legal Liability covering E&O, Directors & Officers (D&O) and Employment Practices: $1,000,000
- Auto Liability covering non-owned and hired vehicles: $1,000,000
- Excess Liability covering Auto Liability, General Liability, Sexual Abuse and Educators Legal Liability: $10,000,000
- Crime insurance providing coverage for employee theft, funds transfer fraud and computer fraud: $1,000,000
- Cyber Liability insurance: $1,000,000

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.

WVVA will maintain records concerning all students enrolled, including students with exceptionalities. Records containing personally identifiable information about or related to students could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school employees and by outside evaluators, work samples, test data, data entered in any state system, correspondence between school employees and home, instructional support team documents, referral data, memoranda and other education-related documents. Records may be maintained electronically, on paper, microfiche, audio and videotape. Records may be located in the central administrative offices of the School, electronic storage systems, and in the secure possession of teachers, school administrators, specialists, psychologists, counselors, and other school officials with a legitimate educational interest in the information contained therein. All records will be maintained in the strictest confidentiality as required by law.

Records will be maintained as long as they may be under relevant state laws. The purposes of collecting and maintaining records include:

- ensuring that the student receives programs and services consistent with his or her IEP;
- monitoring the ongoing effectiveness of programming for the student;
- documenting for the public school and the parents that the student is making meaningful progress;
- satisfying the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; informing future programming for and evaluations of the student.

When educational records, other than those which must be maintained, are no longer educationally relevant, the School will destroy the records when required by law.

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.

Special Programs Audits

Ensuring that the School is in compliance with federal and state special education regulations (including those related to the ESSA) is a key support that the proposed ESP will provide to WVVA. Each year the proposed ESP's regional special programs manager and/or the proposed

ESP's National Special Programs Team will conduct an audit of special education files and/or Special Programs operational procedures to identify any areas that may need to be addressed to ensure ongoing compliancy. The results of the audit will be shared with the School and any potential compliancy concerns will be addressed through training and follow up by the regional special programs manager. In addition, the School will be provided support in development of a local special education procedure manual that outlines school requirements for compliancy aligned with state and local requirements in accordance with W. Va. Code §18-20-1 et seq. and W. Va. 126CSR16, Policy 2419.

The proposed ESP will support WVVA by building sustainable systems and procedures. Annually, all English Language Learner manuals and Multi-Tiered Systems of Support procedural manuals will be reviewed using a critical component check sheet. Each manual check sheet is aligned to the Office of Civil Rights, Department of Education (including ESSA), Department of Justice, and/or research-based evidence (as appropriate). The goal of each manual review is to identify program strength and weaknesses, and identify targeted supports, training, and resources needed to create stronger and compliant programs.

As determined appropriate and necessary, desk audits of English Language Learner programs and federal Title programs aligned to the ESSA requirements will occur. The intent of a desk audit is to ensure schools have and implement compliant and educationally sound programs. Much like the critical component check sheet, the intention of the desk audit is to identify program strengths and weaknesses, and identify targeted supports, training, and resources needed to create stronger and compliant programs. All desk audit rubrics are aligned to the Office of Civil Rights, Department of Education, Department of Justice, individual state departments of education, and/or research based evidence (as appropriate).

Special Programs Reporting Compliancy

State reporting and review of funding submissions are critical to special programs; submissions must be timely and accurate. Based on the level of support agreed to in the final EPSA, it is expected that at least twice a year, the School's leadership team will meet with the proposed ESP's Internal Review team to evaluate funding submission due dates as well as internal documentation of requirements. State requirements for special programs will be heavily researched to ensure guidelines are understood for successful submissions in order to yield appropriate funding for students enrolled at WVVA who meet the submission requirements. The proposed ESP's Internal Review team will aim to review identified special program submissions prior to submission to the authority to verify special programs status, participation, and compliance, as well as student demographics are reflected accurately. As reviews are completed, findings will be shared with the School's administrative and instructional leadership, as necessary, to ensure that inaccuracies are rectified prior to submission to the authority. Compliance reporting changes will be made as needed should processes need refinement.

Additionally, the proposed ESP's Public Schools Data Analytics team will work with regional and school leadership to produce management reviews of key special program data points to help monitor and ensure compliance. The related service metric sent to WVVA on a regular basis will provide a view of the number of students receiving special program services as well as the timeline for those services to be set up and provided.

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.

School administrators, teachers, counselors, and social workers will work with Learning Coaches and students to ensure student success including monitoring, identifying, and addressing noncurricular issues affecting student attendance and engagement such as food insecurity and poor nutrition. WVVA will work proactively and reactively with the appropriate state agencies to help ensure that students and their families who may need meal assistance are connected with or informed of ways to obtain such meals through existing programs/agencies that serve students and families of public schools.

Human Capital

School Leader

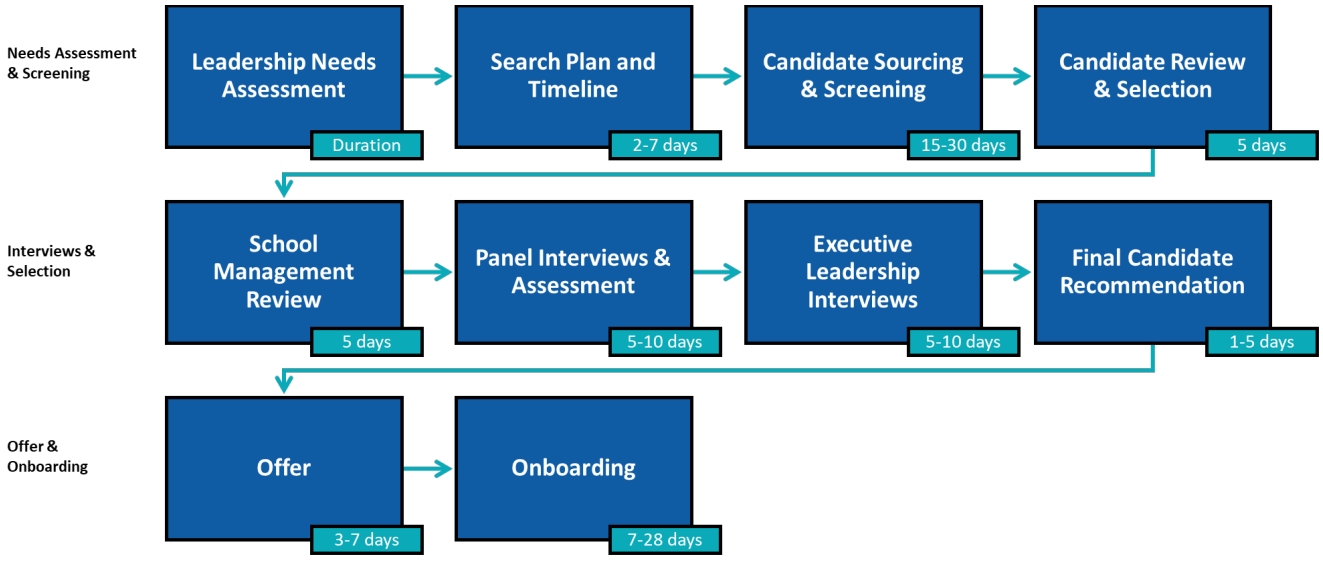
Provide a well-crafted plan for recruiting, retaining, and annually evaluating a school leader.

Head of School Recruitment

Along with other administrative employees, the Head of School (HOS) will manage the School, handling all day-to-day academic, operational, and management issues. The HOS will be an administrator with demonstrated leadership experience and skill. They will demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance, and administration.

The HOS will be recruited at job fairs, in well-known education trade publications such as *Education Week*, via online job recruitment sites such as Indeed.com and LinkedIn, in social media, and by actively reaching out to qualified candidates. The proposed ESP will also consider referrals from current employees and draw on its partnerships with various universities and alternative certification providers (ACPs) to source qualified candidates. The HOS will meet all state requirements related to licensure and certification.

The HOS recruitment process will be managed by the proposed ESP with ample opportunity for input from the Board. The entire process will last between 49 and 103 business days.



Needs Assessment and Screening: the Hiring Manager (the proposed ESP's Regional Senior Vice President and/or the Regional Vice President of Academics) conducts the HOS needs assessment in conjunction with key stakeholders, creates a search plan and timeline, and identifies panel interviewers and executive leadership interviewers. Potential candidates are recruited, leveraging referral sources, networking, job boards, pooling postings, internal employee resource groups, and other organizations to source top candidates. Then the identified reviewers evaluate interviewees to create a two-dimensional, behavioral-based profile using a research-based approach for identifying effective school leadership qualities.

Interview and Selection: the Hiring Manager and interviewer team evaluate the top four recommended candidates to validate and achieve consistency around preferred characteristics. A panel telephone interview is conducted with the top candidates to identify a minimum of two finalists. Those two finalists then interview with the proposed ESP's executive leadership and stakeholders to evaluate the strength of prospective employees and provide an enterprise opinion of strengths and weaknesses. After all interviews and evaluations have been complete, the interviewers make a recommendation to the Hiring Manager.

Offer and Onboarding: following selection, the proposed ESP's recruitment team makes a formal offer to the candidate, including benefits, equipment, and expectations. Following acceptance, onboarding begins, inclusive of the New Leader Induction Program and a suite of leadership essentials and support provided by the proposed ESP's executive leadership, human resources, and the Talent Development team to prepare leaders for the rigors of leading the School.

Head of School Retention

The HOS will have access to both formal and informal leadership professional development opportunities at the regional and national levels. The Talent Development and Community (TDC) Team is an integral part of the proposed ESP's larger School Services team that develops a culture of excellence around enhancing each teacher's experience and practice, school administrator development, and school improvement support. Talent Development Specialists

are employees of the proposed ESP and will serve multiple schools within the same region ensuring that they are entrenched in the school culture and understand the school dynamics. The TDC Team's focus on school administrator development and school improvement support ensures that every school that works with the proposed ESP has exceptional leadership at its helm and, if needed, a partner to build sustained school improvement in identified areas of need. The TDC administrator professional development programs are designed to build and enhance leadership practice and effectiveness through individualized leadership plans, collaborative training and development, and a high level of support and feedback.

New Leader Development

The proposed ESP's New Leader Program will train, develop, and coach new school leaders, equipping them to be instructional leaders in their schools. Programming includes a New Leader Bootcamp, Training Guidebook, Interactive Online Leadership Training Sessions, Professional Learning Modules, a Face-to-Face Summit, and Regular Entry Planning and Coaching.

Continuing Leadership Development for Existing Leaders

The year-long development model for existing HOSs is designed to support their ongoing growth and development as school leaders. Administrators are offered meaningful professional learning opportunities to sharpen their practice in the proposed ESP's *School Leadership Excellence Framework* standards and practices. Programming includes leadership lessons and essentials as an opportunity to reflect upon their current practices and look at areas of growth, as well as opportunities for regional professional learning communities and on demand support.

Ongoing Leadership Support and Collaboration

Peer Mentors

New HOSs benefit from having an experienced mentor as they work through first year leadership challenges. New HOSs may be assigned an experienced mentor upon hire who provide ongoing support throughout the year. Mentors offer support based on identified needs of HOSs throughout the year. Mentors also help inform program and process improvements.

Annual Promising Practices Conference

The proposed ESP's Promising Practices Conference is an opportunity for school practitioners to share their current programs and activities targeting school improvement and student achievement. The format of this conference is virtual, and it highlights the promising practices of schools and individuals engaging in intentional actions to elevate the academic and personal development of all students and employees. Each year a theme is identified by a panel of practitioners. The theme is used to organize the conference subsequently soliciting online teachers and educators to share researched promising practices during the conference.

School Leadership Pulse Checks

Given the vital role of school administrators in schools achieving positive outcomes for students, quarterly pulse checks will be sent to HOSs, Principals, and Academic Leaders by the proposed ESP. Leadership Pulse Checks are short, periodic surveys which will be answered by school administrators throughout the school year including responses to key questions about satisfaction, regional and national ESP support, professional collaboration with peers, and professional development offerings. These surveys provide insight into administrators'

experiences and are intended to identify and help address leadership issues and concerns during the school year as well as to provide invaluable information and data intended to drive priorities and programmatic changes. Four pulse check surveys will be administered throughout the school year.

Following the close of each School Leader Pulse Check survey, results will be shared immediately with the proposed ESP's regional and national School Services employees. Strategic analysis of the data will drive discussions and changes where needed to enhance and elevate the school leadership experience.

Head of School Annual Evaluation

The HOS is evaluated twice a year against the standards and practices within the proposed ESP's *School Leadership Excellence Framework* as well as the WVBE's *Professional Learning Reimagined Framework.* The evaluation process is designed to assess HOS leadership effectiveness and offer targeted professional development and coaching support in areas of need. The HOS evaluation process is noted below.

Baseline Rating and Goal Setting

Each HOS completes a self-rating against the proposed ESP's *School Leadership Excellence Framework* rubric at the beginning of the year. Their proposed ESP's regional supervisor will also conduct a rating of HOS performance in each of the standards and practices within the

School Leadership Excellence Framework. Together they will identify one growth area in which the HOS would like to sharpen her/his practice as well as an area of strength that the HOS would like to build upon further.

Monthly Coaching and Ongoing Support
The *School Leadership Excellence Framework* is utilized as a guide to enhance and inform regular check-ins with the HOS and her/his regional supervisor. Regional leaders can use this time with their HOS to check on progress against goal attainment, professional development completion, as well as school performance and outcomes. This also allows regional leaders to identify needs and supports and provide timely intervention.

Quarterly Reviews
The HOS will have quarterly check-ins with her/his regional supervisor to receive feedback on performance and explore areas of need, coaching, and support. The quarterly reviews provide an opportunity to target any professional development needs for the HOS as well as highlight successes and leverage any best practices to share with other leaders across the region and country.

End of Year Assessment
Similar to the beginning of year assessment, each HOS will collaborate with her/his regional supervisor at the end of the year to assess their performance of standards and practices. This end of year assessment provides direction in charting areas of support for the upcoming year.

In addition to this process of assessing HOS performance, HOS and other administrative employee evaluations include input from the Board.

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

Please see the response to the **Organizational Structure** question below for an explanation of roles and responsibilities among school administrators and employees. That response also includes an organizational chart for a visual representation of the relationships amongst school employees.

School administrators and employees will all be appropriately licensed and highly-qualified. Training and professional development will be provided to ensure employees can meet the needs of all learners in the School. Please see the response to the **Operations Capacity** question; **Staffing Plans, Hiring, Management, and Evaluation** question; and **Professional Learning** question for more information and details regarding roles, responsibilities, and qualifications.

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

gifted.

WVVA will contract with the proposed ESP to provide its proprietary and third-party curriculum and learning platforms to serve all students, including those with exceptionalities, English Language Learners, bilingual students, students who are academically behind, and students who are gifted. Because of the proposed ESP's wide range of capabilities, expertise, and resources, the School will not need to contract with additional service providers.

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.

WVVA Operations Capacity

Oversight of WVVA's comprehensive operations plan will be provided by a qualified Board supported by a highly skilled leadership team which will include the Board's attorney, proposed ESP Finance Manager, a Head of School, Principals, Operations Manager, Academic Administrator of Special Programs, and CRE Coordinator. The leadership employees will be charged with fulfilling all responsibilities of the School including start-up, financial management and planning, staffing and professional development, and day-to-day business and academic functions of the online School as well as its administrative office. The proposed ESP will provide support employees and instructional employees to ensure the operational and academic functions of the School flow smoothly and promote student success.

The **Charter School Board of Directors** will oversee:

- Ensuring transparency in Governance (e.g., Open Meetings and Open Records)
- Governance Compliance
- Coordination of all Board activity and projects
- Supervision of Head of School
- Implementation and assessment of the proposed ESP's contract and reporting to the Board

The proposed **ESP Finance team** will oversee:

- Planning, implementation, and management of finance activities of the School including business planning, budget forecasting, accounting, cash flow, and financial compliance including state, federal, and other restricted funds
- Leadership and direction of the proposed ESP finance and accounting teams
- Development of the processes for treasury accounting, payroll, preparation of all financial reporting, fiscal policies procedures, and funding capture
- Annual financial audit and state/federal tax filings
- Long-term business and financial planning
- Relations with Board and external partners and stakeholders
- Providing reporting, risks/opportunities, and strategic recommendations to the Board

The **Head of School** who will be responsible for:

- Implementation of the Board's vision and will be assisted by employees (including Principals, Operations Manager, Academic Administrator of Special Programs, CRE Coordinator, and Data and Testing Coordinator) to fulfill the following obligations:
  - Academic Achievement and CRE program success
  - Student Enrollment and Admissions
  - Student Data Collection and Submission
  - Employee Data Collection and Submission
  - Administrative Management Federal Program Administration (e.g., gathering stakeholder input, submitting required documents and reports)
  - Human Resources (e.g., clearance certificates, Family and Medical Leave Act (FMLA))

The **Academic Administrator of Special Programs** will have expertise in the following and will oversee:

- Coordinating Service and Compliance Related to English Language Learners
- Coordinating Service and Compliance Related to Students with Disabilities
- Coordinating Service and Compliance Related to Homeless Students
- Federal Program Implementation (e.g., coordinating services to students and families)
- Ensuring Protection of Student Rights (e.g., Family Educational Rights and Privacy Act (FERPA), Protection of Pupil Rights Amendment (PPRA))

The **Operations Manager** will be responsible for:

- Developing and managing relationships with partner districts, state and other education stakeholders;
- Overseeing and maintaining student records and data;
- Creating and documenting processes that ensure student data validity in the proposed ESP and 3rd party databases;
- Acting as point-of-contact and managing reporting issues including all local, authorizer, proposed ESP, state, and federal reporting requirements;
- Working with administrative employees to ensure the School is in compliance with and meets all audit requirements;
- Managing the development of school policies and procedures;
- Assisting in student recruitment and the planning of school events;
- Overseeing communication related to student enrollments, registrations, withdrawals and end-of-year reclamation efforts;
- Supervising and managing office employees and assisting with a wide variety of personnel support issues; and
- Making daily work assignments and monitoring the Enrollment and Registration team's progress toward goals.

Principals will be hired for elementary, middle, and high school grade bands, based on enrollment, and will be responsible for:

- Ensuring conformance of educational programs to state and authorizer standards through evaluation, development, and coordination activities;

- As needed, researching, and implementing non-ESP curriculum resources that meet state standards;
- Managing teaching and administrative employees as well as Master and Lead Teachers and programs;
- Helping to articulate the School's mission and vision with the aim of ensuring all stakeholders have a common understanding and are positioned to work cooperatively to achieve desired results;
- Conferring with teachers, students, and parents concerning educational and behavioral problems in School;
- Coordinating with teacher and Enrollment teams regarding expulsions and withdrawals;
- Ensuring that the School is meeting the needs of students while complying with local, state, and federal laws, including laws pertaining to special education; and
- Developing and overseeing implementation of the School's Academic Improvement Plan.

Dedicated CRE Employees

WVVA will have additional employees to meet the needs of its students and provide them with unique CRE learning opportunities. The following employees will be hired by the proposed ESP specifically to support the CRE program:

CRE Coordinator: The CRE Coordinator will be responsible for overseeing the CRE programs. This individual works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services; facilitates linkages with parents, business/industry, postsecondary institutions for dual enrollment, and community organizations to support students' transition to postsecondary education and employment; and assists with ensuring program funding and compliance. This position reports to the Head of School.

Counselor: The Counselor is responsible for working with students to develop individual Graduation Plans; career awareness, development and job search counseling/events; matching students with work-based learning experiences; awareness of dual enrollment/college credit program partners; social emotional learning; individual and small group counseling; community resources and referrals; maintaining a database of student academic and employment records; overseeing the alumni network; and working with teachers to implement the middle and elementary school programs. This position reports to the High School Principal but works closely with the CRE team.

Career Readiness Teacher(s): The CRE Teacher is a state licensed teacher and/or alternatively licensed CRE teacher responsible for delivering specific course content in a PBL online environment. The CRE teacher must provide instruction, support, and guidance; manage the learning process; and focus on students' individual needs. Teachers monitor student progress through the ESP's Learning Management Systems; work actively with students and parents to advance each student's learning; and work with Career Counselors to develop and monitor a plan for postsecondary success via online Career Readiness tools like Tallo and Nepris.

Proposed ESP Corporate Operations Support Teams
In addition to School-based employees and leadership, the proposed ESP provides a wealth of operational support at regional and national levels to help the School meet its academic and financial goals, comply with required reporting and compliance standards, and manage business operations.

Information Technology
The proposed ESP's Information Technology (IT) team provides applications to support corporate functions and school operations, technology infrastructure for all ESP systems as well as Help Desk and desktop support. Below are the proposed ESP's IT department's supports and internal expertise that will be provided to WVVA:

1. Technology Operations
    a. 24x7 National Operations Center (NOC)
    b. Integrated Help Desk and regional support team
2. Security and Compliance
    a. Dedicated team
    b. Proactive framework for reducing risk
3. Technology Infrastructure
    a. Hardware and systems software for all systems
    b. Corporate applications (email, SharePoint, Office 365)
4. Application Development and Quality Assurance
    a. Build and support custom applications, e.g., School Information System (TotalView), Order Management (OMS), eCommerce, and integration
    b. Manage and enhance off-the-shelf platforms, e.g., Web Sites, Enrollment, Financials, and Human Resources
5. Data Warehouse and Reporting
    a. Aggregate data from internal applications and external sources (D2L, Newrow, etc.)
    b. Provide reports for compliance, operations, and school funding through the Operational Data Store, Data Warehouse, and Report Center Portal

School Quality Implementation
The proposed ESP's School Quality Implementation team provides school employees with support and resources to ensure school operations deliver an exceptional school experience. Below are the School Quality Implementation department's supports and internal expertise that will be provided to WVVA:

1. Facilitated Project Management
    a. Customized plans, tools and reports for key school life cycle events
    b. Management of plan implementation fidelity
2. Training/Professional Development
    a. Weekly live training and/or professional development opportunities
    b. Library of asynchronous modules as well as quick reference job aids
3. Help Desk
    a. On demand help desk for operations employees
4. Testing Logistics
    a. Tools, training and expertise for virtual school testing logistics

   b. On demand state report card subgroup participation monitoring/intervention
5. Ensure Schools have Systems and Tools to best support the Virtual School needs
   a. Drive prioritization and delivery of the Student Management Information System (SMIS) and related program improvements
   b. Execute school level implementation plans for released functionality

Operational Compliance

The proposed ESP's Operational Compliance team ensures schools meet their contractual and legal operating requirements. Below are the Operational Compliance department's supports and internal expertise that will be provided to WVVA:

1. Operational Compliance Review and Gap Remediation
   a. Conduct operational site visits to validate school compliance with charter, state, and service agreement requirements on a regular interval
   b. Provide guidance and expertise to school to remediate any gaps identified
2. Data Accuracy Assurance for State Reports tied to School Funding
   a. Validate required state student data submissions to ensure students are accurately represented per each state's requirements before funding is issued to school
   b. Host bi-annual state-wide meetings to ensure the entire team is uniformly operating under the most current guidelines
3. Reporting Support
   a. Harness the millions of data points regarding student demographic, performance and attendance data from across school experience in a single data warehouse for school use
   b. Provide school with operational and state reporting reports per their individual public and virtual school reporting requirements
4. Data Analytics to Drive Strategic Operational Improvement
   a. Develop and maintain weekly dashboards and custom reports for select schools to help drive student engagement and attendance
   b. Develop and maintain operational tools such as School Health Dashboard and a variety of templates for school consumption

Proposed ESP Corporate Employees assigned to the Program

The proposed ESP provides and assigns dedicated support both from a regional perspective and a national/corporate perspective to schools to assist in implementation of all programs and systems. Each of the schools supports provide additional support to help ensure successful implementation of administrative and business services.

***Regional Supports*:** WVVA will have a dedicated regional support team that is assigned to support the School to support the efforts and implementation of the School functions and duties. Some of the regional support team members are an extension to larger national teams that help to support the overall larger programs within the proposed ESP.

Job Title	Job Functions
Regional Student Support Team Program Manager	Assists in overseeing and implementing the Student Support program which includes student retention and student onboarding efforts at the school level.

Regional Compliance Director	Serves to support the school with state specific audits to ensure schools meet both state and charter agreements. Works with schools to remediate areas of identified during school audit. Supports with new state or federal regulations, providing guidance and professional development as needed.
Regional Operations Manager	Supports, performs, and/or oversees various aspects of school operations with an emphasis day to day activities at all levels, internal and external to the organization. Supports local school operations managers within the region to ensure local and state compliance requirements are met through coordinating and allocating resources
Regional Special Programs Director	Serves to support schools with special programs compliance and special education compliance audits. Helps ensure sustainable systems are in place to support special programs at the School.
Regional Academic Director	Serves to support academic principals to help ensure sustainable systems and supports are in place at the schools in order to support the overall implementation of the school's academic plans and academic growth.
Regional Instructional Specialist	Serves to help support the school's instruction and provide additional research-based instructional coaching to the teachers. Instructional coaching helps to improve academic instruction to students to subsequently advance academic growth and proficiency.
Regional Data Analyst	Assists school in disseminating and compiling data for state reporting, academic instruction, and audits. Data analysis of academic reports.
Regional Finance Manager	Assists in providing financial planning and analysis, audits, financial compliance, budget and forecasting, state and authorizer filings, contract support, analysis and financial management within the schools.
Human Resources Manager	Management of all personnel providing educational products, administrative services, and technology services. Management of school's employees including recruiting, hiring recommendations; reference, certification and background checks; securing of payroll services.
Information Technology (IT) Manager	Provides strategic guidance to one or more virtual schools within a state or multi-state geographic region while also managing a full spectrum of IT services with emphasis on providing technology solutions, support and training to employees and teachers that allow them to be successful in meeting the needs of students.
Deputy Vice President	Serves to support the Regional Vice President in tasks and priorities related to the strategic vision for the schools. Supports the Heads of School (HOS) to ensure

	implementation of all programs and administrative functions of the schools are completed.
Regional Vice President	Responsible for building and leading the strategic vision for the schools within the region; oversight of multiple programs to ensure success of the schools within a region.

National/Corporate Team Supports*:* The following list represents and describes the national supports from the proposed ESP that are additionally available to support the School in implementing its academic program and business services.

- **Services Team**: The Related Services Team will provide support to the School upon request by locating therapists, tracking service delivery, provider contract management, therapist credential tracking, invoice verification and development of effective processes surrounding the provision of related services to eligible students. The main goal of the Related Services Team is to ensure that students are receiving their therapy services as assigned and that the School is compliant in the provision of these services.
- **Operations Team**: The Operations team will provide supports and services for schools to establish clear procedures and ensure that systems are set up.
- **Academic Services:** The Academic Services team helps to provide support and resources to school's academic programs to ensure implementation of sustainable academic plans are in place at the schools.
- **Teach 360 Team:** The Teach 360 team is dedicated to providing supports and training for teachers and ensure teachers have the dedicated support needed.
- **Product Management:** The product management team helps in ensuring that employees are trained and have the dedicated support on new products and courses.
- **Customer Support team:** The Customer support team provides 24/7 support to families and students for a variety of issues categorized into customer care and technical support.

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.

It will be the goal of WVVA to employ the best qualified teachers and administrators available. We will seek to employ only "high-quality" individuals, defined as employees that are properly credentialed and appropriately experienced instructors who value - above all else - meeting the individual learning needs of each and every student by establishing high expectations and creating an engaging and supportive learning environment in which those expectations can be met.

With assistance from the proposed ESP, we will use multiple means of communicating with and building relationships with potential candidates including job advertisements rich with content about the School and its online model; best practice employee referral programs; informational webinars and recruiter office hours; college recruiting; job and interview fairs, as well as active and passive candidate sourcing techniques. We will also make use of university relationships, social media, and available talent communities. Our assessment process will incorporate situational, skills, competency, and behavioral methodologies. Candidate assessments will be applied through screening questionnaires as well as digital, phone, and in person interviews.

Teacher Recruitment and Hiring

WVVA will employ teachers that possess online teaching competencies and qualities identified by the proposed ESP's research about effective online teaching. Teachers will have a bachelor's degree or higher, required state certification, and demonstrate competency in either elementary education or in a secondary subject area, depending on the grade level or subject they will teach. Teachers and other employees with bilingual skills will be recruited and hired as necessary to meet student and school needs. The faculty will include general and special education teachers at all appropriate grade levels to meet the needs of the student population. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment may necessitate hiring throughout the year.

Prior to opening in the fall of 2022, the process to advertise for, select, and employ instructional employees for WVVA will take place in the spring of 2022. WVVA will secure a pool of the highest quality teachers. The proposed ESP has developed a teacher recruitment and retention process that nurtures a talent pipeline and structures a robust and consistent hiring process that includes early hiring practices to attract and hire the best teacher candidates. The application process is designed to address and draw out the unique set of skills, aptitudes, and abilities that online teaching requires.

The recruitment and hiring process is coordinated by internal recruiting employees from the proposed ESP with support from talent sourcing specialists and coordinators. Jobs will be posted on various media, including Indeed.com, LinkedIn, *Education Week*, state specific job boards, and social media. The proposed ESP continuously cultivates relationships with universities around the country and will draw upon a database of potential employees from institutions in West Virginia and other states. WVVA branding, social media, and "talent communities" – virtual environments where like-minded professionals can interact with recruiting professionals to learn about the organization and opportunities – provide additional avenues through which qualified employees will be sourced. The proposed ESP also has an active internal employee referral program that enables employees to participate in the recruiting process and to work with talented professionals from their network. In exchange for bringing the highest caliber of talent to the proposed ESP, current employees are paid a bonus in the last payroll of the month following the first 90 days of employment of the new hire they refer.

The recruitment and hiring process has five screening steps that candidates must go through before a determination is made regarding whether or not to hire. The proposed ESP will manage the initial steps of the process to eliminate candidates who are underqualified. Once qualified candidates are identified, WVVA's appropriate administrator(s) will take part in the digital and

phone interviews and virtual teacher assessment process:

1. Knockout Screening: initial assessment comprised of close-ended questions to evaluate if a candidate meets the basic qualifications for the position. Questions include certifications, salary expectations, and availability.
2. Qualifications Screening: includes review of the education, years of experience, and skills minimally required to be successful in the position. A resume is reviewed to assess a candidate's work experience and qualifications. The resume combined with the knockout answers provide a recruiter with the information to make an initial determination of whether the candidate is qualified for the position.
3. Digital Interviews: a series of behavioral and competency-based questions in which a candidate records their answers on video or in writing. These digital interviews are evaluated by subject matter experts and school administrators to assess the quality of candidates.
4. Interviews (in-person or via phone): hiring managers have a conversation about the school, position, and expectations. The most common method of interviews is a phone panel of school administrators. Questions are customized to each position.
5. Virtual Teacher Assessment: within the digital interview platform, candidates are asked to present a sample virtual lesson and are asked to review a sample student data set and answer questions using the data that would inform instruction and lesson plan development. School administrators and/or subject matter experts review the recordings based on instructional content and delivery using a rubric.

The final steps include requiring all employees to submit to a background screening. Employees are required to submit to a name-based screening that complies with the Fair Credit Reporting Act and reviews the national sex offender list, national and local criminal history, and verifies certificates using state department of education data whenever possible. Candidates and schools must comply with state laws regarding state-mandated background screenings for school employees. Throughout the entire process, the proposed ESP's team of recruiting and human resources professionals will correspond with applicants regarding the status of their applications.

Teachers will be employed by the proposed ESP. Benefits will be secured. Compensation levels (salary and benefits) for WVVA teaching employees will be competitive with starting local salary and benefits.

Teaching and Administrative Staff Retention

The School and the proposed ESP will invest in their employees at all levels including targeted professional development programs, mentors and coaches for teachers and administrators, internal mobility and opportunities for growth and advancement, robust benefits, online training resources, annual bonus eligibility, and generous tuition, certification, and professional membership reimbursements. Through an agreement between the proposed ESP and Southern New Hampshire University (SNHU), the proposed ESP will cover 100% of tuition expenses (excluding graduation fees) for eligible and accepted Specialization and M.Ed. students who are ESP employees assigned to the School as well as individuals employed by the School's Board.

Administrators will participate in training for new managers and ongoing professional development, as described in the response to the **Professional Learning** section.

Teacher Evaluations
Teacher effectiveness at the School will be measured using a combination synchronous and asynchronous observation of instruction, as we all as a final summative evaluation.

The School's teacher evaluation model will incorporate the proposed ESP's Teacher Excellence Framework (TEF), which is a research-based and aligned document that is rooted in a commitment to personalized learning and the primacy of student relationships. The TEF presents standards and practices for highly effective online teachers through an Instructional Rubric by focusing on: Building Relationships, Personalized Learning, Data driven Practices, and Professionalism. The evaluation model will also incorporate elements of West Virginia's Professional Growth Guides, including elements from of its three standards: Curriculum and Planning, the Learner and the Learning Environment, and Teaching.

To assist in collecting critical data from the TEF, schools will utilize an online, cloud-based tool known as Standard for Success (SFS). This tool serves as the central portal for all facets of the evaluation process that are mapped back to state-based and ESP rubrics.

Teacher observations will be conducted twice a month and will be done in conjunction with professional development activities initiated by Talent Development Specialists. Each observation, conducted by a member of the School administrative team, will focus on live or recorded sessions for the purposes of observing, rating, and providing feedback to teachers on their effectiveness across select priority standards and indicators from the proposed ESP's Instructional Rubric. Feedback from these informal observations will be provided to teachers within a couple of business days following the observation. A pre-conference and post-conference with detailed feedback may be included in each observation.

Summative evaluations will be completed for each teacher by a member of the administrative team twice per year- preferably at the end of each semester. This full evaluation utilizes the entire Instructional Rubric and includes reviews and ratings in the areas of synchronous and asynchronous instruction, professionalism, planning, and environment.

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

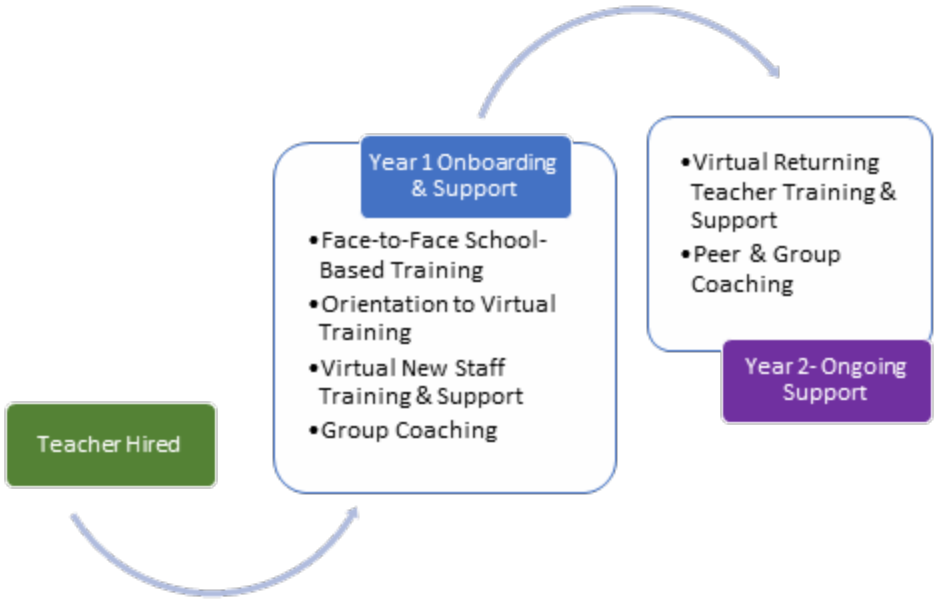
Teacher Professional Development
Professional development will be a joint effort between the Board and the proposed ESP. The Board will provide professional development based on the School's mission, culture, student data analysis, the Board's academic plan, curriculum map, assessment calendar, and state required annual professional development for all teachers and other employees. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies required to meet the needs of students and their families including data-driven instruction, instructional practices, and instructional leadership. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where

development is needed and other optional offerings particular to their areas of interest. WVVA's school-based professional development program will address the needs of experienced as well as new teachers and administrators.

The proposed ESP will provide a robust professional development program as it pertains to virtual learning and associated best practices. Since 2017, the proposed ESP has partnered with Southern New Hampshire University (SNHU) to develop competency-based learning modules, specializations, and a Master of Education (M.Ed.) in Online Instruction degree and six related specializations (see below).

During a teacher's first year, the proposed ESP will provide a year-long induction program, giving teachers the tools needed for each stage of development throughout the school year. This includes training in both synchronous and asynchronous teaching models, as well as a focus on targeted instruction. New teachers are partnered with a Talent Development Specialist (provided by the proposed ESP) for ongoing collaboration and partnership. Additionally, teachers will have the opportunity to participate in national, regional, and school level professional development opportunities.

Teacher Training and Support Life Cycle



New Teacher/Employee Onboarding (NTO)[1]:
Goal: To provide training for teachers new to virtual teaching in elementary, middle school, and high school grades. Duration: 15 days for the NTO curriculum

New teachers hired at the School will be licensed teachers and generally highly experienced. The New Teacher/Employee Onboarding Program introduces teachers and some employees to the School's model, curriculum, systems, communication, instruction, and community through

customizable paths, using synchronous and asynchronous learning. NTO is intended to complement school-specific, school-delivered start-up training for new employees.

This training includes basics for online instruction and teachers' access to competency-based Professional Learning Modules. The synchronous and asynchronous time is also used for teachers to work from their home environments, practicing skills they learn during the training and familiarizing themselves with the tools of the Learning Management Systems such as lesson planning and tracking student progress. At the end of the NTO, all new teachers will continue to receive support from a National Talent Development Specialist through customized professional development (as requested by School leaders), walk the hall visits, and offline support through an internal platform.

Mentor Training Program

WVVA will have the option to participate in the proposed ESP's Mentor Training Program. The program offers live support to new teachers from experienced teachers, the "mentors". The mentors have access to live and asynchronous training throughout the year to connect mentors across the nation to discuss best practices with the aim to produce mentors that build strong relationships and move beyond "how to" conversations to those that focus on academic results. Schools assign a point of contact to run their mentor programs and may opt to pay their mentors a stipend. Mentors can also be provided for counselors and other school personnel, as desired by the School.

Competency-Based Professional Learning Modules (New and Returning Employees)

The proposed ESP has worked with SNHU to conduct a research project about the efficacy of online professional development for instructors. It was concluded that competency-based learning was most effective when training employees online. The training modules have been developed to reflect the competency-based approach for online professional development.

The following competency based Professional Learning Modules (PLMs) are available for all teachers and leaders in the proposed ESP's Training portal:

- SNHU-Created PLMs
    - Building and Maintaining Learning Coach Relationships
    - Using Data to Differentiate Instruction
- ESP-Created PLMs
    - Creating an Engaging Learning Culture
    - Planning Intentional Instruction
    - Intentional Instruction I
    - Math Collaborative Problem-Solving
    - Culturally Responsive Teaching
    - Targeted Instruction Level 1
    - Targeted Instruction Level 2 (in development)
    - Trauma Informed Schools (in development)
    - Reading Foundations Pathway (in development) - a 5 course series
    - Math Foundations Pathway (in development) - a 6 course series
    - Modules Exclusively for Leaders:
        - Strategies for Leadership

- Core Practices of Instructional Leadership
- Growth Mindset Series (3 modules that cover Basics, a Growth Mindset for Leaders, and How to Implement in the School)
- Finding the Time and Priority Management
- Cultural Levers for School
- Leadership Precision Series (3 modules that focus on Instructional Planning, Observation & Feedback, and Professional Development)
- Rigor for School Leaders
- Data and Leadership (in development)
- School Needs Assessments (in development)

Teachers of Special Needs Populations

Special programs teachers, including English Language Learner teachers, special education teachers, and gifted teachers are included in all aspects of professional development. To develop effective learning plans (such as IEPs, Education Plans, and ELL plans) with appropriate content, instructional modifications, and measurable goals, teachers must possess knowledge of specific curriculum content as well as intervention and adaptation points within the curriculum to successfully teach their students. In such situations, learning activities and assessments may require accommodations to meet the terms of a student's IEP. Accordingly, all teachers must become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modifications. Special programs teachers participate in the same NTO as other teachers. They are also assigned one additional module:

> Resources for Special Education: While this module is only assigned to special programs teachers, the content is accessible to all general education teachers and includes: accessible materials; accommodations and modifications in the virtual environment; sample accommodations and modifications checklist; alternate format for textbooks; compliance and academic review audit; data collection and progress reporting; due process; extended school year; IEPs (including data collection, progress tracker; measurable SMART goals and objectives; present levels of performance; special factors, and writing intake; special education auditing tools; NIMAS and Bookshare; and the special program teacher's role in related services.

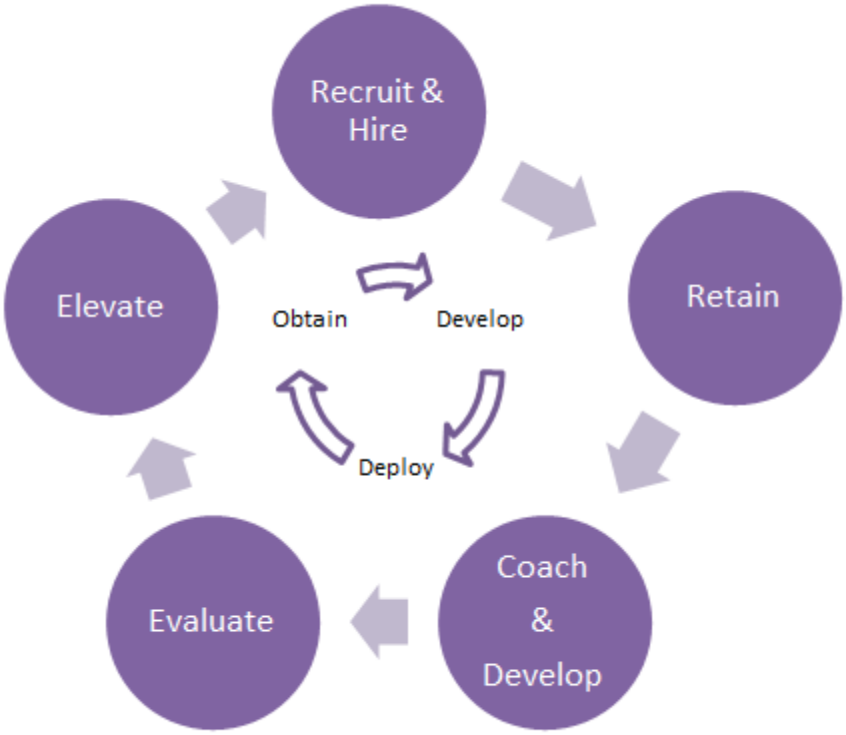
Talent Development and Community (TDC) Team

The TDC Team is an integral part of the larger proposed ESP's School Services team that develops a culture of excellence around enhancing each teacher's experience and practice, school administrator development, and school improvement support. The TDC Team serves teachers by honing in on the five stages of a teacher's lifecycle depicted below – starting with the recruitment and hiring of teachers and continuing with the goal of retaining teachers by designing a career-ladder progression ramp; establishing a desirable pay structure; fostering a culture of excellence; and providing strong leadership and teacher support through coaching, development, and teacher evaluations. The TDC Team also gives a voice to teachers by creating opportunities for teachers to offer regular feedback to both the School and the proposed ESP.

Talent Development Specialists are ESP employees and will serve multiple schools within the

same region ensuring that they are entrenched in the school culture and understand the school dynamics. These specialists provide customized professional development to teachers at the School based upon leadership request and data analysis. As a follow up, the specialists will perform 10 minute "walk the hall" views into classrooms to gauge application of professional learning into the classroom.

The Talent Development Specialists will also work with school leaders to analyze data and goals related to student achievement, while supporting the teacher through goal setting and planning. Teachers and Administrators have immediate access to feedback, scores, and comments to ensure that they have time to take necessary action. School leaders partner closely with the TDC team to ensure that all training and professional development align.



The in-year Teacher Pulse Checks and the annual Teacher Satisfaction Survey are two critical tools that will be utilized to understand teacher experiences and provide direction to the initiatives intended to improve teacher recruitment and retention.

Teacher Pulse Check Overview

Teacher Pulse Checks (TPC) are short, periodic surveys which will be answered by teachers throughout the school year including responses to key questions about satisfaction, morale, and engagement to glean insight into our teacher's experiences. These surveys are intended to identify and help address teacher issues and concerns during the school year as well as provide valuable information and data intended to drive priorities and programmatic changes. Four pulse

check surveys will be administered throughout the school year. The first will take place within the first two weeks of the school year and the rest are scheduled based on the school calendar. Questions asked on the first two TPCs will be the same and will focus on satisfaction, morale, materials, training, and student/Learning Coach readiness. The remaining TPCs continue to ask questions relative to satisfaction, morale, and teacher engagement. These pulse checks will be part of ongoing efforts to address teacher satisfaction and effectiveness.

Following the close of each TPC survey, results will be immediately shared with the School leadership team and the proposed ESP's regional and national School Services employees. Strategic analysis of the data will drive discussions and changes within the School and the ESP. As results align or deviate from the annual Teacher Satisfaction Survey data, workgroups and projects will be developed to enhance and elevate the teacher experience.

Teacher Satisfaction Survey Overview

The Teacher Satisfaction Survey is a questionnaire that will be administered annually by the proposed ESP in May of each school year to better understand teacher experience, culture, and satisfaction. The survey will collect demographic information from the teachers, including position details such as serving as a lead or special programs teacher, grade and subject levels taught, and years of teaching experience. Additionally, several open-ended questions will be asked so teachers can offer detailed feedback alongside the Likert-scaled questions. The bulk of the survey will seek responses related to the teacher experience in the areas of teacher training and support, culture, retention, challenges, and barriers. Occasionally, special topics will be included in the survey on an as-needed basis.

Results and analysis of the survey will be completed by the proposed ESP's Marketing research group in early summer. Results will be shared with the Board, School leaders and, if requested, the authorizer. The School will use the results in setting goals and making improvements in the School.

Leader Professional Development

School administrators including the Head of School (HOS), Principals, and Academic leaders will have access to both formal and informal leadership professional development opportunities at the regional and national levels. The goal of the *School Leadership Excellence Framework* is that school administrators will demonstrate excellence in the following leadership standards: Strategic Leadership, Instructional Leadership, Communications and Community Leadership, Human Resources Leadership, Organizational Management, and Personal Leadership. The Framework will also incorporate elements of the Evaluation Rubrics for School Leaders published by the WVDE, including the following nine standards:

- Interpersonal and collaborative skills
- Clear and focused learning mission
- Rigorous curriculum, engaging instruction and balanced assessment
- Positive learning climate and cohesive culture
- Professional growth and retention of quality employees
- Support systems for student success
- Operations to promote learning
- Family and community connections

- Continuous improvement

Each standard includes specific practices intended to demonstrate an administrator's effectiveness at achieving the goals of the standard. The specific standards and practices that make up the *School Leadership Excellence Framework* are derived from researched-based practices of high performing school administrators across various school models, as well as the proposed ESP's internal analysis of the organization-specific skills of highest performing school administrators.

The TDC Team's focus on school administrator development and school improvement support ensures that every school that works with the proposed ESP has exceptional leadership at its helm and, if needed, a partner to build sustained school improvement in identified areas of need. The TDC administrator professional development programs are designed to build and enhance leadership practice and effectiveness through individualized leadership plans, collaborative training and development, and a high level of support and feedback.

New Leader Development

The New Leader Program will train, develop, and coach new school leaders, equipping them to be instructional leaders in their schools. Programming includes a New Leader Bootcamp, Training Guidebook, Interactive Online Leadership Training Sessions, Professional Learning Modules, a Face-to-Face Summit, and Regular Entry Planning and Coaching.

Continuing Leadership Development for Existing Leaders

The year-long development model for existing HOSs, Principals, and Academic Leaders is designed to support their ongoing growth and development as school leaders. Administrators are offered meaningful professional learning opportunities to sharpen their practice in the =*School Leadership Excellence Framework* standards and practices. Programming includes leadership lessons and essentials as an opportunity to reflect upon their current practices and look at areas of growth, as well as opportunities for regional professional learning communities and on demand support.

Emerging Leaders Development Program

The Emerging Leaders Development program is a selective year-long leadership development program for aspiring HOSs, Principals, Academic Administrators, and Teacher Leaders. The Emerging Leaders Development program provides school-based leaders with the essentials to hone and advance their leadership skills while preparing for the next level of leadership. Emerging Leaders participate in differentiated professional learning opportunities, face-to-face summit experiences, one-to-one coaching, book studies, professional learning communities, and synchronous leadership sessions. Professional learning content is research based and practical allowing leaders to have immediate impact and maximize their performance in service of the schools and teams they lead.

Ongoing Leadership Support and Collaboration

Peer Mentors

New HOSs, Principals, and Academic Leaders benefit from having an experienced mentor as they work through first year leadership challenges. New administrators may be assigned an

experienced mentor upon hire who provide ongoing support throughout the year. Mentors offer support based on identified needs of HOSs, Principals, and Academic Leaders throughout the year. Mentors also help inform program and process improvements.

Annual Promising Practices Conference

The proposed ESP's Promising Practices Conference is an opportunity for school practitioners to share their current programs and activities targeting school improvement and student achievement. The format of this conference is virtual, and it highlights the promising practices of schools and individuals engaging in intentional actions to elevate the academic and personal development of all students and employees. Each year a theme is identified by a panel of practitioners. The theme is used to organize the conference subsequently soliciting online teachers and educators to share researched promising practices during the conference.

School Leadership Pulse Checks

Given the vital role of school administrators in schools achieving positive outcomes for students, quarterly pulse checks will be sent to HOSs, Principals, and Academic Leaders by the proposed ESP. Like the Teacher Pulse Checks, School Leadership Pulse Checks are short, periodic surveys which will be answered by school administrators throughout the school year including responses to key questions about satisfaction, regional and national support from the proposed ESP, professional collaboration with peers, and professional development offerings. These surveys provide insight into administrators' experiences and are intended to identify and help address leadership issues and concerns during the school year as well as to provide invaluable information and data intended to drive priorities and programmatic changes. Four pulse check surveys will be administered throughout the school year.

Following the close of each School Leader Pulse Check survey, results will be shared immediately with the proposed ESP's regional and national School Services employees. Strategic analysis of the data will drive discussions and changes where needed to enhance and elevate the school leadership experience.

Masters in Online Education

The proposed ESP has partnered with Southern New Hampshire University (SNHU)[2] to offer teachers and administrators at schools contracting with the proposed ESP an opportunity to enroll in a Master of Education (M.Ed.) in Online Instruction program or choose from six related specializations designed specifically with online teachers and administrators in mind. The specializations and outcomes are:

Specializations	Outcomes
Data-Driven Planning & Instruction	Use data to improve teaching practice for diverse student populations.
Online Education Fundamentals	Gain an understanding of the educational theory underpinning online instruction.

Technologies Competency & Best Practices in Online Education	Apply technology to improve instructional practices and address student needs.
Collaborative & Supportive Online Education Environments	Explore strategies to create and support an online learning community.
Leadership in Online Education	Evaluate and develop skills to lead teachers online.
Professional Practice *Note: Requires pre-requisites and a capstone project*	Design and deploy curriculum in online learning environments.

Using a competency-based model, the SNHU program is focused on teachers and administrators gaining skills relevant to their jobs with real-world projects and assignments that emphasize practical application.

The proposed ESP will cover 100% of tuition expenses (excluding graduation fees) for eligible and accepted Specialization and M.Ed. in Online Instruction students who are ESP employees assigned to the School as well as individuals employed by School's Board.

Please see https://www.snhu.edu/lp/workforce-partnerships/k12-teachers for detailed information about the M.Ed. in Online Instruction and specializations programs.

Board Member Professional Development
Board member development will be a priority of the School's Board and will focus on developing skills in the areas of academic, administrative, fiscal, and operational accountability as they apply to the School. Board members will attend, as appropriate, mandatory and other training for charter school board members. Trainings may include school board and charter school conferences; curriculum training; school funding training; team-building sessions; school mission and vision reviews; review of Board and officer job descriptions; leadership training; new Board member orientation; and committee and task force assignments. Board skills will be developed continuously and comprehensively according to the Board training requirements. Each governing board member will complete all required training.

Ongoing Board Development
After the initial training, each member will be required to complete all required training and minimum hours of training required as specified by West Virginia, including at least one training per year related to appropriate oversight of the virtual charter school. WVVA may also contract with or provide a trainer who delivers governance training consistent with the School's governance training plans.

Board Self-Evaluation

The following self-evaluation tool will be the basis for setting measurable goals for the Board's performance against its mission and goals:

Sample Charter School Board Self-Evaluation

20XX – 20XX School Year

4 = Exceeded expected performance levels; completed responsibilities at high levels of proficiency and/or had participation levels of 100% in said responsibility

3 = Met expected performance levels; completed responsibilities at an acceptable level of proficiency and/or had participation levels of 75% in said responsibility

2 = Partially Met expected performance levels; completed responsibilities at a moderate level of performance or possibly violated Board Policies and/or had participation levels of 50% in said responsibility

1 = Did Not Meet expected performance levels; did not complete some responsibilities at all or clearly violated Board Policies and/or had participation levels of below 50% in said responsibility

Insert an 'x' under the number that best describes then board's performance in each specific area below.

		1	2	3	4
1	The Board has remained focused on the mission and vision.				
2	The Board as a whole has maintained a commitment to [insert educational model/approach/philosophy].				
3	Each individual Director has actively participated in the overall direction of [insert name of school] including committee work and involvement in pressing situations that require work be done outside of the board meetings.				
4	Directors have demonstrated a clear understanding of their role and have not tried to become unduly involved in the day-to-day management of the school.				
5	The Board has effectively used the strategic plan to guide its activities and priorities throughout the year.				
6	The Board has met the deadlines and goals as outlined in the Strategic Plan.				
7	All meetings have adhered to the open meetings (sunshine) law.				
	Board Meetings have:				
8	Started on time				
9	Had all Directors present				
10	Remained focused on the agenda				
11	Not included discussions which were not pertinent to the agenda				
12	Equitably represented the opinions and questions of all Directors				
13	Ended in a timely fashion				
	Throughout this year, the Board of Directors has:				
14	Been a driving force in the continued development of [insert name of school]				
15	Dealt effectively with crisis situations when they arose				
16	Developed a positive relationship with the Administration				
17	Represented the school as a whole instead of individual interests				

	Throughout this year, Directors have:				
18	Divided responsibilities equitably between all Directors as much as possible				
19	Submitted reports for board meetings in a timely fashion				
20	Supported and encouraged one another				
21	Stepped in to help accomplish tasks without having to be asked				
22	Come to board meetings well prepared				
23	Demonstrated a professional demeanor at all board meetings				
24	How would you rate the Board's effectiveness at following its own policies and procedures?				
25	How would you rate the overall performance of the Board of Directors this year?				
	Total number of x's in each column				
	Multiply total x's in each column by 4				
Add your totals to calculate your Board Performance Rating /100					

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.

The Charter Board of Directors will be ultimately responsible for ensuring that the School meets the requirements of its charter contract with the West Virginia Professional Charter School Board. The HOS will report to the Charter Board and all school employees will, ultimately, report to the HOS.

Principals will be assigned to the elementary, middle, and high schools, depending on enrollment levels, to oversee day-to-day operations in each respective grade band and lead the instructional employees, including teachers and counselors in each grade band.

The Operations Manager will report to the HOS and oversee administrative employees including registrars and compliance specialists, an assistant operations specialist and receptionist that will also manage grants, and a data analyst and testing coordinator who will be responsible for overseeing academic accountability, assessments, testing, career programs data collection, and career programs certifications. These positions will work closely with Principals and the Academic Administrator of Special Programs.

The Academic Administrator of Special Programs will report to the HOS and oversee special education teachers, registration and compliance with special education programs, and social workers.

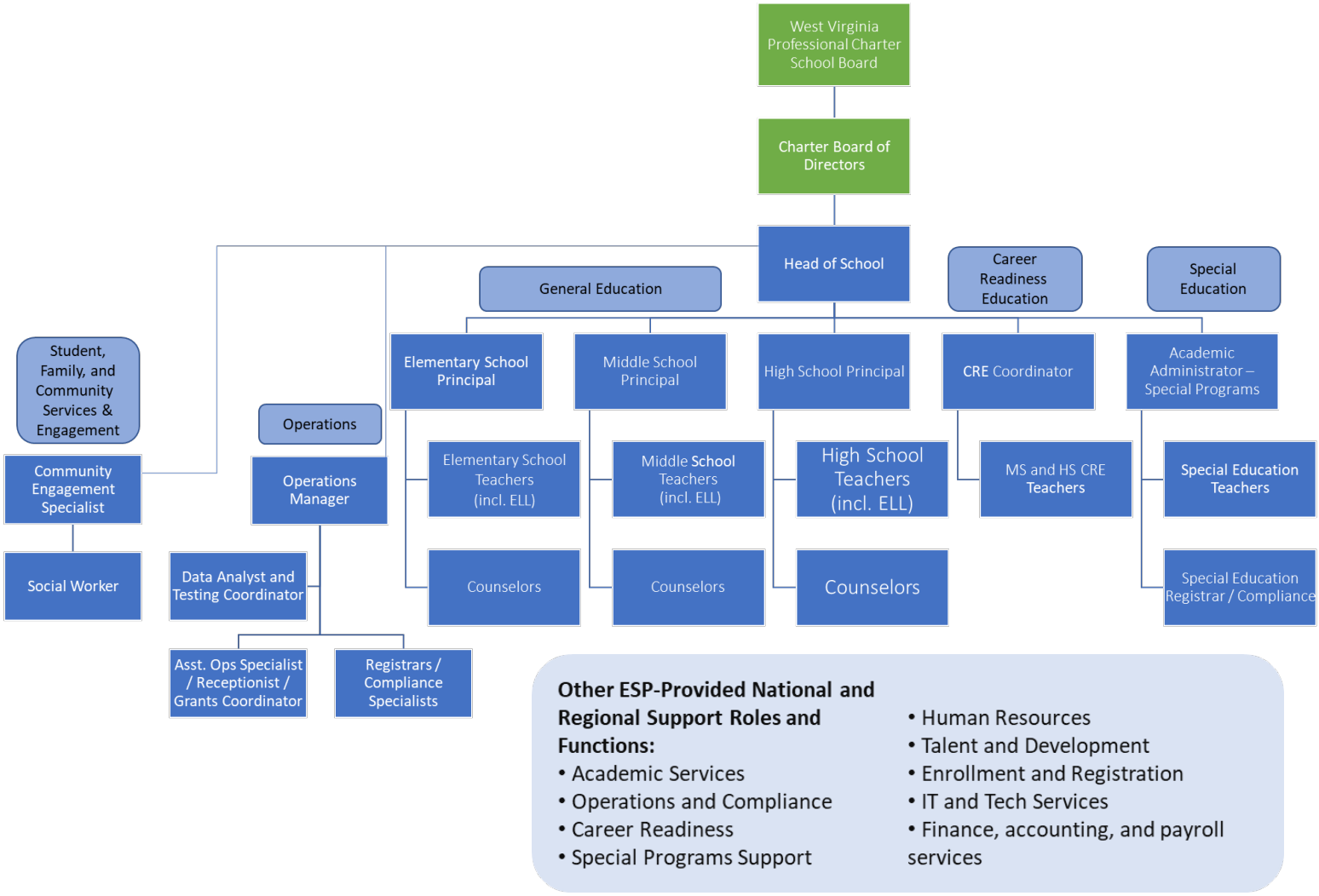
The CRE Coordinator will be responsible for overseeing the CRE program and leading the CRE-

related employees, including the CRE teachers. The position will report to the HOS.

Finally, the Community Engagement Specialist will work closely with both the academic and operational sides of the School to promote student, family, and community engagement. They will also report to the HOS.

All school employees will be employed by the proposed ESP. Regional and National teams at the proposed ESP will provide a host of other academic and business-related school services, including all of the functions listed in the light blue box in the organizational chart below.

WVVA Organizational Chart*



** Actual positions hired will depend on enrollment. All positions will not be hired in the first year of the School's operation.*

In addition to the Board, school leadership, and school employees, WVVA will be guided an Advisory Committee:

Advisory Committee: To provide a CRE Program that is relevant to the students and businesses of West Virginia, the CRE employees at WVVA will establish an Advisory Committee which will be comprised of community leaders from industry, business, government, and education from around the state. The School will work with our partners and community leaders in West Virginia to help identify potential members for the Committee, including Chambers of Commerce. The Advisory Committee will serve a complementary role to the dedicated CRE employees by providing market-based expertise, guidance, and assistance around the development, structure, and implementation of the career pathway programs, especially in developing work-based learning experiences and community partnerships. The initial members and areas of expertise of the Committee will reflect the initial pathways to be offered by the School.

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.

All School employees will be employed by the proposed ESP, which will be overseen by the Board. The response to the previous question describes the organizational structure of WVVA including a WVVA Organizational Chart depicting the employee model.

It will be the goal of the proposed ESP to employ the most capable administrators, teachers, and support employees available. The proposed ESP will provide employees as necessary to carry out its contracted services as defined in a services contract, which will be negotiated and executed after charter approval.

School leaders will be administrators with demonstrated leadership experience and skill. Employees will be expected to demonstrate expertise in curriculum, instruction (including PBL), assessment, finance, business management, and administration based on their positions. Administrative employees will meet state requirements related to licensure pursuant to each position when applicable.

Teachers will possess online teaching competencies and qualities identified by research on effective online teaching. Teachers will have a bachelor's degree or higher, required state licensure, and demonstrate competency in either elementary education or in a secondary subject area, depending on the grade level or subject they will teach. Teachers and other employees with English as a Second Language (ESL) endorsements will be recruited and hired as necessary to meet student and school needs. The faculty will include general and special education teachers at all appropriate grade levels to meet the needs of the student population. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment may necessitate hiring throughout the year.

The Board expects that the proposed ESP will provide a number of business management services, as contemplated in the list below, to allow the School's administrative employees to

focus as wholly as possible on supporting students academically. The ESP will hire employees necessary to carry out its to-be-contracted functions, which may include:

- Academic Services
- Operations and Compliance
- Career Readiness
- Special Programs Support
- Human Resources
- Talent and Development
- Enrollment
- IT and Tech Services
- Finance, accounting, and payroll services

When team members are hired and which team members are hired will be based on the enrollment of the School, the grade levels served, and demographics of the students. The outline below lists key positions and their associated descriptions that will be hired as part of a comprehensive plan to serve students.

Head of School: Acts as chief administrator for the School, implements the School's strategies and budget, and oversees the implementation of School marketing and enrollment initiatives. The role acts as an ambassador with the community and civic groups; ensures compliance with the requirements of federal, state, and local agencies; and selects, develops, and retains highly qualified and effective employees.

The position uses data to drive academic decision-making and ensures instruction is targeted to meet students' individual needs. They will develop plans and policies for the educational program and submit them to the Board for approval. This position will serve as the School's instructional leader and ensures data is being used to drive all academic decisions. Further, they will ensure teaching employees utilize the curriculum, effective assessments, and targeted instruction to meet the individual needs of each student.

Principals/CRE Coordinator: Direct and coordinate educational, administrative and counseling activities of students in grades K-12, ensuring conformance of educational programs to state and local standards through evaluation, development and coordination activities, including researching and implementing curriculum resources that meet state standards. These positions are responsible for teacher oversight and professional development and will, at a minimum, have previous supervisory experience and five years of educational experience.

Principals/CRE Coordinator will help articulate the School's mission and vision with the aim of ensuring all stakeholders have a common understanding and are positioned to work cooperatively to achieve desired results. They will rely heavily upon communication technologies and practices that most effectively support a predominantly virtual/remote work environment and ensure that the School is meeting the needs of students while complying with local, state, and federal laws regarding special education and other categorical programs (such as Title I, LAP, CTE).

They will also confer with teachers, students, and parents concerning educational and behavioral problems and coordinate with teachers and the enrollment team regarding expulsions and withdrawals.

They will help the HOS supervise and evaluate teaching employees, manage teacher performance, and develop and provide necessary training to support their professional development.

Academic Administrator of Special Programs: Develops and implements policies and procedures and oversees all matters related to special programs for the School including Federal and State Programs, Special Education, English Language Learners (ELL), Multi-Tier System of Supports (MTSS), and 504, and other student support programs. This position will coordinate state and federal programs and provide guidance and oversight of personnel and programs to ensure compliance with funding guidelines and the school plan. They will also assist with developing and implementing general academic policies and procedures leading to the success of all students.

The Academic Administrator of Special Programs will support the School's administration and teachers in providing training on and implementation of special education program and services. They will create and maintain appropriate contacts with the authorizer, the Board, and state special education leaders in order to ensure continued compliance of special education programs and represent the School throughout the state in meetings and trainings related to the implementation of special education programs.

This individual will develop contracts with service providers to provide related services to students and supports full implementation of the related services database to track related services to ensure all eligible students are receiving services and that the cost of those services is reported correctly. They will also ensure fiscal compliance for special programs including IDEA Part B funds and compliance with all school, local, state, and federal reporting related to special education.

The Academic Administrator of Special Programs will work directly with parents and students (both general and special education) where necessary and ensure that that special education students are integrated in all school activities and that general education and special education teachers and administrative employees work collaboratively to ensure academic success for all students. A bachelor's degree and three years of special education teaching experience are the required minimum qualifications.

Teachers: The Teacher is a highly effective, state licensed educator responsible for delivering specific course content in an online environment. This role will provide an exemplary individualized and engaging educational experience for students by incorporating school and community/family partnerships coupled with a rigorous curriculum along with a data-driven and student-centered instructional model. Teachers and other employees with bilingual skills will be hired as necessary. The faculty will include general, CRE, and special programs teachers at appropriate grade levels to meet special education population needs. The number and types of

teachers recruited will depend on student needs. Ongoing enrollment may necessitate hiring throughout the year.

Instructional responsibilities will include implementing strategies that stimulate learning and increase student engagement, creating instructional resources to meet the varying needs of students, and taking ownership for students' academic progress and attendance. The teacher will communicate high expectations and show active interest in students' achievement.

They will analyze student data to prescribe remediation and enrichment as needed and participate in data analysis meetings to monitor student growth. They will be available to be coached on a regular basis with administrators and will adapt course content according to ongoing feedback and development of new synchronous and asynchronous teaching tools.

Apart from instruction, the teacher will also be responsible for relationship building. They will collaborate with parents and colleagues to manage coarse goals, curriculum, and materials that enhance the learning experience, host live synchronous sessions that promote a positive learning environment and establish and maintain positive rapport with families. The teacher will be expected to understand how both diverse and unique characteristics of students and their families impact required support and work collaboratively with other teachers to ensure that all students are successfully progressing through the program.

Counselors: Utilizing leadership, advocacy and collaboration, the School Counselor promotes student success by providing preventive services and responding to identified needs through implementation of a comprehensive school counseling program that helps guide all learners in their academic success, personal and social development, and career and college planning and readiness. This individual will deliver individual and group guidance curriculum supporting student development, assist students in course placement and course scheduling, and work collaboratively with teaching employees to develop personalized learning plans.

A large focus of the counselor's job will be preparing students for college and career. They will provide academic counseling, including recommendations on career pathways and workplace-based learning opportunities to enrich the student's experience and prepare them for life after high school.

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.

Sections 3.1 and 3.2 of the **Proposed School/ESP Contract** (see **Appendix L**), the Educational Products and Services Agreement (EPSA), require:

> 3.1 School Oversight and Compliance. The Board shall be responsible for overseeing the School's quality, operational and financial performance in accordance with the Charter and Applicable Law and working with the Authorizer and other authorities as required by law. K12 shall reasonably cooperate with such monitoring and oversight. The Board

> shall also be responsible for monitoring K12's performance to ensure compliance with the Charter and the terms of this Agreement.
>
> 3.2 Adoption of Policies. K12 shall recommend various School policies. The Board, however, retains ultimate responsibility for adopting policies and for overseeing K12's implementation. K12 will cooperate with the implementation of School policies and adopt procedures consistent with such policies, subject to Section 12. The Parties will work collaboratively in a timely manner on the creation of School policies. Until collaborative policies are in effect, the Parties agree that K12's standard policies and practices applicable to similarly situated schools shall be used to avoid a lack of any policy. The Board shall promptly provide K12 written copies of all School policies adopted and must promptly notify K12 in writing of any changes to such policies. The Parties agree that no School policies shall revise, amend or create additional rights or obligations to either Party of this Agreement, except as may be agreed to by both Parties as a written amendment hereto.

Section 10 of **Appendix L Proposed School/ESP Contract** describes the relationship of the Board and K12 as "parties" to the contract but not a division or part of each other's organization. It states that:

> **PARTIES' RELATIONSHIP.** K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by its Board of Directors and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board and the School. The Board and their employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

As evidence of independent legal representation, the Board is represented by Hissam Forman Donovan Ritchie PLLC ("HFDR") as its legal counsel/attorney. HFDRdoes not and has not represented K12 Virtual Schools LLC or any affiliate.

The Board will use an instrument to evaluate the effectiveness of the ESP. The instrument is included in this application as **Appendix M**.

The Board will conduct and oversee the evaluation. The Board may utilize the services of other individuals in the evaluation process. The Board intends to conduct the evaluation at least annually. The frequency of the evaluation may vary according to the needs of the school. The Board anticipates regular updates by the ESP during the year on the School's performance relative to the goals set forth in the strategic plan.

The evaluation results will be used to improve WVVA's strategic planning, goal achievement – to include academic performance – and to ensure contract compliance. The evaluation results

may also be used as necessary for the needs of WVVA. An ESP evaluation may be used annually by the Board to determine the effectiveness of performance. The Board will debrief results with the ESP's leadership or representatives.

The evaluation instrument is based on a four-point scale. A score of one (1) is equivalent to the ESP "never" performing the desired act. A score of four (4) is equivalent to the ESP "consistently" performing the desired act. An evaluator may also select a score of two (2) or three (3) as intermediate measures of performance.

The ESP will be evaluated for its performance related to specific criteria in each of these areas (see **Appendix M** for rating criteria):

- Board Goals
- Student Achievement and Development
- Relationships
- Operations
- General Contract Compliance

The process the Board will undertake to remove the ESP and terminate the contract with the ESP depends upon the nature of the termination. In the case of termination by either party, K12 will use its best efforts to work with the Board to complete the current school year under the provisions of the current contract. Please see **Appendix L Proposed School/ESP Contract**, Sections 12 and 13, for detailed termination contingencies.

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.

Please see **Appendix L** for a proposed, draft Educational Products and Services Agreement between WVVA and the proposed ESP.

For an in-depth description of annual fees and services that the fees support, please see the **Financial Plan** section of this application.

For an in-depth discussion of the roles and responsibilities of the school's governing board, the charter school's employees, and the ESP, please see the **Human Capital** section of this

application.

For a detailed description of how the Board will oversee the School's finances, please see the response to the **Governance and Compliance** section of this application.

Finally, please refer to **Appendix M** for the evaluation tool the Board will use to evaluate the proposed ESP.

Conflict of Interest

ESP Conflict of Interest of the proposed governing board members with the proposed ESP: Provide all investment disclosure, 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.

The Board has adopted bylaws and will adopt a Conflict of Interest Policy and approved a list of the ethics standards the school will adopt for its governing board, officers, school employees, families, and students.

The Board will file a full disclosure report with the Authorizer (as required by W.Va. Code §18-5G-7(b)(C) and W. Va. 126CSR79, Policy 3300, 4.3.e.2.C) identifying potential conflicts of interest, relationships with the ESP, and relationships with family members who are employed by the public charter school or have other business dealings with the school, the ESP of the school, or any other public charter school.

Based on existing standards, there are no known existing or potential conflicts of interest between the WVVA Board, proposed school employees, proposed ESP or any affiliated business entities.

Facilities

New School

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 needs of the students.

WVVA will be a statewide virtual school with administrative offices located in the Charleston area. Informed by a Jones Lang LaSalle real estate brokers' July 2021 market survey, the Board has determined that there will be many viable options. Please see **Appendix R** for further details regarding a potential facilities location.

The realtor's July 2021 market survey of the Charleston area identified numerous viable options for WVVA administrative facilities. Upon charter approval, the Board will request an updated market survey and will evaluate the options then available considering factors such as accessibility and requirements of school and ESP employees; projected student home locations; market rates/financial viability; and historical trends with an estimated growth rate of 3%. The Board will negotiate with the landlord to provide a turnkey space and renovate the space to provide any needed modifications. Buildout/renovations to the space may include the following based on projected enrollments and employee requirements:

- Offices
- Workstations
- Teaming area
- Server room
- File storage rooms
- Reception area
- Small breakroom
- Board room

The facility will comply with applicable building codes, fire prevention codes, and local zoning codes as well as health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA). Any other facility options will likely require the needs/renovations listed above.

Traditionally, CTE programs have been tied to physical locations which have left geographic gaps in choice of learning opportunities for students who live in rural areas and/or do not have access to a CTE center or courses at their local schools. As an online school, these geographic barriers will be removed, and students will be able to work remotely to learn skills that align with West Virginia's high demand job forecasts. The School will pair its students with relevant internships to gain hands-on experience in the pathway(s) of their choice in a geographically appropriate area.

Challenges posed to brick and mortar school locations will not be challenges to WVVA's virtual school. Natural and/or health related disasters will not require WVVA to close. This is one of the reasons the Board has chosen to work with the proposed ESP. During the entirety of the ongoing COVID-19 pandemic, no school that the proposed ESP has provided management services to has experienced an interruption in student learning except where the state required the school to temporarily close. WVVA will use the proposed ESP's LMS, which is available for students and parents to log in 7 days a week, 24 hours a day, 365 days a year.

The proposed ESP has a mixture of applications in on-premise data centers and in the cloud. The proposed ESP vigilantly monitors their physical and cloud infrastructure for security, availability, and performance issues. Should a catastrophic natural or man-made event impact system operations at the primary data center or in the cloud, operations can be quickly routed to secondary areas that are geographically separated. All LMS data is replicated in near real time to minimize any data loss or system outage should an event occur. Daily data backups are completed each evening to protect against data loss.

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.

The five-year school budget for WVVA (included in **Appendix N**) is based on the educational program, projected enrollments, conservative revenue estimates, and careful planning and budgeting of expenses which will enable WVVA to successfully carry out its mission and realize its vision. In partnership with the proposed ESP, WVVA students will receive course content, instruction, assignments, assessments, and supplemental online materials (web-based lessons and assessments) as well as hands-on materials kits shipped directly to students. Products and services fees provided by the proposed ESP are included in the budget. The WVVA organization chart (as shown in the **Human Capital** section) is structured according to functional areas of school academics, operations, and administration. Certain positions will be determined by confirmed enrollment levels.

Financial Assumptions
The sections below include explanations and discussions of key financial assumptions, including revenue and expense categories. The WVVA Board and Head of School will review financial reports provided by the proposed ESP in conjunction with monthly academic and enrollment reports to inform decisions on any in-year forecast modifications to the budget and to plan for future budgets. Staffing, student-teacher ratios, and per pupil funding allocations will be closely monitored so that the need to increase or decrease staff can be anticipated in sufficient time so as not to adversely affect either the fiscal viability or the successful implementation of the educational program. Performance in all areas will be monitored by the Board throughout the year to ensure that financial resources are optimally allocated to meet WVVA charter goals.

Planning Year (Year 0)
The Board will seek financing opportunities for the Planning Year, including any state or federal charter school start-up and/or implementation grants, should they be available. The Planning Year budget is intended to support lease negotiation and deposits, legal fees, insurance, information technology infrastructure and services (office/staff computers, Internet, and phones), other utilities, furniture, and other equipment. In addition, key staff are expected to be hired prior to, but no later than April of the Planning Year, including the HOS, Academic Administrators/Principals, and the Academic Administrator of Special Programs.

Operational Years 1, 2, 3, 4
It is the goal of the Board to maintain balanced budgets. Budget and forecast preparation processes include a detailed, bottom-up approach using budget input assumptions for Funding and Expenses. In collaboration with the Board, the ESP's School Financial Services (ESP

Finance) staff will prepare the annual budget proposal, as well as monthly forecasts against actual results throughout the fiscal year, taking into consideration any changes to budget input assumptions and drivers based on the most current information available. ESP Finance will communicate regularly with the Board Treasurer, the HOS, and the Board as a whole, presenting business drivers and changes, financial results, and risks/opportunities. Key budget/forecast inputs include:

- School Funding: expected student enrollments given approved authorizer caps and withdrawals; state/local and federal funding formulas and associated funds expected to be available to the School from the WVDE.

- School Expenses: Instructional and non-Instructional staff requirements based on student-teacher ratios and other needs including special education compliance requirements; travel; professional development; student testing; curriculum, materials, and student computers; administrative computers; support and technology services; facilities, utilities, insurance, information technology, and infrastructure.

A balanced budget will be achieved each year. The format of the Budget Template is as follows:

- **Revenue / Funding**
- **Expenses**
  - **Instruction – Teacher-related**
  - **Instruction – Student-related**
  - **Student and Family Services**
  - **School Administration and Governance**
  - **Technology Services**
  - **Facilities, Insurance, Other**
  - **Total Expenses**
- **Surplus / Deficit**

Revenue / Funding
Funding projected for WVVA is estimated based on a current expected state per pupil funding rate of $5,700.

Generally, and initially, WVVA will rely on this as its primary source of funding. Except for applying for potential start-up grants/loans, the School budget does not contemplate any other variable income (e.g., grants, donations, fundraising). While WVVA will establish banking relationships, there are, and have been, no resources expected to be available through banks, lending institutions, corporations, or foundations.

While the budget projections currently do not include incremental grant funding opportunities, the Board intends to apply for available state, federal, and other grants appropriate for the School. In collaboration with the proposed ESP, the School and Board will explore and optimize the School's access to appropriate federal Title funds and other available grant funding, as well as coordinate services to students and families.

Expenses

Expense projections are based on realistic cost estimates and the anticipated ESP's experience and historical trends. All Expenses are presented in format of the Budget Template, as described above.

Instruction – Teacher-related Expenses

- ***Staff Salaries & Benefits:*** Staffing for WVVA for the Planning Year and Years 1, 2, 3 and 4 of operations is based on historical trends of similarly structured schools, classroom sizes, and course specific requirements in West Virginia.

	Oct 1st Enrollments			
	Year 1	Year 2	Year 3	Year 4
K5	330	426	510	566
MS	347	446	531	591
HS	323	628	959	1,093
Total Enrollment (General Education and Career Prep/CRE)	**1,000**	**1,500**	**2,000**	**2,250**
MS CRE	133	172	205	228
HS CRE	242	486	753	859
Total Career Prep/CRE Enrollment	**375**	**658**	**958**	**1,087**

	FTEs			
	Year 1	Year 2	Year 3	Year 4
Academic Leadership (included in ESP Administration Fees)				
Head of School	1	1	1	1
Acad Admins (AAs) /Principles / Asst AAs/Principals	2	2	2	3
Academic Admin - Special Programs	1	1	1	1
Career Prep / CRE Coordinator	1	1	2	2
Teacher - Reg - General Ed				
K5	7	8	10	11
MS	9	10	12	13
HS	8	14	22	24
Teachers - Career Prep / CRE				
MS	1	2	2	3
HS	3	5	8	8
Teacher - Subtotal Total				
K5	**7**	**8**	**10**	**11**
MS	**10**	**11**	**13**	**14**
HS	**11**	**20**	**31**	**34**
	28	**39**	**54**	**59**
Teachers - Special Education	**6**	**10**	**12**	**14**
Counselors	2	4	6	6
Operations & Administration (included in ESP Administration Fees)				
Operations Manager	1	1	1	1
Registrar / Attendance / Compliance	1	1	2	2
Academic Accountibility/Assessments/Testing/ Career Prep Data Collectior	1	1	1	1
Special Education Registrar / Compliance	1	1	1	1
Community Engagement Specialist	1	1	1	1
Social Worker	1	1	1	1
Asst Operations Specialist, Receptionist, Grants Coordination	1	1	1	1

Average annual teacher/instructional staff salaries are budgeted at between $41,000 and $45,000 depending on experience and licensure. In addition to annual cost of living increases of 2.5% in instructional staff salaries, the budget also includes an annual bonus pool of 5% that would be awarded directly based on annual teacher evaluations. Stipends and contract/temp labor for substitute teachers are included in this category.

- ***ESP-provided Teacher Curriculum and Materials:*** Teachers will receive the complete set of ESP-provided curriculum and materials that students receive. Teachers also have online accounts within the ESP-provided Learning Management System (LMS) / Online School (OLS) to access a complete set of curricula, student information system data, test preparation tools, and all other reporting tools.
- ***Other Instructional Materials & Supplies:*** Teachers are allocated resources for the purchase of personal instructional materials and ESP instructional materials (paper, pens, printer ink, other general office supplies and instructional materials).
- ***Teacher Laptops:*** Each teacher/instructional staff are provided a laptop computer and printer.
- ***Conferences, Teacher Training, and Professional Development:*** The budget provides resources for conferences, teacher training, and professional development, including costs of sites, meals, travel/mileage, and lodging.
- ***Other Teacher Instructional Costs*****:** In addition to the categories above, resources are provided for teacher travel, phone, printing and mailing, and Internet Service Provider (ISP) reimbursements.

Instruction – Student-related Expenses
Assessments, Proctored Exams, and Test Administration: These expenses cover growth testing, ongoing formative assessments, unit tests, end of course testing, and state testing. Resources are budgeted for student testing, including facilities rentals, proctors, travel, and any other state/authorizer-specific testing requirements.

Also includes ESP-provided information technology infrastructure requirements, and testing computers, and applicable software included under ***K12 Charges – Other.***

ESP-provided Curriculum Delivery, Computer, Peripherals, & Software: The proposed ESP sends every student curriculum and materials associated with their courses. Every student will be provided a full set of curriculum and access to the applicable Online School (OLS) account. The proposed ESP offers innovative curriculum and corresponding materials to support academic performance. In addition, the proposed ESP provides instructional tools, including textbooks and supplies, to students to help ensure they have the materials needed for success.

Accommodations will be made for students in need of computers, via eligibility for Free or Reduced Price Meals or otherwise. Those students will be issued a computer and a printer. ESP-provided Student Computer Services include:

- Hardware and software management, including licensing, testing, imaging, and web filtering software.
- Equipment logistics, including shipping and handling charges.

- Family technical support, including toll-free call center support for any technical issues, as well as free replacement services when issues are not able to be resolved.

The School will establish a process for families that are not Free or Reduced Price lunch eligible but still in need of a computer, and peripherals to make a request to the School administrative team. The School will ensure access is available for all students.

All of these costs are reflected in the Curriculum Delivery, Instructional Materials, and Computers, Peripherals, and Software line items. Shipping and handling charges for these materials is also included in these cost line items

Student/Family Internet Service Provider Reimbursements: Projections include Internet service reimbursement for students eligible for Free or Reduced Price lunch. Reimbursements will be based on a set rate per month. For students residing in West Virginia rural areas where Internet access is not available or not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students with available technology.

Student and Family Services

Special Education Contract-Related Services: The budget was developed based on historical trends of special education services that would be required for WVVA students and is based on a 15% projected special education population.

Related Services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Specific student related service needs are defined as part of the annual student Individualized Education Program (IEP) team meeting.

Related Services required in a student's IEP will either be provided by a licensed therapist or individual employed by or contracted by the School, ensuring that appropriate licensure and background checks are completed. Therapy may be delivered in-home, virtually, or face-to-face. Examples of services would include but not be limited to physical therapy, speech, and occupational therapy.

School Events/Field Trips: WVVA will offer various school events throughout each school year. The amounts budgeted for expenses related to these events are based on projected costs.

School Administration and Governance

Education / Administrative Services Fees are fees charged by the proposed ESP for the administrative staff such as the Head of School, Operations Manager, Academic Administrators, etc., as well as fees for technology access and support for the online learning environment. Terms of the WVVA agreement with the proposed ESP provide for administrative services such as the administration of all business aspects and day-to-day management of the School, budgeting and financial reporting, maintenance of financial and student records, pupil recruitment, marketing, and admissions. Education / Administrative

Services Fees include:

ESP-provided School Solutions and Operations Support:
These services include:

Academic Support: Provides educational program consulting, teacher effectiveness support and intervention support services.
Special Education and Programs: Offer programs that provide direct support to students with disabilities, ELLs, 504 and Federal Title funding. Help ensure policies and procedures are followed.
Compliance Support: Support School with state and authorizer reporting, enrollment reporting/funding capture and teacher compliance tracking.
Teacher Training and Effectiveness: Develop new teacher training and ongoing professional development tools for instructional staff.

ESP-provided Other Administrative Support Services:
These services include:

Human Resources and Personnel Support: Recruit staff for administrative and instructional positions, coordinate background checks, ensure compliance, and provide payroll and employee benefit solutions.
Business Administration: Support grant and funding opportunities, assist with Federal Entitlement Programs, provide legal assistance and contract on the Board's behalf, as needed.
Budgeting and Financial Reporting: Assist with annual budget proposals, planning, forecasting, financial reports, working capital financing, treasury services, non-profit filings, and audits.
Compliance and Record Retention: Support the design of the program's financial accounting system and maintain accurate student records on behalf of the Board. Help ensure accessibility of program records to Board, auditors, and state.
Website Support: Develop, design, publish, and maintain School website and web services such as social media.

ESP-provided School-specific Support Services
(highlighted in blue in the staffing summary above)
These services include the costs of the ESP-employed non-Instructional support staff at WVVA, including salaries, benefits, and bonus.

ESP-provided Student Recruitment & Enrollment Services
These services include student lifecycle care and supports schools, students, and families throughout their education experience, including recruiting, the application process, admission, enrollment, and onboarding.

Other School Administrative and Governance Expenses:
Other administrative and governance expenses included in the budget are legal services; auditing services including the annual financial audit and preparation of IRS 990 Annual Report; the authorizer's oversight fee (1%), Board development and training; administrative travel; consulting expenses, temporary employee expenses, and membership

fees. These costs are based on historical trends and vary with factors such asenrollment, staffing, and fees charged by outside service providers and vendors.

Technology Services

These ESP-provided Technology and Reporting Support Services include:

Educational Systems: Provides the Learning Management System, Student Information System and Course Content Management System to help create a virtual classroom experience.

School Analytics and Monitoring: Maintains the backend services that provide School and student performance insights and analytics. Schools receive access to insights through customized Student Academic Trackers and School Dashboards.

Technology Support: Provide students, staff, and teachers with technology support (e.g., through phone, messaging, or web-based support), as well as onsite support for administration. Technology services also include setup and training staff on systems, providing onsite and telephone support, software installation, and computer purchasing and setup.

Reporting and Records: Supports maintenance and reporting of student and School records, including annual sponsor reports, School reports, and state funding reports, as well as student academic performance, attendance, and progress reports. Data security, confidentiality, and compliance is applied to reporting and record maintenance.

Backend Intelligence: Host Schools' data centers and provide 24/7 monitoring and security

Facilities/Insurance/Other

Facilities

The lease assumptions are based on the preferred School administrative office location, which is 5,171 square feet at a cost of $15 per square foot. Included in the budget are facilities' rent and maintenance costs. These costs are based onhistorical trends with a growth rate of 3% per year.

General Liability and Other Insurance

Included in the budget are insurance costs for the School. This includes general liability, workers' compensation, property, indemnity, automotive, as well as other insurance coverages deemed necessary for the Board and WVVA. The budget is based on historical trends with a rate increase of 3% per year.

Other facilities costs included in the budget are telephone, Internet, conference calling, copier and fax leases, postage and shipping, office supplies and equipment, computer equipment, and bank fees, and business licenses, memberships/dues. These costs are based on historical trends and vary based on student enrollment and staffing.

Balanced Budget and Balanced Budget Credits

A balanced budget will be achieved each year. According to the terms of the proposed EPSA between the proposed ESP and the WVVA Board, the proposed ESP will issue credits against its charges to ensure that the School does not end a year with a negative net asset balance -- a "Balanced Budget Credit." This financial guarantee is not a loan, nor is it

included in reportable liabilities of the WVVA Board.

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.

Please see **Appendix N**.

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 disabilities and English as a Second Language learners, and having a strong academic program and student outcomes.

Please see **Appendix O**.

ESP-Managed schools ONLY

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

The Board will work with the proposed ESP to develop a Contingency Plan for risks and opportunities. The proposed ESP will recommend, assess, and communicate the adequacy and risks of the Contingency Plan ultimately chosen and mutually agreed upon.

While the Board assumes ultimate responsibility for the financial viability of the School, the proposed ESP supports the Board in development of annual budgets and monthly forecasts, management of funding capture and revenue assurance, cost control, working capital and cash flow. The proposed ESP will work closely with School leadership and the Board to report and highlight potential School financial viability issues, risks, and opportunities to allow the Board to react and take action.

During the annual student pre-registration process, actual enrollments and projections are closely monitored in conjunction with teacher ratios to mitigate over-hired situations. In the event of lower student enrollments or higher withdrawals versus those planned, instructional staff would be scaled appropriately. In response to cash flow challenges, if the cash receipts of WVVA available from time to time would be insufficient to cover payment of expenses on a timely basis, the proposed ESP will advance to the School such amounts necessary to allow payment of such expenses on a timely basis.

Per the EPSA with the proposed ESP, while it will be the goal of the Board to achieve a balanced budget each year, the proposed ESP will be last in the priority of payments for its

educational and technology services, and, when the School's budget cannot support the standard rates outlined in the EPSA, the proposed ESP will issue credits against its charges to ensure the school does not end the year with a negative net asset balance: a "Balanced Budget Credit." This financial guarantee is not a loan or reportable liability of the Board.

Closure Process

Respond to the following questions regarding the actions that the school agrees to take in the event that the school relinquishes its charter, has its charter revoked, or is non-renewed.

See below for a full response to the closure process.

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 postclosure. 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**

If WVVA's charter is terminated by WVDE or voluntarily surrendered by the School, a clear and purposeful closure plan will be initiated to ensure appropriate and timely actions are taken pursuant to W. Va. 126CSR, Policy 3300 to follow the process below and as further outlined in the appropriate section(s) of the charter contract agreement (**Appendix L**). As indicated in W. Va. Code §18-5G-10 (h)(i), should the School close for any reason, "the authorizer shall oversee and work with the closing school to ensure a smooth and orderly closure and transition for students and parents, as guided by the closure protocol established by the state board...". WVVA will provide written notice within 10 days of the decision to the following, as appropriate: authorizer, the State Charter School Board, the state board, school employees, parents of students enrolled at the School, the School's creditors, the School's leaseholders, the School's bond issuers, and other entities which may have claim to the School's assets. Furthermore, WVVA will notify the school district where the office is located, as well as other charter schools located within the school district. The notice will include the proposed date of closure, the defined plan to assist students to identify and transition into a new school, and the primary contact information for the School during the transition.

WVVA will assist students and families in the identification of locating a new school for each student by providing a comprehensive list of all schools and contact information within the state and their local community. The list will be inclusive of all public schools including charter schools within the state. Also, an employee within the School's administrative office will be identified as the primary contact for questions. A specific record request email will be created and disseminated to families and schools to request student records. In addition, the record request process and email address will be prominently posted on the School's website homepage. FERPA regulations will be adhered to and followed and only guardians, schools with verified enrollment, or parties identified on a guardian signed release of records will have records delivered. Finally, all WVVA students will be monitored to their next school of enrollment through the end of the closure term, as determined by the School Board.

Further, within the first 10 days of the decision to close the School, WVVA will identify a custodian for the maintenance, protection, and proper retention of student files and school business records. In addition, operations will continue throughout the closing, including standard hours of office operations, standard hours of telephone service, telephone voice messaging containing the hours of operation, and a designated employee to address questions during business hours.

WVVA and the Board will maintain insurance coverage before, during, and for 60 days following the closure to minimize risk. Further, the School will complete all fiscal requirements, including financial audits, for the funds received and expended by the School, as well as any other state board procedure defined by state rule. Full transparency of all closure activities and items will be shared with the authorizer who will ultimately oversee the closing of the School, including a detailed and defined budget, which will be explained within the business plan.

Employees will be provided a list of open job opportunities within the state and across various school districts and charter schools where they reside. Further, employees will be given a detailed plan including the end of the year expectations to address student needs, as well as a detailed timeline for their last day of employment. A human resource contact will be identified to

address any personnel questions throughout the closure and for an extended period following closure.

Upon closing, the School will return all assets remaining and clearly label these reserves in the budget, following all liabilities and obligations are met and closed. Further, the School will comply with all state and federal reporting requirements, as well as submit all reports, both state and federal, as required by the authorizer or state board.

Virtual Charter Schools

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.

Each K-12 student who is eligible for free and reduced-price meals will be eligible for a loaned laptop computer and printer/scanner and headset for the duration of their enrollment in the School. Families that are not eligible for free and reduced-price meals are expected to provide their own computer, printer, basic software (generally software that is included on computers or is offered as a free download). However, the School will establish a process for families that are not free and reduced-price eligible but still in need of a computer and peripherals to make a request to the School administrative team. The School will ensure access is available for all students.

WVVA will establish a rate to assist families eligible for free and reduced – price meals with the coast of their Internet service in their homes. For students residing in rural areas of the state where Internet access is not available or is not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students regardless of their location and will use all available technology, including wireless or satellite where needed. The School will establish a process for families that are not free and reduced-price meals eligible but still in need of Internet access to make a request to the School's administrative team. All students may also access the School's web-based curriculum via local publicly available Internet such as in public libraries to supplement their home access.

Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year. Based on their national experience, the proposed ESP has informed the School’s Board that the School can project that 74% of WVVA students will request and receive loaned computers and peripherals and Internet service assistance. These expenses have been factored into the School’s budget. Based on the proposed ESP’s experience, the eligibility rate is higher than the request rate.

Technology Specifications

Each family is required to have a computer system that meets the minimum specifications necessary to access the LMS (https://www.help.k12.com/s/article/K12-Computer-Technical-Requirements). Household and consumable items are occasionally needed to complete a lesson. A suggested school supply list (including printer cartridges) is provided by the teacher at the beginning of the school year. Additionally, some elective high school courses have specific hardware/software requirements which are referenced in the high school course

catalog. Families must also have Internet access in order that their students can participate in WVVA. It is highly recommended that a broadband or satellite connection be used.

Loaned computers will be delivered to students with software pre-loaded. The specifications for loaned computers and peripherals and software currently provided to eligible families are:

Laptop Model: HP 255 G7 or equivalent

- Speed: AMD A4-9125 APU dual core (Clock speed 2.3 GHz, Turbo speed 2.6 GHz)
- RAM: 8 GB
- Disk space (hard drive): 256 GB Solid State
- Screen Size
    - Laptop screen: 15.6-inch
- Audio: High Definition sound card
- Modem: Ethernet port and Nic card (wi-fi)
- Ports: (2) USB 3.0, (1) USB 2.0, (1) HDMI
- Peripherals
    - USB Headset Microphone
    - Ethernet cord
    - A/C Power Adapter (2 piece brick/cord)
    - USB Mouse (3-button optical with scroll)
- Operating system
    - Windows 10 Educational
- Office Suite
    - Microsoft Office 2019
- Internet Browsers
    - Latest version of Microsoft® Edge
    - Latest version of Google Chrome
    - Latest version of Mozilla Firefox
- Other Software
    - Latest version of Java
    - Real Player®
    - VLC media player
- Anti-virus
    - McAfee® Virus Protection
- Web Filtering
    - McAfee® Endpoint Security Web Control (a web filtering software that prohibits students from going to unsafe websites)

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.

Technical Assistance

After initial enrollment is finalized, WVVA will host orientation sessions designed to give parents a variety of important school information, including navigating the program, technical support, lesson delivery, and effective communication.

WVVA teachers will also attend ongoing training including face-to-face training sessions with onsite technology employees. Training topics will be wide-ranging and include basic computer operations, usage/care, and a comprehensive introduction to their assigned equipment. Training will also include an overview of information technology policies and procedures at both the School and regional level. Refresher training will be offered periodically throughout the year at face-to-face professional development days as needed/required.

The proposed ESP will provide technical assistance for students and Learning Coaches including web- based and phone support. All technical support personnel are knowledgeable in the proposed ESP's systems use and have received training on resolving technical support problems.

Students and families can choose to access support through three separate channels 24 hours per day, 7 days per week. Information about all three channels is available via the "Customer support" portal on the proposed ESP's website (www.help.k12.com):

- *Phone*: the proposed ESP's Customer Care and Technical Support provide live support via phone and/or chat to handle technical support issues.

- *Web:* a web-based form to request support is available via the proposed ESP's Customer Support portal that guides the customer to provide all necessary information to allow a fast and accurate response. The proposed ESP responds via email or phone within 24 business hours of receiving a customer inquiry.

- *Self-help:* this web-based channel is accessed via the proposed ESP's Customer Support portal. It provides answer to frequently asked questions, video tutorials, instructional resources, software downloads, and other information on common issues.

The proposed ESP will provide technical support for ESP-issued computer equipment and software and has extensive experience and success providing this support for families in all 50 states and in more than 100 countries. If deemed necessary, the proposed ESP will replace the computer to ensure that the student has an operational computer throughout the school year. If students are using their own computer equipment, their families are responsible for the maintenance and repair of that equipment.

The proposed ESP will ask that all families contact their ISP if they are experiencing -Internet connectivity problems. If the ISP determines there is a problem with ESP-issued hardware or software, families should contact the Customer Support employees for further assistance.

If the primary or supplied computer experiences technical issues, the student has several options. The student can use another computer within their environment to access required instructional content until the primary or supplied computer is repaired since the required content is accessible using any computer that has Internet access. If there is a technology services (ISP) failure, the student can temporarily access local publicly available Internet (e.g., at a local public library) and use a computer to access the LMS and all other ESP systems required instructional content until the ISP failure is corrected.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems and Technology, Product Development, Customer Fulfillment, etc., if required.

Delivering Instruction in the Event of Impaired Equipment, Software or Connectivity
Unlike brick and mortar education models, weather events, student illnesses, etc. will not require WVVA to close. The LMS is available for WVVA students and parents/guardians to log in 7 days a week, 24 hours a day, 365 days a year. Teachers will work with students who are unable to log into the School or are experiencing a power outage to develop an alternative plan, such as utilizing a public library or other safe public location with Internet access to do their schoolwork. If they have technical issues that cannot be resolved by the parent, Learning Coach or teacher, they can contact Customer Support for assistance.

As part of good preparation, parents are requested to print their student's lesson guides two weeks in advance. These lesson guides reference the materials, activities, and lessons that students are required to complete on a daily basis. Instead of logging into the LMS in the event of system down time, alternatives are clearly explained for students to use the materials cited in the lesson guides to complete each activity and lesson. If needed, a family could request materials to be mailed to them in hard copy if they were to experience an interruption in Internet service that was likely not to be quickly resolved.

The proposed ESP has a mixture of applications in on premise data centers and in the cloud. The company vigilantly monitors their physical and cloud infrastructure for security, availability, and performance issues. Should a catastrophic natural or man-made event impact system operations at the proposed ESP's primary data center or in the cloud, operations can be quickly routed to secondary areas that are geographically separated. All LMS data is replicated in near real time to minimize any data loss or system outage should an event occur. Daily data backups are completed each evening to protect against data loss.

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.

The state required assessments will be administered in all required subjects in applicable grades on the schedule established by WVDE. Student performance will be shared with each student and their parents/guardians annually. Where possible, the School will ask for access to prior results on the state's assessments and other standardized assessments to help develop a baseline for performance measurements.

The School will attempt to ensure student participation in state required assessments through a variety of mechanisms. As part of the enrollment process, the School will make clear to parents and students that state required assessment participation is required as part of enrollment in the School. Parents will also be asked to sign an enrollment acceptance form acknowledging that enrollment includes participation in state testing. Second, a testing schedule, including state required assessments, will be made available to parents and students as part of the School calendar, which will be available on the School's website as well as in the Parent/Student

Handbook. The Handbook will also include a section on state standardized assessments and student participation in them. Finally, prior to the scheduled state required assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

School teachers and administrators will administer, and proctor state required assessments at facilities with classroom style settings (e.g., local libraries, local schools, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate) within reasonable driving distance of students' homes, maximizing student accessibility to test sites as permitted by state law and regulations and/or pursuant to the charter agreement. For online tests, the School will secure the use of computer labs at sites such as community colleges or will bring mobile computer labs with Wi-Fi hotspots to regional testing location(s). These mobile labs will consist of laptops designated for testing purposes set up and secured to meet testing security guidelines. The site locations will depend on the number of students who are subject to testing and where they live. Parents will be responsible for getting students to and from testing sites and they will have ample advance notice of when/where state tests will be administered. Students will not be permitted to take the state required tests in their homes. The School will ensure transportations options (Uber, taxi, voucher reimbursement, ride share arrangements, etc.) based on individual situations. The Head of School will review available resources and work with families to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' Individualized Education Plans (IEPs) and in accordance with all applicable state and federal laws.

The School will follow the guidelines established by the WVDE for proper test administration and security. Testing site coordinators, proctors, and other employees involved in test administration will receive training in proper test handling procedures so that testing security is not compromised. The School will ensure that all appropriate employees have knowledge of ethical testing practices and procedures and understand how to secure, administer, and handle the state required tests while in their possession.

Resources are budgeted under the student assessment account in the charter application budget for assessment costs, facilities, information technology, computers and applicable software, proctors, travel, and other state/sponsor specific testing requirements.

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.

At every grade level, it is the teacher's personal responsibility to promote the academic success of each individual student in their class. A key part of that work is ensuring – and validating – student attendance and engagement. Teachers will monitor student attendance and engagement through LMS log-ins, synchronous session participation, asynchronous course activity, assignment progress and completion, and progress in offline coursework verified by Learning

Coaches. Students will be expected to log in to the LMS daily, attend scheduled synchronous session, and complete all assigned coursework.

Although students may work at their own pace, with some students advancing to more challenging material while others spend more time working on core skills, all students will receive the same minimum number of equivalent days of instructional time per year as students attending non-charter public schools, per the requirements of W. Va. §18-5-45. More specifically, students in grades K-5 will receive at least 315 minutes of instructional time per day; students in grades 6-8 will receive at least 330 minutes of instructional time per day; and students in grades 9-12 will receive at least 345 minutes of instructional time per day.

Along with the student's teacher(s), counselors will also help to ensure student attendance and engagement. The counselors work to ensure that school-age children are attending school by investigating causes of unexcused or excessive, communicating with students and Learning Coaches, and assisting them in problem-solving. In compliance with state laws and regulations, counselors may also issue regular warnings and help to represent the School if cases go to court. The counselor supports student engagement goals by identifying and supporting severely disengaged students and uncovering the cause of excessive absenteeism.

WVVA has not yet contacted the WVDE to verify that the proposed attendance metric complies with West Virginia's state accountability plan under the Every Student Succeeds Act. However, we have reviewed the West Virginia state accountability plan and will reach out to the WVDE to ensure the attendance metric used by WVVA complies after the charter contract has been finalized.

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)).**

Please see the response to the **Special Populations and At-risk Students** section for an in-depth explanation of how WVVA will serve students with exceptionalities, including how it will satisfy IDEA requirements and ensure enrolled students receive a free, appropriate public education. That response covers identification of and screening for students with exceptionalities; special education services, supports, and accommodations; the WVVA teams that will support students with exceptionalities, including those focusing on enrollment, instruction, and related services.

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.

WVVA will create an Individual Graduation Plan for each student in grades 8-12 which complies with state requirements and includes:

- A 4-year high school course plan;
- Credit and graduation requirement checks, inclusive of course credits accrued prior to enrollment in WVVA;
- Postsecondary and career planning;
- Prior test score data;
- Any additional elements, as necessary.

Progress towards graduation will be tracked in a number of ways. WVVA will establish successive instructional cycles throughout the school year. Each instructional cycle is a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Formative assessments will be given during the instructional cycle. Throughout the instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas. Based on this analysis, students will be assigned to appropriate synchronous Class Connect sessions to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions are dependent on each students' academic needs. The entire instructional cycle (instruction, assessment, data analysis/student grouping, and student/parent communication) generally lasts 6-8 weeks with one week between cycles for teachers and academic leaders to do an even deeper dive into data. Strategically scheduled formative assessments will provide data to drive high-quality instruction in small, targeted group sessions.

Teachers/administrators will participate in weekly data meetings to review student-level performance data, as well as class trends, allowing for fluid student groupings based on individual and small group needs. These assessments are administered frequently to guide learning throughout the instructional cycle by evaluating where students are in their progress and track towards positive performance and proficiency of standards. Formative data is used for instructional, predictive, and evaluative purposes, including:

1. instructional needs of individual students
2. instructional practices and initiatives effectiveness

3. projection of whether a student, class, or school is on track to achieve proficiency benchmarks
4. aggregated data at critical points in the year
5. individual and collective student growth

WVVA's curriculum assessments employ a variety of formats, allowing students to demonstrate what they have learned using multi-modal assignments. WVVA's curriculum includes a dashboard that provides visibility to teachers on how students are performing on particular learning objectives and aligned standards. The dashboard allows teachers to respond in real-time to students' instructional needs so students can stay on track toward graduation.

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.

The Board and school leadership will work together to create a student handbook for WVVA that will enable to the School to meets the goals of its mission and vision and abide by West Virginia rules and regulations.

The rights and responsibilities of students will be clearly defined in the handbook so students know what is expected of them. Attendance policies will also be clearly stated in the handbook with appropriate enforcement measures should students show signs of disengagement or chronic absenteeism.

We have provided sample language – please see **Appendix P**, Student Engagement Policy – that the Board has contemplated to address how student engagement in instructional activities will be enforced.

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.

The Board will work with school leaders and the proposed ESP to draft and adopt a student handbook to fit the specific needs of the School and align with West Virginia rules and regulations. The final and adopted student handbook will include language detailing how students shall become subject to certain consequences if both of 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.

The governing Board feels confident that it will have ample time to craft and approve such policies well ahead of the School's planned opening in the fall of 2022. A sample policy – **Appendix P**, Student Engagement Policy, is attached to this application.

9. Explain the requirements for teacher responsiveness. Include expectations and consequences for appropriate teacher responsiveness in the virtual charter school's personnel policy handbook.

The Board will work with school leadership and the proposed ESP to draft and adopt a comprehensive personnel policy handbook during the planning year prior to the school opening the fall of 2022. Full-time employees will be expected to be available to students, Learning Coaches, administration, and other employees a total of eight hours per workday during typical working hours (7:30am – 5:00pm). Further, employees will be expected to make early and frequent contact with students, reaching out directly if a student fails to respond. Teacher-graded assignments should be scored and returned within three business days of the submission. All student and parent/guardian questions should be responded to within one school day or less. A sample excerpt to be included in the future Employee Handbook which addresses teacher responsiveness is included in **Appendix Q**, Teacher Responsiveness Policy.

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 ow 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.

Appendices

Appendix A. School Directory

West Virginia Virtual Academy

Region	State	School Name	Date Authorized	Date of last High Stakes Review/Renewal and Result	School Website	School Board Chair	Board Chair Contact Information	Name of School's Authorizer	Authorizer Contact Information	Authorizer Report Card/Framework/Academic Review Report
Central	AL	Alabama Destinations Career Academy (ALDCA)	7/1/2019	7/1/2019. Renewed until 6/30/2024	https://aldca.k12.com/	Elizabeth Grizzle, President	egrizzle@chickasawschools.com	City of Chickasaw Board of Education	251-452-2256	AL State Report Card- https://reportcard.alsde.edu/Alsde/SelectSchool
Central	AL	Alabama Virtual Academy at Eufaula City (ALVA)	7/1/2015	7/1/2015. Renewed until 6/30/2027	https://alva.k12.com/	Richard Wingate, President	richard.wingate@ecsk12.org	Eufaula City Board of Education	(334) 687-1100	AL State Report Card- https://reportcard.alsde.edu/Alsde/SelectSchool
Central	AR	Arkansas Virtual Academy (ARVA)	7/1/2007	7/1/2012. Renewed until 6/30/2025	https://arva.k12.com/	Gary McHenry, Chariman	arvachair@att.net	Arkansas Department of Education	501-682-4475	AR State Report Card- https://myschoolinfo.arkansas.gov/SRC/30/6043700
Western	AZ	Arizona Virtual Academy (AZVA)	7/1/2003	7/1/2010. Renewed until 6/30/2030	https://azva.k12.com/	Dr. Celestino Fernandez, President	celestino@arizona.edu	Arizona State Board for Charter Schools	602-364-3080	AZ State Report Card- https://azreportcards.azed.gov/Home, Arizona State Board for Charter Schools Performance Website https://online.asbcs.az.gov/schools/performance
Western	AZ	Insight Academy of Arizona (ISAZ)	7/1/2003	7/1/2010. Renewed until 6/30/2030	https://insightaz.k12.com/	Dr. Celestino Fernandez, President	celestino@arizona.edu	Arizona State Board for Charter Schools	602-364-3080	AZ State Report Card- https://azreportcards.azed.gov/Home, Arizona State Board for Charter Schools Performance Website https://online.asbcs.az.gov/schools/performance
Western	AZ	Miami Virtual Program - Arizona (MVPAZ)	9/10/2020	9/10/2020. First contract to expire in 6/30/2022	https://mvpaz.k12.com/	Paul Licano, President	602 361-0014	Miami Unified School District #40	928-425-3271	AZ State Report Card- https://azreportcards.azed.gov/Home, Arizona State Board for Charter Schools Performance Website https://online.asbcs.az.gov/schools/performance
Western	CA	California Virtual Academy @ Fresno (CAVA@Fresno)	7/1/2013	7/1/2019. Renewed until 6/30/2022	https://cava.k12.com/	Danny Davis, President	805-581-0202	Orange Center Elementary School District	559-237-0437	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	California Virtual Academy @ Kings (CAVA@Kings)	7/1/2006	7/1/2019. Renewed until 6/30/2025	https://cava.k12.com/	Anastasia Alavezos	805-581-0202	Armona Union Elementary School District	559-583-5000	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	California Virtual Academy @ Los Angeles (CAVA@LA)	7/1/2006	7/1/2019. Renewed until 6/30/2023	https://cava.k12.com/	Frank Wilson, CFO	805-581-0202	West Covina Unified School District	626-939-4600	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	California Virtual Academy @ Maricopa (CAVA@Maricopa)	7/1/2013	7/1/2019. Renewed until 6/30/2022	https://cava.k12.com/	Kelly Fellows, President	805-581-0202	Maricopa Unified School District	520-568-5100	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	California Virtual Academy @ San Diego (CAVA@San Diego)	7/1/2002	7/1/2019. Renewed until 6/30/2022	https://cava.k12.com/	Jack Creedon, President	805-581-0202	Spencer Valley Elementary School District	760-765-0336	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	California Virtual Academy @ San Joaquin (CAVA@San Joaquin)	7/1/2009	7/1/2019. Renewed until 6/30/2022	https://cava.k12.com/	Bobby Galvez, President	805-581-0202	New Jerusalem Elementary School District	209-830-6363	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	California Virtual Academy @ San Mateo (CAVA@San Mateo)	7/1/2006	7/1/2019. Renewed until 6/30/2026	https://cava.k12.com/	Rose, Liu, President	805-581-0202	Jefferson Elementary School District	650-991-1000	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	California Virtual Academy @ Sonoma (CAVA@Sonoma)	7/1/2004	7/1/2019. Renewed until 6/30/2025	https://cava.k12.com/	Murray Bass, President	805-581-0202	Liberty Elementary School District	707-795-4380	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	California Virtual Academy @ Sutter (CAVA@Sutter)	7/1/2006	7/1/2019. Renewed until 6/30/2023	https://cava.k12.com/	April Ashton, President	805-581-0202	Meridian Elementary School District (used to be with Nuestro School District)	530-696-2604	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	Insight @ San Diego (ISSD)	7/1/2014	7/1/2019. Renewed until 6/30/2025	https://ca.insightschools.net/	Jack Creedon, Community Membr, President	jfcreedon1@gmail.com	Spencer Valley School District	760-765-0336	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	Insight @ San Joaquin (ISSJ)	7/1/2015	7/1/2019. Renewed until 6/30/2025	https://ca.insightschools.net/	Laurie Fracolli, Distric Representative	lfracolli@njes.org	New Jerusalem Elementary School District	209-830-6363	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	Insight School of California) (ISCA)	7/1/2014	7/1/2019. Renewed until 6/30/2022	https://ca.insightschools.net/	Kelly Fellows, President	805-581-0202	Maricopa School District	(520) 568-5100	CA State Report Card- https://www.caschooldashboard.org/
Western	CA	iQ Academy California—Los Angeles (IQLA)	7/1/2010	7/1/2019. Renewed until 6/30/2023	https://losangeles.iqacademy.com/	Dr. Julie Mendoza	805-581-0202	Rowland Unified School District	626-965-2541	CA State Report Card- https://www.caschooldashboard.org/
Western	CO	Colorado Preparatory Academy (CPOA)	7/1/2013	7/1/2014 Renewed until 6/30/2025	https://cpa.k12.com/	Marie Lavere-Wright, President	marie@edreenvisioned.org	N/A	N/A	CO State Report Card- http://www.cde.state.co.us/schoolview/performance
Western	CO	Destinations Career Academy of Colorado (CODCA)	7/1/2016	7/1/2013. Renewed until 6/30/2021	https://codca.k12.com/	Shawn Ehnes, Superintendent	ehnes@julesburg.org	N/A	N/A	CO State Report Card- http://www.cde.state.co.us/schoolview/performance
Western	CO	Pike's Peak Online School (PPOS)	7/1/2013	7/1/2014 Renewed until 6/30/2025	https://ppos.k12.com/	Marie Lavere-Wright, President	marie@edreenvisioned.org	N/A	N/A	CO State Report Card- http://www.cde.state.co.us/schoolview/performance
Eastern	DC	Friendship Public Charter School Online (FPCS)	7/1/2005	7/1/2015. Renewed until 6/20/2022	https://fpcso.k12.com/	Donald Hense, Chairman	dhense@friendshipschools.org	D.C. Public Charter School Board	(202) 328-2660	DC State Report Card- https://dcschoolreportcard.org/, Friendship PCS- Online Quality School Report https://dcpcsb.org/friendship-pcs-online-academy
Eastern	FL	Digital Academy of Florida (DAOF)	7/1/2019	7/1/2019. Renewed until 6/30/2024	https://daof.k12.com/	Stephanie Busin, Chairman	district4@hendry-schools.net	Hendry County District Schools	863-674-4642	FL State Report Card- https://edudata.fldoe.org/index.html, Friendship PCS-Online Quality School Report https://dcpcsb.org/friendship-pcs-online-academy
Eastern	FL	Florida Cyber Charter Academy at Clay County (FLCCA@Clay)	7/1/2014	7/1/2014. Renewed until 6/30/2024	https://flcca.k12.com/	Larry Williams, Chairman	larry@larrywilliamsconsulting.com	School Board of Clay County	(904) 284-6500	FL State Report Card- https://edudata.fldoe.org/index.html
Eastern	FL	Florida Cyber Charter Academy at Duval County (FLCCA@Duval)	7/1/2013	6/20/21. Renewed until 6/30/2023	https://flcca.k12.com/	Larry E. Williams	larry@larrywilliamsconsulting.com	School Board of Duval County	(904) 390-2000	FL State Report Card- https://edudata.fldoe.org/index.html
Eastern	FL	Florida Cycber Charter Academy at Osceola County (FLCCA@Osceola)	7/1/2012	Authorizer approved charter renewal for three years on 4/6/21. Renewed until 6/30/2024.	https://flcca.k12.com/	Chris Calabucci, Chairman	ccalabucci@gmail.com	School Board of Osceola County	(407) 870-4600	FL State Report Card- https://edudata.fldoe.org/index.html
Central	IA	Iowa Virtual Academy (IAVA)	7/1/2012	7/19/17. Term expires 6/30/2027	https://iava.k12.com/	John Heying, President	johnheying@claytonridge.k12.ia.us	N/A	N/A	Iowa School Performance Profiles- https://www.iaschoolperformance.gov/ECP/Home/Index

West Virginia Virtual Academy

Western	ID	Idaho Technical Career Academy (ITCA)	7/1/2014	Charter renewed in early 2017 through 6/30/2022	https://itca.k12.com/	Kerry Wysocki, Chairman	kwysocki@idtca.org	Idaho Public Charter School Commission	208-332-1561	Idaho School Finder- https://idahoschools.org/, Idaho Public Charter School Commission Performance Framework- https://chartercommission.idaho.gov/schools/idaho-virtual-academy/
Western	ID	Idaho Virtual Academy (IDVA)	7/1/2002	Contract auto-renewed on July 1, 2017 for additional 5 years through 6/30/2023	https://idva.k12.com/	Bjorn Handeen, Chairman	bjorn.handeen@gmail.com	Idaho Public Charter School Commission	208-332-1561	Idaho School Finder- https://idahoschools.org/, Idaho Public Charter School Commission Performance Framework- https://chartercommission.idaho.gov/schools/idaho-virtual-academy/
Western	ID	Insight School of Idaho (ISID)	7/1/2002	Contract auto-renewed on July 1, 2017 for additional 5 years through 6/30/2023	https://idva.k12.com/	Bjorn Handeen, Chairman	bjorn.handeen@gmail.com	Idaho Public Charter School Commission	208-332-1561	Idaho School Finder- https://idahoschools.org/, Idaho Public Charter School Commission Performance Framework- https://chartercommission.idaho.gov/schools/idaho-virtual-academy/
Eastern	IN	Gary Digital Academy	8/1/2018	8/1/2018. Closed 6/30/2020	GDA.K12.com	N/A	N/A	N/A	N/A	INview Indiana- https://inview.doe.in.gov/
Eastern	IN	Hoosier Academy @ Indianapolis (Hoosier-Ind)	7/1/2008	2/26/2020. Ball State extended charter for 2 years through 6/30/2022	https://ha.k12.com/	Jayme Short-DeLeon, President	jshortde@gmail.com	Ball State University	765-285-1336	INview Indiana- https://inview.doe.in.gov/
Eastern	IN	Indiana Digital Learning School (IDLS)	7/1/2017	2/10/2019. Renewed through 6/30/2029	https://indls.k12.com/	Christina Ogden, President	christiemogden@gmail.com	N/A	N/A	INview Indiana- https://inview.doe.in.gov/
Eastern	IN	Indiana Gateway Digital Academy (INGDA)	7/1/2020	7/1/2020. Contract through 6/30/2023.	https://ingda.k12.com/	Bill Wilson, President	bwilson@clarksvilleschools.org	N/A	N/A	INview Indiana- https://inview.doe.in.gov/
Eastern	IN	Insight School of Indiana (ISIN)	7/1/2008	2/26/2020. Ball State extended charter for 2 years through 6/30/2022	https://in.insightschools.net/	Jayme Short-DeLeon, President	jshortde@gmail.com	Ball State University	765-285-1336	INview Indiana- https://inview.doe.in.gov/
Central	KS	Insight School of Kansas (ISKS)	7/1/2008	7/1/2012. Renewed until 6/30/2029	https://insightks.k12.com/	Wayne Burke, Superintendent	burke@usd230.org	N/A	N/A	Kansas Building Report Card- https://ksreportcard.ksde.org/
Central	KS	Kansas Virtual Academy (KSVA)	7/1/2008	7/1/2012. Renewed until 6/30/2029	https://ksva.k12.com/	Wayne Burke, Superintendent	burke@usd230.org	N/A	N/A	Kansas Building Report Card- https://ksreportcard.ksde.org/
Central	LA	Louisiana Virtual Charter Academy (LAVA)	7/1/2011	7/1/2011. Renewed through 6/30/2022	https://lavca.k12.com/	Judge Curtis Calloway, Chairman	c.calloway@cox.net	Louisiana Board of Elementary and Secondary Education	225-342-5840	Louisiana School Finder-https://louisianaschools.com/, Charter School Performance Compact- https://www.louisianabelieves.com/resources/library/charter-schools
Eastern	ME	Maine Virtual Academy (MEVA)	7/1/2015	Charter renewed June 9, 2020 for 5 years through 6/30/25 and EPSA is automatically renewed coterminus with new Charter Term, 6/30/25.	https://meva.k12.com/	Amy Carlisle, Chairman	amycarlisle15@gmail.com	Maine State Charter School Commission	207-624-6729	Maine ESSA Dashboard- https://www.maine.gov/doe/dashboard, Maine Annual Monitoring Reports- https://www.maine.gov/csc/reports/annual-monitoring
Eastern	MI	Highpoint Virtual Academy of Michigan (HVAM)	7/1/2016	Term auto-renewed for 5 years (June 30, 2021 through June 30, 2026- coextensive with Charter renewal)	https://hvam.k12.com/	Paul Osborne, President	paulo@acegroup.cc	Mesick Consolidated Public Schools	231-885-2727	Parent Dashboard- https://www.mischooldata.org/parentdashboard/ MI School Grades- https://www.mischooldata.org/SchoolGrades/SchoolGrades.aspx
Eastern	MI	Insight School of Michigan (ISMI)	7/1//2014	7/1/2019. Renewed until 6/30/2024.	https://mi.insightschools.net/	Brandon Brice, President	bbrice06@hotmail.com	Central Michigan University	989-774-2100	Parent Dashboard- https://www.mischooldata.org/parentdashboard/ MI School Grades- https://www.mischooldata.org/SchoolGrades/SchoolGrades.aspx
Eastern	MI	Michigan Great Lakes Virtual Academy (MGLVA)	7/1/2013	Charter and EPSA signed June 2018 through 6/30/2023	https://mglva.k12.com/	David Ohman, President	dohman42@gmail.com	Manistee Area Public School District	231-723-3521	Parent Dashboard- https://www.mischooldata.org/parentdashboard/ MI School Grades- https://www.mischooldata.org/SchoolGrades/SchoolGrades.aspx
Eastern	MI	Michigan Virtual Charter Academy (MVCA)	7/1/2010	EPSA executed March 27,2019 through 6/30/2024	https://mvca.k12.com/	Marva Foster, President	marvfoster@sbcglobal.net	Hazel Park School District	248-658-5200	Parent Dashboard- https://www.mischooldata.org/parentdashboard/ MI School Grades- https://www.mischooldata.org/SchoolGrades/SchoolGrades.aspx
Central	MN	Insight School of Minnesota (ISMN)	7/1/2008	Autorenewed on 7/1/2020 through 6/30/2023	https://mn.insightschools.net/	Cheryl Jeckorek, Chairman	cjechorek@bccs286.org	N/A	N/A	Minnesota Report Card- https://rc.education.mn.gov/#mySchool/p--3
Central	MN	iQ Academy Minnesota (IQMN)	7/1/2008	EPSA auto-renewed 6/30/18 for 5 years to 6/30/2023	https://mn.iqacademy.com/	Jeff Drake, Superintendent	jdrake@fergusotters.org	N/A	N/A	Minnesota Report Card- https://rc.education.mn.gov/#mySchool/p--3
Central	MN	Minnesota Virtual Academy (MNVA)	7/1/2008	Renewed on 7/1/2019 through 6/30/2029	https://mnva.k12.com/	Tom Stilin, Chairman	tom.stilin@hps294.us	N/A	N/A	Minnesota Report Card- https://rc.education.mn.gov/#mySchool/p--3
Central	MO	Missouri Virtual Academy (MOVA)	7/1/2019	Initially renewed on 7/1/2019 through 6/30/2022	https://mova.k12.com/	Bob Gearhart, President	gearhartr@grandviewr2.org	N/A	N/A	School does not currently receives a framework.
Eastern	NC	North Carolina Virtual Academy (NCVA)	7/1/2015	The Session Law extended the Pilot from 2019 until 2023. Letter received from State confirming extension through 2023	https://ncva.k12.com/	Chris Withrow, Executive Director	919-346-0121	North Carolina State Board of education	919-807-3401	North Carolina School Report Card- https://ncreports.ondemand.sas.com/src/, NC Charter School Performance Framework- https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/performance/performance-framework
Western	NM	Destinations Career Academy of New Mexico	7/1/2020	7/1/2020. Renewed until 6/30/2026	https://nmdca.k12.com/	Charles Long, President	877-706-8543	Gallup-McKinley School District	(505) 722-7711	NM Vistas Accountability System- https://newmexicoschools.com/, New Mexico Charter Performance Framework- https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/PEC-Charter-Performance-Review-and-Accountability-System-2019.pdf
Western	NV	Nevada Virtual Academy (NVVA)	7/1/2007	Amendment to renew thru FY25 executed Dec.17 2019.	https://nvva.k12.com/	Samantha Morris, President	samanthaamorris@gmail.com	Nevada State Public Charter School Authority (authority used to be Nevada State Board of Education)	775-687-9174	Nevada Accountability Portal- http://nevadareportcard.nv.gov/DI/, NV Charter School Performance Framework- https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/200304-Charter-School-Performance-Framework-Guidance-FINAL.pdf
Eastern	OH	Ohio Digital Learning School (ODLS)	7/1/2019	New 2019-2020.Amendment to Charter 4.2020	https://odls.k12.com/	Jennifer Wise, President	jennwise@enchantedessence.net	Ohio Council of Community Schools	419-720-5200	Ohio School Report Cards- https://reportcard.education.ohio.gov/
Eastern	OH	Ohio Virtual Academy (OHVA)	7/1/2007	7/1/2017. Renewed until 6/20/2025	https://ohva.k12.com/	Matt Norton, President	mnorton@mcdonald-partners.com	Ohio Council of Community Schools	419-720-5200	Ohio School Report Cards- https://reportcard.education.ohio.gov/
Central	OK	Insight School of Oklahoma (ISOK)	7/1/2014	9/16/2020. Renewed through 6/30/2024	https://ok.insightschools.net/	Dr. Rebecca Wilkinson, Executive Director	rebecca.wilkinson@svcsb.ok.gov	Oklahoma Statewide Virtual School Board	405-522-3240	Oklahoma School Report Cards- https://oklaschools.com/, OK Annual Charter School Report- https://sde.ok.gov/sites/default/files/2019%20Charter%20Report%20Final.pdf
Central	OK	Oklahoma Virtual Charter Academy (OKVA)	7/1/2014	7/1/2014. Renewed until 6/30/2023	https://ovca.k12.com/	Dr. Rebecca Wilkinson, Executive Director	rebecca.wilkinson@svcsb.ok.gov	Oklahoma Statewide Virtual School Board	405-522-3240	Oklahoma School Report Cards- https://oklaschools.com/, OK Annual Charter School Report- https://sde.ok.gov/sites/default/files/2019%20Charter%20Report%20Final.pdf
Western	OR	Cascade Virtual Academy (CVA)	7/1/2018	6/30/2018 auto-renewed through 6/30/2025 since no notice	https://cva.k12.com/	Chet R. Edwards, Chairman	chetedwards5@gmail.com	Mitchell School District	541-462-3311	OR School Profiles- https://www.ode.state.or.us/data/reportcard/reports.aspx
Western	OR	Destinations Career Academy of Oregon (ORDCA)	7/1/2018	6/30/2018 auto-renewed through 6/30/2025 since no notice	https://ordca.k12.com/	Chet R. Edwards, Chairman	chetedwards5@gmail.com	Mitchell School District	541-462-3311	OR School Profiles- https://www.ode.state.or.us/data/reportcard/reports.aspx
Western	OR	Insight Oregon - Painted Hills (ISOR-PH)	7/1/2015	6/30/2018 auto-renewed through 6/30/2025 since no notice	https://or-ph.insightschools.net/	Chet R. Edwards, Chairman	chetedwards5@gmail.com	Mitchell School District	541-462-3311	OR School Profiles- https://www.ode.state.or.us/data/reportcard/reports.aspx
Eastern	PA	Insight PA Cyber Charter School (ISPA)	7/1/2017	6/30/2019 auto-renewed through 6/30/2023	https://insightpa.k12.com/	Michael Adler, President	madler9000@yahoo.com	PA Department of Education	717-783-6788	PA Future Ready PA Index- https://futurereadypa.org/

Eastern	PA	Passport Academy Charter School (PACS)	7/1/2013	7/1/2018. Renewed until 6/30/2024	https://pacs.k12.com/	Ms. Peggy Harris, President	pbenz99@yahoo.com	Pittsburgh Public School Board	412-529-4357	PA Future Ready PA Index- https://futurereadypa.org/
Eastern	SC	Cyber Academy of South Carolina (CASC)	7/1/2013	8/1/2012. Renewed until 6/30/2023	https://casc.k12.com/	Jennifer Hincapie, Chairman	JHincapie@furmanco.com	The Charter Institute at Erskine	803-849-2464	SC Report Card- https://screportcards.ed.sc.gov/
Eastern	SC	South Carolina Virtual Charter School (SCVCS)	7/1/2008	7/1/2013. Renewed until 6/30/2023	https://scvcs.k12.com/	Courtney Suber, Chairman	803-253-6222	The Charter Institute at Erskine	803-849-2464	SC Report Card- https://screportcards.ed.sc.gov/
Central	TN	Tennessee Virtual Academy (TNVA)	7/1/2011	Execution draft signed by K12 Virtual but not yet for Union County to extend on same terms through 6/30/2022.	https://tnva.k12.com/	David Coppock,Chairman	coppockd@ucps.org	Union County	865-992-5466	Tennessee Report Card- https://reportcard.tnk12.gov/, TN Charter School Performance Framework- https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-sbe-meetings/may-31%2c-2019-sbe-meeting/5-31-19%20III%20J%20Charter%20School%20Performance%20Framework%20Attachment%20Clean%20Copy.pdf
Central	TX	Lone Star Online Academy (LSOA)	7/1/2020	7/1/2020, Renewed through 6/20/2022	https://lsoa.k12.com/	Cheyenne Smith, President		N/A	N/A	TX School Report Cards- https://rptsvr1.tea.texas.gov/perfreport/src/2019/campus.srch.html
Central	TX	Texas Online Preparatory School (TOPS)	7/1/2013	7/1/2018, Renewed through 7/1/2022	https://tops.k12.com/	Rissie Owens, President	888-263-6497	N/A	N/A	TX School Report Cards- https://rptsvr1.tea.texas.gov/perfreport/src/2019/campus.srch.html
Central	TX	Texas Virtual Academy at Hallsville (TVAH)	7/1/2018	7/1/2018, Renewed through 6/30/2030	https://tvah.k12.com/	Jay Nelson, President	844-401-0680	N/A	N/A	TX School Report Cards- https://rptsvr1.tea.texas.gov/perfreport/src/2019/campus.srch.html
Western	UT	Utah Virtual Academy (UTVA)	7/1/2007	7/1/2018, Renewed through 6/30/2023	https://utva.k12.com/	Brian Maxwell, President	bsmaxwell@gmail.com	Utah State Charter School Board	801-538-7720	Utah School Report Card- https://utahschoolgrades.schools.utah.gov/, State Charter School Board Charter School Accountability Framework- https://www.utahscsb.org/school-oversight
Eastern	VA	Virginia Virtual Academy-King and Queen County (VAVA@King and Queen County)	7/1/2012	7/1/2020. Renewed until 6/30/2022	https://vava.k12.com/			School Board of the City of Radford	540-731-3647	Virginia School Quality Profiles- https://schoolquality.virginia.gov/
Eastern	VA	Virginia Virtual Academy-Patrick County (VAVA@Patrick County)	7/1/2013	7/1/2012. Renewed until 6/30/2022	https://vava.k12.com/	Harwood Hall, Chairman	hhall@kqps.net	N/A	N/A	Virginia School Quality Profiles- https://schoolquality.virginia.gov/
Eastern	VA	Virginia Virtual Academy-Radford (VAVA@Radford)	7/1/2020	7/1/2016. Renewed until 6/30/2022	https://vava.k12.com/	Brandon Simmons,Chairman	brandon.simmons@patrick.k12.va.us	N/A	N/A	Virginia School Quality Profiles- https://schoolquality.virginia.gov/
Eastern	VA	Virginia Virtual Academy-Richmond City (VAVA@Richmond City)	7/1/2016	7/1/2016.Renewed until 6/30/2021	https://vava.k12.com/	Boyd Blackley, Chairman		N/A	N/A	Virginia School Quality Profiles- https://schoolquality.virginia.gov/
Western	WA	Insight School of Washington (ISWA)	7/1/2006	6/30/2020 autorenewed through 6/230/2029	https://insightwa.k12.com/	Diana Reaume, Superintendent	diana.reaume@qvschools.org	N/A	N/A	Washington Stater Report Card- https://washingtonstatereportcard.ospi.k12.wa.us/
Western	WA	Washington Virtual Academy-Omak (WAVA)	7/1/2009	No notice of non-renewal received by 6/30/2017, thus EPSA auto-renewed for 5 years.	https://wava.k12.com/	Kathie R. Brown, Chairman	kbrown@omaksd.org	N/A	N/A	Washington Stater Report Card- https://washingtonstatereportcard.ospi.k12.wa.us/
Central	WI	Destinations Career Academy of Wisconsin (WIDCA)	7/1/2016	McFarland renewed charters to have 4 charters aligned to June 30, 2023. After evaluation, McFarland plans to renew for 5 years until June 2028.	https://dcawi.k12.com/	Jerry Deschane, President	jdeschane@lwm-info.org	School District of McFarland	608-838-4500	Wisconsin Report Card- https://apps2.dpi.wi.gov/reportcards/
Central	WI	Insight School of Wisconsin K/8 & High School (ISWI)	7/1/2009	McFarland renewed charters to have 4 charters aligned to June 30, 2023. After evaluation, McFarland plans to renew for 5 years until June 2028.	https://insightwi.k12.com/	Jerry Deschane, President	jdeschane@lwm-info.org	School District of McFarland	608-838-4500	Wisconsin Report Card- https://apps2.dpi.wi.gov/reportcards/
Western	WI	Wisconsin Virtual Academy (WIVA)	7/1/2009	McFarland renewed charters to have 4 charters aligned to June 30, 2023. After evaluation, McFarland plans to renew for 5 years until June 2028.	https://wiva.k12.com/	Jerry Deschane, President	jdeschane@lwm-info.org	School District of McFarland	608-838-4500	Wisconsin Report Card- https://apps2.dpi.wi.gov/reportcards/
Western	WY	Wyoming Virtual Academy (WYVA)	7/1/2009	7/1/2009. Renewed through 6/30/2025	https://wyva.k12.com/	George Mirich, Superintendent	mirichg@lusk.12.wy.us	N/A	N/A	Wyoming Report Card- https://reporting.edu.wyo.gov/ibi_apps/run.bip?BIP_REQUEST_TYPE=BIP_LAUNCH&BIP_folder=IBFS%253A%252FWFC%252FRepository%252FESSA_Report_Card_New%252FState%252F&BIP_item=State_Page.htm

K12 K–5 Course List 2021–2022

Appendix B. Stride K-12 Courses SY2021-2022

For more information about courses visit
https://www.k12.com/elementary-school-courses.html.

ENGLISH/LANGUAGE ARTS (ELA)
Language Arts Blue (K) Summit
Language Arts Green (1) Summit
ELA 2 Summit N
ELA 3 Summit
ELA 4 Summit
ELA 5 Summit
MATH
Math+ Blue Appendix Summit
Math+ Green Appendix Summit
Math+ Blue (K) Summit
Math+ Green (1) Summit
Math 2 Summit N
Math 3 Summit
Math 4 Summit
Math 5 Summit
HEALTH AND PHYSICAL EDUCATION
Fitness and Health K Summit ED N DE
Physical Activity K Summit ED N DE
Fitness and Health 1 Summit ED N DE
Physical Activity 1 Summit ED N DE
Fitness and Health 2 Summit ED N DE
Physical Activity 2 Summit ED N DE
Physical Activity 3 Summit ED N DE
Physical Education 3 Summit ED N DE
Physical Activity 4 Summit ED N DE
Physical Education 4 Summit ED N DE
Physical Activity 5 Summit ED N DE
Physical Education 5 Summit ED N DE
Health 3 Summit ED N DE
Health 4 Summit ED N DE
Health 5 Summit ED N DE

SCIENCE
Science K Summit
Science 1 Summit
Science 2 Summit
Science 3 Summit
Science 4 Summit
Science 5 Summit
Science 3 Summit NGE2** N
Science 4 Summit NGE2** N
Science 5 Summit NGE2** N
HISTORY/SOCIAL SCIENCES
History K Summit
History 1 Summit
Early American History Summit
Social Studies K Summit
Social Studies 1 Summit
Social Studies Grade 2 Summit ED N DE
Social Studies Grade 3 Summit ED N DE
American Studies 4 Summit ED N DE
WORLD LANGUAGES
Beginning Chinese I
Beginning French I
Beginning Spanish I
Beginning Spanish II
Intermediate Chinese I
Intermediate French I
Intermediate French II
Intermediate German I
Intermediate Spanish I
Intermedate Spanish II

ART
Art K Summit
Art 1 Summit
Art 2 Summit
Art 3 Summit
Art 4 Summit
Early American Art Summit
MUSIC
Spotlight on Music Grade K
Spotlight on Music Grade 1
Spotlight on Music G rade 2
Spotlight on Music Grade 3
Spotlight on Music Grade 4
Spotlight on Music Grade 5
ORIENTATION
Welcome to Online Learning K–5

N = new course
** = NGSS
DE = Digital Edition

Course materials will be available in various formats, including physical and/or digital.

Not all schools offer all courses. In addition, some courses may require families to provide materials beyond those supplied by K12. For more information, please contact your K12-powered school. If you're not a current K12 family, please call 866.968.7512 with any questions.

K12 6–8 Course List 2021–2022

For more information about courses visit
https://www.k12.com/middle-school-courses.html.

ENGLISH/LANGUAGE ARTS (ELA)
Summit Language Arts 6
Summit Language Arts 7
Summit Language Arts 8
MATH
Summit Math 6
Summit Math 7
Math 7: Pre-Algebra
Summit Math 8
HEALTH AND PHYSICAL EDUCATION
Summit Health 6
Summit Physical Education 6
Summit Physical Fitness 6*
Summit Health 7
Summit Physical Education 7
Summit Physical Fitness 7*
Summit Health 8
Summit Physical Education 8
Summit Physical Fitness 8*
SCIENCE
Summit Earth Science
Summit Life Science
Summit Physical Science

HISTORY/SOCIAL SCIENCES
Summit American History Before 1865
Summit American History Since 1865
Summit World History I
Summit World History II
Summit Intermediate Civics and Economics
Summit Intermediate Global Studies
Summit American History to the Late 1800s

WORLD LANGUAGES
WLG MS Spanish I
WLG MS Spanish II
WLG MS French I
WLG MS French II
WLG MS German I
WLG MS German II
WLG MS Chinese I
WLG MS Chinese II
WLG MS Latin I
WLG MS Latin II
ART
Summit Intermediate American Art I
Summit Intermediate American Art II
Summit Intermediate World Art I
Summit Intermediate World Art II

MUSIC
Spotlight on Music Grade 6
Spotlight on Music Grade 7
Spotlight on Music Grade 8

CAREER READINESS EDUCATION
Middle School Career Explorations 1 **PBL***
Middle School Career Explorations 2 **PBL***
Business and Marketing Explorations **PBL***
IT Explorations **PBL***
Healthcare Explorations **PBL***
Manufacturing Explorations **PBL***
Agriculture Explorations **PBL***
Arts, AV Tech, and Communications Explorations **PBL***
ELECTIVES
Web Design*
Introduction to the Internet*
World of Computing*
Middle School Coding 1
Middle School Coding 2
Middle School Photography*
Middle School Journalism*
ORIENTATION
Welcome Back: Middle School
Online Learning: Middle School

PBL = Project Based Learning
* = one-semester course

Course materials will be available in various formats, including physical and/or digital.

Not all schools offer all courses. In addition, some courses may require families to provide materials beyond those supplied by K12. For more information, please contact your K12-powered school. If you're not a current K12 family, please call 866.968.7512 with any questions.

K12 High School Course List 2021–2022

For more information about courses visit https://www.k12.com/high-school-courses.

ENGLISH

- English Foundations I
- English Foundations II
- Summit English 9 (H) CR
- Summit English 10 (H) CR
- Summit American Literature (H) CR
- Summit British and World Literature (H) CR
- AP® English Language and Composition
- AP® English Literature and Composition
- Journalism*
- Summit Public Speaking*
- Summit Creative Writing
- Gothic Literature*
- Summit Grammar and Composition

MATH

- Math Foundations I
- Math Foundations II
- Summit Consumer Math
- Summit Practical Math
- Summit Developmental Algebra
- Summit Continuing Algebra
- Pre-Algebra
- Summit Algebra 1 (H) CR
- Summit Algebra 2 (H) CR
- Summit Geometry (H) CR
- Summit Integrated Mathematics I CR
- Summit Integrated Mathematics II CR
- Summit Integrated Mathematics III CR
- Summit Pre-Calculus/Trigonometry
- Summit Probability and Statistics*
- Summit Calculus
- AP® Calculus AB
- AP® Statistics
- Summit Personal Finance*

SCIENCE

- Summit Physical Science (V) CR
- Summit Earth Science (V) (H) CR
- Summit Biology (V) (H) CR
- Summit Chemistry (V) (H) CR
- Summit Physics (V) (H)
- AP® Biology
- AP® Chemistry
- AP® Environmental Science
- Summit Environmental Science*
- Summit Forensic Science* (V)
- Astronomy 1
- Astronomy 2

HISTORY and SOCIAL SCIENCES

- Summit World History (H) CR
- Summit Modern World Studies (H) CR
- Summit Geography CR
- Summit U.S. History (H) CR
- Summit Modern U.S. History (H) CR
- Summit U.S. Government and Politics* CR
- Summit U.S. and Global Economics*
- AP® U.S. History
- AP® U.S. Government and Politics*
- AP® Macroeconomics*
- AP® Microeconomics*
- AP® Psychology*
- AP® World History
- Anthropology*
- Psychology*
- Summit Economics*
- Summit Civics*
- Family and Consumer Science*
- Contemporary World Issues
- Sociology I*
- Sociology II*
- Archaeology*

WORLD LANGUAGES

- Spanish I CR
- Spanish II
- Spanish III
- French I
- French II
- French III
- German I
- German II
- Latin I
- Latin II
- Chinese I
- Chinese II
- Sign Language

ADDITIONAL ELECTIVES

- Summit Fine Art
- AP® Art History
- Summit Art Appreciation
- Summit Music Appreciation
- Service Learning*
- Summit Introductory Finance
- Summit Health* CR
- Summit Skills for Health*
- Summit Nutrition and Wellness*
- Summit Life Skills*
- Summit Physical Education* CR
- Summit Personal Health*
- Summit Physical Education*
- Reaching Your Academic Potential*
- Achieving Your Career and College Goals*

(H) = honors course
(V) = includes vLabs (virtual labs)
CR = credit recovery
PBL = Project Based Learning
* = one-semester course

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

CAREER READINESS EDUCATION (CRE)

General Career Exploration

- Agriculture Explorations*
- Agriculture Explorations* **PBL**
- Arts, AV Tech, Communications Explorations **PBL**
- Business and IT Explorations*
- Business and Marketing Explorations*
- Business and Marketing Explorations* **PBL**
- Engineering Explorations*
- Healthcare Explorations*
- Healthcare Explorations* **PBL**
- Introduction to Military Careers*
- IT and Construction Explorations*
- IT Explorations*
- IT Explorations* **PBL**
- Manufacturing Explorations*
- Manufacturing Explorations* **PBL**

Agriculture, Food & Natural Resources

- Introduction to Forestry and Natural Resources*
- Principles of Agriculture, Food, and Natural Resources*
- Agribusiness* **PBL**
- Agriscience*
- Livestock and Poultry Production 1*
- Livestock and Poultry Production 2*
- Livestock and Poultry Production 3*
- Food Production 1*
- Food Production 1* **PBL**
- Food Production 2*
- Wildlife and Natural Resource Management*
- Agricultural Mechanics 1*
- Agricultural Mechanics 2*
- Agricultural Mechanics 3*

Arts, A/V Technology, & Communications*

- Animation 1*
- Animation 2*
- Digital Media: Introduction*
- Digital Media: Producing for the Web*
- Digital Arts 1*
- Digital Arts 1* **PBL**
- Digital Arts 2*
- Digital Arts 2* **PBL**
- Digital Photography 1*
- Digital Photography 2*
- 3D Modeling 1* (Spring 2022)
- 3D Modeling 2* (Spring 2022)
- Image Design and Editing*
- Image Design and Editing* **PBL**
- Interpersonal Communication* **PBL** (Spring 2022)
- Adobe Illustrator*
- Adobe Photoshop*
- Fashion Design*
- Interior Design*
- Introduction to Journalism 1*
- Journalism: Investigating the Truth 2*
- Web Design
- Web Design **PBL**

Business, Finance & Marketing

- Principles of Business 1*
- Principles of Business 2*
- The Administrative Professional*
- Business Communications*
- Introduction to Business Info Management* **PBL**
- Business Info Management: Data Essentials* **PBL**
- Business Information Management I
- Customer Service* **PBL** (Spring 2022)
- Introduction to Management 1* **PBL**
- Management: Insight and Oversight
- Introduction to Business Law* **PBL**
- Business Law: Legal Aspects of Business* **PBL**
- Introduction to Office Administration* **PBL**
- Introduction to Business Communications* **PBL**
- Entrepreneurship 1*
- Entrepreneurship 1* **PBL**
- Entrepreneurship 2*
- Entrepreneurship 2* **PBL**
- Marketing 1*
- Marketing 1* **PBL**
- Marketing 2*
- Marketing 2* **PBL**
- Accounting 1*
- Accounting 2*
- Advertising and Sales Promotion*
- Sports and Entertainment Marketing*
- International Business*
- Personal Financial Literacy*
- Consumer Behavior*

Education & Training

- Early Childhood Education 1*
- Early Childhood Education 2*
- Introduction to Teaching*
- Understanding Child Development*

Law, Public Safety, and Security

- Careers in Criminal Justice 1* **PBL**
- Careers in Criminal Justice 2* **PBL**
- Criminology*
- Criminology* **PBL** (Spring 2022)
- Forensic Science*
- Forensic Science* **PBL** (Spring 2022)
- Law and Order*
- Law and Order* **PBL** (Spring 2022)
- National Security* **PBL** (Spring 2022)
- Principles of Public Service*
- Sociology 1* **PBL**

(H) = honors course
(V) = includes vLabs (virtual labs)
CR = credit recovery
PBL = Project Based Learning
* = one-semester course

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

Health Science & Human Services
Anatomy and Physiology
Health Sciences 1*
Health Sciences 2*
Health Sciences* **PBL**
Medical Terminology
Introduction to Nursing Assistant* **PBL**
Nursing Assistant: Patient Care* **PBL**
Introduction to Pharmacology* **PBL**
Public Health* **PBL**
Human and Social Services* **PBL**
Phlebotomy*
Electrocardiography*
Dental Assistant 1*
Dental Assistant 2*
Dental Assistant 3*
Clinical Medical Assisting 1*
Clinical Medical Assisting 2*
Clinical Medical Assisting 3*
Pharmacy Technician 1*
Pharmacy Technician 2*
Medical Coding 1*
Medical Coding 2*
Essentials of Health Information Management*
Sports Medicine: Introduction*
Veterinary Science*
Hospitality & Tourism
Hospitality and Tourism 1*
Hospitality and Tourism 2*
Culinary Arts 1*
Culinary Arts 2*
Introduction to Restaurant Management*
Information Technology
A+ Computer Management with Exam Prep 1*
A+ Computer Management with Exam Prep 2*
Adobe InDesign*
Adobe Dreamweaver*
AP Computer Science A
AP Computer Science Principles
C++ Programming*
Coding Fundamentals
Computer Literacy* **PBL**
Computer Science I
Computer Science II
Computer Science Principles* **PBL**
Cybersecurity*
Game Design 1*
Game Design 2*
Green Design and Technology*
Introduction to Computer Science*
Introduction to Java 1*
Introduction to Java 2*
Introduction to Python Programming 1*
Introduction to Python Programming 2*
Microsoft Office 1* **PBL**
Microsoft Office 2* **PBL**
Mobile Apps*
Network+ Guide to Networks 1*
Network+ Guide to Networks 2*
Programming Logic and Design*
Security+ with Exam Prep 1*
Security+ with Exam Prep 2*
Video Game Design 1 **PBL**
Video Game Design 2 **PBL**
Virtual Reality*
Web Design
Web Design **PBL**
Web Development 1*
Web Development 2*
STEM, Manufacturing, Architecture, & Construction
Introduction to Advanced Manufacturing*
Introduction to Renewable Technologies*
Introduction to Mechanical Engineering*
Engineering Fundamentals 1*
Engineering Fundamentals 2*
Engineering Drawing and Design 1*
Engineering Drawing and Design 2*
Introduction to Biotechnology*
Biotechnology: Unlock Nature's Secrets*
Technician Safety and Fundamentals*
Manufacturing Tools and Processes*
Robotics*
ORIENTATION
Online Learning
Finding Your Path Series I–IV

High school student athletes can visit the NCAA website for information on NCAA eligibility and a list of courses. Please use your school code when looking for eligible courses offered by your school (or virtual academy). You can also access these courses by using your school name and state. Additional questions can be directed to your school counselor.

Many of the courses provided by California Virtual Academies meet both the University of California and the California State University systems' "a-g" requirements. However, due to the virtual nature of California Virtual Academies, the UC/CSU college systems do not recognize all the lab sciences or visual performing arts courses as a-g approved for all schools. Additional courses are currently pending approval through the UC/CSU college systems. Please check with your school for the current course status and alternative courses.

H = honors course
V = includes vLabs (virtual labs)
CR = credit recovery
PBL = Project Based Learning
* = one-semester course

All courses, unless otherwise noted, are two semesters. Course offerings may vary at individual schools.

Course materials will be available in various formats, including physical and/or digital.

Not all schools offer all courses. In addition, some courses may require families to provide materials beyond those supplied by K12. For more information, please contact your K12-powered school. If you're not a current K12 family, please call 866.968.7512 with any questions.

Appendix C. Curriculum Research Basis

STRIDE CURRICULUM RESEARCH BASIS

Stride has an Assessment and Research team dedicated to reviewing and synthesizing cognitive science research who work with course development teams to ensure that Stride course developers draw on methods shown by scientific research to be effective in improving learning. In addition to the cognitive science research that goes into Stride curriculum, the team also conducts evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, student performance measurement, and instructional strategies are targeted to ensure best practice and student accessibility to Stride curriculum.

Research on How Students Learn

Research has consistently shown that the most effective instruction is based on what is known about how students learn and how subject area knowledge develops. Stride uses research on learning that encompasses all major categories of research described in recent summaries by the National Research Council and major professional research and practice groups (e.g., the American Psychological Association, the National Reading Panel, the National Math Panel, the American Educational Research Association), as well as hundreds of papers, books, and articles by cognitive science researchers. Stride has longstanding experience in translating the large all-encompassing findings of major research initiatives into the particularities of course structure, individual units and lessons, and the structure, scaffolding, and sequence of individual interactive assets.

The National Research Council (2005) has organized two volumes of research on learning around three fundamental principles which Stride draws on as organizing principles for curriculum development:

- Instruction must engage students' prior knowledge because "new understandings are constructed on a foundation of existing understandings and experiences" (p. 4). This means it is important to assess what prior knowledge students have and either build on that knowledge or remediate as necessary before introducing new content. Further, it has been found that many students have serious misconceptions or partial understandings particularly in science and math that must be addressed during instruction. Consistent with these and other widely-replicated research findings, the Stride curriculum has adapted a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on prerequisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). Misconceptions are addressed through subject-specific methods.

- Both factual knowledge and conceptual understanding are necessary to support the kind of learning that provides a foundation for future learning and competence in novel situations. "Knowledge of facts and knowledge of important organizing ideas are mutually supportive" (p. 7) and both must be taught effectively. To address this

challenge, Stride has developed frameworks for teaching to achieve for the integration of conceptual understanding and factual knowledge across the curriculum.

- Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students' awareness of and ability to evaluate their own learning, Stride incorporates research-tested supports for metacognitive thinking into its courses and has also developed an academic skill course that explicitly teaches metacognitive skills. Some of the metacognitive strategies the Stride team relies on include:

    - Frequent assessments (usually at the end of each lesson, unit, and semester, and sometimes within or at the beginning of lessons) and self-assessments (Thorndike, 1913; Chi, 2009, Ericsson et al., 2003),
    - Modeling of self-monitoring behaviors (Palincsar & Brown, 1984),
    - Comprehension questions before, during, and after instruction (National Reading Panel, 2000; Paris & Stahl, 2005),
    - Prompts to think about whether one understands an explanation or is making progress in solving a problem (Whimbey & Whimbey, 1975),
    - Self-explanations (trying to explain a concept or how to solve a problem improves learning even if the explanation is not graded (Aleven & Koedinger, 2002; Chi, 2009).

- Strategies for remembering information, which younger and lower achieving students need to be taught (Keeney et al., 1967).

Research on the Structure of Expert Knowledge

One of the most important theories in cognitive science is also one of the least applied in education. This is the theory that expert knowledge is organized around big ideas. Memory and classification studies have repeatedly shown that human memory is not best conceived as a storehouse of a large number of discrete pieces of information unconnected to each other (Bransford, Brown & Cocking, 1999), but as an organized structure of interrelated pieces of information. Extensive research on differences between the knowledge of experts and novices in many different fields has further shown that the long-term memory of someone who has mastered a subject area appears to be highly organized around a relatively small number of core principles (Bransford, Brown & Cocking, 1999; Bereiter & Scardamalia, 1986; Hiebert & Carpenter, 1999; Glaser & Chi, 1988; Niemi, 1996). For someone who has advanced knowledge in a domain, every element of that knowledge is connected to other elements in a highly organized structure, with the core principles, or "big ideas," dominating and organizing the others.

Unfortunately, curricula and instruction do not always reflect what is known about subject area knowledge and how it develops. Too often, students are taught in a way that leads them to believe that learning means acquiring a huge number of unrelated and essentially meaningless facts and skills. Stride, however, has worked with subject area experts including mathematicians,

scientists, historians, writers, and others, to identify big ideas and map the relationships among big ideas, facts, and skills in each subject area. These analyses are used to organize curriculum development and to help students to see the "big picture," reflecting all the connections among different kinds of knowledge in a subject area. Big ideas are highlighted and explicitly taught using a variety of research-proven methods (e.g., Chi, 2009; Clark, 1998; Mayer, 2008; Merrill, 2000, 2008):

- Clearly state, explain, and exemplify the idea through illustrations, objects, situations, simulations, etc.
- Give students opportunities to demonstrate their understanding of the big idea in a variety of situations.
- Give examples and non-examples; show when the idea applies and when it doesn't.
- Show how to use the idea to understand and explain phenomena (e.g., how counting can be used to solve addition and subtraction problems; how the multiplicative identity can be used to find equivalent fractions).
- Demonstrate how the idea can be used to solve problems and justify solution procedures.
- Show how other ideas, facts, and skills connect to the big idea. Show "concepts maps" of the structure of knowledge as it develops and enable students to modify these maps or build their own.

Research on General Instructional Principles

For both online and offline instructional activities, Stride draws on empirically-tested general principles of instruction, including multimedia design principles. Stride's Assessment and Research and Instructional Design teams have created summaries of these principles, and the Course Development teams are trained on the principles and how to apply them before and during course production.

The respective team's research on general strategies is organized by types of knowledge, since different strategies are required to teach different types of knowledge. Major categories of knowledge include the following: conceptual understanding, memorized facts and skills, problem solving strategies, and metacognition. Stride uses empirically-validated techniques to build student motivation to learn.

Several research-based strategies are implemented to help students overcome misconceptions related to big ideas (e.g., Klahr, 2000; Minstrell & Kraus, 2005; White, 1994; Vosniadou et al., 2001; White & Frederickson, 1998):

- Introduce known examples and bridging analogies.
- Create cognitive conflict (e.g., Students predict what will happen in a situation and then see that the prediction is wrong). Then show students how to resolve this conflict.
- Present analogies and visual models.

Since many different researchers (e.g., Clark, Mayer, and Sweller) have demonstrated that worked examples are the best way to show students how to solve problems, Stride makes

extensive use of worked examples to teach problem solving across grade levels and curricula. The basic components of a worked example are: (1) a problem, (2) an expert solution with each step shown, and (3) an explanation for each step. For more complex problems, Stride applies a research-inspired scaffolding approach: students review examples of expert problem solving, then try to solve partially worked examples, working up gradually to solving whole problems. Following the worked examples, students practice solving problems, moving from accuracy to speed (if necessary) and automaticity (in some cases).

Since learners of all ages are more motivated when they can see the usefulness of what they are learning (Cognition and Technology Group at Vanderbilt, 1998; McCombs, 1996; Pintrich and Schunck, 1996), Stride also reinforces throughout its curricula how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

Research on Teaching Specific Topics and Addressing Possible Misconceptions

In addition to synthesizing research on learning and instruction that applies across subject areas, the Assessment and Research team (or in some cases content specialists) compiles summaries of research on teaching strategies and misconceptions related to specific instructional objectives or topics, such as “Demonstrate that addition and subtraction are inverse operations” or “Identify the theme of a story.”

Design of the reading program, for instance, is consistent with key findings of the National Reading Panel (2000):

- Results of a meta-analysis show that “systematic phonics produces significant benefits for students in kindergarten through sixth grade and for children having reading difficulty” (p. 9). Accordingly, Stride’s reading program has a strong and systematic phonics component, and it focuses as well on skills that low-achieving third through fifth graders often lack, according to literacy researchers such as Louisa Moats: that is, phonological awareness, syllabification, morphology, and reading fluency.
- “Guided repeated oral reading …had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels” (p.12). The Stride reading program provides frequent opportunities for students to read aloud from poetry, fiction, nonfiction, and dramatic texts.
- “Teaching a combination of reading comprehension techniques is the most effective” (p. 15). Stride's instructional methods include question generation, summarization and use of organizers, mirroring techniques recommended by the National Reading Panel.

In addition to being aligned to the West Virginia state standards, the Stride curriculum is also aligned to the mission and philosophy to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher, student, and parent involvement, and individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students.

- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise.
- Easy-to-navigate online content, with more time and effort spent on the hardest, most important topics and skills.
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match.
- Beautiful printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course.
- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances.
- Clear assessment tools to measure mastery of lesson objectives, using both online and offline tasks to carefully probe mastery.

EVIDENCE-BASED NATURE OF CURRICULUM

Curriculum developers have a responsibility to their customers to examine, in an objective fashion, the positive impact of their products. Stride takes this expectation very seriously. The company uses a range of research studies in the development process as one tool informing decisions about whether a product leads to student learning. Stride studied usage and impact of its products prior to the requirements in the Every Student Succeeds Act (ESSA) and continues to do so. These studies are both formative and summative in nature and are conducted both internally and by outside, objective researchers.

As an example, in the development stages of the Stride Summit curriculum, the end customers were involved in the review of prototypes. Independent researchers were contracted to run focus groups. Teachers and students were engaged in the focus groups for observation on usage and early try-outs.

The independent matched pair study of the Stride product (a personalized digital rewards-based learning system developed by LTS Inc. and acquired by K12 Inc. in 2017 before K12 Inc. changed its name to Stride, Inc. in 2020) is another example of the deep research Stride (formerly K12 Inc.) undertakes prior to introducing new products. The study was commissioned by the Council for Leadership in Alabama Schools (CLAS) and serves as a model of how Stride plans to test the impact of its Summit curriculum. This research falls into the definition of Category One under ESSA: Correlational, Quasi-Experimental, and Randomized Control Trials. Stride anticipates conducting correlational and quasi-experimental research for all its curriculum products in core tested grades and subjects and plans to use state accountability scores as the outcome measures. For grades and subjects for which there are commercial norm-referenced

assessments instead of state assessments, Stride plans to use those measures as outcomes (e.g., NWEA MAP, Star 360, iReady, etc.). For other subjects and grades, Stride will work with specific customers to identify credible measures of effectiveness. The goal of each is to be thorough and rigorous in the research but not disruptive to the basic function of schools as they help students learn and remain at or exceed grade level.

Stride will also continue to partner with credible external research entities so that Stride not only has internally designed and implemented research studies but also independent external research studies to inform and improve Stride regarding its products and services.

National Standards for Quality Online Courses

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outlined quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations used these standards as a rubric for evaluating the quality of any online courses they wished to offer. The iNACOL standards were revised in late summer 2011. Stride's courses have been so widely recognized for embodying best practices for online learning that Stride's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—included reformulated standards that were more easily applicable and verifiable in the growing landscape of different online scenarios.

In 2018, Quality Matters (QM) and the Virtual Learning Leadership Alliance (VLLA), started a broad-based effort to revise and maintain the National Standards for Quality Online Learning, building upon the work started by iNACOL. The revised standards include 2019 National Standards for Quality Online Courses. Stride is committed to producing courses that meet or exceed these standards.

Proven to Deliver Strong Student Achievement and Outcomes

To assess the effectiveness of curriculum and instruction across public schools served by Stride (which, state by state, follow different standards and administer different assessments), Stride uses a variety of readiness, formative, summative, and state-required assessments at applicable grade levels. Readiness assessments offer an initial benchmark for student skill level in each core area, which allows teachers to differentiate instruction based on student needs. Formative assessments given during each instructional cycle provide detailed information which, through a variety of strategies, will improve instructional techniques and student learning while it's happening. Summative and state-required assessments are used to measure student learning at culminating points in a student's academic career, such as at the end of a semester or the end of the school year. Student performance is evaluated to inform and evaluate the teaching and learning cycle.

A Curriculum Designed to Meet Diverse Needs

- Each Stride course follows a carefully organized scope and sequence articulating measurable lesson-level objectives that clearly state what students should know and

be able to do at the end of the course. To help students master the objectives Stride creates and assembles a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.

- Stride lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.
- Online and offline activities within the Stride curriculum can be adapted in ways to accommodate student needs, and new tools allow teachers to add original content to courses.
- The Stride curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.
- Stride is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

A Curriculum with Multiple Assessment Tools and Strategies

- Stride assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- Stride's assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.
- Appropriate assessments are built into almost every lesson to evaluate mastery and point the way to remediation or enrichment.
- Technology-enhanced item types provide powerful opportunities for students to gain practice and familiarity with items mimicking the format of those they may encounter in high-stakes testing scenarios today. These items allow students to demonstrate depth of knowledge and higher-order thinking ability. For this reason, a variety of item types, including drag and drop and fill in the blank, are used throughout the courses.

BASIS FOR AND FREQUENCY OF REVISION

Stride reviews course content on a regular basis to update and enhance course content, materials, instructions, and assessments. Every student and teacher benefits from courses including assessments that take advantage of the newest standards, proven instructional methods and the latest technology. Regardless of the reason, Stride is committed to maintain up-to-date,

standards-based, fully aligned courses. Stride has an in-house product development team that stays in touch with changes and quickly acts to keep courses current.

Each year the content development group prepares a development plan for new courses and course enhancements based on emerging needs, client feedback, user testing, and input from teaching staff. In general, Stride courses are iteratively developed and continuously evolving.

User feedback is reviewed daily and minor changes, called "maintenance," are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the course.

EFFECTIVENESS OF THE STRIDE CURRICULUM

Stride, using the Stride suite of services and instructional curriculum and courseware, has shown academic success and achievement in the schools it serves across the country.

In 2018, AdvancED, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five year quality assurance accreditation of K12 Inc. (now "Stride, Inc."). AdvancED was created through a 2006 merger of the PreK-12 divisions of the North Central Association (NCA) and the Southern Association of Colleges and Schools (SACS)—and expanded through the 2011 acquisition of the Northwest Accreditation Commission (NWAC).

AdvancED conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. AdvancED Education Service Agency (ESA) Accreditation is a systems approach to improving learner performance results over time. This Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the corporation - the leadership, schools, and classrooms served - work together to meet the needs of learners.

To earn and maintain Accreditation, Stride must:

- Meet quality standards set forth by AdvancED.
- Engage in a continuous process of improvement.
- Demonstrate quality assurance through internal (Self-Study) and external review (Quality Assurance Review).

In November 2018, AdvancED merged with Measured Progress and is now called "Cognia". Cognia is a global nonprofit working in over 80 countries. Cognia offers accreditation and certification, assessment, professional learning, and improvement services within a framework of continuous improvement.

In 2007, Stride managed public schools graduated their first cohort of just 6 students. Since that time, 55,236 students have earned a high school diploma including 9,055 students who graduated in SY2019-2020 from online and blended schools using the Stride education program. Students graduating from Stride virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are

also going into careers--in the military, apprenticeship programs, on the job training, or directly into the workforce.

Stride's Suite of Curriculum Content and Assessment

School leaders and teachers will review curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. Modifications will be made throughout the year as determined by the school leaders and teachers as necessary.

Stride's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development and are required to maintain relationships with and awareness of guidelines from more than 60 national and international subject area associations.

- AAAL—American Association for Applied Linguistics
- AAAS—American Association for the Advancement of Science
- AAPT – American Association of Physics Teachers
- AATF—American Association of Teachers of French
- AATG—American Association of Teachers of German
- AATSP—American Association of Teachers of Spanish and Portuguese
- Accessible Book Consortium
- ACL—American Classical League
- ACTE—Association for Career & Technical Education
- ACTFL—American Council on the Teaching of Foreign Languages
- ADA National Network
- ADP/Achieve.org—American Diploma Project from www.Achieve.org
- Advance CTE
- AERA—American Educational Research Association - http://www.aera.net
- APA—American Philological Association
- Assistive Technology Industry Association
- CCSSO—Council of Chief State School Officers – www.ccsso.org
- CEFR—Common European Framework of Reference for Languages
- Center for Civic Education
- Center on Online Learning and Students with Disabilities
- CLTA—Chinese Language Teachers' Association
- CRESST—National Center for Research on Evaluation, Standards, & Student Testing – www.cresst.org
- Final Report 2008: Foundations for Success
- Getty Education Institute for the Arts
- Head Start
- IAD—International Dyslexia Association
- ILR—International Language Roundtable

- ILTA—International Language Testing Association
- IRA—International Reading Association
- IUPAC—International Union of Pure and Applied Chemistry
- MCREL—Mid Continent Research for Education and Learning
- NAEA—National Art Education Association
- NAEP—National Assessment of Educational Progress – www.nces.ed.gov/nationsreportcard
- NAS—National Academy of Science
- NASPE—National Association for Sport and Physical Education
- National Art Education Association
- National Association for Gifted Children
- National Association for Music Education
- National Center on Accessible Education Materials
- National Center on Universal Design for Learning
- National Geographic
- National Mathematics Advisory Panel
- NCAA
- NCEE—National Council on Economic Education
- NCES – National Center for Education Statistics – www.nces.ed.gov
- NCHE—National Council for History Education
- NCHS—National Center for History in the Schools
- NCSA—National Conference on Student Assessment - http://www.ccsso.org/ncsa.html
- NCSS—National Social Studies Standards
- NCTE—National Council of Teachers of English
- NCTM—National Council of Teachers of Mathematics
- NETS/ISTE—National Educational Technology Standards from the International Society for Technology in Education
- NGSS—Next Generation Science Standards
- NICHD—National Institute of Child Health and Human Development
- NIFL—National Institute for Literacy
- NRP—National Reading Panel
- NSTA—National Science Teachers Association
- PARCC—Partnership for Assessment of Readiness for College and Careers
- Partnership for 21st Century Skills
- PISA—Programme for International Student Assessment – www.oecd.org/pisa/aboutpisa
- President's Council on Fitness, Sports, and Nutrition
- Quality Indicators for Assistive Technology
- Smarter Balanced Assessment Consortium
- Teachers of English to Speakers of Other Languages
- The College Board
- The President's Challenge
- Virtual Learning Leadership Alliance in partnership with Quality Matters (revised and maintaining former iNACOL National Standards for Quality Online Learning)
- W3C—World Wide Web Consortium

- WCAG—Web Content Accessibility Guidelines

EVIDENCE THAT CONTENT IS FREE OF BIAS AND ACCESSIBLE FOR STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

Bias is prevented in both content and assessments by rigorous training of Content Specialists, Writers, Instructional Designers, Visual Designers, and Editors. The Stride Style Guidelines devote a section to how to guard against demographic, geographic, political, racial, and intellectual bias. Here is the Stride policy statement on the issue:

Multiculturalism and the Stride Curriculum Within the American and Global Contexts

The motto on the Great Seal of the United States—E pluribus unum ("out of many, one")—affirms the bold ambition of our country to forge a unified nation out of a wide diversity of backgrounds and beliefs. At Stride, Inc., we believe that students should understand and value both the pluribus and the unum—that they should learn about both the cultural diversity that distinguishes our nation and the common inheritance that unites us as Americans.

The vision for K12 Inc. announced in 2007 placed that unifying American inheritance, which remains at the core of our curriculum, within a more global context:

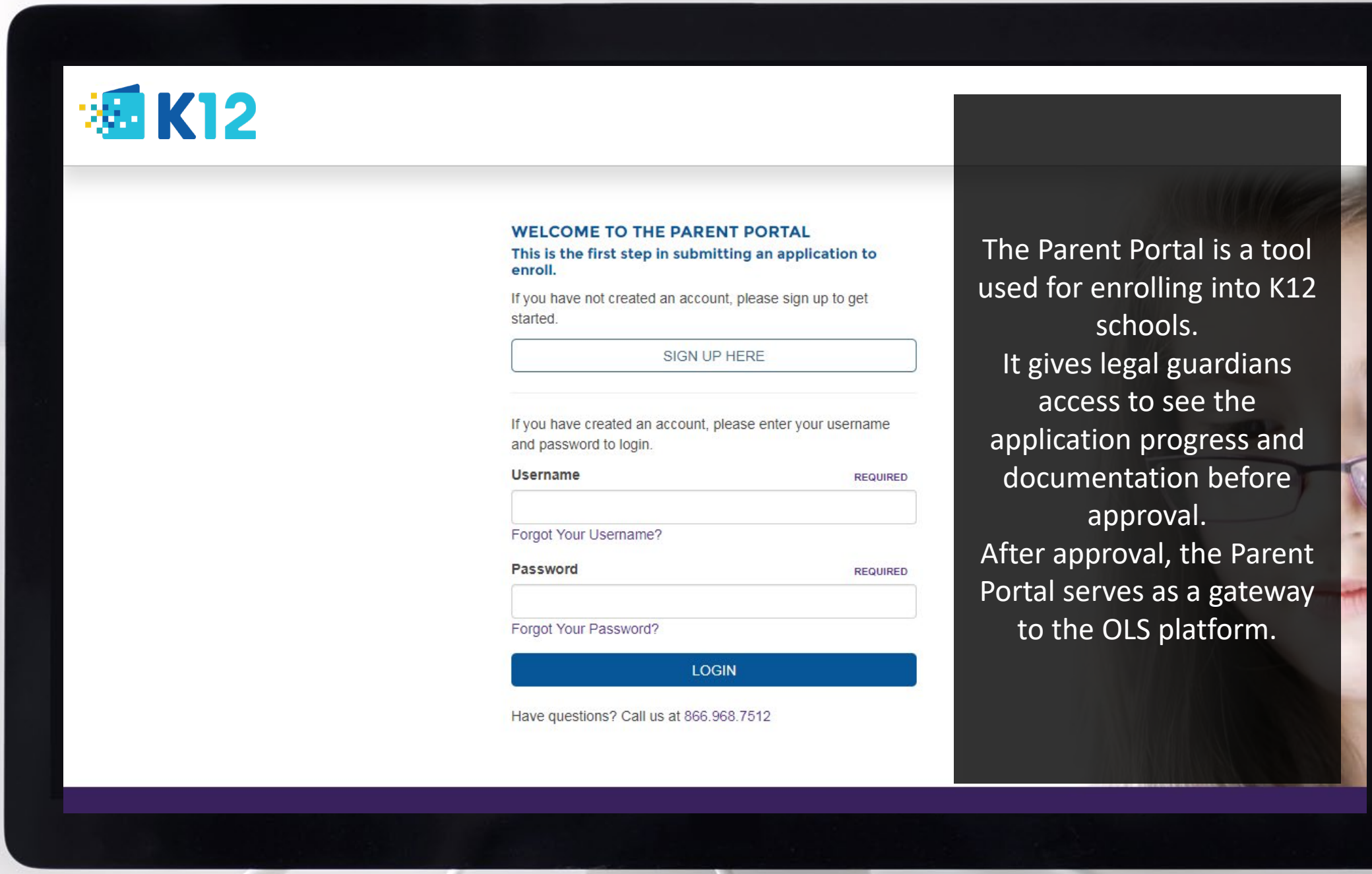
Our Vision: To provide any child access to exceptional and meaningful curriculum and tools that enables him or her to maximize his or her success in life regardless of geographic, financial, or demographic circumstance.

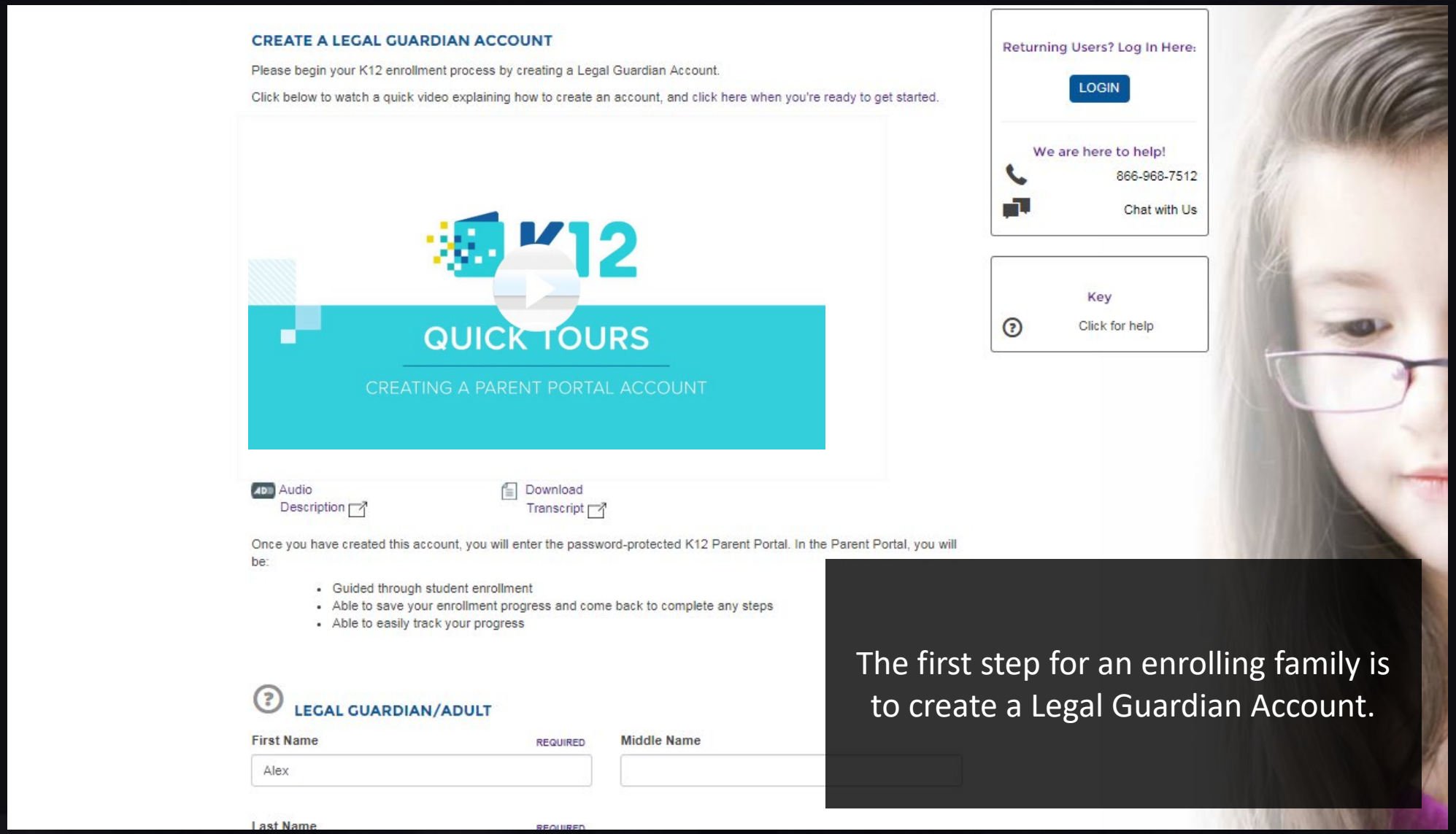
The ideals of the italicized words were realized in 2008 through the creation of the K12 Inc. International Academy (now "K12 Private Academy"), serving students around the world.

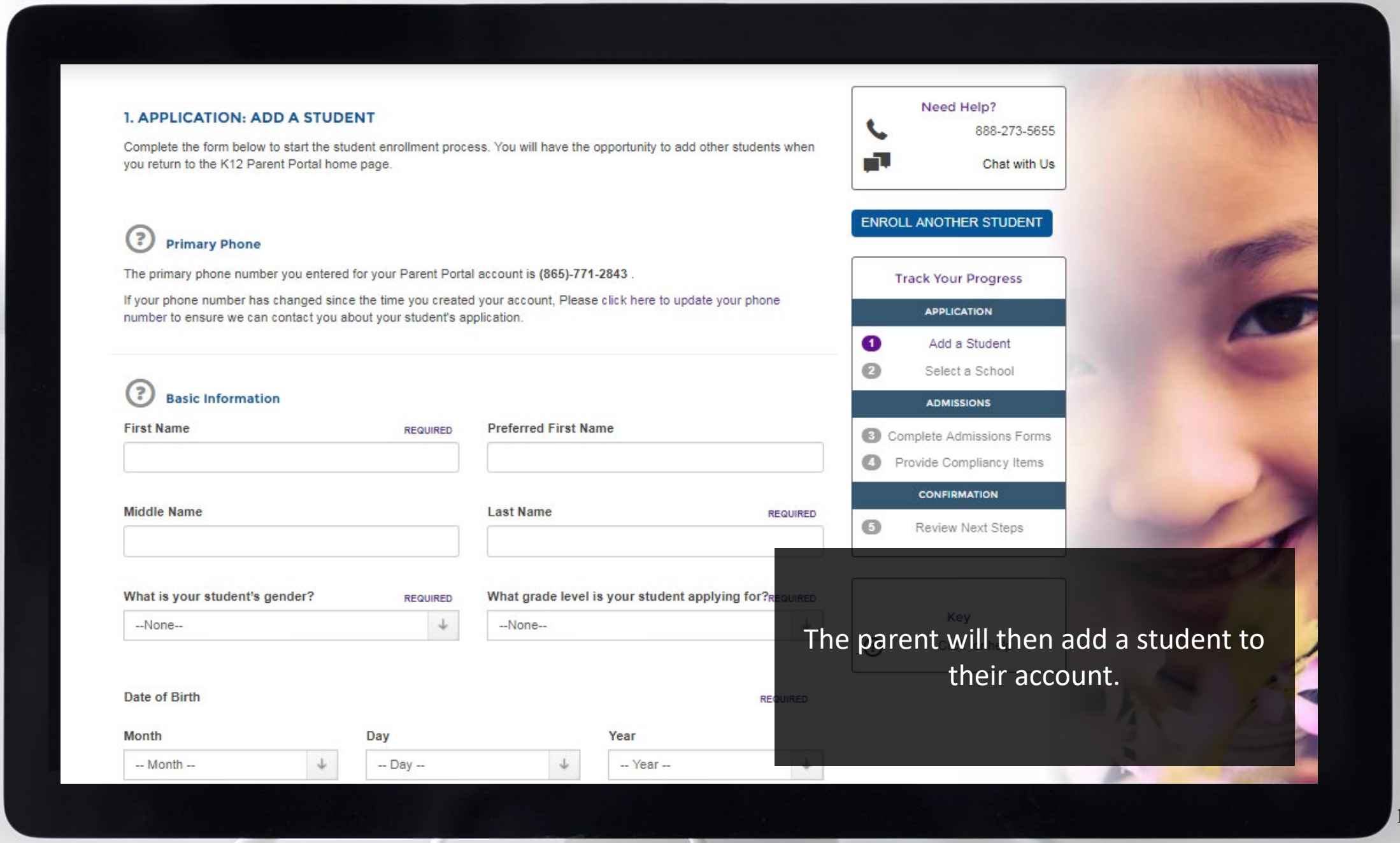
To help our students grasp the common American inheritance within its global context, Stride is committed to developing a curriculum that is multicultural, pluralistic, and inclusive—a curriculum that seeks to weave many and diverse strands into the educational tapestry. Through this curriculum, we seek not only to educate students who are academically well prepared but also to develop students who

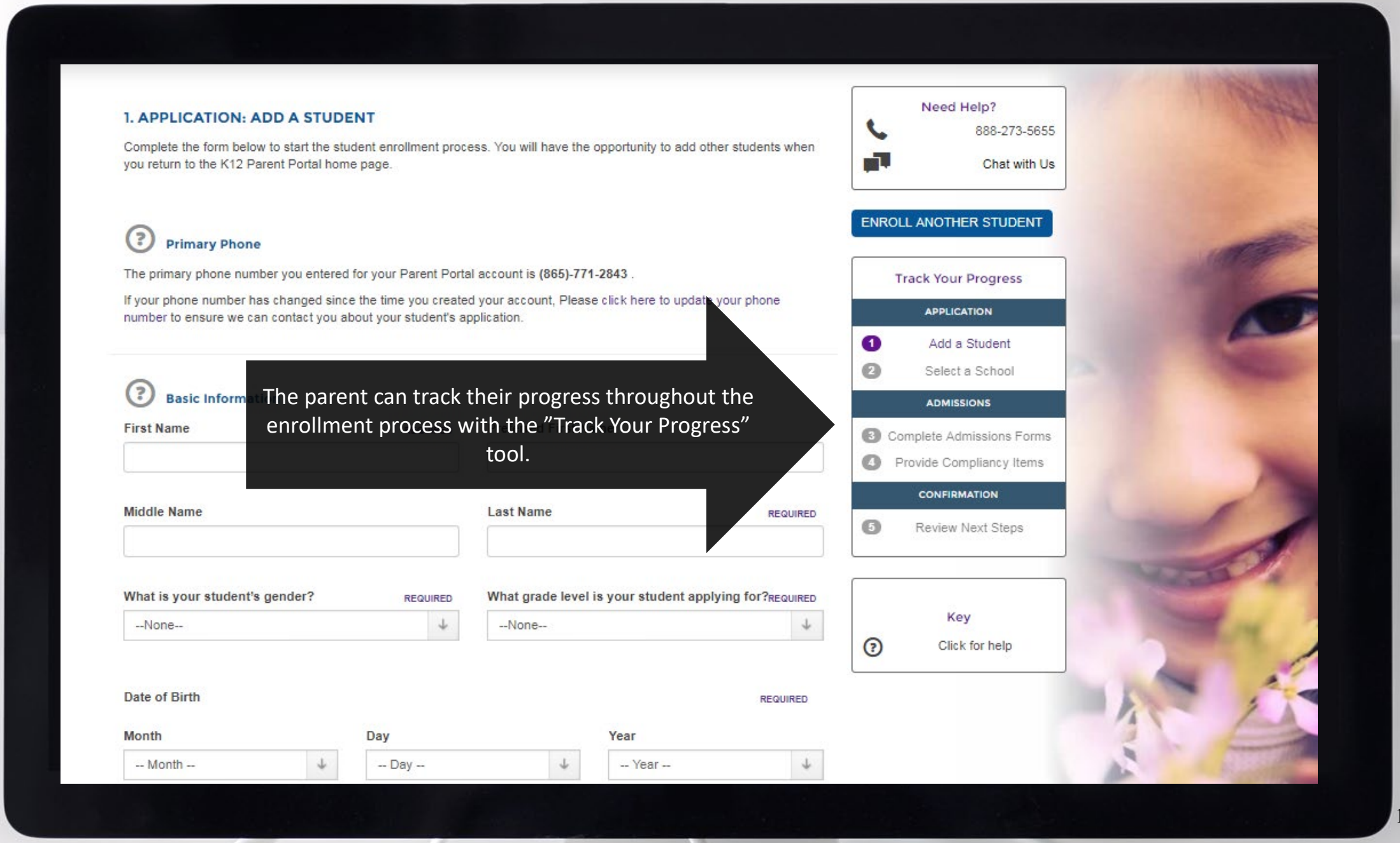
- Understand the characteristics and contributions of American culture and cultures throughout the world.
- Understand that societies reflect contributions from many cultures.
- Develop attitudes of mutual acceptance and respect for others, regardless of heritage, background, gender, disability, or social status.

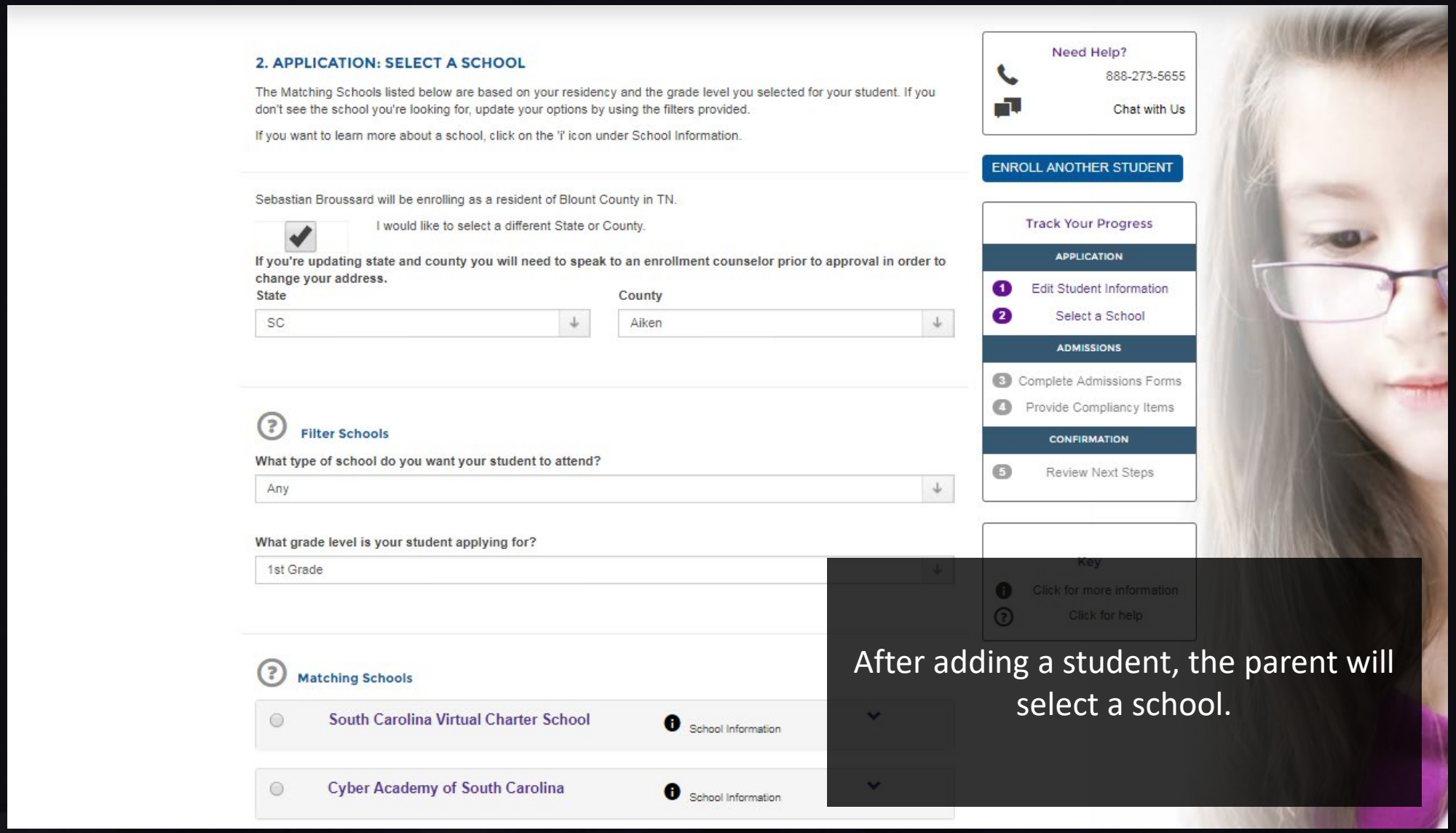
To achieve these goals, we feel it is important to broaden students' knowledge of the world beyond themselves; reach beyond the particularities of their immediate situation and singular heritage; and open their mind and imagination to a diverse range of people, cultures, ideas, and achievements. Mutual respect and understanding begin when one can transcend provincial limitations and see oneself as part of both an interdependent global community and a larger historical process.

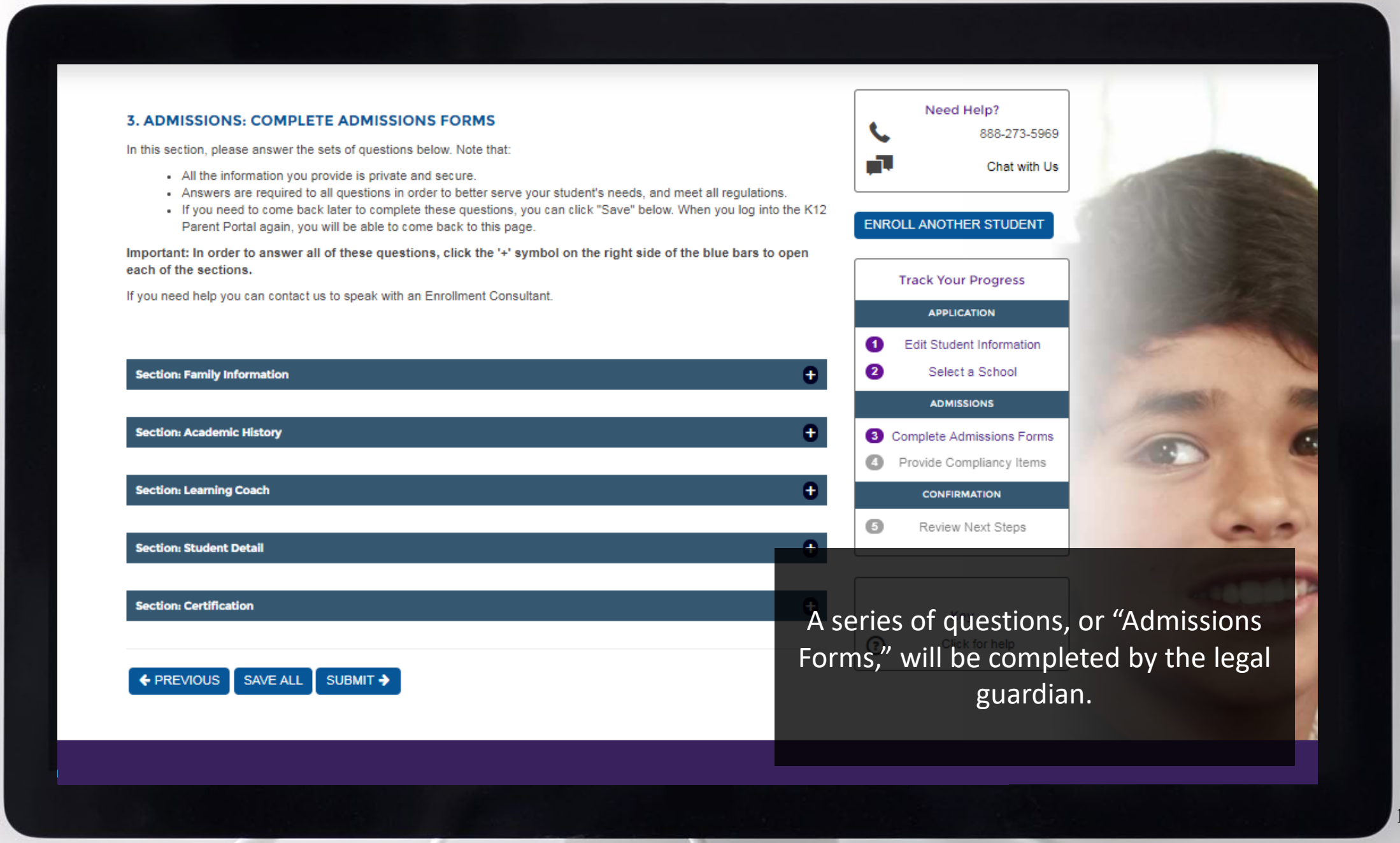

K12
WELCOME TO THE PARENT PORTAL
This is the first step in submitting an application to enroll.
If you have not created an account, please sign up to get started.
SIGN UP HERE
If you have created an account, please enter your username and password to login.
Username
REQUIRED
Forgot Your Username?
Password
REQUIRED
Forgot Your Password?
LOGIN
Have questions? Call us at 866.968.7512
The Parent Portal is a tool used for enrolling into K12 schools.
It gives legal guardians access to see the application progress and documentation before approval.
After approval, the Parent Portal serves as a gateway to the OLS platform.

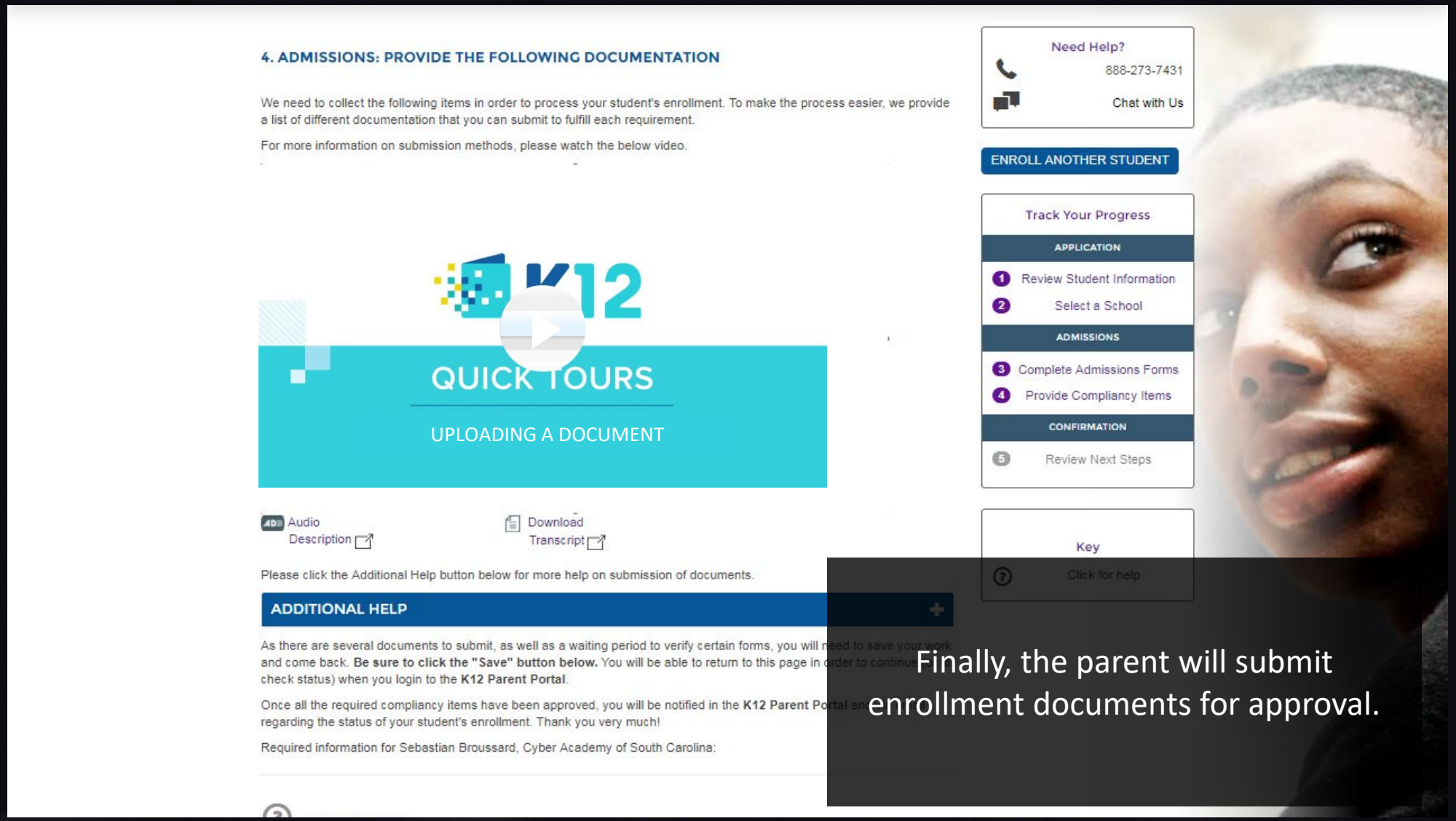

CREATE A LEGAL GUARDIAN ACCOUNT
Please begin your K12 enrollment process by creating a Legal Guardian Account.
Click below to watch a quick video explaining how to create an account, and click here when you're ready to get started.
QUICK TOURS
CREATING A PARENT PORTAL ACCOUNT
Audio Description
Download Transcript
Once you have created this account, you will enter the password-protected K12 Parent Portal. In the Parent Portal, you will be:
Guided through student enrollment
Able to save your enrollment progress and come back to complete any steps
Able to easily track your progress
LEGAL GUARDIAN/ADULT
First Name
REQUIRED
Alex
Middle Name
Last Name
REQUIRED
Returning Users? Log In Here:
LOGIN
We are here to help!
866-968-7512
Chat with Us
Key
Click for help
The first step for an enrolling family is to create a Legal Guardian Account.

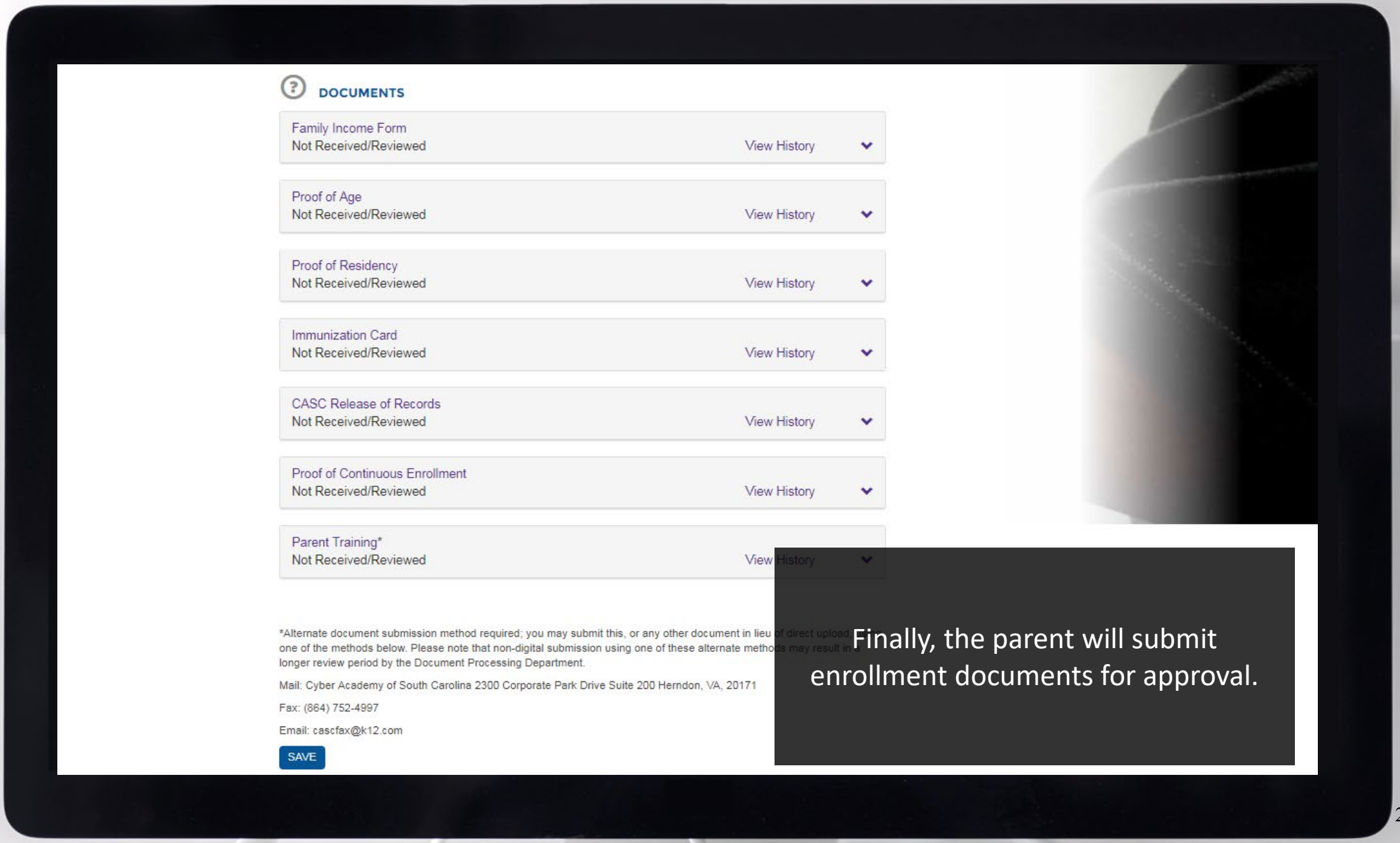

1. APPLICATION: ADD A STUDENT
Complete the form below to start the student enrollment process. You will have the opportunity to add other students when you return to the K12 Parent Portal home page.
Primary Phone
The primary phone number you entered for your Parent Portal account is (865)-771-2843 .
If your phone number has changed since the time you created your account, Please click here to update your phone number to ensure we can contact you about your student's application.
Basic Information
First Name
REQUIRED
Preferred First Name
Middle Name
Last Name
REQUIRED
What is your student's gender?
REQUIRED
--None--
What grade level is your student applying for?
REQUIRED
--None--
Date of Birth
REQUIRED
Month
-- Month --
Day
-- Day --
Year
-- Year --
Need Help?
888-273-5655
Chat with Us
ENROLL ANOTHER STUDENT
Track Your Progress
APPLICATION
1 Add a Student
2 Select a School
ADMISSIONS
3 Complete Admissions Forms
4 Provide Compliancy Items
CONFIRMATION
5 Review Next Steps
Key
The parent will then add a student to their account.


1. APPLICATION: ADD A STUDENT
Complete the form below to start the student enrollment process. You will have the opportunity to add other students when you return to the K12 Parent Portal home page.
Primary Phone
The primary phone number you entered for your Parent Portal account is (865)-771-2843 .
If your phone number has changed since the time you created your account, Please click here to update your phone number to ensure we can contact you about your student's application.
Basic Information
First Name
Middle Name
Last Name
REQUIRED
What is your student's gender?
REQUIRED
--None--
What grade level is your student applying for?
REQUIRED
--None--
Date of Birth
REQUIRED
Month
-- Month --
Day
-- Day --
Year
-- Year --
Need Help?
888-273-5655
Chat with Us
ENROLL ANOTHER STUDENT
Track Your Progress
APPLICATION
1 Add a Student
2 Select a School
ADMISSIONS
3 Complete Admissions Forms
4 Provide Compliancy Items
CONFIRMATION
5 Review Next Steps
Key
Click for help
The parent can track their progress throughout the enrollment process with the ”Track Your Progress” tool.


2. APPLICATION: SELECT A SCHOOL
The Matching Schools listed below are based on your residency and the grade level you selected for your student. If you don't see the school you're looking for, update your options by using the filters provided.
If you want to learn more about a school, click on the 'i' icon under School Information.
Sebastian Broussard will be enrolling as a resident of Blount County in TN.
I would like to select a different State or County.
If you're updating state and county you will need to speak to an enrollment counselor prior to approval in order to change your address.
State
SC
County
Aiken
Filter Schools
What type of school do you want your student to attend?
Any
What grade level is your student applying for?
1st Grade
Matching Schools
South Carolina Virtual Charter School
School Information
Cyber Academy of South Carolina
School Information
Need Help?
888-273-5655
Chat with Us
ENROLL ANOTHER STUDENT
Track Your Progress
APPLICATION
1 Edit Student Information
2 Select a School
ADMISSIONS
3 Complete Admissions Forms
4 Provide Compliancy Items
CONFIRMATION
5 Review Next Steps
Key
Click for more information
Click for help
After adding a student, the parent will select a school.


3. ADMISSIONS: COMPLETE ADMISSIONS FORMS
In this section, please answer the sets of questions below. Note that:
All the information you provide is private and secure.
Answers are required to all questions in order to better serve your student's needs, and meet all regulations.
If you need to come back later to complete these questions, you can click "Save" below. When you log into the K12 Parent Portal again, you will be able to come back to this page.
Important: In order to answer all of these questions, click the '+' symbol on the right side of the blue bars to open each of the sections.
If you need help you can contact us to speak with an Enrollment Consultant.
Section: Family Information
Section: Academic History
Section: Learning Coach
Section: Student Detail
Section: Certification
PREVIOUS
SAVE ALL
SUBMIT
Need Help?
888-273-5969
Chat with Us
ENROLL ANOTHER STUDENT
Track Your Progress
APPLICATION
1 Edit Student Information
2 Select a School
ADMISSIONS
3 Complete Admissions Forms
4 Provide Compliancy Items
CONFIRMATION
5 Review Next Steps
Click for help
A series of questions, or “Admissions Forms,” will be completed by the legal guardian.


4. ADMISSIONS: PROVIDE THE FOLLOWING DOCUMENTATION
We need to collect the following items in order to process your student's enrollment. To make the process easier, we provide a list of different documentation that you can submit to fulfill each requirement.
For more information on submission methods, please watch the below video.
QUICK TOURS
UPLOADING A DOCUMENT
Audio Description
Download Transcript
Please click the Additional Help button below for more help on submission of documents.
ADDITIONAL HELP
As there are several documents to submit, as well as a waiting period to verify certain forms, you will need to save your work and come back. Be sure to click the "Save" button below. You will be able to return to this page in order to continue (check status) when you login to the K12 Parent Portal.
Once all the required compliancy items have been approved, you will be notified in the K12 Parent Portal and regarding the status of your student's enrollment. Thank you very much!
Required information for Sebastian Broussard, Cyber Academy of South Carolina:
Need Help?
888-273-7431
Chat with Us
ENROLL ANOTHER STUDENT
Track Your Progress
APPLICATION
1 Review Student Information
2 Select a School
ADMISSIONS
3 Complete Admissions Forms
4 Provide Compliancy Items
CONFIRMATION
5 Review Next Steps
Key
Click for help
Finally, the parent will submit enrollment documents for approval.


DOCUMENTS
Family Income Form
Not Received/Reviewed
View History
Proof of Age
Not Received/Reviewed
View History
Proof of Residency
Not Received/Reviewed
View History
Immunization Card
Not Received/Reviewed
View History
CASC Release of Records
Not Received/Reviewed
View History
Proof of Continuous Enrollment
Not Received/Reviewed
View History
Parent Training*
Not Received/Reviewed
View History
*Alternate document submission method required; you may submit this, or any other document in lieu of direct upload, via one of the methods below. Please note that non-digital submission using one of these alternate methods may result in a longer review period by the Document Processing Department.
Mail: Cyber Academy of South Carolina 2300 Corporate Park Drive Suite 200 Herndon, VA, 20171
Fax: (864) 752-4997
Email: cascfax@k12.com
SAVE
Finally, the parent will submit enrollment documents for approval.

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/guadians 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/guadian 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: Bryan

Last Name: Hoylman

Phone Number: [redacted]

Street Address: [redacted]

City: [redacted]

Board Chair

☒ Yes ☐ No

Area of expertise for the board:

- ☐ School administration/leadership
- ☐ Law
- ☐ Special populations (e.g. special education, English learner, Gifted, at-risk)
- ☐ Human resources
- ☐ Finance
- ☒ Business operations
- ☐ Mission-specific:
- ☐ Other:

Future Parent/Guardian

☐ Yes TBD ☐ 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.

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Include the following information for each initial board member:

First Name: Greg

Last Name: Clutter

Phone Number: [redacted]

Street Address: [redacted]

City: [redacted]

Board Chair

☐ Yes ☒ No

Area of expertise for the board:

☐ School administration/leadership
☐ Law
☐ Special populations (e.g. special education, English learner, Gifted, at-risk)
☐ Human resources
☒ Finance
☒ Business operations
☐ Mission-specific:
☐ Other:

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

GOVERNANCE AND COMPLIANCE

Governing Board

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Include the following information for each initial board member:

First Name: John

Last Name: Overington

Phone Number: [redacted]

Street Address: [redacted]

City: [redacted]

Board Chair

☐ Yes ☒ No

Area of expertise for the board:

☐ School administration/leadership
☐ Law
☐ Special populations (e.g. special education, English learner, Gifted, at-risk)
☐ Human resources
☐ Finance
☐ Business operations
☐ Mission-specific:
☒ Other:

34 years in the WV House of Delegates (1985-2019) including 10 years on the House Education Committee, and part of that time as the Minority Chair for the Education Committee. Also, a former chemistry teacher.

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.

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Include the following information for each initial board member:

First Name: Colleen

Last Name: Spotts

Phone Number: [redacted]

Street Address: [redacted]

City: [redacted]

Board Chair

☐ Yes ☒ No

Area of expertise for the board:

☐ School administration/leadership
☐ Law
☐ Special populations (e.g. special education, English learner, Gifted, at-risk)
☐ Human resources
☐ Finance
☐ Business operations
☐ Mission-specific:
☒ Other: Parent (20 years of Public School), Staffing, and Sales.

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.

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Include the following information for each initial board member:

First Name: Terry

Last Name: Waxman

Phone Number: [redacted]

Street Address: [redacted]

City: [redacted]

Board Chair

☐ Yes ☒ No

Area of expertise for the board:

☐ School administration/leadership
☐ Law
☐ Special populations (e.g. special education, English learner, Gifted, at-risk)
☐ Human resources
☐ Finance
☐ Business operations
☐ Mission-specific:
☒ Other:

Served in the WV Legislature, House of Delegates for two terms, and served on the House Education Committee for at least three years.

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

BYLAWS OF

MOUNTAIN STATE LEARNING SOLUTIONS, INC.

A West Virginia nonprofit public corporation

Interim Version Effective August 16, 2021

Final Version Adopted and Approved Effective August 26, 2021

BYLAWS OF MOUNTAIN STATE LEARNING SOLUTIONS, INC.

ARTICLE I – ARTICLES OF INCORPORATION

Section 1.1 References to Articles

Any reference herein made to the Corporation's articles of incorporation will be deemed to refer to its articles of incorporation and all amendments thereto as at any given time on file with the West Virginia Secretary of State together with any and all certificates filed by the Corporation with the West Virginia Secretary of State (or any successor to its functions), pursuant to applicable law.

Section 1.2 Seniority

The articles and the West Virginia Nonprofit Corporation Act (the "Act") will in all respects be considered senior and superior to these bylaws, with any inconsistency to be resolved in favor of the articles and such law, and with these bylaws to be deemed automatically amended from time to time to eliminate any such inconsistency which may then exist.

ARTICLE II - NAME, PURPOSE, AND OFFICES

Section 2.1 Name and Purpose

Mountain State Learning Solutions, Inc. (the "Corporation") has been organized, pursuant to the Act, as a non-profit corporation to operate exclusively as an educational and charitable organization which is intended to be and anticipates becoming exempt from income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The Corporation may, consistent with the foregoing, engage in all lawful purposes and activities presently or hereafter allowed to be carried on by a corporation which is qualifies under Section 501(c)(3) of the Code, including but not limited to managing, operating, guiding, directing and promoting a West Virginia Virtual Public Charter School.

Section 2.2 Offices

The Corporation may have such offices, whether within or without the State of West Virginia, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time. The Corporation shall have and continuously maintain in the State of West Virginia a registered office, and a registered agent, as required by the Act. The registered office may be, but need not be, identical with the principal office, and the Board of Directors may change the address of the registered office from time to time.

ARTICLE III - BOARD OF DIRECTORS

Section 3.1 General Powers

The affairs of the Corporation shall be administered by the Board of Directors. In this respect, the Board of Directors is responsible for overall policy and direction of the Corporation and delegates authority for day-to-day operations to the principal/head of the charter school appointed by the Board of Directors. More specifically, the Board of Directors shall have the following duties, powers and authority:

(a) appointing or electing the following officers: Chair, Vice Chair, Treasurer, and Secretary (collectively, "the Officers");

(b) removing any Officer;

(c) amending the Articles of Incorporation;

(d) amending, altering or repealing these Bylaws;

(e) authorizing the sale, lease, exchange, mortgage or pledge of all or substantially all of the Corporation's property or assets;

(f) authorizing the voluntary dissolution of the Corporation or revoking proceedings therefore;

(g) adopting a plan for the distribution of the assets of the Corporation on dissolution; and

(h) appointing and removing members of the Board of Directors from office in accordance with these Bylaws.

Further, the Board of Directors may adopt such rules and regulations for the conduct of the business of the Corporation as shall be deemed advisable, and may, in the execution of the powers granted, appoint such agents as it may consider necessary.

Section 3.2 Number, Tenure and Qualification

The number of members of the Board of Directors of the Corporation, excluding ex officio members, shall be no less than five (5) and no more than seven (7). Except as provided below for initial Directors, each Director shall hold office for a three (3) year term, unless elected to serve the remaining term of a previously elected Director, and until his or her successor shall have been elected and qualified, unless he or she is removed or resigns in accordance with the provisions of these Bylaws. The Board of Directors shall constitute itself by appointing individuals to serve as Directors, consistent with the provisions of these Bylaws. Nothing herein shall preclude members of the Board of Directors from being appointed to successive terms.

The terms of the Directors shall be staggered so that approximately one-third of the terms expire each year. At a meeting of the Board of Directors after the adoption of the Articles of Incorporation and these Bylaws, the Board of Directors shall determine the terms for the initial three (3) Directors as follows: (i) one (1) of the initial Directors shall be elected for an original term of two (2) years; (ii) one (1) of the initial Directors shall serve an original term of three (3) years; and (iii) one (1) of the initial Directors shall serve an original term of four (4) years. After the first term of each respective initial Director, each subsequent Director shall be nominated and elected for a term of three (3) years. After the approval and establishment of a charter school as provided by West Virginia Code § 18-5G-1, et seq., the Board of Directors shall thereafter endeavor to conform its membership to the requirements of West Virginia Code § 18-5G-7(a) as soon as practicable.

The Board of Directors shall have the power to establish and appoint ex officio members of the Board of Directors or an Advisory Committee. The ex officio and Advisory Committee members of the Board of Directors shall be included among its members and shall in all respects hold the same privileges as elected Directors, except that the ex officio members shall not be voting members of the Board of Directors or of an Advisory Committee.

Section 3.3 Vacancies

A vacancy in the Board of Directors shall be deemed to exist in case of death, resignation, or removal of any Director, or if the authorized number of Directors is increased. The Board of Directors may by nomination and majority vote of members present fill any such vacancy for the balance of the term thereof at any regular or special meeting.

Section 3.4 Removal of Directors

Directors may be removed for "cause" at any time by vote of a majority of the remaining Directors at any meeting duly called for that purpose. Such vacancy may be filled by the Board of Directors at any regular or special meeting of the Board. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of his or her term of office.

For purposes of these Bylaws, "cause" for removal shall be an act or omission to act which: (1) would constitute a felony; (2) would constitute a crime involving moral turpitude; (3) would constitute fraud or a material misrepresentation threatening or bringing discredit upon the Corporation; (4) would materially violate a duty imposed by State law; or (5) would materially breach the Director's fiduciary duties, including any conflict of interest policy or code of ethics adopted by the Corporation.

Section 3.5 Resignations

A Director may resign at any time. Resignation shall become effective upon its receipt by the Board of Directors.

Section 3.6 Compensation

Directors shall not be paid or compensated for their service as Directors, except that they may be reimbursed for reasonable expenses incurred on behalf of the Corporation.

Section 3.7 Officers

(a) Election or Appointment. The Board of Directors, upon an affirmative vote of a majority of votes cast thereon, shall appoint or elect a Chair, Vice-Chair, Treasurer, and Secretary of the Board.

(b) Term. The Officers of the Board shall be appointed or elected to serve in such respective roles for a two (2) year period, unless or until such individual resigns or is removed from such role in accordance with the rules set forth Sections 3.5 or 3.4, respectively. In the absence of a duly elected or appointed successive Officer of the Board, the then-Officer, respectively, shall continue to serve in such respective role until a new successor has been duly elected or appointed.

(c) Chair of the Board. The Chair shall preside at all meetings of the Board of Directors. The Chair shall, subject to the control of the Board of Directors, have general supervision of the affairs, business, and officers of the Corporation. He or she shall also perform such other duties and have such other powers as may be assigned to him or her from time to time by the Board of Directors.

(d) Vice-Chair of the Board. The Vice-Chair shall perform the duties of the Chair in the absence of the Chair or in the event of his or her inability or refusal to act. The Vice-Chair shall be first in line to perform the duties in the absence of the Chair. When so acting, he or she shall have all of the powers of and be subject to all the restrictions upon the Chair. In the absence of the Chair, the Vice-Chair shall preside at all meetings of the Board of Directors. The Vice Chair shall perform other duties as may be assigned by the Chair or the Board of Directors.

(e) Treasurer and Secretary. The Treasurer and Secretary, respectively, shall perform the duties usual and customary to those officers on nonprofit boards and as otherwise provided herein or by the Board.

Section 3.8 Advisory Board Members

The Board of Directors may elect advisory members of the Board of Directors for indefinite terms with no privileges as Directors and without vote or compensation. Such members shall periodically meet with and lend their expertise and resources to the Board of Directors in order to further the purposes of the Corporation. The Board of Directors shall review the advisory board membership bi-annually and disassociate those members who have ceased to be active.

ARTICLE IV - OFFICERS

Section 4.1 Election of Officers

The Board of Directors shall appoint or elect the Chair, Vice Chair, Secretary, Treasurer and such other officers it deems appropriate. Each such officer shall hold office for such period and shall have such duties as may be prescribed in these Bylaws or as the Board of Directors may

determine.

Section 4.2 Resignations

Any officer may resign at any time by delivering a written resignation either to the Chair or to the Chair. Unless otherwise specified therein, such resignation shall take effect upon delivery.

Section 4.3 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise or if a new office shall be created, may be filled by the Board of Directors for the unexpired portion of the term.

Section 4.4 Chair of the Board

The Chair of the Board shall be the Chief Executive Officer of the Corporation subject to the direction of the Board of Directors. The Chair shall be a voting member of all committees. The Chair may sign, execute and acknowledge, in the name of the Corporation, deeds, mortgages, bonds, contracts or other instruments authorized by the Board of Directors. Contracts in excess of $5,000 and not adopted, as parts of the Corporation's budget approved by the Board of Directors require the approval of the Board of Directors. The Chair shall submit to the Board of Directors periodic reports of the operations and affairs of the Corporation. He or she shall also perform such other duties and have such other powers as may be assigned to him or her from time to time by the Board of Directors.

The Chair, with the approval or upon the authorization of the Board of Directors, may appoint other such officers, not specifically provided for in these Bylaws, as may be deemed necessary including vice presidents, financial officers, or assistant secretaries, to hold office for such period as may be specified with respect to any such appointment.

Section 4.5 Treasurer

The Treasurer shall have or shall provide for the custody of all funds, securities and other property of the Corporation; shall collect and receive or provide for the collection or receipt of money earned by or in any manner due to or received by the Corporation; shall collect all member dues, as applicable; shall deposit or cause to be deposited all such moneys in such banks or other depositories as the Board of Directors may from time to time designate; shall make disbursements of Corporation funds upon appropriate vouchers; shall keep full and accurate accounts of transactions of his or her office in books belonging to the Corporation; shall have established proper accounting procedures for the handling of public and private funds; shall, whenever so required by the Board of Directors, render an accounting showing his or her financial transactions, and the financial condition of the Corporation; and in general, shall discharge any other duties as may from time to time be assigned to him or her by the Board of Directors. The duties of the Treasurer may be delegated as otherwise provided by the Board so long as the Treasurer maintains direct supervision and approval of such delegated undertakings.

Section 4.6 Secretary

The Secretary shall cause to be kept and shall sign the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law (including, without limitation, the West Virginia Governmental Open Proceedings Act); be the custodian of the corporate records and of the seal of the Corporation; keep a register of the address of each member of the Board of Directors; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Directors.

Section 4.7 Removal of Officers or Agents

Any officer or agent may be removed by a majority vote of the Board of Directors whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create any contract rights.

Section 4.8 Surety Bond

The Board of Directors may require any officer, agent, or employee of the Corporation to execute to the Corporation a bond in such sums and with such surety or sureties as the Board of Directors may direct, conditioned upon the faithful performance of his or her duties to the Corporation, including responsibility for negligence and for the accounting of all property, monies or securities of the Corporation which may come into his or her hands.

ARTICLE V- MEETINGS

Section 5.1 Regular Meetings

(a) The Board of Directors shall hold regular annual meetings, unless changed by resolution of the Board.

(b) Subject to Section 5.8, the Board of Directors may provide, by resolution, the time and place for the holding of their regular meetings without notice other than such resolution.

Section 5.2 Special Meetings

(a) Special meetings of the Board of Directors may be called by order of the Chair or by two (2) of the Directors.

(b) The Secretary shall give notice of the time, place and purpose or purposes of each special meeting in accordance with the notice requirements in Section 5.4 and Section 5.8 of these Bylaws.

Section 5.3 Quorum

(a) A majority of the members of the Board of Directors shall constitute a quorum for the transaction of business.

(b) A majority of the members of a committee shall constitute a quorum for transaction of business.

Section 5.4 Notice

(a) Amount of Notice. Written notice of any regular or special meeting of the Board of Directors shall be given to each Director at least five (5) calendar days prior thereto.

(b) Manner of Giving Notice. Written notice shall be given by delivered personally, or delivered by confirmed overnight courier, telegram, facsimile transmission ("fax"), e-mail or first class mail to each Director at his or her home or business address.

(c) Effective Date of Notice. If sent by confirmed overnight courier or mail, such notice shall be deemed to be given when delivered to the courier service or deposited in a first-class postage-prepaid envelope in the United States mail addressed to such Director's home or business address. If given by e-mail or fax, such notice shall be deemed to be given upon the date it is actually received by the addressee.

(d) Notice to Non-Voting Directors. Non-voting members of the Board of Directors shall be given notice of and may attend all meetings of the Board of Directors; however, failure to give notice to a non-voting member of the Board of Directors shall not affect the validity of the meeting or of any action taken at such meeting.

(e) Contents of Notice. The notice of each regular and special meeting shall specify the business to be transacted at such meeting.

(f) Waiver of Notice. Any Director member may, in writing, waive notice of a meeting. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 5.5 Voting

(a) Board of Directors Meetings. At all meetings of the Board of Directors, each voting Director shall have one vote. Voting rights of a member of the Board of Directors shall not be delegated to another or exercised by proxy.

(b) Committee Meetings. At all meetings of a committee, each voting member shall have one vote. Voting rights of a member of a committee shall not be delegated to another or exercised by proxy.

(c) Equality of Votes. In the event of equality of votes at a meeting of the Board of Directors, the Chairman of the Board shall have an additional or deciding vote.

Section 5.6 Presumption of Assent

A Director or committee member who is present at a meeting at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his or her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before adjournment thereof.

Section 5.7 Meetings by Conference Telephone or Video

Directors or committee members may participate in a meeting through the use of conference telephone, video, or similar communications technology, so long as: (a) any meeting subject to the Open Governmental Proceedings Act, West Virginia Code Section 6-9A-1 et seq. (the "Open Meetings Act") meets all applicable requirements of the Open Meetings Act; (b) any meeting not subject to the Open Meetings Act has at least one Director present; and (c) all members participating in, and all members of the press and public attending such meeting, can hear one another. Participation in a meeting through telephonic or video means shall constitute presence in person at such meeting.

Section 5.8 Open Meetings

The Board of Directors may, in its discretion, adopt and follow procedures under which their meetings shall be open to the public to the extent required by the Open Meetings Act. Where applicable, the Board of Directors shall follow the procedures of the Open Meetings Act. In the event that any provision of the Open Meetings Act conflicts with any provision of these Bylaws or requires additional action before a meeting to transact business or finalize decisions can be held, the conflicting Open Meetings Act provision shall control.

ARTICLE VI - COMMITTEES

Section 6.1 Standing Committee

The Board of Directors may organize one or more standing committees including a fundraising committee. If organized, standing committees shall be composed of at least two (2) members of the Board of Directors, the Chair of the Board, and such additional individuals as the Board of Directors may select. The members of standing committees shall be appointed by and be subject to the direction of the Board of Directors. The chairperson of all standing committees shall be a member of the Board of Directors.

Section 6.2 Additional Committees

Additional committees may be established at any time as deemed necessary by the Chair or a majority vote of the Board of Directors in order to carry out the objectives and purposes of the Corporation. Chairpersons and members of such committees shall be appointed by the Chair or Board of Directors. Such committees shall exist for the period required to accomplish their respective objectives, but in no case for longer than specified by the Board of Directors when such committees are created unless extended by the Board of Directors. At least two (2) members of each such committee must be members of the Board of Directors.

Section 6.3 Resignation and Removal

Any member of any committee may resign at any time by giving notice to the chairperson of the committee or the Board of Directors. Such resignation need not be accepted to be effective.

ARTICLE VII - CONTRACTS, LOANS, CHECKS AND DEPOSITS

Section 7.1 Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

Section 7.2 Loans

No loan or advance shall be contracted on behalf of the Corporation, no negotiable paper or other evidence of its obligation under any loan or advance shall be issued in its name, and no property of the Corporation shall be mortgaged, pledged, hypothecated or transferred as security for the payment of any loan, advance, indebtedness or liability of the Corporation unless and except as authorized by the Board of Directors. Any such authorization may be general or confined to specific instances.

Section 7.3 Deposits

All funds of the Corporation not otherwise employed shall be invested or deposited from time to time to the credit of the Corporation in such instruments or securities, banks, trust companies or other depositories as the Board of Directors may select, or as may be selected by any officer or agent authorized to do so by the Board of Directors.

Section 7.4 Checks

All notes, drafts, acceptances, checks, endorsements and evidences of indebtedness of the Corporation shall be signed by such officer or officers or such agent or agents of the Corporation and in such a manner as the Board of Directors from time to time may determine.

ARTICLE VIII - AMENDMENTS

These Bylaws may be altered, amended, repealed, or new Bylaws adopted by the affirmative vote of a majority of those present at any legally constituted meeting of the Board of Directors for which notice of intent to amend said Bylaws has been given.

ARTICLE IX - FISCAL YEAR

The fiscal year of the Corporation shall end on the last day of December, or on such other date as may be fixed from time to time by the Board of Directors.

ARTICLE X - CORPORATE SEAL

The Corporation may have an official seal which shall bear the name of the Corporation and

the state and year of incorporation. The Board of Directors may alter, at will, the corporate seal.

ARTICLE XI - INDEMNIFICATION

Section 11.1 Indemnification

No officer or Director shall be personally liable for any obligations of the Corporation or for any duties or obligations arising out of any acts or conduct of said officer or Director performed for or on behalf of the Corporation. The Corporation shall and will indemnify and hold harmless each person and his or her heirs and administrators who shall serve at any time hereafter as an officer or Director of the Corporation from and against any and all claims, judgments and liabilities to which such persons shall become subject by reason of his or her having heretofore or hereafter been a Director or officer of the Corporation, or by reason of any action alleged to have been heretofore or hereafter taken or omitted to have been taken by him or her as such Director or officer, and shall reimburse each such person for all legal and other expenses reasonably incurred by him or her in connection with any such claim or liability; provided, however, that no such person shall be indemnified against or reimbursed for any judgment or expense incurred in connection with any claim or liability arising out of a criminal prosecution or willful misconduct which results in a monetary profit to him or her. The rights accruing to any person under the foregoing provisions of this section shall not exclude any other right to which he or she may lawfully be entitled, nor shall anything herein contained restrict the right of the Corporation to indemnify or reimburse such person in any proper case, even though not specifically herein provided for. The Corporation, its Directors, officers, employees and agents shall be fully protected in taking any action or making any payment or in refusing so to do in reliance upon the advice of counsel.

The indemnification herein provided shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any provision of these Bylaws, an agreement, vote of members or disinterested Directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such person.

Section 11.2 Insurance

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, or employee of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another Corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against liability under the provisions of this section or of the Act.

ARTICLE XII – 501(c)(3) STATUS AND RACIAL NON-DISCRIMINATION

Section 12.1 501(c)(3) Status

The Board of Directors shall ensure that the Corporation applies for, achieves, and maintains 501(c)(3) status with the Internal Revenue Service.

Section 12.2 RACIAL NON-DISCRIMINATION

The Board, and its employees or representatives or agents shall not engage in discrimination on the basis of race, including in connection with the students of any educational institution or body created or governed by the Board. Specifically, the Board, or any agent or division of the Corporation, will not discriminate in any way on the basis of race with respect to school admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs.

Appendix G. Sample Fiscal Policies and Procedures

400 – Fiscal Management

410: Fiscal Policies and Procedures

NORTH CAROLINA VIRTUAL ACADEMY

FISCAL POLICIES & PROCEDURES

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I. Introduction

Policy Overview

The purpose of this document is to provide an overview of internal control policies followed by K12 when providing services for North Carolina Learns, Inc. dba North Carolina Virtual Academy (aka NCVA). The policies cover accounting, financial reporting, information technology and human resource services.

K12's School Finance and Managed School Accounting (MSA) or jointly, the K12 School Financial Services (SFS) group, K12 Human Resources, K12 Payroll and K12 Regional Information Technology (IT) support and enforce these policies.

Internal controls are the methods and procedures used to provide reasonable assurance to items including:

- Safeguard assets
- Ensure validity of financial reports and records
- Promote adherence to policies, procedures, regulations and laws
- Promote effectiveness and efficiency of operations
- Ensure financial systems are secure and backed up as needed

Audience

This policy is intended for the School Board, School Management and K12 employees.

Policy Exceptions

Regulatory requirements and service agreements may modify the policy for an individual School; however, these changes must be documented in an addendum and approved by the School Board.

Annual Review of Fiscal Policies and Procedures

The HOS and SFS will monitor changes in authoritative guidance and regulations and recommend changes to the School's fiscal policies and procedures as necessary. Any changes will be approved by the Board.

II. Financial Management & Accounting

Accounting, Budgetary Control & Financial Closing

- The School uses the modified accrual basis of accounting.
- Fund accounting is used to account for the financial activities of the School.
- The preparation of monthly and fiscal year-end financial statements is in accordance with Generally Accepted Accounting Principles (GAAP) and any other State/District-specific reporting requirements.

- Budgets are prepared annually by School Finance and the HOS based on estimates of revenues and expenses. The annual budget is reviewed and approved by the Board in accordance with the state law.
- An independent auditor is selected by the Board to perform the annual financial audit for the School. The selected auditor(s) will be required work with K12 School Finance and/ the MSA teams and/or applicable bookkeeping firm contracted by SFS.

Month End Close Accounting Process

- Inputs
  - School Payables
  - Forecast Accruals
  - K12 Bills
  - Billing Accruals
  - School Enrollments
  - Instructional Staff List by Function
- Month end journal entries and accruals
  - Payroll-related
  - Forecast- related
    - General Fund Revenue accruals
    - Revenue based Expenses – fees
      - Management Fees – K12
      - Technology Fees – K12
      - Oversight Fees – Sponsor
    - Expenses
      - Teacher Bonus
      - ISP
      - Rent/Insurance/Others
  - Amortization & Depreciation
    - Fixed Assets
    - Deferred Rent
    - Prepaid Expenses (Insurance, Legal, K12)
  - Restricted Funding Revenue Recognition
- Balance Sheet Reconciliations
  - Bank Account Reconciliations
    - Manual Checks

        - Credit Cards
    - K12 Prepaid Expenses
    - Prepaid Expenses
    - Other Receivables
    - Fixed Assets
    - Accounts Receivable
    - Deferred Revenue
    - Restricted Funds Analysis
    - Deferred Rent
    - Other Accrued Liabilities
    - Accounts Payable
        - Unpaid K12 Invoices

Monthly Financial Package

- Comprised of:
    - Actuals in appropriate Budget Formats
    - Bank Reconciliation
    - Transaction Detail by Account
    - Journal Entry Posting
- The monthly financial close is performed by MSA and/or applicable bookkeeping firm contracted by SFS.
- School Finance compiles the budget to actual report which is reviewed and approved by the HOS. Financial reports are provided to the Finance Committee monthly via email, which are reviewed by the Finance Committee and given to the full Board. Questions are addressed at Finance Committee meetings, Board meetings, or other requested meetings.
- Monthly Financial Package approvals are performed by the HOS and the approval is sent to MSA within 30 days of Financial Package release.

Other Financial Reporting

- Applicable State/District reporting requirements

Treasury

Authorization, Approval and Delegation of Authority

- School Board must authorize the opening of a bank account.
- Head of School (HOS) and or Board Treasurer and Board Chair, where applicable, are the signatory / agents for all School bank accounts.
- Two signatures are required for expenditures greater than $5,000.

- The HOS is approved by the Board to approve and make expenditures on behalf of the School for operational purchases as outlined in K12/School Educational Services Agreement. All contracts will be reviewed and approved by the Board in advance of execution in accordance with current and future year approved budgets and the Educational Services Agreement (ESA), and with support and review by K12 School Finance. (Also reference Expenditure – General Funds, Authorization and Approval).
    - The HOS is approved by the Board to approve and make expenditures on behalf of the School for the following purposes: insurance coverage as required to comply with School agreements; payroll expenses and payroll taxes or other required taxes. Payroll-related tax approvals to taxing entities are further described in the next item below.
    - Further, the Board has authorized the HOS to approve and make expenditures for all School operational needs up to $5,000. Any expenditure of greater than $5,000 that does not meet the requirements defined in the previous paragraph will require Board Designee(s) or Board Chair approval in advance of payment, including K12 invoices.
        - All payroll-related tax payments to taxing entities will have HoS and Board Designee(s) or Board Chair approval. The approval process will be coordinated with the associated School business processes and requirements/processes of the North Carolina State-required financial system.
    - All purchase requests/requisitions should be approved by the HOS or Operations Manager if under $5,000. All purchase requisitions > $5,000 should be approved by the HOS and the Board Designee(s) or Board Chair.
- Transfers from School bank accounts to other Board accounts, including reserve amounts, require Board approval and incorporation in meeting minutes to include:
    - The timing of the reserve or other checks.
    - Amount of the check and support for calculation (it is recommended that this support for the calculation be provided by K12 School Finance).
    - A Board-prepared check request for reserve or other requested School funds with supporting documentation that is sent to MSA and/or applicable bookkeeping firm contracted by SFS for entry and check processing.
    - All support documentation for spending of reserve funds must be forwarded to MSA and/or applicable bookkeeping firm contracted by SFS for fund reconciliation purposes and compliance with federal, state and local requirements
- Cash balances shall not be reduced below zero.
- Public fund balances over $250K must be insured (collateralized).
- *Due to North Carolina DPI funding processes, payroll and other expenses are funded on an "as requested" basis. As such, public fund bank balances do not exceed the $250k FDIC threshold.*
- Checks outstanding and unpaid for a period of one (1) year shall be declared void, included as receipts and removed from the outstanding check listing unless state escheatment treatment is required.
    - *An escheat is the transfer of abandoned property to the custody of the state. It was commonly associated with properties from an estate of a person who died without a will or known heirs. However, the concept has evolved over the years to include property not*

claimed by its rightful owner or returned to its rightful owner. The terms escheat and unclaimed property are now used interchangeably. Currently there is no NCVA-related unclaimed property and no North Caroline state escheatment treatment is required.

- Any adjustments to cash for School bank accounts, such as the write-off of old outstanding checks, must be approved by the HOS. Adjustments to other Board bank accounts must be approved by the Board and incorporated in meeting minutes.
- Upon termination or change in job responsibility of a check signer, the bank-authorized signatures must be updated immediately.
- The HOS will review the bank authorized signatories semi-annually and confirm review with School Finance.
- Debit cards issued on School and Board bank accounts are not authorized.
- Credit and Purchase Cards (aka "P-Cards) are discouraged. If the Board chooses to approve either Credit or P-Cards, reconciliations consistent with cash/bank reconciliations would be required to be prepared by the School and to be sent to MSA and/or applicable bookkeeping firm contracted by SFS. In addition, all receipts must be kept and forwarded to the MSA accountant and/or applicable bookkeeping firm contracted by SFS as backup to the reconciliation. P-Cards should have limited use approval. Usage should be limited to pre-payments of state testing sites. Other expenses such as meals for professional development, etc. may be done through the administrator's corporate Amex card and not the schools P-card.

Custodial and Security Arrangements:

- MSA and/or applicable bookkeeping firm contracted by SFS maintains custody of the School check stock. Access to check stock is separated from those with the ability and authorization to sign checks.
- Check stock is stored in a secure/locked area.
- A record of the check sequence supplied to MSA and/or applicable bookkeeping firm contracted by SFS is kept by the Board Designee or HOS.
- Checks voided for any reason are maintained by MSA and/or applicable bookkeeping firm contracted by SFS. The signature section must be marked out or removed and the reason the check was voided must be noted on the check.
- Emergency check stock may be allocated to the School. On a monthly basis, the School must submit a log to MSA and/or applicable bookkeeping firm contracted by SFS detailing check sequence, date, vendor, and amount of checks written during the month.
- Petty cash funds are discouraged; however, where necessary, cash fund should not exceed $500. A log of cash expenditures must be kept by the Operations Manager or designee and reconciled prior to any replenishment.
    - Checks must never be written for cash.

Accounts Receivable

- Deposits of state student funding and federal grants should be routed to automatically deposit into the School bank account when applicable and comply with state/local regulations. A copy of all backup documentation for direct deposits must be sent to MSA and/or applicable bookkeeping firm contracted by SFS by the Operations Manager or designee.

- Use of a bank lockbox for payment is highly encouraged. Cash should not be sent directly to the School. In the limited cases where checks are received by the School the following process must be followed:
  - Operations Manager or designee opens mail and maintains a ledger of all checks received. The ledger is forwarded monthly to MSA and/or applicable bookkeeping firm contracted by SFS.
  - Checks are deposited into the School bank account by the Operations Manager or designee or HOS within one day of receipt. The Operations Manager or designee provides a copy of all deposit backup documentation to MSA and/or applicable bookkeeping firm contracted by SFS.

Monthly Bank Reconciliations

- Bank reconciliations are performed and reviewed monthly for all School and Board bank accounts by MSA and/or applicable bookkeeping firm contracted by SFS.
  - Bank statements must be made available to MSA and/or applicable bookkeeping firm contracted by SFS through online access (view only) and/or by hard copy from the School.
  - Bank account reconciliations are performed by MSA and/or applicable bookkeeping firm contracted by SFS and include a beginning cash balance, listing of cleared checks/payments, deposits/credits, un-cleared checks/payments, deposits/credits and the ending cash balance. All variances are researched and explained.
  - All deposit and payment activity must be provided to MSA and/or applicable bookkeeping firm contracted by SFS for accounting purposes. Reconciliation must include a tie out of funds deposited and expenditures paid to remaining balance.
  - The bank account reconciliations, with a copy of the bank statement, are included in the Monthly Financial Package prepared by MSA and/or applicable bookkeeping firm contracted by SFS and reviewed/approved by the HOS.

New Vendors

- All new approved vendors will require an approved vendor set-up form and a W-9 to accompany new vendor invoice in order to be entered for processing in the accounting. Exception: Internet Service Provider Reimbursement (ISP) check runs do not require W-9's.

Expenditures - General Funds

Authorization, Approval and Delegation of Authority

- The HOS is approved by the Board to approve and make expenditures on behalf of the School for operational purchases as outlined in K12/School Services Agreement.
- Checks must never be written for cash.
- School purchase requests under $5,000 must be approved by the HOS or Operations Manager. Purchase requests/requisitions greater than $5,000 require approval by both the HOS and the Board Designee(s) or Board Chair.

- All purchase requests/requisitions should be approved by the HOS or Operations Manager if under $5,000. All purchase requisitions > $5,000 should be approved by the HOS and Board Designee(s) or Board Chair.
- The HOS is approved by the Board to approve and make expenditures on behalf of the School for the following purposes: insurance coverage as required to comply with School agreements; payroll expenses and payroll taxes or other required taxes.
  - All payroll-related tax payments to taxing entities will have HoS and Board Designee(s) or Board Chair approval. The approval process will be coordinated with the associated School business processes and requirements/processes of the North Carolina State-required financial system.
- Any expenditure of greater than $10,000 that does not meet the requirements defined in the previous paragraph will require Board Designee(s) or Board Chair approval in advance of payment, including K12 invoices.
- The School must get three formal, documented quotes for other purchases over $10,000. Three competitive bids must be obtained for purchases over $25,000.
  - The K12 Regional Information Technology (IT) team will be consulted on technology purchase and implementation decisions for Teacher and Administrative staff. The IT team will assist in the securing of competitive pricing for computers, monitors, printers, software, and School technology infrastructure components.
    - Equipment must be supportable by the K12 technology infrastructure and meet necessary requirements to ensure the security and privacy of sensitive School data.
  - All technology purchases must be approved by the Regional Technology Manager and either the HOS or Operations Manager / Department Head. Including but not limited to:
    - Database and system development
    - Hosting of systems
    - Hardware and software purchases
    - Vendor support
- All service contracts must be supported by a current written contract.
- Loans to employees and Board members are prohibited under all circumstances.
- Compensation and any other payments for goods and services may not be paid in advance with the exception of: insurance, rent, facility/room rentals and software licenses and a contract for each service must be tied to the service.
- All vendor invoices must be paid in a timely manner within 30 days.
- All K12 invoices must be approved by the Board Designee(s) or Board Chair prior to payment in accordance with the Educational Services Agreement (ESA).
- For payments to be processed the following must occur:
  - An itemized invoice must be approved according to the School Delegation of Authority and matched to a purchase request/requisition (if required).
  - Once approved, the invoice is scanned and/or mailed, with any supporting documents, to MSA and/or applicable bookkeeping firm contracted by SFS for payment. Any invoices paid by K^{12} Corporate Accounting (versus MSA) will require original documents.

- For purchases of Gift Cards the following must be documented:
  - Preapproval by the HOS is required prior to purchase. Documentation must include the purpose of the gift cards, intended recipients and timing of distribution.
  - Gift Cards must be locked in a secure location with restricted access.
    - Monthly reconciliation of remaining gift cards and card distribution must be provided to MSA and/or applicable bookkeeping firm contracted by SFS and included in the monthly financial pack review by the HOS.
    - All gift cards distributed to teachers must be reported to payroll and is considered imputed income.

K12 Invoices for Payment

After completion of the school review and approval process described below, all K12 invoices will be reviewed and approved by the Board Designee(s) or Board Chair.

Management and technology fees:

- Management and technology fee invoices are reviewed by the HOS and Ops Manager (and/or designee) to confirm compliance with the Services Agreement.

Teacher and Student computer, On-line School (OLS) invoices and materials:

- Invoices are reviewed against student records and approved by the HOS and Ops Manager (and/or designee).

Other K12 Billing:

- Direct Costs: Invoices include Study Island, Scantron, Special Education Related Contract Services, Insurance, Payroll and other direct costs that are paid on behalf of K12 and charged back to the School according to the Services Agreement.

Oversight fees:

- Oversight invoices (if applicable) are reviewed by the HOS to confirm the fee is compliant per the Services Agreement. Once approved by the HOS and the Board Designee(s) or Board Chair, the invoices are forwarded to MSA and/or applicable bookkeeping firm contracted by SFS to process the related check, unless netted out with the state funding. If the Oversight Fees are netted against funding, reconciliation is completed as funding deposits are made to the School.

Internet Service Provider (ISP) payments (as per the Services Agreement):

- The Operations Manager and/or designee processes ISP payments twice a year, or in accordance with state/district regulations.
- The Operations Manager and/or designee downloads student and family information and completes a payment report based on approved enrollment dates and withdrawal dates, as well as the grade level students. Payments are pro-rated based on school policy. *State/District proration requirements are being researched.*
- The HOS reviews and approves the payment report prior to sending to MSA and/or applicable bookkeeping firm contracted by SFS , which then may be outsourced to a third party service

provider for check processing, signing and mailing checks to the families designated on the approved listing.

Expense Reimbursement

- The HOS reviews and approves all expense reports. The Ops Manager and/or designee reviews expense reports for compliance in advance of HOS review and approval.
  - Ensure compliance with the School Board-reviewed School Travel, Procurement of Materials/ Services and Reimbursement Procedures, in accordance with federal or state requirements, if applicable.
  - Confirm completion of supporting documentation.
  - Send scanned and approved expense reports (summary page only) to MSA and/or applicable bookkeeping firm contracted by SFS for check processing (or are processed via the K12 I-Expense System, if applicable).
- If applicable, checks along with expense report and supporting documentation are sent back to the School. The HOS signs the checks according to the Delegation of Authorities described above. The Operations Manager and/or designee photocopies the signed checks and files them with their respective expense report and associated invoice documentation.
- The HOS approves the Operations Manager / Department Head expense reports and the Senior Regional Vice President approves the HOS expense reports.
- The Board Designee or Board Chair must approve any expense reimbursements for the Executive Director.
- Refer to the School Travel, Procurement of Materials/ Services and Reimbursement Procedures for specific allowable expenses.

Expenditures - Restricted Funds

Authorization and Approval

Expenditures for Restricted Funds follow the same policies for General Funds with the following exceptions:

- The HOS must pre-approve all Restricted Fund employee and other expenses in accordance with allowable expense guidelines for each respective funds' State and Federal requirements.
- Purchase requisitions must be completed for all restricted fund purchases and other one-time purchases. All purchase requests/requisitions must show the amount of the purchase, if known, or if not known an estimate must be made. Prior to approving grant expenditures, the HOS and Operations Manager / Department Head must be certain that the expenditures are in accordance with federal or state requirements. Approvals must be secured.
- Prior to purchase. Quotes and/or other backup information must be attached to the purchase request/requisition. Items requiring purchase requests/requisitions include but are not limited to the following: technology purchases such as computers, printers and software, fixed assets, furniture and equipment such as file cabinets, memberships and training or professional development costs.

- Compensation and any other payments for goods and services must not be paid in advance of receipt of goods or services.
- For payments to be processed, there must be a fully itemized invoice, invoice must be approved and coded to the proper restricted fund by the appropriate person and matched to a purchase request/requisition (if required). Once approved, scanned copies of the documents must be sent to MSA and/or applicable bookkeeping firm contracted by SFS for payment. All technology purchases must be approved by the Regional Technology Manager and the HOS.
- All special education related service provider payments must be approved by the designated Special Education Manager and HOS.
- All items (assets and inventory) purchased with restricted funds need to be tagged with an asset tag, tracked for physical location and inventoried annually. The tag must read "Purchased with XYZ funds for NCVA". Any item (asset or inventory) assigned to a student or teacher also needs to be tagged, tracked for physical location and inventoried annually.
- Gift cards may not be purchased with restricted funds.

Payment Processing

- MSA and/or applicable bookkeeping firm contracted by SFS generates all checks and records the payments within the state/district-required accounting software, as well as K12's accounting software and utilizes the applicable State/District Chart of Accounts for recording and financial reporting.
- A manually signed invoice or invoice batch with electronic approval (with amount) is required before checks are cut for payment. If an invoice is presented for payment without proper approval or general ledger coding, it must be returned to the School.
- All scanned copies of checks with document support are saved in the individual School folders located on the K12 server.
- In the event of overpayment to a vendor, a refund or credit must be obtained and recorded as such.

Fixed Assets - General

The School is required to establish a fixed asset accounting system that will contain sufficient data to permit:

- The preparation of fiscal year-end financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and any State/District-specific reporting requirements.
- Adequate insurance coverage.
- Control, accountability and security.

Criteria for Fixed Asset Capitalization

- The asset has a useful life of one (1) year or more
- The cost of the asset is greater than $2,000.00

Valuation

Fixed assets are to be valued at purchase cost.

Donated fixed assets shall be valued at the donor's estimated fair market value at the time of gifting.

Depreciation

Assets will be depreciated using straight-line depreciation. Estimated life for fixed assets shall follow IRS guidelines.

Classification

Fixed assets shall be classified as follows:

- Furniture - 3 - 5 years
- Equipment – 3 - 5 years
- Software – Amortized 3 - 5 years
- Leasehold improvements – Life of Lease
- Structures and improvements – 15 years
- Land – Unlimited useful life
- Improvements other than buildings – 15 years

Information

The following information shall be maintained for all fixed assets:

- Description
- Asset classification
- Location
- Purchase price
- Vendor
- Date purchased or leased
- Accumulated depreciation
- Method and reason of disposal, if applicable

Fixed Asset Disposal

Any asset with a fair market value greater than or equal to $5,000 must be approved by the Board Treasurer of Board Chair prior to retirement. Approval is required by the Head of School for assets purchased with a fair market value of less than $5,000, prior to retirement. The Fixed Asset Inventory will then be updated to include reason for retirement and date of write-off.

However, MSA and/or applicable bookkeeping firm contracted by SFS will comply with any State/District policies that may supersede the aforementioned disposal process.

Examples of reasons for retirement:

- Asset is damaged beyond repair.
- Asset is damaged and the cost to repair it exceeds the current fair market value.
- Asset is not able to support current technology needs.

Any impairment to Fixed Assets needs to be communicated to the Regional Technology Manager and/or HOS immediately in order to assess the impairment.

- Fixed assets that are deemed obsolete or beyond repair should be communicated to the MSA Accountant and/or applicable bookkeeping firm contracted by SFS prior to disposal.

Physical Asset Controls:

- An annual inventory must be performed.
- Physical inventory must be performed by the Ops Manager and/or designee for all capitalized items, as well as, all computers that do not meet the capitalization threshold.
  - The inventory is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset or inventory records.
  - Upon completion, the Ops Manager and HOS must review and approve the results. Review includes a comparison of physical inventory to accounting records and fixed asset schedule.
  - Any discrepancies must be communicated to the HOS.
- Computer and software asset list must be submitted to the Regional Technology Manager for maintenance of IT equipment inventory to ensure continued supportability, license compliance and information security.
- All fixed assets are tagged with a School fixed asset tag.

Tracking and Reconciliation

- A fixed assets schedule is be maintained by the Operations Manager and/or designee according to the Fixed Asset Policy.
- The fixed asset schedule must be updated monthly to include new purchases, retirements or transfers of assets.
- The Operations Manager and/or designee must also reconcile the fixed asset schedule to the accounting records and submit to MSA and/or applicable bookkeeping firm contracted by SFS for review and confirmation.

Physical Assets Purchased with Restricted Funds

- All items purchased with restricted funds need to be tracked and inventoried by the School. The information must be maintained in a secure environment (i.e. system or network) with restricted access.
- All items (assets and inventory) purchased with restricted funds need to be tagged with an asset tag, tracked for physical location and inventoried annually.

- The tag must read "Purchased with XYZ funds for NCVA".
- Any item (asset or inventory) assigned to a student or teacher also needs to be tagged, tracked for physical location and inventoried annually
- An annual inventory must be performed. The physical inventory must be performed for all restricted fund purchase to catalog for restricted fund audit purposes

Physical assets purchased with restricted funds meeting the following criteria must also follow the fixed asset policy in the previous section in addition to the criteria laid out above.

- All items the asset has a useful life of one (1) year or more
- The cost of the asset is greater than $2,000.00

Tracking and Reconciliation

- A restricted fund fixed asset schedule must be maintained by the Special Education Manager /Ops Manager / Department Head.
- The restricted fund schedule must be updated monthly to include new purchases, retirements and/or transfers of assets.
- The SPED/Ops Manager / Department Head must also reconcile the restricted fund schedule to the accounting records as part of the month-end financial reporting process.

Tax

- School Finance reviews School contracts to determine tax oversight/filing requirements by K12 for the organization. Consult with K12 Legal if uncertain of terms and/or requirements.
- School Finance confirms and documents annually that School's Federal and/or state not for profit status is valid.
  - Federal check: http://www.irs.gov/Charities-&-Non-Profits/ , EO Select Check.
  - A copy of the original IRS approval of the non-for-profit status is maintained in the organization's permanent tax files.
  - Some states have their own non-profit status and/or education exemptions. School Finance ensures that the School has applied for and received the appropriate exemptions and maintains a copy of the status/exemptions in the School's permanent tax file. Consult with K12 Tax (tax@k12.com) as needed for guidance.
  - To meet the IRS requirements required by the Tax Exempt Handbook, the School will always have available for inspection, when applicable:
    - 1023 Filing
    - Bylaws
    - Articles of Incorporation
    - Board Minutes
    - 3 years of Form 990s

- A calendar of tax form due dates is developed and the School Finance ensures tax forms are timely and accurately filed for the non-profit organization:
  - Federal:

- Form 990 – To be filed annually by the 15th day of the 5th month following the close of the tax year. (A return for the June 30 year end would be due by November 15). Note that a 90 day extension can be filed on Form 8868 for two (2) additional 90 day periods (the first extension date for a June 30 year end would be until February 15; the second extension date would be until May 15)
- The School engages a CPA firm to prepare Form 990 if required. Review and ensure accuracy of figures presented on the form agree with audited financial statements for the School.
- School Finance leverages www.stayexempt.irs.gov for information and training on IRS requirements of a non-profit.

– State:

- Business license: Applicable North Carolina and and/or local business licenses with be renewals annually and/or as required.
- Sales/use tax: Taxation of educational materials and services vary widely depending on state and local rules, type of organization and the item.
  - Requests for refunds for North Carolina Sales Tax as of June 30th of each year will be filed annually. The North Carolina requirement is that the filing will be broken down by applicable county.

– Local:

- Property tax is due at the local level and non-profits typically are not exempt from property tax. School Finance confirms the required property tax filings requirements in the local jurisdiction. The Board, with K12's support and recommendation, engages an outside firm to prepare property tax returns, as applicable.

III. Human Resources and Payroll

Internal Controls, Control Objectives and Segregation of Duties

Internal Controls

Internal controls are placed at various points in these processes to ensure that guidelines are followed and that there is accountability for use of public funds.

- The School's policies and procedures for recruiting, training, evaluation, discipline and payroll are in accordance with applicable state and federal laws/rules.
- Payroll is processed timely and accurately.
- The payroll system is updated with changes in federal/state/local laws and taxes.
- Employees are paid on time.
- Payroll and Benefits disbursements are adequately funded.
- IRS 941s, W-2s, 1099s, 1094cs/1095cs are produced and submitted timely and accurately – and are reconciled to the system/s of record.
- Segregation of duties is properly maintained.

Control Objectives

- Establish accountability at all points along the accountability chain.
- Segregation of duties exists between those responsible for the preparation and processing of payroll, and those responsible for the recruiting, disciplining and removal of personnel.
- Segregation of duties exist within the payroll approval, data entry, and disbursement functions.
- Transactions and events are properly recorded.
- Responsible staff understand their duties, responsibilities, and accountabilities.
- Payroll practices are documented and in compliance with federal and state laws and regulations.
- Transaction activities are properly authorized.
- Payroll amounts are properly verified before disbursement.
- Accountability for refunds and credits is maintained.
- Payroll records are protected from unauthorized access, theft, obsolescence, or destruction.
- Personnel records are safeguarded to prevent unauthorized access and/or the preparation of fictitious records.
- Payroll records are maintained in accordance with established requirements.

Segregation of Duties

Segregation of duties is one of the most important features of an internal control plan. The fundamental premise of segregated duties is that an individual or small group of individuals should not be in a position to initiate, approve, undertake, and review the same action.

The advantage derived from proper segregation of duties is twofold:

- Fraud is more difficult to commit because it would require collusion of two or more persons, and most people hesitate to seek the help of others to conduct wrongful acts.
- By handling different aspects of the transaction, innocent errors are more likely to be found and flagged for correction.

At a minimum, the following activities should be segregated:

- Individuals responsible for hiring, terminating and approving promotions should not be directly involved in preparing payroll transactions or inputting data.
- Individuals involved in payroll data entry should not have payroll approval authority.
- Payroll data entry staff should not enter changes to their own records.

Payroll

NCVA has strict Payroll and HR Internal Control processes that are overseen by K12 as part of its contractual Financial Management and HR responsibilities with the Board. These processes are also reviewed with the Board's external auditors annually. K12 has also engaged a Contract Payroll Bookkeeping Support Provider to support payroll processing within the NC DPI-required LINC Financial System. The Board has granted Bank account access to K12 and the Payroll Bookkeeping Support Provider for payroll ACH processing to staff bank accounts.

A series of separations of duties and checks and balances have been developed to mitigate the risk of errors and omissions.

- K12 Finance works with K12 Human Resources, the Head of School and Operations Manager to maintain and update the payroll roster/log for the semi-monthly payroll cycle (5th and 20th of the month or earlier if the 5th and 20th fall on weekends or holidays).

- K12 Finance submits a payroll roster to both the Operations Manager and Head of School for review prior to submission to the Payroll Bookkeeping Support Provider. This school-level review serves as an additional check and balance to ensure accuracy. The document includes salary and benefits calculations, as well as running tallies of any termination dates or stipends that are to be, or have been, paid.

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- K12 Finance also works with the Board-selected healthcare and retirement benefits providers on applicable staff elections and associated deductions.
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- The payroll roster/log, staff banking information, federal and state withholdings, banking and benefits deductions are sent to the Payroll Bookkeeping Support Provider semimonthly for review, checking and entry into the NC LINC system.

- The NC LINC payroll log is then provided back to K12 Finance for final review and confirmation.

- Once K12 Finance provides approval, the Payroll Bookkeeping Support Provider requests funds from NC DPI and schedules the ACH deposits to employee bank accounts.

The Payroll Bookkeeping Support Provider also provides to K12 Finance:

- Payroll tax information/payments to federal/state agencies and summaries, which are reviewed and then approved by the K12 Finance, Head of School and Board Treasurer or Board designee.
- Retirement Plan deposit information for review and to be passed on to the broker/vendor for deposit. K12 Finance then works with the Retirement Plan provider monthly on plan reconciliations and semiannually for the Plan census, and annually for the IRS 5500 filing.
- Reconciliation support of healthcare provider invoices and retirement statements to NC LINC deductions.
- K12 oversees preparation, timeliness, accuracy, and submission of IRS 941s, W-2s, 1099s, 1094cs/1095cs– and reconciliations to the system/s of record.

All payroll-related processes and changes are continually reviewed by K12 Finance, and are reviewed periodically with the Board Finance Committee and reported to the Board as applicable.

Human Resources

Background Checks and Fingerprinting

- Board-employed and K12-employed NCVA support staff go through a name-based background check through K12 HR. The employee is not approved for start until the background check has cleared. K12 maintains a copy of the completed name-based background check at K12's corporate office. The K12 background check searches county and national criminal databases, as well as the national sex offender registry. In addition, North Carolina-specific background checks include the State Sex Offender and Public Protection Registration Program and the State Sexually Violent Predator Registration Program. Upon hire, all staff must also be fingerprinted.

Processing New Hires – K12

- The K12 HR Shared Services team processes the new hire
  - I-9 is completed and verified within 72 hours of start date. I-9's for non-K12 employees are processed by their employer of record.
- Issue computers
- Create Employee file
- For K12 employees assignment and completion of Anti-harassment training

Processing New Hires – All Staff – NVCA Operations Manager Role

- The Operations Manager adds the staff information to the staff spreadsheet
- The Operations Manager will send the staff member the welcome letter that includes information about systems access, training, equipment, background checks, and their manager.
- The Operations Manager will order the phone, computer, and printer for the staff member
- The Human Resources & Finance Office Administrator will order the nametag for the staff member
- The Operations Manager will grant systems access (TVS, Powerschool, BBCollaborate, BBConnect, Conference Line, EVAAS, NC Star)
- The Operations Manager will add the staff member to the email distribution list and to the instructional coaching list (if applicable
- The Human Resources & Finance Office Administrator will receive the paperwork from the staff member and arrange the local staff folder as required
- Upon a staff member's hire with NCVA, systems access will be granted.
  - TVS: The Operations Manager will create the account in TVS within 3 days of the start date. The Operations Manager will also submit a Service Now ticket if the staff member is not a k12 employee.
  - Computer/Email: The Operations manager will notify k12portal.vtgus.com in order to have the equipment shipped to the staff member.
  - Create Blackboard Room: The Operations Manager will create a BBC classroom and send the staff member the links (moderator, guest, and recording)
  - Create Blackboard Connect: The Operations Manager will create the staff member's account in Blackboard connect (https://connect.blackboardconnect.com)

- Create Conference Line: The Operations Manager will create the staff member's conference line (for FAST, EC, and Admin) (https://www.btconferencing.com/myaccount/login/)
- Add to EVAAS and NC Star: The Operations Manager will add the staff member to EVAAS (https://ncdpi.sas.com/) and NC Star (www.indistar.org)
- Add PowerSchool access: The Operations Manager will add the teacher in Powerschool
- Create access to any training accounts: K12 employees are granted access to SkillSoft by Operations Manager upon hire. All NVCA staff members will have access to any appropriate training accounts, such as K12training.com, initiated by Operations Manager.
- SAMS Account: Occurs in conjunction with TVS account
- OLS Access: Automatically created when Operations Manager creates access to TVS.

Processing Employee Changes for K12 Employees

- After confirming funding for the change, the K12 HR Business Partner (HRBP) will prepare appropriate documentation for the manager to present to the K12 employee.

Processing Employee Changes for non-K12 Employees

- If the individual is filling an open requisition the K12 Talent Management team prepares the offer

Processing Terminations for K12 Employees

Voluntary

- The employee's Manager receives resignation notice from employee, preferably in writing. (If verbal, manager must request employee send written notice and include effective date) and forwards to HRBP immediately, and to the NCVA Operations Manager.
- HRBP processes the termination process in the HR system.
- NCVA Operations Manager completes the Termination Leave Checklist by the close of business on the staff member's last day. This means that the Operations Manager removes electronic systems access, notifies payroll, initiates equipment return, etc. The Human Resources & Finance Office Administrator provides materials return label and ensures return of needed materials. Once the equipment has been returned, the leave checklist is given to the Human Resources & Finance Office Administrator / Manager files the completed leave checklist.
- HRBP will schedule an exit interview and provide the exit survey.
- Separation information is provided to the exiting employee during the exit interview.
- Equipment Return – please see the IT section of this document

Involuntary

- The employee's Manager must work with the HRBP for all involuntary terminations.

  HRBP will determine the level or risk. Manager should raise with HR any accommodation requests, recent leave of absence.

Steps for Termination of Involuntary Terminations

- The employee's Manager conducts the termination meeting with the employee and HRBP. HRBP will present Separation from K12 document and severance agreement if applicable.
- Follow termination process steps as outlined above.

Processing Terminations for non-K12 Employees

- The employee's Manager receives resignation notice from employee, preferably in writing. (If verbal, manager must request employee send written notice and include effective date) and forwards to HRBP immediately, and to the NCVA Operations Manager.
- NCVA Operations Manager completes the Termination Leave Checklist by the close of business on the staff member's last day. This means that the Operations Manager removes electronic systems access, notifies payroll, initiates equipment return, etc. The Human Resources & Finance Office Administrator / Office Manager provides materials return label and ensures return of needed materials. Once the equipment has been returned, the leave checklist is given to the Human Resources & Finance Office Administrator / Manager files the completed leave checklist.
- Information regarding employment ending with "School" is provided to terminating Employee(i.e. last paycheck, vacation, benefits)
- Equipment Return is handled by the Operations Manager.

Employee Files

K12 employee files are kept at the K12 corporate office and contain documents including, but not limited to:

- Offer letter
- Confidentiality and non-compete
- New-hire checklist
- K12 Employee Handbook acknowledgement
- Accurate name-based background check consent form
- Performance reviews
- I-9 Information
  - Form I-9 should be maintained separately from employee personnel files and accessible only to a few individuals in the Human Resource department.
- Benefits Records
- Payroll Records
- Teachers certificate – obtained at hire, but renewal certificates are maintained locally
- Worker's Compensation, Disability, Leave (FMLA, short-term disability, and long-term disability) information

Similar documentation should be kept for non-K12 employees as well.

IV. Information Technology

The Information Technology policies established below are applicable to everyone (All employees, teachers, contractors and vendors must ensure compliance) accessing K12 systems or utilizing technology assets.

Access to Systems

- User provisioning / de-provisioning requirements.
  - Notification of termination or changes in roles must be communicated to K12Corporate Human Resources and the Regional Technology Manager on or before the termination for removal/ change of access. This includes all employees, co-employees (i.e., contractors).
  - Timely revocation of accounts must occur for all systems a terminated user has access to or as a role changes occur.
  - Documented approval of new user access must be obtained from the HOS.
- Laptops / workstations must be returned immediately to Regional Technology Manager upon staff termination.
- Semi-annual user appropriateness review, intended to validate appropriate user access and identify accounts that should be deactivated due to terminations and must be completed within two weeks of receiving request.
  - Review results must be approved by the HOS.

Password Protection

- All employees, teachers, contractors and vendors accessing K12 systems must adhere to the following password policy:
  - Minimum of 8 characters
  - 3 out of 4 complexity factors (uppercase, lowercase, special character and numbers)
  - Not consist of readily known information or common words
  - Changed every 90 days
  - Be concealed upon entry (not visible when typed into application)
  - Not be shared
  - Changed immediately if compromised

Physical Security

- Laptops must be secured via a cable lock or other similar device, while stationary devices will rely on physical / facility security measures

- Physical security will be applied to central computer installations, office environments and 3rd party hosted facilities.
  - Access is limited to required personnel through locked door or badged access

Data Security

- Appropriate encryption should be established for exchange of protected information.
  - Documents stored outside of protected systems (i.e., flash drives and other media) must be secured with a password or encrypted
  - Personally identifiable information (i.e., social security numbers, credit cards, student information) should limited and generally not sent through a public domain e-mail system (i.e., Hotmail, Yahoo, Google)
- Virus protection must be applied on all computers and servers
  - Protection must be configured to run automatically
  - Virus definitions must be up to date.

System Development and Changes

- All system development (including hosted applications) must be performed in an environment separate from production and changes into production must be controlled, documented and approved.
  - Changes must be tested outside of the production environment and confirmed by system owner prior to implementation.
  - Changes deployed into production must be verified by the system owner with documented review approval.
- Default passwords for vendor provided applications are changed upon implementation.

Appendix H. Personnel Policies

Personnel Policies

WVVA will adopt an Employee Handbook. The handbook will include policies covering the following topics with language that may be similar to that included below. Additional sections will be included in the Employee Handbook.

Staff Responsibilities
All employees at WVVA are employees of Stride, Inc. Therefore, they are expected to be familiar with and abide by the Stride Employee Handbook, as well as the WVVA Staff Handbook. The Stride Employee Handbook can be found at any time on the Stride Human Resources SharePoint site.

Failure to abide by Stride, Inc. and WVVA Employee Handbook policies could result in disciplinary action, up to and including termination.

Hours of availability
Full-time staff are to be available to students, learning coaches, administration, and other staff a total of 8 hours per workday during typical workday hours (7:30 – 5:00 p.m.)

Student Handbooks
All staff should read the student handbook. **Student handbooks should be a go-to resource for all staff prior to asking questions of administration, as many questions are answered in the student handbooks**. It is important to be familiar with the requirements students must meet in order to be successful academically so that you can guide them in the right direction.

Employees are expected to exercise general supervision over the conduct of students, not only while in the online classroom but during school events and through all communications whether online, in person or via phone. At all times teachers and other staff members will address and treat students with dignity and respect.

Students are expected to regard all school employees as individuals who are employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves, they shall be required to respect the rights of all school employees and other students, and interference with those rights will not be tolerated.

Students shall not have the right to interfere with the efforts of instructional staff members to coordinate or assist in learning, to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students. No student shall have the right to interfere with or disrupt any employee's work activities.

All personnel employed by WVVA are expected to relate to students of WVVA in a manner that maintains social and moral patterns of behavior consistent with community standards and acceptable professional conduct.

Relationships between staff members and students that include "dating", "courtship", or "romantic involvement" are prohibited. These behaviors deviate from ethical or professional standards and shall be deemed unacceptable and contrary to the expectations of WVVA governance. Employee/student relationships shall reflect mutual respect between staff members and students and shall support the dignity of the entire profession and educational process.

Communication Guidelines

Student engagement in a course – getting them to do the work, communicate with others, and care about their performance in the course – is critical to their academic success. Effective, timely, and considerate communication is the key to encouraging high levels of student engagement. It reduces the 'distance' in online learning, and lets the student really feel your presence in the course as a caring and effective teacher.

To ensure effective communication, you will follow the Stride Student Communication Guidelines, which is comprised of both general guidelines surrounding communication as well as specific communications to be delivered to students and families atprecise moments in time.

Communication Expectations:

- Make early and frequent contacts to students and reach out directly to students who fail to respond.
- Score and return teacher-graded assignments within 3 business days of the submission date with few exceptions.
- Respond to student and parent/mentor questions within 1 school day **or less** – contacts in deserve a contact out.
- Always keep written and verbal communication respectful, polite, clear, professional and related to the topic at hand.
- Don't assume that the cause of a lack of student attendance or work is student laziness or truancy - **begin by asking if the student is okay.**
- A student is ours until they are no longer enrolled in our school. Unless you have been directed otherwise by administration, you are to contact students per the call plan each week as well as any time you have something you need to communicate to them.
- Preserve and respect the privacy of students and families. Consider the appropriate communication medium (e-mail, phone, IM, etc.) for the purpose or message of the communication. Difficult topics or issues, disagreements, etc. are better served by phone calls.
- Password-protect items with confidential nature (spreadsheets, IEPs, etc.) when biographical or personal information is included. Use student first initials whenever possible and appropriate to make information anonymous.
- Enter a note for every communication in TotalView **at the time of contact.**

Performance Management

The ESP conducts annual performance appraisals on all of its employees. The ESP will provide complete state-mandated performance evaluations where permitted by West Virginia code and state agencies, otherwise the ESP will provide the information necessary for county boards or another approved entity to complete performance evaluations on its employees.

Employment Practices and Policies – Due Process
The ESP ensures that their employees have a fair complaint and dispute resolution process including, but not limited to, several avenues for employees to raise concerns about inappropriate conduct, harassment, discrimination, or other policy violations. The ESP enforces several polices to support a fair, and equitable outcome free from retaliation. For instance, once a complaint is received, the ESP begins an inquiry into the concerns and includes a pathway for escalation if any future concerns exist.

Whistleblower Policy
Note: The entire Complaint and Investigation Procedures for Accounting, internal Accounting Controlsshould be read by every employee and can be found on the HR Portal. You are responsible for knowingthe procedures and acting in accordance with them.

The Company treats complaints about accounting, internal accounting controls, auditing matters or questionable financial practices seriously and expeditiously. Employees may confidentially and anonymously submit such complaints for review by the Company. The Company will protect the confidentiality and anonymity of the employee to the fullest extent possible, consistent with the needto conduct an adequate review. The Company abides by all laws that prohibit retaliation against employees who lawfully submit complaints under these procedures.

Other whistleblower complaints or disclosures can include, but are not limited to, intentional and unintentional violations of regulations and policies set forth in this handbook such as discrimination,sexual or other harassment, and retaliation. Any person may make a complaint or disclosure by following the process below.

Appendix I. Student Discipline Policy

Student Discipline Policy

A Student Handbook will be drafted and adopted at WVVA that will contain language that may be similar to the following related to student discipline:

Student Discipline

Disciplinary procedures shall be consistent with applicable requirements of the West Virginia Code and IDEA. Student offenses dictate the severity of the consequence WVVA will impose. In addition to the specific offenses set forth below, WVVA has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of WVVA in accordance with the law. A student has the right to certain discipline procedures as outlined infinal section of this code.

Rule	Possible Consequence or Intervention for Infraction
Prohibition of Disruption of School Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program: If a student fails to obey directions; uses beepers, cell phones, or telephonic devises during school function or in class; or fails to attend class without a valid excuse.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.
Compliance with Dress Code Students shall dress in accordance with the standards described below: -pants must be worn on the waist so no undergarments are showing -no halter tops, strapless garments, or garments revealing midriff may be worn to a school event -no garments that reveal undergarments or that are see through may be worn to a school event -no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events -no clothing that has profanity, drug or offensive slogans may be worn to school events	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.

Note: This section is enforced for students when attending a school function such as testing, orientations, or other face-to-face event.	
Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited to: -curses, uses vulgar obscene language -sending, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Mandate of Academic Honesty Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to: -copying work from another person -plagiarizes work of another -using answer keys provided for learning coach -copies work from internet sources without proper citations -forges notes -shares test questions with others	First Incident Express concerns and provide concrete examples of dishonesty. (K-8) Allow students to redo assignment and resubmit for a grade. (9-12) Citation submissions can be resubmitted. Any others receive a grade of zero (0). Second Incident Hold a disciplinary meeting with parents/guardians, student and staff members. All second incident assignments receive a zero (0) with no opportunity to make up. Third Incident Hold a face-to-face disciplinary meeting to discuss ways to eliminate academic dishonest behaviors.
Abuse of Computer or Internet Privileges Students shall respect the computer privileges granted to them. Violations include: -gives his/her password to another individual or uses another individual's account -illegally downloads copyrighted materials from the internet -visits sites on the internet which contain sexually explicit material -harms or destroys data of another student or person, the internet or other networks -creates, downloads, or uploads computer viruses; or -violates any rule outlined in the Acceptable Use Policy	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.

Prohibition of Threats A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bully Policy and will result in in zero tolerance.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspect student form school privileges. Suspend from school if above interventions are not effective. If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.
Prohibition of Fighting Students shall refrain from mutual confrontations involving physical contact with any members of the school community.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Prohibition of Tobacco Products and Paraphernalia A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Prohibition of Drugs or Alcohol for Personal Use Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.	Hold a disciplinary meeting with parents/guardians, student, and staff members. Refer to Student Assistance Team. Suspend student from school privileges. Suspend from school if above interventions are not effective. Follow up with the SAP team to get invention measures in place.
Prohibition of Bullying and Serious Threats Bullying of a pupil, whether by other students, staff, visitors, parents, guests, contractors, or volunteers, is prohibited.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians,

All students are protected under this policy, and bulling is prohibited without regard to its subject matter or motivating animus. Bullying is defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following: Adversely affecting the ability of a pupil to participate in or benefit from WVVA's educational programs or activities by placing the pupil in reasonable fear ofphysical harm or by causing substantial emotionaldistress. Having an actual and substantial detrimental effect on a pupil's physical or mental health. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.	Suspend student from school privileges. Suspend from school if above interventions are not effective. Suspension is also possible when the nature of the incident is serious or repeated.
Prohibition of Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates or creates a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.	Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.	WVVA has a zerotolerance policy on weapons violations. Students in possession of a weapon will go to an expulsion hearing.

Discipline of Students with Disabilities

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, it must be considered whether the student has a disability evidenced by evaluation documents

current or pending. While allstudents may be disciplined, it is unjust to punish a child when the offense is directly related to his disability or when the IEP is not implemented. Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement.

A “change in placement” is a legal term that applies to the following situations:

- the removal is for more than 10 consecutive days;
- the student has been subjected to a series of suspensions that constitute a pattern

If the offense and subsequent suspensions do not exceed 10 consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form, then it is not a change in placement and the student may be subject to the same consequence that school applies to all students who violate the Code ofStudent Conduct.

If the offense is a change in placement, the school team (including the parent or guardian) must hold a Manifestation Determination Review meeting within 10 days of the decision to remove the student to determinetwo issues:

- was the student’s misconduct caused by or directly and substantially related to the student’s disability; or
- was the student’s misconduct directly result of the school’s failure to follow the child’s IEP?

The parent/guardian must be provided a copy of the Special Education Procedural safeguards. If the team answers yes to either question, then the student’s behavior is a manifestation of his or her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan, addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed andmodified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student’s conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct. If a student:

- possesses illegal drugs;
- is selling prescription drugs;
- carries a weapon; or
- causes serious bodily injury to another either at school or during a school related activity, the school may immediately remove the student for up to forty-five (45) school days to an alternative or remedial disciplinary setting. Because drugs, weapons, and serious bodily injury are so dangerous to a safe school regardless of whether a child has a disability or even if the team believes that the behavior is a manifestation of the student’s disability.

To comply with the law, a 45-school day emergency removal for serious bodily injury must be serious, i.e. requiringmedical treatment. During the forty-five (45) school day period, the school must

convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the childre-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive specialeducation placement upon the expiration of the 45-day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45-school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

If the parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the hearing officer agrees withthe parent, the students will remain in the school where the offence was committed unless the parent and the school agree otherwise.

Appendix J. Student Safety Policy

Student Safety Policy

The WVVA Board will adopt a student safety policy that may include language similar to the following:

Student Safety Policy

The ESP conducts a Fair Credit Reporting Act (FCRA) - complaint background screening on all of its employees. The ESP also conducts state-mandated background screenings, including child abuse registry and welfare screenings to the extent permissible by the Code of West Virginia and state agencies.

Appendix K. Dispute Resolution Policy

Dispute Resolution Policy

WVVA will adopt an Employee Handbook and a Student Handbook, which will address dispute resolution for teachers and for parents/students, respectively. The dispute resolution language will be similar to the following:

Employee Dispute Resolution Policy

The ESP has several avenues for employees to file a complaint. ESP employees can file a complaint with their Supervisor, or their Human Resource Business Partner. ESP employees can also email the Ombudsman email address, or submit an anonymous report to the Ethics Hotline.

General Complaint Resolution
In addition to whistleblower complaints, misunderstandings or conflicts can arise in any organization. To ensure effective working relations, it is important that such matters be resolved before serious problems develop. Most incidents resolve themselves naturally; however, should a situation persist that you believe is detrimental to your effective employment with Stride, you should follow the procedure described here for bringing your complaint to management's attention.

Step One. Discussion of the problem with your immediate supervisor is encouraged as a first step. If, however, do not believe a discussion with your supervisor is appropriate, you may proceed directly to Step Two.

Step Two. If your problem is not resolved after discussion with your supervisor or if you feel discussion with your supervisor is inappropriate, you are encouraged to request a meeting with your Human Resource Generalist. In an effort to resolve the problem, the representative will consider the facts and may conduct an investigation.

Stride does not tolerate any form of retaliation against employees availing themselves of this procedure. The procedure should not be construed, however, as preventing, limiting, or delaying Stride from taking disciplinary action against any individual, up to and including termination, in circumstances (such as those involving problems of overall performance, conduct, attitude, or demeanor) where Stride deems disciplinary action appropriate.

Student and Parent Dispute Resolution Policy

WVVA staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to seek solutions. WVVA staff also realizes that parents and students do not always know what to do or where to seek out answers. Parents often give up and become frustrated if problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

Step 1: All concerns and issues should first be directed to the student's teacher. If a WVVA teacher cannot resolve the issue (e.g., materials and computer issues) he or she directs the

parent/responsible adult to the appropriate contact for assistance. The WVVA teacher will monitor the concern to ensure resolution.
Step 2: If the issue or concern is about the WVVA teacher, parents are advised to contact the Academic Administrator for that particular teacher (see School Directory).
Step 3: If the concern is not resolved at the teacher or lead teacher levels, parents/responsible adults are advised tocontact the Head of School (see School Directory).

Informal Complaint Process
Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that theconduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because WVVA believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process
Anyone may initiate a formal complaint of harassment, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. WVVA will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school initiated investigatory activities. The Head of School or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the school needs to conduct
The following process shall be followed:

1. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for thecomplainant to review and sign.
2. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may concludethat the School needs to draft a formal complaint based on the information in the officer's possession.

3. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
4. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
5. The Head of School or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating that WVVA intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that WVVA Academy does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the Head of School's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process in concluded.
7. If a student remains aggrieved by the Head of School's designee's response, the student may pursue the complaint as one of discrimination pursuant to WVVA Grievance Policy.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rule at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

Appendix L. Proposed School/ESP Contract

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between

WEST VIRGINIA VIRTUAL ACADEMY

And

K12 VIRTUAL SCHOOLS LLC

FOR THE WEST VIRGINIA VIRTUAL ACADEMY AUTHORIZED BY THE WEST VIRGINIA PROFESSIONAL CHARTER SCHOOL BOARD FOR GRADES K THROUGH 12

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EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
WEST VIRGINIA VIRTUAL ACADEMY
And
K12 VIRTUAL SCHOOLS LLC

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT ("**Agreement**") is made and entered into between the Governing Body (the "**Board**") of the West Virginia Virtual Academy, a West Virginia nonprofit entity (hereinafter the "**School**") and K12 Virtual Schools LLC, a Delaware limited liability company (hereinafter "**K12**"), each a "**Party**" together the "**Parties**", and includes the following exhibits:

a. Exhibit A (Products and Services)
b. Exhibit B (K12 Proprietary Marks)
c. Exhibit C (Form Notice of Intent)

BACKGROUND

A. The Board was authorized by the West Virginia Professional Charter School Board (the "**Authorizer**") pursuant to a charter contract (the "**Charter**") to operate and govern the West Virginia Virtual Academy a virtual public charter school, also be referred to as WVVA in short form.

B. The School's mission is to offer an innovative way of learning through the use of technology combined with teacher, student and parent (learning coach) involvement, to provide an alternative public school model for elementary, middle and high school students throughout the State of West Virginia ("**State**").

C. The Board and Authorizer entered into a Charter Agreement with an Effective date of _____, pursuant to W.Va. Code Sec. 18-5G-1, to operate the School which will utilize K12 products and services in accordance with this Agreement.

D. K12 and its Affiliates (defined below) will provide the Board with a variety of educational products and services which may include curriculum, online school and learning management systems, teacher training, school administration and technology services specified in this Agreement.

NOW THEREFORE, the Parties agree as follows:

1. DEFINITIONS. For the purposes of this Agreement, capitalized terms used herein, but not otherwise defined, shall have the meaning ascribed to them in this Section 1 as follows:

1.1 Affiliates. An Affiliate of K12 is an entity that controls, is controlled by, or under common control with K12, where "**control**" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2 Applicable Law. Applicable Law is the Constitution of the State and federal, state or local statutes and regulations applicable to public charter schools in the State, and any amendments to, or recodification of, the aforementioned laws.

1.3 Change in Net Assets. A Change in Net Assets is the difference in a given Fiscal Year between the School Revenues and School Expenses as certified by an independent audit in accordance with Generally Accepted Accounting Principles (GAAP).

1.3.1 A "Positive Change in Net Assets" means School Revenues exceeded School Expenses in a given Fiscal Year.

1.3.2 A "Negative Change in Net Assets" means School Expenses exceeded School Revenues in a given Fiscal Year.

1.4 Facility. Facility is the real property leased for the School's administrative offices located at _____.

1.5 Fiscal Year. The Fiscal Year is the period from July 1 through June 30.

1.6 Net Asset Position. Net Asset Position means the difference between total assets and liabilities of the School at the end of a given Fiscal Year as certified by an independent audit in accordance with GAAP.

1.6.1 A "Positive Net Asset Position" means that total assets of the School exceed total liabilities of the School.

1.6.2 A "Negative Net Asset Position" means that total liabilities of the School exceed total assets of the School.

1.7 School Revenue. School Revenue is all funding received by or on behalf of the Board as attributed to any Student or the School which includes, but is not limited to, the following sources as applicable: state and local per-pupil total basic foundation allowance and other public school state and local funding; federal funds for the School and/or its Students; other funding including, but not limited to, Title I funding; increased enrollment funds; State provided facility funding and other revenue sources provided by law and obtained by or on behalf of the School and its Board (which are not specifically excluded herein) and all contributions and grants received by or on behalf of the School or its Board. If applicable, the following funds shall also be considered School Revenue: Public Employee Insurance Agency Funding, Transportation allowances; and Retirement Funding School Revenues shall not include: (i) income generated by Students individually or collectively via student fundraisers (whether such fund raiser is School-sponsored), and (ii) private charitable donations made to the School's general fund; all to the extent K12 is not required to manage, track, report on or otherwise assist with the generation, disbursement or collection of such income or donations.

1.8 Special Education Student. A Special Education Student is any Student who has, will have or requires an Individualized Education Program ("**IEP**").

1.9 Student. A Student is any pupil enrolled and/or otherwise taking course(s) in the School or previously enrolled, including those pupils who have withdrawn.

1.10 Student Support Staff. Student Support Staff means any position, other than Teachers, that provides direct services to the Students, which may include a guidance counselor or nurse.

1.11 Teachers. Teachers are staff providing direct instruction to the Students, including master and lead teachers, if any.

2. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.

2.1 Educational Products. During the Term, K12 and Affiliates shall license to the Board solely for use in the School, on a non-exclusive, non-assignable, non-sublicensable basis the products and product related services, as described in Section I of Exhibit A, to include curriculum, access to an online school and learning management system(s), instructional tools and other products and product related services as set forth in Section I of Exhibit A (collectively the "**Educational Products**"). Notwithstanding the forgoing, no Educational Products shall be provided for the purpose of benefiting the Board, the School or any personnel or students for any School year beyond the expiration or termination of this Agreement.

2.2 Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the Board solely for the School "**Administrative Services**", including financial and school administration services, Teacher training and management, and "**Technology Services**" to include a student information system, hosting of an online platform, a student account management system and related technical support and other educational services as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". Notwithstanding the forgoing, no Services shall be provided for the purpose of benefiting the Board, the School or any personnel or students for any School year beyond the expiration or termination of this Agreement.

2.3 Place of Performance. Performance of any services is not required to be rendered at the Facility and may be performed at K12's corporate offices or elsewhere in K12's discretion, unless specifically stated in Exhibit A or for compliance with Applicable Law or the Charter.

2.4 K12 Compliance. K12 will provide the Educational Products and Services and shall maintain the confidentiality of School personnel, Student data and other records in material compliance with Applicable Law, the Charter, and School policies made known to K12 in writing and relating to the School. Subject to Section 3.2 and Section 12, K12 shall also comply with changes in School policies within thirty (30) days of receipt of written notice and a copy thereof.

2.5 Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital, veteran or familial status, and sexual orientation, and on all other bases required by Applicable Law.

3. BOARD RESPONSIBILITIES AND GOVERNANCE.

3.1 School Oversight and Compliance. The Board shall be responsible for overseeing the School's quality, operational and financial performance in accordance with the Charter and Applicable Law, and working with the Authorizer and other authorities as required by law. K12 shall reasonably cooperate with such monitoring and oversight. The Board shall also be responsible for monitoring K12's performance to ensure compliance with the Charter and the terms of this Agreement.

3.2 Adoption of Policies. K12 shall recommend various School policies. The Board, however, retains ultimate responsibility for adopting policies and for overseeing K12's implementation. K12 will cooperate with the implementation of School policies and adopt procedures consistent with such policies, subject to Section 12. The Parties will work collaboratively in a timely manner on the creation of School policies. Until collaborative policies are in effect, the Parties agree that K12's standard policies and practices applicable to similarly situated schools shall be used to avoid a lack of any policy. The Board shall promptly provide K12 written copies of all School policies adopted and must promptly notify K12 in writing of any changes to such policies. The Parties agree that no School policies shall revise, amend or create additional rights or obligations to either Party of this Agreement, except as may be agreed to by both Parties as a written amendment hereto.

3.3 Confidentiality of Records/FERPA. The Board shall ensure that K12 has the right to access personnel, Student and School financial data. For purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("**FERPA**") and the West Virginia Freedom of Information Act, the Board acknowledges and agrees that K12 has a legitimate educational interest for purposes of the School representatives disclosing a student's educational records to K12. The Board shall define "school officials" and "legitimate educational interest" as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

3.4 School Related Documents. The Board shall promptly provide K12 with reports, documents and other findings that are related to, or may have an impact on, the School and/or K12's obligations herein. Such School related correspondence includes, but is not limited to, Board resolutions and reports, minutes of Board meetings, State audit preliminary and final reports, and Authorizer reports, findings and

correspondence, and any reports, financial or otherwise, submitted to a State regulatory body. The Board shall not withhold information and shall cooperate with K12 to ensure K12 has the needed data and information within the Board's control in a timely manner.

3.5 Board Governance. The Board will perform its obligations under this Agreement and shall materially comply with, and govern itself in a manner consistent with, the requirements of Applicable Law, the Charter and the Authorizer's policies.

4. SPECIAL EDUCATION, 504 AND ENGLISH LANGUAGE LEARNERS.

4.1 Special Education. Pursuant to Applicable Law including the Individuals with Disabilities Education Act ("**IDEA**", 20 U.S.C. 1400), the School as the Local Education Agency is ultimately responsible for appropriately communicating and implementing any policies, required special education and related services to Special Education Students. K12 shall assist the School with the provision of services for Special Education Students. K12's assistance will include, approving enrollments in accordance with related policies and Applicable Law, providing general education curriculum, recruiting teachers and providing procurement support for related service providers. Where a School-based K12 employee is the representative attending meetings related to Special Education Students, including IEP meetings, at a minimum K12 will complete an annual IDEA audit. All policies defining the services and support to Special Education Students must be approved by the School's Board.

4.2 ELL and 504. Pursuant to Applicable Law including Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d *et. seq.*), the Equal Educational Opportunities Act (20 U.S.C. 39) and Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (20 U.S.C. 28 and 70), the School as the LEA is ultimately responsible for providing any policies, required educational and related services to English Language Learners ("**ELL**") and Students under Section 504 of the Rehabilitation Act of 1973 ("**504**"), as amended. K12 shall assist with its obligations by providing translation assistance during enrollment for ELL Students (and their guardians), recruiting ELL-licensed teachers, providing general education curriculum and providing procurement support for services to ELL and 504 Students consistent with this Agreement. K12 shall conduct an annual review of the School's 504 and ELL services. All policies defining the services and support to ELL Students and for the 504 population of Students must be approved by the School's Board.

5. FINANCIAL MATTERS.

5.1 Net Asset Position and Assumption of Financial Risk. Except as otherwise set forth in this Agreement, K12 assumes the risk that its fees may not allow it to operate profitably and/or fully recover the amounts invoiced. Each Party, however, shall take all reasonable steps necessary to avoid a Negative Change in Net Assets and to avoid concluding a Fiscal Year in a Negative Net Asset Position during the Term. If the School's budget ends a Fiscal Year in a Negative Net Asset Position, then provided there has been no material breach of the Agreement by the Board, K12 will provide sufficient credits ("**Balanced Budget Credits**") during the Term to be applied to K12 invoices. The cumulative total of Balanced Budget Credits shall never exceed the total of the Administrative Services Fee and the Technology Services Fee (defined in Section 7) due to K12 for the then-current Fiscal Year.

5.2 Balanced Budget Credit Remittances. If the School's budget ends a Fiscal Year in a Positive Net Asset Position, as evidenced by its audited financial statements conducted in accordance with GAAP for such Fiscal Year, and K12 has issued Balanced Budget Credits (including in prior years) for which a balance remains, then the Board will remit to K12 the Positive Net Assets for that Fiscal Year, to the extent not prohibited by law, up to the cumulative amount of previously issued Balanced Budget Credits.

5.3 Financial Risk Mitigation. As a material inducement for entering into this Agreement and issuing Balanced Budget Credits, the Board and K12 agree that K12 is willing to assume the financial risks set

forth herein, subject to both the Balanced Budget Credit remittance above and the risk mitigation efforts set forth below, each of which are material terms of this Agreement.

5.3.1 Third Party Provider(s). K12 shall be the sole provider of the Educational Products and Services for the School unless otherwise waived in writing by an authorized officer of K12. The Board shall be permitted to procure goods and services from a third party ("**Third Party Provider**") to the extent required by Applicable Law, solely provided such goods and services are not otherwise included in the Educational Products and Services. Prior to any procurement from a Third Party Provider, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein, and if K12 is able and willing to provide such services or goods the Board shall procure them from K12; provided, however, that this does not preclude or restrict the Board in its exercise of fiduciary duties.

5.3.2 School Budget. The Board will adopt an annual School budget for each Fiscal Year during the Term. To the extent the Agreement is effective for the upcoming Fiscal Year, K12 will present to the Board (or its authorized delegees or subcommittee) a proposed School budget for such upcoming year. The proposed budget will include forecasting assumptions and will be present by June 1. The Board shall consider the budget proposed by K12 and will act to approve a final School budget not later than thirty (30) days prior to the start of such Fiscal Year. In the event the Parties cannot agree in writing upon a final budget (or any budget modification), K12 shall only be obligated to issue Balanced Budget Credits, if any, up to the amount proposed and reflected in the original budget submission or in any proposed modifications to such budget by K12. The Board shall not unreasonably withhold approval on any budget or modification proposed by K12.

5.3.3 Budget Modifications. K12 may submit to the Board proposed modifications to the School budget to account for actual School student enrollment for such school year, changes in key assumptions or other changes deemed reasonably necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final School budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days of the proposal thereof.

5.3.4 Variances from Budgets. If the Board (or its employees or designees) causes the School to experience a Negative Change in Net Assets of more than two percent (2%) during the entire Fiscal Year above any Balanced Budget Credits proposed by K12 in the annual budget (or above an amount otherwise agreed to in writing by K12), then K12 reserves the right to limit the Balanced Budget Credits up to such 2% variance.

5.3.5 Financial Risk Remedies. In the event the Board, its employees or designees act in a manner that will have the effect of materially increasing K12's obligations or materially decreasing its rights herein, for example by changing the name of the School, amending the Charter, adopting adverse policies and the Agreement is not terminated by K12 as permitted herein, then to the extent K12 has not otherwise expressly agreed to such material change in writing, K12 reserves the right to reasonably modify the level and depth of Services to the extent such modification does not violate the Charter or Applicable Law and/or to suspend the issuance of Balanced Budget Credits effective immediately beginning with the Fiscal Year that such action occurred, in addition to invoking any other rights and remedies available.

5.4 Advances Made by K12 on Behalf of the Board. If the available cash receipts of the School are insufficient to cover payment of Start Up Costs (defined in Section 5.5) or School Expenses on a timely basis, and the Board is unable to obtain funding from other sources to cover such deficiency, then K12 may advance the Board an amount to allow payment of such expenses on a timely basis (collectively hereinafter referred to as "**Advances**"). K12 will have no obligation to make any Advances in any Fiscal Year for expenditures for: (i) any items in excess of the lesser of the amount proposed by K12 for the budget or the approved budgeted amount, except to the extent that such excess amounts are reasonably due to events beyond the Board's control; (ii) amounts payable to K12 pursuant to this Agreement or any other agreement between K12 or its Affiliates and the Board; or (iii) any matters as to which K12 or any

other person or entity is entitled to indemnification under this Agreement. The Advances will be due and owing to K12 in accordance with Section 9.2.

5.5 Start Up Costs. "**Start Up Costs**" are those School-related project management, insurance, legal, recruiting and hiring fees, equipment expenses and other administrative costs incurred by or on behalf of the Board as reasonably necessary (which may be incurred prior to the execution of this Agreement) to obtain School approval or to open the School. The Board agrees to provide a detailed breakdown with the appropriate receipts for all such costs which will be subject to audit by K12. Start Up Costs paid by K12, if any, by or on behalf of the Board shall be invoiced and paid in accordance with Section 9.2. In no event shall K12 be obligated to cover Start Up Costs that exceed twenty-five thousand dollars ($25,000), without K12's prior written approval.

5.6 School Audit and Financial Data. K12, in collaboration with the Board, will arrange for an independent audit of the School's financial statements. The Board shall have the sole discretion to reasonably reject any auditor proposed by K12. The cost of such audit shall be a School Expense.

5.7 School Expenses. The Board will be responsible for all debts, liabilities, and obligations incurred by or on behalf of the Parties for the School (collectively "**School Expenses**") during the Term of the Agreement. School Expenses shall be expenses for the benefit of School years during the Term and shall be determined in accordance with the budget process set forth herein. School Expenses will be paid out of the School Revenues and shall include, but are not limited to, the following School-related costs:

5.7.1 Teacher and Student Support Staff salaries and benefits including related third party provider services such as payroll and benefit services;
5.7.2 Teacher and Student Support Staff related expenses, including, without limitation, professional development, training related costs and other expenses;
5.7.3 offices for administrative staff and related expenses;
5.7.4 related services expenses for Special Education Students and for 504 and ELL Students (as applicable);
5.7.5 proctored examinations, student test preparation and related costs of exam administration to include facilities, equipment and proctors;
5.7.6 school community relationship building;
5.7.7 direct mail, printing and related expenses for enrolled Students;
5.7.8 amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;
5.7.9 supplemental curriculum and other academic services as agreed to by K12 in a written amendment to this Agreement;
5.7.10 reasonable legal fees for representation of the Board as it pertains directly to the School and not for legal representation or related expenses adverse to K12;
5.7.11 insurance including educators' legal liability insurance (also known as school leaders'/errors and omissions ("**E&O**") insurance), employment practices liability insurance, general liability insurance and other School/Board insurance coverage, as appropriate;
5.7.12 accounting and reporting not included in K12's Services including without limitation, payroll processing, audit, and/or tax preparation fees directly associated with the School;
5.7.13 use, sales, income, property or other taxes, if any;
5.7.14 fees for required background investigations of Board employees;
5.7.15 Facility and infrastructure related expenses; and
5.7.16 all other School related expenses approved in the budget per Section 5.3 (and its subsections), however, if any total School Expenses are, as reasonably known, going to be incurred at a variance of two percent (2%) or more above the budgeted amount, they must be pre-approved in writing by K12.

6. TERM OF AGREEMENT.

6.1 Term. The Agreement will become effective upon the date of full execution for the benefit of the Fiscal Year commencing on July 1, 2022 ("**Effective Date**") and will expire on June 30, 2027 ("**Initial Term**")

unless sooner terminated under Section 12. Products and Services provided in Fiscal Year 2022 will be limited to those necessary for the School to open for the fall semester of 2022. In the event the Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and Applicable Law, unless this Agreement is otherwise terminated in accordance with Section 12.

6.2 Renewal. Following the Initial Term, this Agreement will automatically extend for successive additional periods of five (5) year(s) (each period a "**Renewal Term**"), unless: (a) either Party provides the other with written notice of intent not to automatically renew at least two (2) years before the expiration of the then-current Initial Term or Renewal Term (as applicable); or (b) the Agreement is sooner terminated under Section 12. The Initial Term and any Renewal Terms will collectively mean the "**Term"**.

7. FEES AND PAYMENT PRIORITY.

7.1 Administrative Oversight Compensation. From those State revenues of the School Revenues (for example, excluding federal pass-throughs, block grants, federal special education and other federal funding), the Board shall pay to the Authorizer, or the Authorizer may withhold, _____ percent (__%) of such revenues (hereinafter "**Administrative Oversight Fee**") to cover all administrative expenses, and other costs incurred that are associated with the Authorizer's responsibility of supervising, reporting and overseeing the School's quality, compliance, operational and financial performance in accordance with Applicable Law and the Charter.

7.2 Educational Product Prices. The Board shall pay K12 and its Affiliates for the Educational Products based on the then current national K12 Managed Virtual School Pricing for similarly situated, similarly branded schools ("**Product Price List**"). Notwithstanding anything in this Agreement to the contrary, for each Educational Product set forth in the Product Price List, the Board agrees that the fees for such Educational Products will be subject to change, no more than once per calendar year, at K12's reasonable discretion and communicated to the Board during the annual budget process.

7.3 Administrative Services Fee. The Board shall pay K12 and its Affiliates fifteen percent (15%) of the School Revenues for the Administrative Services (the "**Administrative Services Fee**") for each Fiscal Year of the Agreement.

7.4 Technology Services Fee. The Board shall pay K12 and its Affiliates seven percent (7%) of the School Revenues for the Technology Services (the "**Technology Services Fee**") for each Fiscal Year of the Agreement.

7.5 Priority of Payments. The Administrative Oversight Fee shall be paid (or withheld) from the School Revenues and the remaining School Expenses shall be paid in the following order of priority: (1) Teacher and Student Support Staff salaries and benefits, including applicable payroll taxes, (2) all other remaining non-K12 related School Expenses with the exception of any Third Party Provider fees which shall be subordinate to K12's fees, (3) Advances made by K12, (4) fees for Educational Products, (5) Administrative Services Fee and Technology Services Fee payable to K12 and its Affiliates, including any fees for administrative or technology products and services purchased for the School in addition to those enumerated in Exhibit A, (6) Balanced Budget Credits, if any, and (7) Third Party Provider(s).

7.6 Business Judgment. In its business judgment, the Board agrees that the economic arrangement including the Balanced Budget Credits and fees payable to K12 hereunder are reasonable, necessary, and fair compensation for the Educational Products and Services.

8. PERSONNEL MATTERS.

8.1 K12 Staff Assigned to the School. K12 will employ and determine the employment terms for personnel whose duties are primarily administrative, which may include a Head of School ("**HOS**") or equivalent

administrative staff position, and such other staff as K12 deems necessary to deliver the Educational Products and Services. Such administrative personnel may be assigned to the School on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

8.2 Program Teachers and Student Support Staff. K12 shall employ and be ultimately responsible for the Teachers and Student Support Staff for the Program to deliver the Educational Products and Services hereunder, except in limited circumstances where K12 deems it reasonably necessary for the District to employ such staff. The Teachers and Student Support Staff personnel shall be State certified or possess the necessary credentials, qualifications, background and conduct checks to the extent required by Applicable Law.

8.3 Complaints About K12 Staff. If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the School, the Board shall discuss the matter first with the HOS or its equivalent. In the event the Board has a concern or is not satisfied with the HOS's job performance, the Board will provide K12 official written notice pursuant to this Agreement and set forth the specific issues and requested action with supporting documentation and K12 shall review such request and respond in a timely manner.

8.4 Determination of Employer Entity. The Parties anticipate that, except as otherwise required by Applicable Law, the HOS and other administrative personnel will be provided by K12. In the event that K12 determines that it is necessary or desirable that any K12 staff members providing services under this Agreement become an employee of the Board, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board, such K12 staff member shall become an employee of the Board; such change shall become effective on the date specified by K12 in such notice.

8.5 Background Investigations on K12 Employees. As part of its Administrative Services, K12 will be responsible for criminal background checks to be conducted on its employees assigned to the School to the extent required under Applicable Law and will maintain documentary evidence that it has done so. Upon the Board's request, K12 will provide the Board with documentary evidence of its compliance of this Section 8.5, subject to any privacy restrictions or confidentiality requirements imposed by Applicable Law.

9. PAYMENT OF EDUCATIONAL PRODUCT AND SERVICE FEES.

9.1 Invoicing and Payment of Fees. K12 will submit to the Board, a detailed invoice for the Educational Products and Services delivered for each calendar month. Any fees calculated as a percentage of School Revenue will be calculated based upon the approved budget (or subsequent updates) in effect for the applicable calendar month. These fees will be billed monthly for services rendered during the Term and shall be due and payable in accordance with Section 9.2.

9.2 Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the later of the receipt of the invoice or when the Board receives the funding applicable to the product(s) or service(s) invoiced (regardless if funding is received after the Term). Payment of each Advance is due thirty (30) days from the date the Advance is made. Except solely for amounts disputed in good faith pursuant to Section 9.6, if the Board fails to pay an invoice or repay any Advance when due, then in addition to any other remedies, K12 reserves the right to charge and the Board agrees to pay interest on the past due amount at the lesser of one and one-quarter percent (1¼%) per month or the maximum rate allowed by Applicable Law. All payments made hereunder will be made to K12 (or its designated Affiliate) by wire transfer to the account provided by K12 in writing, unless an alternative payment method is provided for in the K12 invoice.

9.3 Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the School. Without limiting the foregoing, the Board agrees to pay all sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of any taxes.

9.4 Year-End Adjustments. Within ninety (90) days after completion of the School's audited financial statements for each Fiscal Year, K12 will prepare and submit to the Board a statement and calculation of the total amounts of the Administrative Services and Technology Services Fees or other Service fees set forth in this Agreement (collectively "**Service Fees**") payable with respect to, and based on, the School's audited financial statements for such Fiscal Year. If the total amount of the Service Fees calculated in accordance with the foregoing sentence exceeds the total amount invoiced by K12 for such fees, K12 will submit an invoice for payment in accordance with Section 9.2. Overpayment of Service Fees, if any, will be applied to or against the next payment(s) or payment(s) otherwise due to K12 or any Affiliate, or if no payments are due, K12 shall refund the excess amount to the Board.

9.5 Payment Out of School Funds Managed by K12. Subject to School-expenditure authorization policy (as approved by the Board), K12 is authorized by the Board to act as a payment agent to pay School Expenses and to pay itself the fees set forth in this Agreement. All such expenditures will be paid out of the School's funds managed by K12.

9.6 Disputed Amounts. The Board shall notify K12 in writing prior to an invoice due date of any amount it disputes in good faith ("**Dispute Notice**"). The Dispute Notice shall detail the reasons for such dispute and the Board agrees to pay all undisputed amounts in accordance with Section 9.2. The Parties shall seek to resolve these disputed amounts in accordance with the dispute resolution provisions set forth in Section 22. Notwithstanding anything to the contrary in this Agreement, K12 may file suit in a court of competent jurisdiction to recover all past due amount.

9.7 Non-Payment Remedies. If the Board fails to pay any amount for which a timely Dispute Notice is not received, then notwithstanding anything in this Agreement to the contrary, in addition to invoking any other legal or equitable rights available to K12, upon ten (10) days written notice to the Board, K12 reserves the right to: (i) suspend the provision of any or all of its Educational Products and Services offered hereunder; (ii) cease processing enrollments for any new School students; and/or (iii) terminate this Agreement at the end of the then-current school year or for the coming school year if such notice is provided to the Board no later than June 30. The Board shall be liable for costs incurred by K12 to collect any undisputed amounts due hereunder, including reasonable attorneys' fees, and no Balanced Budget Credits shall be issued by K12 to cover any such fees or any late fees due to K12.

10. PARTIES' RELATIONSHIP. K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by its Board of Directors and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board and the School. The Board and their employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

11. OTHER SCHOOLS. The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools, institutions or districts within and outside of the State.

12. TERMINATION. Events of termination are as follows:

12.1 Termination for Cause. The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 22.1. Either Party, however, may terminate this Agreement upon a thirty (30) day prior written notice if the other Party materially breaches any provision of this Agreement and such material breach has not been cured within ninety (90) days after receipt of a written notice from the aggrieved Party, except that either Party may invoke the dispute resolution process in Section 22.2. to prevent such termination upon the ground that a material breach has been sufficiently cured and such termination shall be stayed. The intent of this provision is to allow termination for an uncured material breach and not merely based on a disputed claim to that effect. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity. Additionally, in the event the Board does not cure the material breach of this Agreement as set forth in this provision K12, in its sole discretion, may suspend the issuance of Balanced Budget Credits in lieu of terminating this Agreement.

12.2 Termination for Material Reduction in School Revenue. K12 may terminate this Agreement in the event there is a material reduction in School Revenue and such reduction will materially increase the financial risk to K12 in fulfilling its obligations under the Agreement. K12 shall notify the Board of its intent to terminate under this provision and provide the Board thirty (30) days' notice so that the Parties may work together to find alternative funding or other means to offset the reduction in School Revenue. If the Parties are unable to find additional revenue or other means in the thirty (30) day time-frame, K12 may terminate this Agreement and such termination shall be effective: (i) immediately upon written notice by K12 to the Board, if notice or publication of such reduction is given at least ninety days (90) prior to the commencement of the school year to which such reduction is applicable; or (ii) at the end of the school year upon written notice to the Board if notice or publication of such reduction is given during the school year to which such reduction is applicable. In the event K12 elects not to terminate this Agreement in accordance with this provision, K12 may reasonably revise and determine the level of products and services to be provided in accordance with Applicable Law, considering any such funding reduction.

12.3 Termination Upon Loss of School Approval, Charter or Non-Profit Status. This Agreement may be terminated by either Party upon written notice to the other Party: (i) if the Authorizer provides written notice that it has terminated, revoked, or not renewed the Charter or if the Charter has not been authorized, or (ii) upon a final determination by the Internal Revenue Service that the Board is not eligible for 501(c)(3) status, or (iii) upon a final adverse determination by the highest court in the State that the School is no longer valid under law or its ruling has the effect of terminating the School. Such termination will be effective upon the date of the termination, revocation or non-renewal.

12.4 Termination for Failure to Approve Budget. In the event that the Board does not approve a budget or reasonable modifications to a budget within thirty (30) days following the submission of a proposal by K12, K12 may terminate this Agreement effective at the end of the then-current school semester in which the budget or reasonable modification is not approved, or if the lack of approval is for an upcoming school year that has not commenced, K12 may terminate this Agreement upon written notice prior to the commencement of the upcoming school year.

12.5 Termination in the Event of Certain Changes in the Charter or School Policies. K12 may terminate this Agreement effective immediately upon written notice to the Board in the event that the Charter is amended or the Board or the Authorizer adopts or amends a policy, in each case without the prior written approval of K12, and the effect of such amendment or policy could reasonably be determined to require K12 to increase materially the level of services required to be provided hereunder or to increase materially the financial risk to K12 arising from its performance of its obligations hereunder, thus rendering K12's performance economically unviable as determined by K12. In the event the Board or Authorizer adopts such an adverse policy in the middle of a school year, K12 agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder.

12.6 Change in Applicable Law. If any change in Applicable Law (other than those changes encompassed within Section 12.2) enacted after the date hereof could reasonably be expected to have a material adverse

effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within ninety (90) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

13. TERMINATION EFFECTS. Effects of termination are as follows:

13.1 Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the Board of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

13.2 Return of Equipment. Return of K12-provided equipment is mandatory. All K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the Board at the Replacement Value. The Replacement Value is the cost to replace the equipment anew.

13.3 Balanced Budget Credits Outstanding. In the event this Agreement expires or is terminated, the Board shall wind up the affairs of the School, including any final audit, in a prompt manner not to exceed thirty (30) days beyond expiration or termination. To the extent there are outstanding Balanced Budget Credits remaining, the Board shall fully exhaust the School's net assets, including reserves, if any, to pay off the outstanding balance of Balanced Budget Credits, provided, however, if any Balanced Budget Credits remain after the School's net assets are fully exhausted, the remaining Balanced Budget Credits shall be fully forgiven. Notwithstanding the foregoing sentence, if the Parties enter into a subsequent agreement commencing on or about the end of the Term for substantially similar Education Products and Services, under substantially similar terms as this Agreement, the Balanced Budget Credits may not be forgiven, but will be treated in accordance with the new contract as mutually agreed by the Parties.

13.4 Fees Payable. In the event this Agreement terminates as provided for herein, or it expires pursuant to its terms, and unless otherwise agreed by the Parties in writing, the Board shall owe for all products and services rendered to include the Administrative and Technology Services Fees, Educational Products and Services in accordance with this Agreement for the period up to and including then current Fiscal Year of the termination or expiration. All such fees will be determined on an accrual basis per the School's audited financial statement up to and including the year in which this Agreement terminates or expires.

13.5 Loss of Value. The subject matter of this Agreement is unique and that it would not be possible for K12 to resell the Educational Products or the Services that are the subject of this Agreement. In view of the difficulty in estimating K12's damages incurred, the Parties agree to the extent not precluded by Applicable Law, for the purposes hereof that K12's damages (in addition to those entitled under law or equity) shall be fifteen percent (15%) of the School Revenues in the Fiscal Year in which the Agreement is being terminated, due within thirty (30) days following date of such termination, if the Agreement is terminated because of the Board's actions or omissions unless said action or omission is in response to Applicable Law or direction which is not caused by the negligent action or omission or the willful misconduct of the Board, and except as action is taken by the Board to terminate this Agreement in accordance with Section 12.1.

13.6 Transition Provisions. Upon the termination or expiration of this Agreement, or if this Agreement is terminated due to a Charter revocation, reconstitution, termination or non-renewal, K12 shall, without additional charge: (i) close the financial records on the then-current Academy Fiscal Year which includes, but is not limited to, the completion and submission of the annual financial audit, state and federal grant reporting and all other associated reporting within required timelines established by the appropriate local, state or federal authority; (ii) organize and prepare student records for transition to the new educational management organization, self-management or in the case of a school closure, transfer to a student's new school as designated by the student's parent/legal guardian or to a person or entity authorized to hold such records; (iii) provide for the orderly transition of employee compensation and benefits to the educational management organization or self-management without disruption to staffing or in the case of the Academy closure, final payment of all employee compensation, benefit and tax obligations related to services provided by K12 to the Academy; (iv) organize and prepare the Academy's records, both electronic and hard-copy, for transition to the new educational management organization, self-management or dissolution; and (v) provide for the orderly transition to the new educational management organization, self-management or dissolution of all Academy-owned assets including, but not limited to furniture, fixtures, equipment, and real estate. This includes any keys, log-in information and passwords related to any Academy asset. K12 may work for a specified period of time for an agreed upon fee.

14. INTELLECTUAL PROPERTY RIGHTS/PUBLICITY.

14.1 Established Rights. To the extent the Board or its staff have established any rights, title or interest in the School name, trademark or domain name (see Exhibit B), the Board hereby assigns and transfers to K12, its successors and assigns, all of its right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized thereof.

14.2 Proprietary Materials. K12 (and its Affiliates and respective licensors) own all rights, including but not limited to, copyright title, and interest in and to any educational materials, curriculum, learning management systems, instructional content, trade secrets, know-how, artwork, graphics, software, marketing materials and any documents or derivative works related thereto, made available by K12 or its Affiliates to the Board or for the School (collectively, "**K12 Proprietary Materials**").

14.3 Rights in K12 Proprietary Marks. K12 and its Affiliates own all rights, title and interest, including any goodwill, in and to their respective trademarks, service marks, logos, trade dress, school names, trade names and domain names, including but not limited to the School name(s) and School logo(s) and those trademarks and names identified in Exhibit B hereto (collectively, "**K12 Proprietary Marks**").

14.4 Limited License of Intellectual Property. K12 hereby grants the Board a royalty-free, non-exclusive, non-transferable license to use the K12 Proprietary Materials and the K12 Proprietary Marks during the Term and solely in connection with the operations of the School as contemplated in this Agreement. To the extent that the Board, the school, or their respective employees create any original works for use in connection with, or for incorporation into any K12 Proprietary Materials, K12 is hereby granted a perpetual, royalty-free, worldwide right and license to exploit, use distribute, modify and create derivative works from such works in any medium and for any purpose.

14.5 Limitations On Use of Intellectual Property.

14.5.1 The Board shall not modify, adapt, alter or translate the K12 Proprietary Marks. The Board shall only use the K12 Proprietary Marks in the form set forth in Exhibit B, or as otherwise required or approved of in writing by K12.

14.5.2 The Board shall not disassemble, reverse engineer, modify, alter, or create derivative works from the K12 Proprietary Materials without the prior written consent of K12. In addition, the Board shall frame or embed, or cause to be framed or embedded, any website owned by K12.

14.5.3 In connection with use of the K12 Proprietary Marks and the K12 Proprietary Materials by the Board and the School staff, the Board shall include any trademark notice, copyright notice, or other legal notice required by K12 at its sole discretion and the Board shall abide by the trademark quality control provisions herein and set forth in Exhibit B.

14.5.4 The Board shall not sublicense any rights under this Agreement without the advance written approval of K12, which may be withheld in K12's sole discretion.

14.5.5 The Board shall ensure its School staff are aware of and abide by the license rights and restrictions granted herein.

14.6 Trademark Quality Control; Notice. At all times during the Term, the Board shall ensure that any educational services rendered by the Board for the School under the K12 Proprietary Marks maintain a level of quality that meets or exceeds (i) the generally accepted standards for service organizations in the education fields; and (ii) K12's additional quality standards that may be established, set and implemented by K12 over time, as K12 deems applicable. K12 shall have, at reasonable times and on reasonable notice, the right to inspect and/or monitor any educational services rendered by or for the Board under the K12 Proprietary Marks in order to ensure compliance with this Section. The Board shall give prompt notice to K12 of any written and/or formal complaint by any student, governmental body, regulatory agency, consumer organization or any other third party concerning the quality or safety of any of the Board's services offered under the K12 Proprietary Marks.

14.7 Ownership of Intellectual Property. The Board agrees that (a) nothing herein shall give to the Board any right, title or interest in the K12 Proprietary Materials or the K12 Proprietary Marks, or any other intellectual property of K12 (including K12 patents), except the right to use the K12 Proprietary Materials and the K12 Proprietary Marks solely in accordance with the terms of this Agreement; (b) the K12 Proprietary Materials and the K12 Proprietary Marks are the sole property of K12; and (c) any and all uses by the Board or the school of the K12 Proprietary Marks, and all goodwill derived therefrom, shall inure solely to the benefit of K12. The Board agrees not to take any action inconsistent with this ownership and further agrees to notify K12 promptly in writing of any known or suspected infringement of the K12 Proprietary Materials or the K12 Proprietary Marks, and to cooperate, at K12's request and expense, in any action (including the conduct of legal proceedings) which K12 deems necessary or desirable to establish, protect, or preserve K12's exclusive rights in and to the K12 Proprietary Materials and the K12 Proprietary Marks.

14.8 Effect of Termination on Licenses. In the event of expiration or termination of this Agreement, the Board will immediately discontinue all use of the K12 Proprietary Materials and the K12 Proprietary Marks, and will, within thirty (30) days after termination, destroy all materials using, embodying, displaying, or otherwise containing the K12 Proprietary Materials or the K12 Proprietary Marks, including those in the possession of the Board, the School employees, Students, and sublicensees of the Board.

14.9 Publicity/Press Release. K12 may refer to and identify the School in a listing of new, representative or continuing or prior customers in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the School and K12.

14.10 License Audit. To the extent reasonably necessary and upon prior written notice, K12 may audit the use of the Educational Products and the Board agrees to cooperate and provide reasonable assistance with such audit. The Board agrees to pay within thirty (30) days of written notification, any fees applicable to the Board's or its School staff's use of the Educational Products in excess of the license rights granted herein and/or K12 may revoke the related technical support and license(s).

15. LIMITS ON LIABILITY AND DAMAGES.

15.1 LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE BOARD AND THE BOARD'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

15.2 CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH A PARTY'S INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

16. INDEMNITY.

16.1 Indemnification of the Board. K12 will indemnify, defend, and hold harmless the Board and all of its employees, officers, directors, trustees, subcontractors and agents (collectively ("**Board Indemnitees**") from against all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a "**Claim**") that may arise out of, or by reason of, any: (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K12 pursuant to this Agreement, (b) noncompliance by K12 with any Applicable Law in connection with the School's operations, but excluding any Claims that arise from conduct undertaken in accordance with the Authorizer's, the Board's or the Board Indemnitees' instructions, procedures or written policies, except where such instructions arise from and are in accordance with explicit recommendations formally provided by or on behalf of K12, and (c) act or omission of K12 or K12 Indemnitees (defined below) in connection with School's operations that results in injury, death, or loss to person or property, except to the extent any Claims arise out of actions or omissions of the Board, the Board Indemnitees or the Authorizer. K12 and its Affiliates shall not be liable for any Claims related to the enrollment, placement and provision of services to any Students with special education, ELL or 504 needs, except to the extent caused by K12 and its Affiliates.

16.2 Indemnification of K12. The Board will indemnify, defend, save and hold K12 and its Affiliates and all of their respective employees, officers, directors, subcontractors, and agents and their respective successors and permitted assigns (collectively "**K12 Indemnitees**"), harmless against all Claims that may arise out of, or by reason of, any: (i) breach of any expressed representation or warranty, covenant or agreement made or to be performed by the Board (or its designees) pursuant to this Agreement, (ii) noncompliance by or on behalf of the Board with any Applicable Law in connection with School's operations, (iii) act or omission of the Board or Board Indemnitees in connection with the School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of K12 or K12 Indemnitees, and (d) for any Claims that are related to the Board's (or its designees') action or inaction with respect to the enrollment, placement and provision of services to any Students with or seeking special education, ELL or 504 needs, except to the extent caused by K12 or its Affiliates.

16.3 Indemnification Procedures:

16.3.1 Notice Requirement. Each party seeking indemnification hereunder ("**Indemnified Party**") must give written notice to the other Party charged with indemnifying hereunder ("**Indemnifying Party**") of the existence of a Claim promptly after the Indemnified Party first receives notice of the existence of the potential Claim; provided, however, the Indemnified Party will not be foreclosed from seeking indemnification hereunder by any failure to provide such prompt notice, except and only to the extent the Indemnifying Party is prejudiced as a result of such delay.

16.3.2 Defense and Settlement of Claims. The Indemnified Party will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of any Claim, provided that counsel for the Indemnifying Party who will conduct the defense must be reasonably satisfactory to the Indemnified Party. The Indemnified Party shall cooperate in the defense. At its own expense, the Indemnified Party may also assist in the defense and may assert other defenses or counterclaims, to the extent a conflict of interest between the Parties is not created, provided the Indemnified Party does not settle any Claims without the prior written consent of the Indemnifying Party. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

17. ASSIGNMENT. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party, provided, however, K12 may assign its rights and obligations under this Agreement to any Affiliate, acquirer, or successor in interest to the extent not otherwise expressly prohibited by Applicable Law. K12 may delegate the performance of its duties hereunder to any person, contractor or entity, but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

18. INSURANCE.

18.1 Liability Coverage. Each Party will initiate and maintain during the Term, at its own expense, general liability insurance (including contractual liability insurance to cover the respective indemnification obligations herein) for not less than $5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). The Board will initiate and maintain during the Term and for two (2) years thereafter, employment practices liability insurance and school leaders/educators' legal liability/errors and omissions (or similar) insurance, each in limits of no less than $1,000,000 per claim/aggregate. K12 will initiate and maintain during the Term and for two (2) years thereafter, employment practices liability insurance and errors and omissions insurance, each in limits of no less than $1,000,000 per claim/aggregate. All such insurance policies shall be placed with reputable and financially secure insurance carriers with A.M. Best & Co. ratings of no less than A-. Within thirty (30) days after the Effective Date and annually thereafter, each Party's required insurance (excluding E&O insurance) will include the other Party (and their Affiliates and respective directors, officers, employees and contractors (each as applicable) as additional insureds. Each Party's general liability and contractual liability insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

18.2 Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within seven (7) days of written request by a Party. The Parties will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change, to such insurance.

18.3 Insurance Coverage No Limitation on Rights. A Party's insurance will be its primary coverage and any insurance the other Party may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of the said covered Party. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on a Party's indemnification obligations expressly set forth herein.

18.4 Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the School, as required by Applicable Law.

18.5 Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

19. REPRESENTATIONS AND WARRANTIES.

19.1 Representations and Warranties of K12. K12 hereby represents and warrants to the Board:

19.1.1 Organization and Good Standing. K12 is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware.

19.1.2 Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder.

19.1.3 Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth as applicable in Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS.

19.1.4 Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; or (b) resulting from inadequate or improper maintenance, modification, storage or usage of the K12-provided materials by the Board, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

19.2 Representations and Warranties of the School. The Board hereby represents and warrants to K12:

19.2.1 Organization and Good Standing. The Board is a non-profit corporation duly organized, validly existing, and in good standing under the laws of the State.

19.2.2 Power and Authority; Authorization; Binding and Enforceable Agreement. The Board has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder.

19.2.3 Authority Under Applicable Law. The Board has the authority under Applicable Law to: (i) contract with a management company to obtain the Educational Products and Services and all other programs under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

19.2.4 Non-Contravention. The execution, delivery and performance of this Agreement by the Board will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the Board or any other party thereto.

19.2.5 Provision of Authority to K12. The Board has provided and will provide K12 with all authority and power necessary and proper for K12 to undertake its responsibilities, duties, and obligations provided for in this Agreement.

19.2.6 Charter Enforceability and Renewal. The Charter is in full force and effect and constitutes a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board has delivered a true and complete copy of the Charter (and the Authorizer agreement(s) and MOU's, if any) to K12. The Board will use best efforts to: (a) maintain the Charter in full force and effect during the Term and, (b) to renew the Charter prior its expiration with assistance from K12 which such assistance shall only be provided if this Agreement is in full force and effect for term of the renewal period of the Charter.

19.2.7 Certain Provisions of the Charter. The Charter will, when approved, authorize the Board to operate the School and receive the federal, state and local education funds identified in this Agreement, as well as other revenues, and otherwise vests the Board with all powers necessary and desirable for carrying out the School operations and other activities contemplated in this Agreement.

20. OFFICIAL NOTICES. All notices and other communications required under this Agreement will be in writing and sent to the Parties to the addresses below, which may be changed upon proper written notice. Any notice provided by a Party pursuant to Section 6.2(a) shall be presented in the form set forth in Exhibit C. Notices hereunder may be given by: (i) first class U.S. mail postage prepaid, (ii) reputable overnight carrier postage prepaid, or (iii) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given three business days after mailing as described in clauses (i) or (ii) of the foregoing sentence or on the date of personal delivery. Electronic mail does not constitute official notice under this Agreement, however, courtesy copies of notices may be sent via e-mail. The addresses of the Parties are as follows:

For the Board:	With a Copy To:
Board President West Virginia Virtual Academy 707 Virginia Street East Suite 260 Charleston, WV 25301	J. Zach Richie Hissam Forman Donovan & Ritchie 707 Virginia Street East Suite 260 Charleston, WV 25301 Phone: 681-265-3802 Email: zritchie@hfdrlaw.com
For K12:	With a Copy To:
K12 Virtual Schools LLC ATTN: EVP, School Management and Services 2300 Corporate Park Drive Herndon, Virginia 20171 Phone: 703-483-7000	K12 Inc. ATTN: General Counsel 2300 Corporate Park Drive Herndon, Virginia 20171 Phone: 703-483-7000 E-mail: legaldepartment@k12.com

21. NON-SOLICITATION/NON-HIRING.

21.1 Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, a Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

21.2 Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's base starting salary with the new employer,

or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The Board acknowledges and agrees that no Balanced Budget Credits shall be issued by K12 to cover any penalty, damages or other relief owed by the Board upon a violation of this provision.

21.3 Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 21.2.

22. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.

22.1 Dispute Resolution Procedure. The Parties agree that they will, within a period not to exceed ten (10) days, attempt in good faith to settle all disputes arising in connection with this Agreement amicably in the ordinary course of business escalating up to the Board Chairman and the Executive Vice President (or their designee) for K12. If a dispute is not resolved in such timeframe, the aggrieved Party may proceed to arbitration and/or invoke any other remedies in accordance with this Agreement.

22.2 Arbitration. Subject to Section 22.1, if an aggrieved Party elects to arbitrate an unresolved dispute, the Parties shall proceed to mandatory binding arbitration in Fairfax County, Virginia, pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to a professional arbitrator.

22.3 Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the Board acknowledges that in the event it breaches any of K12's intellectual property rights, K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. In its sole discretion, K12 may seek immediate judicial relief as available in law or equity. K12 will be entitled to enforce its intellectual property rights under this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. The decision by K12 not to seek judicial relief during the agreed dispute resolution procedure, will not create any inference regarding the presence or absence of irreparable harm.

22.4 Governing Law. The laws of the Commonwealth of Virginia without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

23. FORCE MAJEURE. Notwithstanding any other provisions of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond a Party's reasonable control and unrelated to its fault or negligence.

24. COORDINATION, EXERCISE OF APPROVAL OR CONSENT RIGHTS.

24.1 Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12's legal counsel and the Board's legal counsel will consult from time to time with respect to the requirements of Applicable

Law, the Charter, and the Board's and the Authorizer's policies as they relate to the Board's operations, provided, however, no such consultation shall be construed as providing legal advice to the other Party.

24.2 Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussion.

25. MISCELLANEOUS.

25.1 Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

25.2 Counterparts or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

25.3 Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

25.4 Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

25.5 Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

25.6 Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

25.7 Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

25.8 No Third-Party Rights. This Agreement is made for the sole benefit of the Board and K12 and their respective successors and permitted assigns. Except as set forth in Sections 14 and 16 and except for each Affiliate of K12, which shall be a third party beneficiary of this Agreement, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

25.9 Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

25.10 Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

IN WITNESS WHEREOF the Parties authorized representatives have been duly authorized to execute this Agreement which constitutes a valid and legally binding obligation of the Parties entered into as of the date set forth below.

For and on behalf of **WEST VIRGINIA VIRTUAL ACADEMY**	**For and on behalf of** **K12 VIRTUAL SCHOOLS LLC**
Signed: _____	**Signed:** _____
Name: _____	**Name:** _____
Position: _____	**Position:** _____
Date: _____	**Date:** _____

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EXHIBIT A
Educational Products and Services

I. Educational Products and Product-Related Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School and its Students and its personnel the Educational Products and product-related services in accordance with the fees published on the then current Product Price List provided to the Board. The Educational Products to be provided in accordance with the terms of the Agreement, as K12 determines in its reasonable discretion are as follows:

A. Online School. For each school year during the Term, K12 will provide a license for and access to proprietary and licensed: (i) curriculum (in English) and a learning management system for grades K through 8 for those core subject areas required by the State (Language Arts, Math, Science, History) as well as other courses offered or required for these grades which may include Art, Music and foreign language; (ii) curriculum (in English) and a learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to electives per the K12 course catalogue; and (iii) third party curricula K12 generally offers its managed virtual schools, in each case for such courses required by Applicable Law.

B. Instructional Tools and Materials. Instructional tools and supplies, including without limitation textbooks and multi-media teaching tools. K12 shall identify which materials are durable and must be reclaimed and such materials must be returned as set forth in Section 13.2. K12 will provide instructions and pre-paid shipping materials and labels to facilitate the return of these materials.

C. Instructional Support. K12 will make available the necessary instructional support as mutually agreed upon in accordance with the Product Price List as may be required/requested by the Board for the Educational Products and School-related offerings.

D. Computers. K12 may provide or cause to be provided rented computers and monitors, software and other hardware as K12 determines in its discretion to be necessary to deliver the curriculum and as agreed to in writing by K12 during the budgeting process. All such equipment shall be promptly returned to K12 upon a Student's withdrawal or upon expiration or termination of this Agreement as set forth in Section 13.2. K12 will provide instructions and pre-paid shipping materials and labels to facilitate the return of these materials.

E. Testing Support. During the Term, as agreed upon by the Parties K12 may provide, or cause to be provided for the School, equipment, logistics and technical support and related services to assist with State required online testing of Students ("**State Testing**") as reasonably necessary. Invoices for State Testing equipment and personnel provided for the School will be issued after each testing cycle in accordance with the annual School State Testing Price List. State Testing may include:

1. Site Surveys: K12 will physically validate facilities for testing sites and will notify the Board (or its designated School staff) if proposed facilities are found unsuitable. In all rooms where assessments will be administered mobile lab technology will be simulated and tested to include ISP signal quality measurements; optimal placement of network devices will be documented and primary and secondary networks will be identified and deployed as needed.
2. Technical Point of Contact: K12 will provide a technical point of contact to support School staff with the State Testing.
3. Onsite Support: Onsite support including set up and tear down of equipment provided as reasonably required by technicians (with national criminal records background

check), however, School teachers must be present when onsite tech is in proximity of Students.

4. Troubleshooting. Site monitoring and PC troubleshooting to be provided onsite and/or remote as reasonably required.

II. Administrative Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board the Administrative Services. Notwithstanding the forgoing, no Services shall be provided for the purpose of benefiting the Board, the School or any personnel or students for any School year beyond the Term. The Administrative Services to be provided in accordance with the Agreement, as K12 determines in its reasonable discretion are as follows.

A. Educational School Consulting. Propose and implement educational goals, methods of pupil assessment, school policies, school calendar, school day schedule, and age and grade range of pupils to be enrolled in the School. K12's recommendations for the School will be consistent with the Agreement, Applicable Law and the Charter.

B. Contracted Personnel and Support Services. Supervision of all personnel providing Educational Products and Services. Provide support services to include management of School employees including recruiting assistance and hiring recommendations; provided, however the Board's staff or its PEO shall be responsible for performing all; reference, certification and background checks and other related services on its personnel and for performing payroll functions or securing of payroll services; negotiation, securing and management of health, retirement and other benefits all of which shall be the Board's or its PEO's responsibility. K12 will work with the Board's staff and its applicable PEO to recommend human resources policies, bonus plans, and strategic plans for staffing, development, and growth. K12 will also provide teacher performance evaluation models to Board for its employees and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting.

C. Pupil Recruitment-Related Services:

1. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Other recruitment activities include designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may vary in nature, but shall be designed to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area. Information that K12 obtains with respect to leads generated including, but not limited to, statistics, trends and contact information shall be owned by K12 (and its Affiliates).

2. Admissions. Implementation of the School's admissions policies in accordance with this Agreement, including management of the application and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery if required.

3. Family Services. Plan and arrange school orientation sessions. Assist with the design and implementation of parent orientation sessions. Field and respond to incoming calls, letters, faxes, and e-mails received by K12 about the School, its curriculum, the application/enrollment process, instructional materials, etc. Conduct exit interviews with select Students and their parents who withdraw in order to learn more about how to improve the program for Students.

4. School Feedback. Obtain feedback on how to improve the School and curriculum, as appropriate. Create methods for Students, their parents, and teachers to submit comments and suggestions; implement improvements where K12 deems them to be valuable.
5. Student Clubs and Contests. Access to virtual social clubs for Students. Clubs are formed based on Student feedback and interests. K12 also provides access to participation opportunities in nationwide contests which may focus on such areas as art, poetry and craft contests. Access to both Student clubs and contests is voluntary and is open to all School Students.
6. High School Services: As requested and as available, K12 may offer counseling tools for high school Students.

D. Insurance. Assist the Board with obtaining general liability insurance or other insurance required with a reputable carrier in accordance with this Agreement, the Charter, (the Lease if applicable) and Applicable Law.

E. Facility Management. As may be applicable, help identify location of the Board's initial or supplemental office Facility(ies) for the School. Together with Board's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments in accordance with the School budget, provided leases and related documents require Board approval.

F. Business Administration. Administration of business aspects and day-to-day management of School functions to include the following:

1. Consultation, and services as liaison for the Board with the Authorizer, and other governmental offices and agencies.
2. Consultation and recommendations regarding special programs, processes, support services and reimbursements.
3. Consistent with other provisions of the Agreement, provide school administrative staff as appropriate.
4. Work with Board's counsel, if any, on legal matters affecting the School, provided, however, K12 shall not provide legal advice and any such collaboration shall not be deemed as K12 providing legal advice.
5. Preparation of forms, operations manuals or guides, and policies and procedures as necessary or required by the Charter or Authorizer for the Board's review and approval.
6. Consultation with respect to, and monitoring and oversight of, State reporting systems.
7. Assist School staff in identifying and applying for grants and other funding opportunities.
8. Assist as requested and as appropriate with the administration of federal entitlement programs, including Title I, and I.D.E.A.
9. Arrange contracts with school districts, education services centers, and professional service providers for special education and testing on Students' behalf, where such contracts shall be subject to Board review and approval if the Board is contracting directly with these providers.
10. Establish and implement policies and procedures to maintain proper internal controls for K12.
11. Provision of operational regulatory compliance services to assist schools in understanding and complying with applicable regulatory and legal requirements as well as preparing for and responding to audits.

G. Budgeting and Financial Reporting. Assistance with finance-related administrative duties to include the following:

1. Preparation of a proposed annual budget for the School, including projected revenues, expenses and capital expenditures. The School budget and subsequent modifications shall be adopted in accordance with the process set forth in the Agreement.
2. Upon the Board's request as frequently as monthly, K12 will prepare and submit reports on the School's finances, including detailed statements of all revenues received by the Board for the School (from whatever source) and direct expenditures for Services rendered to the School, in addition to those financial reports required by Applicable Law or the Charter as well as provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the School's operations. Requests must be made in writing and the foregoing information will be delivered solely provided that the Board or its employees or other third parties have given K12 all necessary and current data needed for such reports (as reasonably requested by K12), including, but not limited to, relevant audit findings, Board expenditures and funding detail.
3. Subject to any confidentiality obligations imposed on K12 by third parties, provide to the Board for the School or the Authorizer such other information either required by the Authorizer or the Board within a reasonable time following a written request thereof.
4. To the extent applicable, assist in the preparation of required non-profit filings, including form 990 tax returns. Notwithstanding the foregoing, K12 will not be responsible for filing School's Form 1023, but will work with Board's counsel and/or accountant to prepare the application for tax-exempt status, as necessary.

H. Financial Management. Assistance with financial management to include the following:
1. In accordance with School-expenditure authorization policy, K12 will, within commercially reasonable periods of time or as required by any agreement governing same, make payment for all School Expenses, out of the School funds managed by K12.
2. All School Revenues will be maintained in an account(s) belonging to the Board over which designated representatives of K12 will have signature authority as approved by the Board in writing. The Board will immediately transfer to such account(s) all School Revenue received for the School from any source, as well as any contributions received by the Board for the School.
3. Perform necessary planning, forecasting, accounting and reporting functions as appropriate.
4. Assist with and help coordinate third-party audit(s) of the School's financials.

I. Maintenance of Financial and Student Records
1. K12 will maintain and keep School records and books at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of the Board and its staff disclosing to K12 the School student's educational records.
2. K12 will maintain financial records pertaining to the operation of the School and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law or archival or litigation purposes) from the close of the Fiscal Year to which such books, accounts, and records relate.
3. K12 will maintain student educational records pertaining to students enrolled in the School in the manner required by Applicable Law, and retain such records on behalf of Board at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of Board.
4. Ensure accessibility of School educational records to the Board, its independent auditor and the State for completion of audits required by Applicable Law. The Parties

understand that all School-related financial and Student educational records are the property of Board.

J. Student Discipline. Provide necessary information and cooperate with Board (or its designated School staff) on the handling of student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for Board adoption consistent with Applicable Law and the body of this Agreement.

K. Teacher Training and Development. Develop and offer new Teacher training and professional development for Teachers consistent with what K12 offers similarly situated schools. Host Teacher professional development sessions throughout the school year for new and returning Teachers. Recommend enhancements to the Board's Teacher Handbook for review and approval by the Board and its applicable PEO.

L. Authorizer Policies and Charter Renewal. Assist the Board in complying with applicable Authorizer policies as reasonably interpreted to apply to the School. Assist the Board with drafting the School's Charter renewal application, including working with the Board to develop any necessary budgetary and curriculum information. Support Board members in their preparation to present and defend the School's Charter renewal application before the Authorizer.

M. Instructional Property Management. Prepare and submit to the Board (or its designees) proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.

N. Grants and Donations. On behalf of the Board, K12 may solicit and receive grants and donations for the School from public funds through competitive or non-competitive processes, and private sources consistent with the School's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the Board and such fund shall be used as designated.

O. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

III. Technology Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School the technology services (the "**Technology Services**") described below. Notwithstanding the forgoing, none of the Technology Services shall be provided for the purpose of benefiting the School or any personnel or students for any school year beyond the expiration or earlier termination of this Agreement.

A. 24-7 monitoring of production services, i.e., SAMS and the on-line learning management system;
B. Monitor and analyze system data to fix production issues as they may arise;
C. Generate reports on pupil academic performance, attendance and progress;
D. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the School;
E. Train school staff, as deemed appropriate and necessary, on technology systems;
F. Develop, design, publish, and maintain the School's interactive website;
G. Install and maintain the School's computer network;
H. Generate reports;
I. Develop community tools on the school's website and K12 platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);

J. Determine hardware configurations (including software and operating systems) for the school's technology needs;
K. Provide onsite and telephone support for the School administration in troubleshooting system errors, and telephone support for students;
L. Propose for the School adoption policies and procedures regarding the responsible use of computer equipment and other school property;
M. Support teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
N. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;
O. If K12 opts to provide Board employees with computers, the Board shall require its employees to use the K12-provided computers when performing work for the School and shall require its employees to use such security measures at least as rigorous as those that the K12 requires for its own employees and when Board employment ends return the computer to K12.
P. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
Q. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
R. Prepare for, supervise, and implement system roll-overs at the end of the academic year;
S. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed;
T. Provide online enrollment, registration and placement services;
U. Provide school email accounts for school employees;
V. Provide School care and technology support services on the learning management system, computer and software issues;
W. Oversee changes to the School website to maintain quality assurance and make sure that there are not "version control" problems;
X. Along with our K12 Marketing department, coordinate security, creative, and content issues pertaining to the website;
Y. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
Z. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
AA. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

DRAFT

EXHIBIT B
K12 Proprietary Marks

Stride

K12

K[12]
Unleash the xPotential®
The xPotential®
A+nywhere Learning System®

middlebury
interactive languages™

All trademarks, trade names, service marks as set forth at https://www.stridelearning.com/ip-policy.html, as may be revised from time to time, and each of their logos.

Trademark Quality Control – Restricted Content: The Board shall not use the K12 Proprietary Marks in connection with harmful, threatening, unlawful, defamatory, infringing, abusive, inflammatory, harassing, vulgar, obscene, fraudulent, hateful or otherwise offensive material, or in any manner that would be likely to tarnish or adversely impact the reputation, quality, value and goodwill associated with K12 and/or the K12 Proprietary Marks.

EXHIBIT C
Form Notice of Intent

As set forth in Section 20, this form notice (or a substantially similar version) is required if a Party desires to invoke its rights under Section 6.2(a).

* * * * * * *

Date: _____

To: *[Party's addressee in Section 20]*

Re: Educational Products and Services Agreement ("Agreement") - Notice of Intent

To Whom It May Concern:

The _____ Board of Directors (the "Board") of the West Virginia Virtual Academy ("School") – *or* – K12 Virtual Schools LLC ("K12")] is providing this notice in accordance with Section 20 of the Agreement between the Board and K12. This notice is provided solely to preserve our right to discuss renewal terms in consideration of a contract extension, before the Agreement automatically renews as set forth in Section 6.2(a).

Until any amendment to the Agreement is fully executed by the Parties' authorized signatories, the terms of the Agreement shall remain unchanged. If we desire to memorialize proposed edits to the Agreement, if any, we will contact your authorized designee within two (2) weeks from the date of this notice. At such time we agree to undertake good faith discussions to renew the Agreement under similar or substantially similar terms to avoid disruption to the School's staff, families and Teachers.

Sincerely,

[Applicable Party's Representative]

cc: *[As applicable]*

DRAFT

Appendix M. ESP Evaluation Instrument

DRAFT ESP Annual Evaluation Tool

Scoring Matrix: 12 sections with a maximum of 4 points each for a perfect score of 48.

40-48 = Excellent
30-39 = Good
19-29 = Average
9 -18 = Needs Improvement
0 - 8 = Poor

CURRICULUM AND INSTRUCTIONAL MODEL Please use the indicators below to guide how much you agree or disagree with the statement below				
Indicators			**Yes**	**No**
Is curriculum aligned to state standards of excellence?				
Were quality core curriculum and electives provided?				
Was quality CTE curriculum provided that integrated PBL?				
Have counselors and CRE staff provided students with work-based learning opportunities?				
The ESP provided a quality, aligned curriculum and instructional model that integrated PBL and work-based learning opportunities. (Please Check or Circle One Box Below)				
Strongly Agree (4 pts)	**Agree (3 pts)**	**Neither Agree nor Disagree (2 pts)**	**Disagree (1 pts)**	**Strongly Disagree (0 pt)**
Comments:				
TOTAL POINTS				

ONLINE SCHOOL AND LEARNING MANAGEMENT SYSTEM Please use the indicators below to guide how much you agree or disagree with the statement below				
Indicators			**Yes**	**No**
Was the online school/LMS readily available (>99.9% up-time) for students, teachers and learning coaches?				
Is the online school/LMS intuitive and easy to use: [Assessment tools may include teacher, student, and family surveys as well as qualitative input from staff]				
	For students?			
	For learning coaches?			
	For teachers?			
	For administrative staff?			
The ESP provided an LMS that was readily available, intuitive, and easy to use for all stakeholders. (Please Check or Circle One Box Below)				
Strongly Agree (4 pts)	**Agree (3 pts)**	**Neither Agree nor Disagree (2 pts)**	**Disagree (1 pts)**	**Strongly Disagree (0 pt)**
Comments:				
TOTAL POINTS				

TEACHER TRAINING AND DEVELOPMENT Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Was teacher training and professional development developed and delivered consistent with training plan developed between the School and the ESP?		
Did the ESP present at teacher professional development sessions throughout the school year for new and returning teachers?		
Was the teacher onboarding and training of high quality and consistent?		

The ESP provided appropriate teacher training and professional development that was high quality and consistent and included presentations at PD sessions throughout the school year in a variety of formats including online, webinars, and synchronous. (Please Check or Circle One Box Below)				
Strongly Agree (4 pts)	**Agree (3 pts)**	**Neither Agree nor Disagree (2 pts)**	**Disagree (1 pts)**	**Strongly Disagree (0 pt)**
Comments:				
TOTAL POINTS				

MATERIALS FOR TEACHERS AND STUDENTS Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Were teachers provided with high quality instructional tools required for instruction?		
Were students provided with the high quality hands-on materials?		
Was the process for shipping and recovery of materials simple and streamlined?		

The ESP provided appropriate materials to teachers and students and arranged for a streamlined material delivery and recovery process. (Please Check or Circle One Box Below)				
Strongly Agree (4 pts)	**Agree (3 pts)**	**Neither Agree nor Disagree (2 pts)**	**Disagree (1 pts)**	**Strongly Disagree (0 pt)**
Comments:				
TOTAL POINTS				

COMPUTERS AND SOFTWARE SUPPLIES AND DELIVERY Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Were students who require computers provided with computers, monitors, software and other hardware as agreed during the annual budgeting process?		
Were teachers provided with computers, monitors, software and other hardware as agreed during the annual budgeting process?		
Was the equipment and software up to date and did it meet the standards established annually that are required to run the LMS?		
Was the process for shipping and recovery of computers and associated equipment simple and streamlined?		

The ESP provided teachers and eligible students with good quality hardware and software, as appropriate, and arranged for a streamlined delivery and recovery process. (Please Check or Circle One Box Below)

Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree nor Disagree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)

Comments:

TOTAL POINTS

TECHNOLOGY SUPPORT AND SERVICES Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Has the ESP accurately and correctly generated reports on pupil academic performance, attendance and progress?		
Has the ESP appropriately trained school staff on technology systems?		
Has the school's website been maintained?		
Has the School's computer network been properly maintained?		
Have staff and students had timely access to technology support either online, via tickets, or via telephone?		
Have proper technological safeguards been put in place for the school?		
Have email accounts been provided for school employees?		

The ESP provided required reports, trained the school staff on technology systems, maintained the school's website and computer network, provided email accounts for school employees, and ensured timely technology support and safeguards. (Please Check or Circle One Box Below)

Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree nor Disagree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)

Comments:

TOTAL POINTS

SCHOOL SUPPORT AND BUSINESS SERVICES Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Has the ESP worked with the school and the Board to provide educational consulting including proposing and implementing: educational goals; school policies; school calendar; school day schedule?		
Has the ESP prepared forms, school manuals, and policies and procedures guidelines as necessary or required by the Charter or Authorizer for the Board's review, edits, amendments, and approval?		
Has the ESP worked with the School and the board to ensure proper adherence to State and Authorizer reporting systems?		
Generally, has ESP-provided staff assistance to the School and the board, as appropriate?		
Has the ESP provided regulatory compliance services to the school and board for legal requirements and preparing for and responding to audits?		
Has the ESP been responsive to board feedback regarding Stride-provided employees?		
Has the ESP properly assisted the Board with human resources services for Board employees?		
Have student educational records been maintained and retained in the manner required by Applicable Law?		
Has the ESP ensured access to school educational records to the Board, its independent auditor, the authorizer, and the state?		

The ESP has provided appropriate school support and business services, as agreed upon in the Educational Products and Services Agreement. (Please Check or Circle One Box Below)

Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree nor Disagree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)

Comments:

TOTAL POINTS

FINANCE Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Has the ESP collaborated with the Board's CFO with finance-related administrative duties?		
Has the ESP collaborated with the Board's CFO for financial management of the school? [to include payment of school expenses; planning and forecasting functions; assisting with third -party audits; maintaining financial records; complying with applicable law]		
Has the ESP performed its role of the proper internal financial controls for the School?		
Have financial records been maintained and retained by the ESP as directed by the Board's CFO?		
Have payroll functions been properly performed?		
The ESP has collaborated satisfactorily with the Board's CFO on finance-related matters of the School, maintained records as request by the CFO, and performed payroll functions properly (where applicable) (Please Check or Circle One Box Below)		

Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree nor Disagree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)
Comments:				
TOTAL POINTS				

STUDENT AND FAMILY SERVICES Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Has the ESP provided consultation and recommendations regarding special programs, processes, and support services?		
Was assistance from ESP staff provided for administration of federal entitlement programs, including, but not limited to, Title I and I.D.E.A.?		
Did ESP staff provide referrals for special education service providers? [subsequent contracts would be subject to Board review and approval]		
Have methods been developed to collect and report on feedback and suggestions from students and learning coaches?		
Has the ESP implemented or acted on these suggestions when actions are within the ESP's purview and deemed valuable?		
Have students had access to ESP-provided virtual social clubs, CTSOs, and participation in nationwide contests?		
The ESP provided satisfactory support for student and family services, accepted feedback, and acted on feedback as appropriate. (Please Check or Circle One Box Below)		

Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree nor Disagree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)
Comments:				
TOTAL POINTS				

PUPIL RECRUITMENT SERVICES Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Has the ESP collaborated with the Board's HOS to develop recruitment materials and participate in recruitment activities?		
Have the School's admissions been implemented? [including management of the application and the student enrollment process; communicating with potential students; and their families and conducting a random lottery, if required]		
Have orientation sessions been satisfactorily planned and arranged by the ESP?		
Have exit interviews been performed with select Students and their parents who withdraw to learn more about how to improve the program for Students?		
Were online enrollment, registration, and placement services provided?		
The ESP successfully collaborated with the Board's HOS on student recruitment activities, arranged for orientation sessions and exit interviews, and provided appropriate enrollment services. (Please Check or Circle One Box Below)		

Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree nor Disagree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)

Comments:	
TOTAL POINTS	

TESTING SUPPORT Please use the indicators below to guide how much you agree or disagree with the statement below		
Indicators	**Yes**	**No**
Was proper equipment provided for State required testing?		
Were logistics arranged for the school and families to ensure access to student testing sites? [including site surveys; technical POC; onsite support staff; site monitoring and troubleshooting]		
Were related services provided to assist with state required online testing of Students?		
Have invoices for State Testing equipment and personnel been provided in a timely and clear manner in accordance with the annual School State Testing Price List?		
The ESP satisfactory provided equipment, related services, and logistics management to support required State testing. (Please Check or Circle One Box Below)		

Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree nor Disagree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)

Comments:	
TOTAL POINTS	

COLLEGE AND CAREER READY PERFORMANCE INDEX Metrics to be updated annually based on state data. Please use the indicators below to guide how much you agree or disagree with the statement below			
Indicators		**Yes**	**No**
Test Participation Rate: Did the ESP clearly provide communication and access to testing sites for participation rates that meet state expectations?			
Content Mastery			
Under the current instructional model provided by the ESP have subgroups been on par with the State's percent of students who are considered proficient or distinguished learners?			
	In ELA?		
	In Mathematics?		
	In Science?		
	In Social Studies?		
If the school has not matched state proficient levels, has the ESP been responsive to teacher and student needs in order to see progress in the next school year?			
Progress			
Have Student Growth Percentiles increased from the prior year in English Language Arts?			
Have Student Growth Percentiles increased in English Language Arts for students who have been continuously enrolled for at least two years?			
Have Student Growth Percentiles increased from the prior year in Mathematics?			
Have Student Growth Percentiles increased in Mathematics for students who have been continuously enrolled for at least two years?			
If the school has not met student growth percentiles in ELA or Math, has the ESP been responsive to teacher and student needs inorder to see progress in the next school year?			
Closing Gaps			
Have students met improvement targets for academics in:			
	ELA?		
	Math?		
	Science?		
	Social Studies?		
Have students who have been continuously enrolled for at least two years met improvement targets?			
If the school has not met improvement targets, has the ESP been responsive to teacher and student needs in order to see progress in the next school year?			

COLLEGE AND CAREER READY PERFORMANCE INDEX Continued		
Readiness		
Have the school's readiness measures in literacy met or exceeded those of the state?		
Have the school's readiness measures in student attendance met or exceeded those of the state?		
Have the school's readiness measures in fine arts, world language, physical education/health, and career exploration met or exceeded those of the state? (middle school only)		
Have the school's readiness measures in accelerated enrollment metor exceeded those of the state? (high school only)		
Have the school's readiness measures in pathway completion met orexceeded those of the state? (high school only)		
Have the school's readiness measures in college and career readinessmet or exceeded those of the state? (high school only)		
If the school has not met readiness measures, has the ESP been responsive to teacher and student needs in order to see progress in the next school year?		
Graduation Rate (high school only)		
Has the school met or exceeded the state's 4 year graduation rate?		
Have students who have been continuously enrolled for at least two years met or exceeded the state's 4 year graduation rate?		
Has the school met or exceeded the state's 5 year graduation rate?		
Have students who have been continuously enrolled for at least two years met or exceeded the state's 5 year graduation rate?		
If the school has not met graduation rates of the state, has the ESPbeen responsive to teacher and student needs in order to see progress in the next school year?		

Recognizing that the ESP is responsible for many elements of delivering the instructional model including professional development, curriculum provision, tracking student data, and helping the school implement the model, but that all academic staff is employed by the Board and reports to the Board, were the elements of the model provided by the ESP effective in helping the School meet the CCRPI? (please check or circle one box below)

Strongly Agree (4 pts)	Agree (3 pts)	Neither Agree nor Disagree (2 pts)	Disagree (1 pts)	Strongly Disagree (0 pt)

Comments:	
TOTAL POINTS	

WVVA Projected Start-up Year + 4 Year Budget

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4
K5		350	419	504	554
MS		399	451	545	600
HS		359	651	984	1,093
Avg Enrollment		1,108	1,522	2,033	2,247
October Enrollment		*1,000*	*1,500*	*2,000*	*2,250*
Funding Sources					
Basic Formula Funding - K-8 and HS		$ 6,318,133	$ 8,933,705	$ 12,294,487	$ 13,995,538
Total Funding	**$ -**	**$ 6,318,133**	**$ 8,933,705**	**$ 12,294,487**	**$ 13,995,538**
Avg Projected Per Pupil Funding Rate		*$ 5,700*	*$ 5,871*	*$ 6,047*	*$ 6,229*
Expenses					
Instruction - Teachers					
Salary - Regular	71,750	1,164,000	1,667,675	2,368,109	2,652,382
Salary - Special Ed	21,500	258,000	440,750	542,123	648,288
Salary - Counselors	13,750	110,000	225,500	346,706	355,374
Instructional Temp/Contract Labor		10,000	10,000	10,000	10,000
Benefits	22,470	321,720	490,124	683,957	767,769
Bonus	5,350	76,600	116,696	162,847	182,802
Travel	3,000	1,980	3,002	4,201	4,748
*1 K12 Instructional Materials	-	9,180	4,050	4,590	1,890
*2 K12 Curriculum Delivery	-	79,020	116,335	158,040	173,405
Teacher Laptops	20,000	25,488	25,018	70,506	36,390
Other Instructional Materials & Supplies	5,000	22,925	34,763	48,642	54,972
Conf., Teacher Training & Prof. Dev.	-	36,360	55,136	77,149	87,189
Printing, Mailing, Postage	-	980	1,442	1,959	2,150
Total Instruction - Teachers	**$ 165,820**	**$ 2,116,252**	**$ 3,190,492**	**$ 4,478,828**	**$ 4,977,358**
Instruction - Students					
Proctored Exams, Test Administration, Certifications, etc.	-	166,267	235,098	323,539	368,304
*3 K12 Curriculum Delivery	-	1,259,525	1,551,786	1,986,322	2,239,154
*4 K12 Instructional Materials	-	661,711	874,215	1,176,991	1,359,920
*5 K12 Computer, Peripherals, & Software	-	344,923	379,963	460,220	497,932
Internet Service Provider (ISP) Reimbursements	-	41,988	57,641	77,014	85,116
*6 K12 Testing Services and Other	-	147,262	218,263	304,570	334,626
Total Instruction - Students	**$ -**	**$ 2,621,675**	**$ 3,316,966**	**$ 4,328,656**	**$ 4,885,051**
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	-	279,265	394,875	543,424	618,611
School Activities, Clubs, and Events	-	35,000	49,489	68,107	77,530
Total Student and Family Services	**$ -**	**$ 314,265**	**$ 444,364**	**$ 611,530**	**$ 696,141**
School Administration & Governance					
*7 K12 Administrative Services	-	658,414	1,026,139	1,591,714	1,951,515
Oversight/Sponsor Fee	-	63,181	89,337	122,945	139,955
Legal Services	50,000	25,000	25,000	25,000	25,000
Auditing - External	-	15,000	15,000	15,000	15,000
Board Development & Training	10,000	5,000	5,150	5,305	5,464
Administrator Travel	10,000	5,000	5,150	5,305	5,464
Consultants	20,000	5,000	5,000	5,000	5,000
Administrative Temp/Contract Labor	-	10,000	10,300	10,609	10,927
Total School Administration & Governance	**$ 90,000**	**$ 786,596**	**$ 1,181,076**	**$ 1,780,877**	**$ 2,158,325**

WVVA Projected Start-up Year + 4 Year Budget

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4
K5		350	419	504	554
MS		399	451	545	600
HS		359	651	984	1,093
Avg Enrollment		1,108	1,522	2,033	2,247
Technology					
*8 K12 Technology Services	-	307,260	478,865	742,800	910,707
Total Technology	$ -	$ 307,260	$ 478,865	$ 742,800	$ 910,707
Facilities / Insurance / Other					
Rent	21,000	84,000	86,520	89,116	91,789
Maintenance/Repair Facility	3,000	3,360	3,461	3,565	3,672
Telephone	1,076	15,408	23,365	32,693	36,947
Internet Connection	78	1,116	1,643	2,232	2,449
Copier / Fax Lease	3,000	6,000	6,180	6,365	6,556
Office Postage and Shipping	1,000	3,880	5,326	7,116	7,865
Office supplies and equipment	40,000	15,000	15,450	15,914	16,391
Computer equip. & installation	40,000	15,000	15,000	15,000	15,000
General Liability Insurance	10,000	21,504	30,406	41,844	47,634
Loan / Advance Repayment	500	500	125,658	125,658	125,658
Business Licenses/Memberships/Dues	-	6,318	8,934	12,294	13,996
Total Facilities / Insurance / Other	$ 119,654	$ 172,086	$ 321,942	$ 351,797	$ 367,956
Total School Expenditures This Period	$ 375,474	$ 6,318,133	$ 8,933,705	$ 12,294,487	$ 13,995,538
Surplus (Deficit)	$ (375,474)	$ -	$ -	$ -	$ -

Notes on Stride-K12 Products and Services Fees (see Financial Plan for more detail)

1. Teacher Instructional Materials ($9k in YR 1): fees for Stride-K12 books, supplies and other teaching tools that teachers use for instruction.

2. Teacher Curriculum Delivery ($79k in YR 1): fees for teachers to access and utilize the Stride-K12 Learning Management System (LMS) and Online School (OLS).

3. Student Curriculum Delivery ($1.3M in YR 1): fees for students to access and utilize the Stride-K12 Learning Management System (LMS) and Online School (OLS).

4. Student Instructional Materials ($665k in YR 1): fees for Stride-K12 books, supplies and other learning tools.

5. Student Computer, Peripherals, & Software ($347k in YR 1): fees for computers, peripherals, and associated logistics, hardware/software services and replacements, and customer care provided to the students.

6. Stride-K12 Testing Services and Other ($147k in YR 1): Student testing computer services and other site technology support fees including software licenses / services utilized by the school through Stride-K12.

7. Administration/Management Fee ($661k in YR 1): fee for Stride-K12 administrative services including academic, operations, compliance, business, and financial management, maintenance of student records, etc.

8. Technology Fee ($309k in YR 1): fee for Stride-K12 technology services including oversight of Learning Management System (LMS) and Online School (OLS), setting up and training staff on systems, providing onsite and telephone support, software installation, computer purchasing and setup, etc.

WVVA Projected Start-up Year + 4 Year Budget

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4
K5		350	419	504	554
MS		399	451	545	600
HS		359	651	984	1,093
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October Enrollment		*1,000*	*1,500*	*2,000*	*2,250*
Funding Sources					
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Total Funding	**-**	**6,318,133**	**8,933,705**	**12,294,487**	**13,995,538**
Avg Projected Per Pupil Funding Rate		*$ 5,700*	*$ 5,871*	*$ 6,047*	*$ 6,229*
Expenses					
Instruction - Teachers					
Salary - Regular	71,750	1,164,000	1,667,675	2,368,109	2,652,382
Salary - Special Ed	21,500	258,000	440,750	542,123	648,288
Salary - Counselors	13,750	110,000	225,500	346,706	355,374
Instructional Temp/Contract Labor		10,000	10,000	10,000	10,000
Benefits	22,470	321,720	490,124	683,957	767,769
Bonus	5,350	76,600	116,696	162,847	182,802
Travel	3,000	1,980	3,002	4,201	4,748
*1 K12 Instructional Materials	-	9,180	4,050	4,590	1,890
*2 K12 Curriculum Delivery	-	79,020	116,335	158,040	173,405
Teacher Laptops	20,000	25,488	25,018	70,506	36,390
Other Instructional Materials & Supplies	5,000	22,925	34,763	48,642	54,972
Conf., Teacher Training & Prof. Dev.	-	36,360	55,136	77,149	87,189
Printing, Mailing, Postage	-	980	1,442	1,959	2,150
Total Instruction - Teachers	**165,820**	**2,116,252**	**3,190,492**	**4,478,828**	**4,977,358**
Instruction - Students					
Proctored Exams, Test Administration, Certifications, etc.	-	166,267	235,098	323,539	368,304
*3 K12 Curriculum Delivery	-	1,259,525	1,551,786	1,986,322	2,239,154
*4 K12 Instructional Materials	-	661,711	874,215	1,176,991	1,359,920
*5 K12 Computer, Peripherals, & Software	-	344,923	379,963	460,220	497,932
Internet Service Provider (ISP) Reimbursements	-	41,988	57,641	77,014	85,116
*6 K12 Testing Services and Other	-	147,262	218,263	304,570	334,626
Total Instruction - Students	**-**	**2,621,675**	**3,316,966**	**4,328,656**	**4,885,051**
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	-	279,265	394,875	543,424	618,611
School Activities, Clubs, and Events	-	35,000	49,489	68,107	77,530
Total Student and Family Services	**-**	**314,265**	**444,364**	**611,530**	**696,141**
School Administration & Governance					
*7 K12 Administrative Services	-	658,414	1,026,139	1,591,714	1,951,515
Oversight/Sponsor Fee	-	63,181	89,337	122,945	139,955
Legal Services	50,000	25,000	25,000	25,000	25,000
Auditing - External	-	15,000	15,000	15,000	15,000
Board Development & Training	10,000	5,000	5,150	5,305	5,464
Administrator Travel	10,000	5,000	5,150	5,305	5,464
Consultants	20,000	5,000	5,000	5,000	5,000
Administrative Temp/Contract Labor	-	10,000	10,300	10,609	10,927
Total School Administration & Governance	**90,000**	**786,596**	**1,181,076**	**1,780,877**	**2,158,325**

WVVA Projected Start-up Year + 4 Year Budget

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4
K5		350	419	504	554
MS		399	451	545	600
HS		359	651	984	1,093
Avg Enrollment		1,108	1,522	2,033	2,247
Technology					
*8 K12 Technology Services	-	307,260	478,865	742,800	910,707
Total Technology	**-**	**307,260**	**478,865**	**742,800**	**910,707**
Facilities / Insurance / Other					
Rent	21,000	84,000	86,520	89,116	91,789
Maintenance/Repair Facility	3,000	3,360	3,461	3,565	3,672
Telephone	1,076	15,408	23,365	32,693	36,947
Internet Connection	78	1,116	1,643	2,232	2,449
Copier / Fax Lease	3,000	6,000	6,180	6,365	6,556
Office Postage and Shipping	1,000	3,880	5,326	7,116	7,865
Office supplies and equipment	40,000	15,000	15,450	15,914	16,391
Computer equip. & installation	40,000	15,000	15,000	15,000	15,000
General Liability Insurance	10,000	21,504	30,406	41,844	47,634
Loan / Advance Repayment	500	500	125,658	125,658	125,658
Business Licenses/Memberships/Dues	-	6,318	8,934	12,294	13,996
Total Facilities / Insurance / Other	**119,654**	**172,086**	**321,942**	**351,797**	**367,956**
Total School Expenditures This Period	**375,474**	**6,318,133**	**8,933,705**	**12,294,487**	**13,995,538**
Surplus (Deficit)	**(375,474)**	**-**	**-**	**-**	**-**
Stride-K12 Fees (Total)	**-**	**3,467,295**	**4,649,616**	**6,425,246**	**7,469,148**
% of Funding	0%	55%	52%	52%	53%

	Enrollments				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
K5	350	419	504	554	613
MS	399	451	545	600	663
HS	359	651	984	1,093	1,220
Total Reg	**1,108**	**1,522**	**2,033**	**2,247**	**2,495**
MS - CRE	152	182	226	229	246
HS - CRE	271	518	808	886	966
Total CRE	**423**	**700**	**1,034**	**1,115**	**1,212**

	Oct 1st Enrollments - Max Case				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
K5	330	426	510	566	625
MS	347	446	531	591	654
HS	323	628	959	1,093	1,221
Total Reg	**1,000**	**1,500**	**2,000**	**2,250**	**2,500**
MS CRE	133	172	205	228	252
HS CRE	242	486	753	859	960
Total CRE	**375**	**658**	**958**	**1,087**	**1,212**

	Oct 1st Enrollment - Min Case				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
K5	165	227	281	342	436
MS	174	239	292	356	457
HS	161	334	527	652	832
Total Reg	**500**	**800**	**1,100**	**1,350**	**1,725**
MS CRE	44	62	75	92	118
HS CRE	81	173	276	343	437
Total CRE	**125**	**235**	**351**	**435**	**555**

		FTEs					Ratios				
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Dept 730	HoS	1	1	1	1	1	1,108	1,522	2,033	2,247	2,495
Dept 730	Acad Admins (Aas) /Principles, /	2	2	2	3	3	554	761	1,017	749	832
Dept 730	Academic Admin - Special Progra	1	1	1	1	1	1,108	1,522	2,033	2,247	2,495
Dept 730	CRE Coord	1	1	2	2	2	423	700	517	558	606
	Teacher - Reg - General Ed										
Salary - R	K5	7	8	10	11	12	50	52	50	50	51
Salary - R	MS	9	10	12	13	15	44	45	45	46	44
Salary - R	HS	8	14	22	24	27	45	47	45	46	45
	Teacher - Career Prep / Career Prep										
Salary - R	MS	1	1	1	1	1	152	182	226	229	246
Salary - R	HS	3	6	9	10	11	90	86	90	89	88
	Teacher - Total										
	K5	**7**	**8**	**10**	**11**	**12**	**50**	**52**	**50**	**50**	**51**
	MS	**10**	**11**	**13**	**14**	**16**	**40**	**41**	**42**	**43**	**41**
	HS	**11**	**20**	**31**	**34**	**38**	**33**	**33**	**32**	**32**	**32**
		28	**39**	**54**	**59**	**66**	**40**	**39**	**38**	**38**	**38**
Salary - S	Teacher - Special Education	6	10	12	14	15	28	23	25	24	25
Salary - IC	Counselors	2	4	6	6	7	554	380	339	375	356
Dept 730	Operations Manager	1	1	1	1	1	1,108	1,522	2,033	2,247	2,495
Dept 730	Registrar / Attendance / Compliar	1	1	2	2	3	1,108	1,522	1,017	1,124	832
Dept 730	Academic Accountibility/Assessm	1	1	1	1	1	1,108	1,522	2,033	2,247	2,495
Dept 730	Special Education Registrar / Cor	1	1	1	1	1					
Dept 730	Community Engagement Speciali	1	1	1	1	1	369.48	507.22	508.28	561.75	499.04
Dept 730	Social Worker	1	1	1	1	1					
Dept 730	Asst Operations Specialist, Recep	1	1	1	1	1					

West Virginia Virtual Academy

Managed Enrollments	CASC FY21 12+0	CASC FY21 12+0 PPR	Year 0	Year 1	Year 1 PPR	$ Var	% Var	$ Var PPR	Year 2	Year 2 PPR	$ Var	% Var	$ Var PPR	Year 3	Year 3 PPR	$ Var	% Var	$ Var PPR	Year 4	Year 4 PPR	$ Var	% Var	$ Var PPR
K5	1,887	1,887		350	350	(1,537)	-81%		419	419	69	20%		504	504	85	20%		554	554	50	10%	
MS	1,470	1,470		399	399	(1,071)	-73%		451	451	52	13%		545	545	94	21%		600	600	55	10%	
HS	1,392	1,392		359	359	(1,032)	-74%		651	651	292	81%		984	984	332	51%		1,093	1,093	109	11%	
Ending Enrollment (Avg. for Totals)	4,748	4,748		1,108	1,108	(3,640)	-77%		1,522	1,522	413	37%		2,033	2,033	511	34%		2,247	2,247	214	11%	
Funding Sources																							
Basic Formula Funding - K-8 and HS	$ 16,727,559	$ 3,523		$ 6,318,133	$ 5,700	$(10,409,425)	-62%	$ 2,177	$8,933,705	$ 5,871	$2,615,572	41%	$ 171	$12,294,487	$ 6,047	$3,360,782	38%	$ 176	$13,995,538	$ 6,229	$1,701,051	14%	$ 181
Special Education Funding - K-8 and HS	5,218,828	1,099		-	-	(5,218,828)	-100%	(1,099)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Other State Unrestricted Funds	-	-		-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
State Restricted Funds - Non-SPED	2,552,435	538		-	-	(2,552,435)	-100%	(538)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
State Restricted Funds - SPED	-	-		-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Federal - Title Funds	995,597	210		-	-	(995,597)	-100%	(210)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Federal - IDEA Funds	411,277	87		-	-	(411,277)	-100%	(87)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Other Federal Funds	182,088	38		-	-	(182,088)	-100%	(38)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Other Funding/Inc - Included in M&T base	4,573,557	963		-	-	(4,573,557)	-100%	(963)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Other Funding/Inc - Non M&T Base	63,186	13		-	-	(63,186)	-100%	(13)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
CRE Specific Funding/Vocational	5,616,799	1,183		-	-	(5,616,799)	-100%	(1,183)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Total Funding	**36,341,325**	**7,654**	**-**	**6,318,133**	**5,700**	**(30,023,191)**	**-83%**	**(1,954)**	**8,933,705**	**5,871**	**2,615,572**	**41%**	**171**	**12,294,487**	**6,047**	**3,360,782**	**38%**	**176**	**13,995,538**	**6,229**	**1,701,051**	**14%**	**181**
Instruction - Teachers	**8,318,840**	**1,752**																					
Salary - Regular	5,773,490	1,216	71,750	1,164,000	1,050	(4,609,490)	-80%	(166)	1,667,675	1,096	503,675	43%	46	2,368,109	1,165	700,434	42%	69	2,652,382	1,180	284,273	12%	16
Salary - Special Ed	1,559,132	328	21,500	258,000	233	(1,301,132)	-83%	(96)	440,750	290	182,750	71%	57	542,123	267	101,373	23%	(23)	648,288	289	106,166	20%	22
Salary - ICs / Advisors / Counselors	360,782	76	13,750	110,000	99	(250,782)	-70%	23	225,500	148	115,500	105%	49	346,706	171	121,206	54%	22	355,374	158	8,668	2%	(12)
Instructional Temp/Contract Labor	-	-		10,000	9	10,000	N/A	9	10,000	7	-	0%	(2)	10,000	5	-	0%	(2)	10,000	4	-	0%	(0)
Benefits	3,363,506	708	22,470	321,720	290	(3,041,786)	-90%	(418)	490,124	322	168,404	52%	32	683,957	336	193,833	40%	14	767,769	342	83,812	12%	5
Bonus	399,858	84	5,350	76,600	69	(323,258)	-81%	(15)	116,696	77	40,096	52%	8	162,847	80	46,151	40%	3	182,802	81	19,955	12%	1
Travel	12,133	3	3,000	1,980	2	(10,153)	-84%	(1)	3,002	2	1,022	52%	0	4,201	2	1,199	40%	0	4,748	2	547	13%	0
K12 Instructional Materials	-	-	-	9,180	8	9,180	N/A	8	4,050	3	(5,130)	-56%	(6)	4,590	2	540	13%	(0)	1,890	1	(2,700)	-59%	(1)
K12 Curriculum Delivery	470,828	99	-	79,020	71	(391,808)	-83%	(28)	116,335	76	37,315	47%	5	158,040	78	41,705	36%	1	173,405	77	15,365	10%	(1)
Teacher Laptops	126,866	27	20,000	25,488	23	(101,378)	-80%	(4)	25,018	16	(469)	-2%	(7)	70,506	35	45,488	182%	18	36,390	16	(34,116)	-48%	(18)
Other Instructional Materials & Supplies	106,859	23	5,000	22,925	21	(83,934)	-79%	(2)	34,763	23	11,838	52%	2	48,642	24	13,879	40%	1	54,972	24	6,330	13%	1
Conf., Teacher Training & Prof. Dev.	90,607	19	-	36,360	33	(54,247)	-60%	14	55,136	36	18,776	52%	3	77,149	38	22,013	40%	2	87,189	39	10,040	13%	1
Printing, Mailing, Postage	1,224	0	-	980	1	(245)	-20%	1	1,442	1	463	47%	0	1,959	1	517	36%	0	2,150	1	190	10%	(0)
Total Instruction - Teachers	**13,029,984**	**2,744**	**165,820**	**2,116,252**	**1,909**	**(10,913,732)**	**-84%**	**(835)**	**3,190,492**	**2,097**	**1,074,240**	**51%**	**188**	**4,478,828**	**2,203**	**1,288,336**	**40%**	**106**	**4,977,358**	**2,215**	**498,531**	**11%**	**12**
Instruction - Students																							
Proctored Exams & Test Administration	643,449	136	-	166,267	150	(477,182)	-74%	14	235,098	155	68,831	41%	5	323,539	159	88,442	38%	5	368,304	164	44,764	14%	5
K12 Curriculum Delivery	8,804,863	1,854	-	1,259,525	1,136	(7,545,339)	-86%	(718)	1,551,786	1,020	292,261	23%	(117)	1,986,322	977	434,536	28%	(43)	2,239,154	997	252,832	13%	20
K12 Instructional Materials	4,354,431	917	-	661,711	597	(3,692,720)	-85%	(320)	874,215	575	212,505	32%	(22)	1,176,991	579	302,775	35%	4	1,359,920	605	182,929	16%	26
K12 Computer, Peripherals, & Software	2,038,472	429	-	344,923	311	(1,693,549)	-83%	(118)	379,963	250	35,040	10%	(61)	460,220	226	80,256	21%	(23)	497,932	222	37,712	8%	(5)
ISP	180,846	38	-	41,988	38	(138,858)	-77%	(0)	57,641	38	15,653	37%	-	77,014	38	19,374	34%	-	85,116	38	8,102	11%	-
K12 Charges Other	646,653	136	-	147,262	133	(499,391)	-77%	(3)	218,263	143	71,002	48%	11	304,570	150	86,306	40%	6	334,626	149	30,056	10%	(1)
Total Instruction - Students	**16,810,888**	**3,540**	**-**	**2,621,675**	**2,365**	**(14,189,213)**	**-84%**	**(1,175)**	**3,316,966**	**2,180**	**695,291**	**27%**	**(185)**	**4,328,656**	**2,129**	**1,011,689**	**31%**	**(51)**	**4,885,051**	**2,174**	**556,396**	**13%**	**45**
Student and Family Services	876																						
Special Ed Contracted Svcs & Other Related Exp.	567,563	120	-	279,265	252	(288,297)	-51%	132	394,875	260	115,610	41%	8	543,424	267	148,549	38%	8	618,611	275	75,187	14%	8
School Events	31,098	7	-	35,000	32	3,902	13%	25	49,489	33	14,489	41%	1	68,107	33	18,617	38%	1	77,530	35	9,423	14%	1
Total Student and Family Services	**735,525**	**155**	**-**	**314,265**	**284**	**(421,260)**	**-57%**	**129**	**444,364**	**292**	**130,099**	**41%**	**9**	**611,530**	**301**	**167,166**	**38%**	**9**	**696,141**	**310**	**84,611**	**14%**	**9**
School Administration & Governance																							
K12 Educational Services	5,441,721	1,146	-	658,414	594	(4,783,307)	-88%	(552)	1,026,139	674	367,725	56%	80	1,591,714	783	565,575	55%	109	1,951,515	868	359,801	23%	86
Oversight/Sponsor Fee	691,272	146	-	63,181	57	(628,091)	-91%	(89)	89,337	59	26,156	41%	2	122,945	60	33,608	38%	2	139,955	62	17,011	14%	2
Legal Services	17,550	4	50,000	25,000	23	7,450	42%	19	25,000	16	-	0%	(6)	25,000	12	-	0%	(4)	25,000	11	-	0%	(1)
Auditing - External	-	-	-	15,000	14	15,000	N/A	14	15,000	10	-	0%	(4)	15,000	7	-	0%	(2)	15,000	7	-	0%	(1)
Board Development & Training	1,053	0	10,000	5,000	5	3,947	375%	4	5,150	3	150	3%	(1)	5,305	3	155	3%	(1)	5,464	2	159	3%	(0)
Administrator Travel	28,129	6	10,000	5,000	5	(23,129)	-82%	(1)	5,150	3	150	3%	(1)	5,305	3	155	3%	(1)	5,464	2	159	3%	(0)
Consultants	1,074	0	20,000	5,000	5	3,926	366%	4	5,000	3	-	0%	(1)	5,000	2	-	0%	(1)	5,000	2	-	0%	(0)
Administrative Temp/Contract Labor	152,788	32	-	10,000	9	(142,788)	-93%	(23)	10,300	7	300	3%	(2)	10,609	5	309	3%	(2)	10,927	5	318	3%	(0)
Total School Administration & Governance	**7,646,261**	**1,610**	**90,000**	**786,596**	**710**	**(6,859,666)**	**-90%**	**(901)**	**1,181,076**	**776**	**394,480**	**50%**	**67**	**1,780,877**	**876**	**599,801**	**51%**	**100**	**2,158,325**	**961**	**377,448**	**21%**	**85**
Technology																							
K12 Technology Services	2,539,470	535	-	307,260	277	(2,232,210)	-88%	(258)	478,865	315	171,605	56%	37	742,800	365	263,935	55%	51	910,707	405	167,907	23%	40
Total Technology	**2,539,470**	**535**	**-**	**307,260**	**277**	**(2,232,210)**	**-88%**	**(258)**	**478,865**	**315**	**171,605**	**56%**	**37**	**742,800**	**365**	**263,935**	**55%**	**51**	**910,707**	**405**	**167,907**	**23%**	**40**
Facilities / Insurance / Other																							
Rent	94,379	20	21,000	84,000	76	(10,379)	-11%	56	86,520	57	2,520	3%	(19)	89,116	44	2,596	3%	(13)	91,789	41	2,673	3%	(3)
Maintenance/Repair Facility	29,663	6	3,000	3,360	3	(26,303)	-89%	(3)	3,461	2	101	3%	(1)	3,565	2	104	3%	(1)	3,672	2	107	3%	(0)
Telephone	96,529	20	1,076	15,408	14	(81,121)	-84%	(6)	23,365	15	7,957	52%	1	32,693	16	9,328	40%	1	36,947	16	4,255	13%	0
Internet Connection	3,184	1	78	1,116	1	(2,068)	-65%	0	1,643	1	527	47%	0	2,232	1	589	36%	0	2,449	1	217	10%	(0)
Copier / Fax Lease	9,118	2	3,000	6,000	5	(3,118)	-34%	3	6,180	4	180	3%	(1)	6,365	3	185	3%	(1)	6,556	3	191	3%	(0)
Office Postage and Shipping	15,911	3	1,000	3,880	4	(12,031)	-76%	0	5,326	4	1,446	37%	-	7,116	4	1,790	34%	-	7,865	4	749	11%	-
Office supplies and equipment	30,311	6	40,000	15,000	14	(15,311)	-51%	7	15,450	10	450	3%	(3)	15,914	8	464	3%	(2)	16,391	7	477	3%	(1)
Computer equip. & installation	59,726	13	40,000	15,000	14	(44,726)	-75%	1	15,000	10	-	0%	(4)	15,000	7	-	0%	(2)	15,000	7	-	0%	(1)
General Liability Insurance	93,775	20	10,000	21,504	19	(72,271)	-77%	(0)	30,406	20	8,902	41%	1	41,844	21	11,438	38%	1	47,634	21	5,790	14%	1
Bank fees	2,040	0	500	500	0	(1,540)	-75%	0	125,658	83	125,158	#####	82	125,658	62	-	0%	(21)	125,658	56	-	0%	(6)
Business Licenses/Memberships/Dues	38,855	8	-	6,318	6	(32,537)	-84%	(2)	8,934	6	2,616	41%	0	12,294	6	3,361	38%	0	13,996	6	1,701	14%	0
Total Facilities / Insurance / Other	**498,051**	**105**	**119,654**	**172,086**	**155**	**(325,965)**	**-65%**	**50**	**321,942**	**212**	**149,856**	**87%**	**56**	**351,797**	**173**	**29,855**	**9%**	**(39)**	**367,956**	**164**	**16,160**	**5%**	**(9)**
Total School Expenditures This Period	**41,260,179**	**8,690**	**375,474**	**6,318,133**	**5,700**	**(34,942,045)**	**-85%**	**(2,990)**	**8,933,705**	**5,871**	**2,615,572**	**41%**	**171**	**12,294,487**	**6,047**	**3,360,782**	**38%**	**176**	**13,995,538**	**6,229**	**1,701,051**	**14%**	**181**
Surplus (Deficit)	**(4,918,854)**	**(1,036)**	**(375,474)**	**-**	**-**	**4,918,854**	**-100%**	**1,036**	**-**	**-**	**-**	**N/A**	**-**	**-**	**-**	**-**	**N/A**	**-**	**-**	**-**	**-**	**N/A**	**-**
K12 Charges	**24,296,438**	**5,117**	**-**	**3,467,295**	**3,128**	**(20,829,143)**	**-86%**	**(1,989)**	**4,649,616**	**3,056**	**1,182,322**	**34%**	**(72)**	**6,425,246**	**3,160**	**1,775,630**	**38%**	**105**	**7,469,148**	**3,324**	**1,043,902**	**16%**	**164**
NET K12 Charges	**19,377,584**	**4,081**	**-**	**3,467,295**	**3,128**	**(15,910,289)**	**-82%**	**(953)**	**4,649,616**	**3,056**	**1,182,322**	**34%**	**(72)**	**6,425,246**	**3,160**	**1,775,630**	**38%**	**105**	**7,469,148**	**3,324**	**1,043,902**	**16%**	**164**
Non-K12 Charges	**16,963,741**	**3,573**	**375,474**	**2,850,839**	**2,572**	**(14,112,902)**	**-83%**	**(1,001)**	**4,284,089**	**2,815**	**1,433,250**	**50%**	**243**	**5,869,241**	**2,887**	**1,585,153**	**37%**	**71**	**6,526,390**	**2,904**	**657,149**	**11%**	**18**

K12 P&L	CASC FY21 12+0	CASC FY21 12+0 PPR	Year 0	Year 1	Year 1 PPR	$ Var	% Var	$ Var PPR	Year 2	Year 2 PPR	$ Var	% Var	$ Var PPR	Year 3	Year 3 PPR	$ Var	% Var	$ Var PPR	Year 4	Year 4 PPR	$ Var	% Var	$ Var PPR
K5	1,887	1,887	-	350	350	(1,537)	-81%		419	419	69	20%		504	504	85	20%		554	554	50	10%	
MS	1,470	1,470	-	399	399	(1,071)	-73%		451	451	52	13%		545	545	94	21%		600	600	55	10%	
HS	1,392	1,392	-	359	359	(1,032)	-74%		651	651	292	81%		984	984	332	51%		1,093	1,093	109	11%	
Total Managed Enrollments	**4,748**	**4,748**	**-**	**1,108**	**1,108**	**(3,640)**	**-77%**		**1,522**	**1,522**	**413**	**37%**		**2,033**	**2,033**	**511**	**34%**		**2,247**	**2,247**	**214**	**11%**	
In 000's																							
Gross K12 Charges	$ 24,296,438	$ 5,117	$ -	$ 3,467,295	$ 3,128	$(20,829,143)	-86%	$ (1,989)	$4,649,616	$ 3,056	$1,182,322	34%	$ (72)	$ 6,425,246	$ 3,160	$1,775,630	38%	$ 105	$ 7,469,148	$ 3,324	$1,043,902	16%	$ 164
Passthrough Revenue	16,963,741	3,573	375,474	2,850,839	2,572	(14,112,902)	-83%	(1,001)	4,284,089	2,815	1,433,250	50%	243	5,869,241	2,887	1,585,153	37%	71	6,526,390	2,904	657,149	11%	18
Deficit Allowance	(4,918,854)	(1,036)	(375,474)	-	-	4,918,854	-100%	1,036	-	-	-	#####	-	-	-	-	#####	-	-	-	-	#####	-
Revenues	**36,341,325**	**7,654**	**-**	**6,318,133**	**5,700**	**(30,023,191)**	**-83%**	**(1,954)**	**8,933,705**	**5,871**	**2,615,572**	**41%**	**171**	**12,294,487**	**6,047**	**3,360,782**	**38%**	**176**	**13,995,538**	**6,229**	**1,701,051**	**14%**	**181**
Cost and expenses																							
School operational expenses	16,963,741	3,573	375,474	2,850,839	2,572	(14,112,902)	-83%	(1,001)	4,284,089	2,815	1,433,250	50%	243	5,869,241	2,887	1,585,153	37%	71	6,526,390	2,904	657,149	11%	18
Field Services	1,210,228	255	212,509	850,035	767	(360,194)	-30%	512	783,920	515	(66,115)	-8%	(252)	936,447	461	152,528	19%	(55)	1,022,399	455	85,951	9%	(6)
CRE Field Services (Dept. 732)	158,689	33	17,987	71,947	65	(86,743)	-55%	31	73,026	48	1,079	1%	(17)	148,242	73	75,217	103%	25	150,466	67	2,224	1%	(6)
Total costs and expenses	**18,332,659**	**3,861**	**605,969**	**3,772,820**	**3,404**	**(14,559,839)**	**-79%**	**(457)**	**5,141,034**	**3,379**	**1,368,214**	**36%**	**(25)**	**6,953,931**	**3,420**	**1,812,897**	**35%**	**42**	**7,699,255**	**3,426**	**745,324**	**11%**	**6**
Program Operating Margin	**18,008,666**	**3,793**	**(605,969)**	**2,545,313**	**2,296**	**(15,463,353)**	**-86%**	**(1,496)**	**3,792,671**	**2,492**	**1,247,358**	**49%**	**196**	**5,340,556**	**2,627**	**1,547,885**	**41%**	**134**	**6,296,283**	**2,802**	**955,727**	**18%**	**175**
Program Operating Margin %	**50%**	**50%**	**0%**	**40%**	**40%**	**-9%**	**-19%**	**-9%**	**42%**	**42%**	**2%**	**5%**	**2%**	**43%**	**43%**	**1%**	**2%**	**1%**	**45%**	**45%**	**2%**	**4%**	**2%**
K12 Charges:																							
Teachers:																							
Materials	-	-	-	9,180	8	9,180	N/A	8	4,050	3	(5,130)	-56%	(6)	4,590	2	540	13%	(0)	1,890	1	(2,700)	-59%	(1)
OLS	470,828	99	-	79,020	71	(391,808)	-83%	(28)	116,335	76	37,315	47%	5	158,040	78	41,705	36%	1	173,405	77	15,365	10%	(1)
3rd Party IST	-	-	-	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Total Teacher K12 Charges	**470,828**	**99**	**-**	**88,200**	**80**	**(382,628)**	**-81%**	**(20)**	**120,385**	**79**	**32,185**	**36%**	**(0)**	**162,630**	**80**	**42,245**	**35%**	**1**	**175,295**	**78**	**12,665**	**8%**	**(2)**
Students:																							
OLS	8,804,863	1,854	-	1,259,525	1,136	(7,545,339)	-86%	(718)	1,551,786	1,020	292,261	23%	(117)	1,986,322	977	434,536	28%	(43)	2,239,154	997	252,832	13%	20
Materials	4,354,431	917	-	661,711	597	(3,692,720)	-85%	(320)	874,215	575	212,505	32%	(22)	1,176,991	579	302,775	35%	4	1,359,920	605	182,929	16%	26
Computers	2,038,472	429	-	344,923	311	(1,693,549)	-83%	(118)	379,963	250	35,040	10%	(61)	460,220	226	80,256	21%	(23)	497,932	222	37,712	8%	(5)
K12 Charges Other	646,653	136	-	147,262	133	(499,391)	-77%	(3)	218,263	143	71,002	48%	11	304,570	150	86,306	40%	6	334,626	149	30,056	10%	(1)
Total Student K12 Charges	**15,844,420**	**3,337**	**-**	**2,413,421**	**2,177**	**(13,430,999)**	**-85%**	**(1,160)**	**3,024,228**	**1,987**	**610,807**	**25%**	**(190)**	**3,928,102**	**1,932**	**903,874**	**30%**	**(55)**	**4,431,631**	**1,972**	**503,529**	**13%**	**40**
Management Fee	**5,441,721**	**1,146**	**-**	**658,414**	**594**	**(4,783,307)**	**-88%**	**(552)**	**1,026,139**	**674**	**367,725**	**56%**	**80**	**1,591,714**	**783**	**565,575**	**55%**	**109**	**1,951,515**	**868**	**359,801**	**23%**	**86**
Technology Fee	**2,539,470**	**535**	**-**	**307,260**	**277**	**(2,232,210)**	**-88%**	**(258)**	**478,865**	**315**	**171,605**	**56%**	**37**	**742,800**	**365**	**263,935**	**55%**	**51**	**910,707**	**405**	**167,907**	**23%**	**40**

Managed Enrollments	Year 5	Year 5 PPR	$ Var	% Var	$ Var PPR
K5	613	613	58	11%	
MS	663	663	63	10%	
HS	1,220	1,220	127	12%	
Ending Enrollment (Avg. for Totals)	2,495	2,495	248	11%	
Funding Sources					
Basic Formula Funding - K-8 and HS	$16,007,849	$ 6,415	$2,012,311	14%	$ 187
Special Education Funding - K-8 and HS	-	-	-	N/A	-
Other State Unrestricted Funds	-	-	-	N/A	-
State Restricted Funds - Non-SPED	-	-	-	N/A	-
State Restricted Funds - SPED	-	-	-	N/A	-
Federal - Title Funds	-	-	-	N/A	-
Federal - IDEA Funds	-	-	-	N/A	-
Other Federal Funds	-	-	-	N/A	-
Other Funding/Inc - Included in M&T base	-	-	-	N/A	-
Other Funding/Inc - Non M&T Base	-	-	-	N/A	-
CRE Specific Funding/Vocational	-	-	-	N/A	-
Total Funding	**16,007,849**	**6,415**	**2,012,311**	**14%**	**187**
Instruction - Teachers					
Salary - Regular	3,039,901	1,218	387,519	15%	38
Salary - Special Ed	711,959	285	63,671	10%	(3)
Salary - ICs / Advisors / Counselors	424,968	170	69,594	20%	12
Instructional Temp/Contract Labor	10,000	4	-	0%	(0)
Benefits	877,134	352	109,365	14%	10
Bonus	208,841	84	26,039	14%	2
Travel	5,447	2	700	15%	0
K12 Instructional Materials	2,160	1	270	14%	0
K12 Curriculum Delivery	193,160	77	19,755	11%	0
Teacher Laptops	42,076	17	5,686	16%	1
Other Instructional Materials & Supplies	63,072	25	8,100	15%	1
Conf., Teacher Training & Prof. Dev.	100,035	40	12,847	15%	1
Printing, Mailing, Postage	2,394	1	245	11%	0
Total Instruction - Teachers	**5,681,148**	**2,277**	**703,790**	**14%**	**62**
Instruction - Students					
Proctored Exams & Test Administration	421,259	169	52,956	14%	5
K12 Curriculum Delivery	2,525,931	1,012	286,777	13%	16
K12 Instructional Materials	1,577,484	632	217,564	16%	27
K12 Computer, Peripherals, & Software	551,884	221	53,953	11%	(0)
ISP	94,519	38	9,403	11%	-
K12 Charges Other	368,938	148	34,312	10%	(1)
Total Instruction - Students	**5,540,015**	**2,220**	**654,964**	**13%**	**46**
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	707,557	284	88,945	14%	8
School Events	88,677	36	11,147	14%	1
Total Student and Family Services	**796,234**	**319**	**100,093**	**14%**	**9**
School Administration & Governance					
K12 Educational Services	2,387,086	957	435,572	22%	88
Oversight/Sponsor Fee	160,078	64	20,123	14%	2
Legal Services	25,000	10	-	0%	(1)
Auditing - External	15,000	6	-	0%	(1)
Board Development & Training	5,628	2	164	3%	(0)
Administrator Travel	5,628	2	164	3%	(0)
Consultants	5,000	2	-	0%	(0)
Administrative Temp/Contract Labor	11,255	5	328	3%	(0)
Total School Administration & Governance	**2,614,675**	**1,048**	**456,351**	**21%**	**87**
Technology					
K12 Technology Services	1,113,974	446	203,267	22%	41
Total Technology	**1,113,974**	**446**	**203,267**	**22%**	**41**
Facilities / Insurance / Other					
Rent	94,543	38	2,754	3%	(3)
Maintenance/Repair Facility	3,782	2	110	3%	(0)
Telephone	42,391	17	5,444	15%	1
Internet Connection	2,728	1	279	11%	0
Copier / Fax Lease	6,753	3	197	3%	(0)
Office Postage and Shipping	8,733	4	869	11%	-
Office supplies and equipment	16,883	7	492	3%	(1)
Computer equip. & installation	15,000	6	-	0%	(1)
General Liability Insurance	54,483	22	6,849	14%	1
Bank fees	500	0	(125,158)	-100%	(56)
Business Licenses/Memberships/Dues	16,008	6	2,012	14%	0
Total Facilities / Insurance / Other	**261,803**	**105**	**(106,153)**	**-29%**	**(59)**
Total School Expenditures This Period	**16,007,849**	**6,415**	**2,012,311**	**14%**	**187**
Surplus (Deficit)	-	-	-	**N/A**	-
K12 Charges	**8,720,617**	**3,495**	**1,251,469**	**17%**	**171**
NET K12 Charges	**8,720,617**	**3,495**	**1,251,469**	**17%**	**171**
Non-K12 Charges	**7,287,232**	**2,920**	**760,842**	**12%**	**16**

K12 P&L	Year 5	Year 5 PPR	$ Var	% Var	$ Var PPR
K5	613	613	58	11%	
MS	663	663	63	10%	
HS	1,220	1,220	127	12%	
Total Managed Enrollments	**2,495**	**2,495**	**248**	**11%**	
In 000's					
Gross K12 Charges	$ 8,720,617	$ 3,495	$1,251,469	17%	$ 171
Passthrough Revenue	7,287,232	2,920	760,842	12%	16
Deficit Allowance	-	-	-	#####	-
Revenues	**16,007,849**	**6,415**	**2,012,311**	**14%**	**187**
Cost and expenses					
School operational expenses	7,287,232	2,920	760,842	12%	16
Field Services	1,099,449	441	77,050	8%	(14)
CRE Field Services (Dept. 732)	152,723	61	2,257	2%	(6)
Total costs and expenses	8,539,404	3,422	840,149	11%	(4)
Program Operating Margin	**7,468,445**	**2,993**	**1,172,162**	**19%**	**191**
Program Operating Margin %	**47%**	**47%**	**2%**	**4%**	**2%**
K12 Charges:					
Teachers:					
Materials	2,160	1	270	14%	0
OLS	193,160	77	19,755	11%	0
3rd Party IST	-	-	-	N/A	-
Total Teacher K12 Charges	**195,320**	**78**	**20,025**	**11%**	**0**
Students:					
OLS	2,525,931	1,012	286,777	13%	16
Materials	1,577,484	632	217,564	16%	27
Computers	551,884	221	53,953	11%	(0)
K12 Charges Other	368,938	148	34,312	10%	(1)
Total Student K12 Charges	**5,024,237**	**2,014**	**592,606**	**13%**	**41**
Management Fee	**2,387,086**	**957**	**435,572**	**22%**	**88**
Technology Fee	**1,113,974**	**446**	**203,267**	**22%**	**41**

K12 Charges and Deficit, Before Adjs

	Year 1	Year 2	Year 3	Year 4	Year 5
Instruction - Teachers					
K12 Instructional Materials	9,180	4,050	4,590	1,890	2,160
K12 Curriculum Delivery	79,020	116,335	158,040	173,405	193,160
K12 Charges-3rd Party Teacher	-	-	-	-	-
Instruction - Students					
K12 Curriculum Delivery	1,812,957	2,026,509	2,301,369	2,408,757	2,540,841
K12 Instructional Materials	952,465	1,141,656	1,363,671	1,462,926	1,586,796
K12 Computer, Peripherals, & Software	496,482	496,202	533,215	535,647	555,142
K12 Charges Other	147,262	218,263	304,570	334,626	368,938
School Administration & Governance					
K12 Educational Services	947,720	1,340,056	1,844,173	2,099,331	2,401,177
Technology					
K12 Technology Services	442,269	625,359	860,614	979,688	1,120,549
Surplus (Deficit)	**(1,420,060)**	**(1,318,814)**	**(944,995)**	**(527,122)**	**(48,147)**

Allocation

	Year 1	Year 2	Year 3	Year 4	Year 5
Instruction - Students					
K12 Curriculum Delivery	39%	36%	33%	32%	31%
K12 Instructional Materials	20%	20%	20%	20%	19%
K12 Computer, Peripherals, & Software	11%	9%	8%	7%	7%
School Administration & Governance					
K12 Educational Services	20%	24%	27%	28%	29%
Technology					
K12 Technology Services	10%	11%	12%	13%	14%

Deficit Credit Adj

Deficit Credit % of Gross

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Instruction - Students										
K12 Curriculum Delivery	(553,432.39)	(474,723.24)	(315,047.06)	(169,603.09)	(14,910.49)	-31%	-23%	-14%	-7%	-1%
K12 Instructional Materials	(290,754.27)	(267,440.53)	(186,680.42)	(103,006.14)	(9,311.84)	-31%	-23%	-14%	-7%	-1%
K12 Computer, Peripherals, & Software	(151,558.60)	(116,238.63)	(72,994.66)	(37,715.46)	(3,257.76)	-31%	-23%	-14%	-7%	-1%
School Administration & Governance										
K12 Educational Services	(289,305.78)	(313,916.99)	(252,458.99)	(147,816.06)	(14,090.90)	-31%	-23%	-14%	-7%	-1%
Technology										
K12 Technology Services	(135,009.37)	(146,494.60)	(117,814.20)	(68,980.83)	(6,575.75)	-31%	-23%	-14%	-7%	-1%
Total Adj	**(1,420,060.41)**	**(1,318,813.99)**	**(944,995.33)**	**(527,121.58)**	**(48,146.75)**	**-29%**	**-22%**	**-13%**	**-7%**	**-1%**

	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Stride Charges	4,887,355	5,968,430	7,370,241	7,996,269	8,768,764
Discount	(1,420,060.41)	(1,318,813.99)	(944,995.33)	(527,121.58)	(48,146.75)
Net Stride Charges	**3,467,295**	**4,649,616**	**6,425,246**	**7,469,148**	**8,720,617**
Discount %	-29%	-22%	-13%	-7%	-1%
% of Funding	55%	52%	52%	53%	54%

Appendix O. Contingency 5-Year Budget

WVVA Projected Start-up Year + 4 Year Budget

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4
K5		176	224	276	338
MS		201	246	300	366
HS		178	348	542	655
Avg Enrollment		555	817	1,118	1,359
October Enrollment		*500*	*800*	*1,100*	*1,350*
Funding Sources					
Basic Formula Funding - K-8 and HS		$ 3,166,033	$ 4,797,259	$ 6,758,676	$ 8,466,667
Total Funding	**$ -**	**$ 3,166,033**	**$ 4,797,259**	**$ 6,758,676**	**$ 8,466,667**
Avg Projected Per Pupil Funding Rate		*$ 5,700*	*$ 5,871*	*$ 6,047*	*$ 6,229*
Expenses					
Instruction - Teachers					
Salary - Regular	71,750	582,000	852,800	1,266,003	1,566,876
Salary - Special Ed	21,500	129,000	176,300	316,238	370,450
Salary - Counselors	13,750	165,000	169,125	231,138	296,145
Instructional Temp/Contract Labor		10,000	10,000	10,000	10,000
Benefits	22,470	183,960	251,627	380,810	469,029
Bonus	5,350	43,800	59,911	90,669	111,674
Travel	3,000	1,100	1,530	2,334	2,885
*1 K12 Instructional Materials	-	4,590	1,890	3,240	1,890
*2 K12 Curriculum Delivery	-	43,900	59,265	87,800	105,360
Teacher Laptops	20,000	5,018	11,372	42,076	22,744
Other Instructional Materials & Supplies	5,000	12,736	17,709	27,023	33,401
Conf., Teacher Training & Prof. Dev.	-	20,200	28,088	42,860	52,975
Printing, Mailing, Postage	-	544	735	1,088	1,306
Total Instruction - Teachers	**$ 165,820**	**$ 1,201,848**	**$ 1,640,352**	**$ 2,501,279**	**$ 3,044,734**
Instruction - Students					
Proctored Exams, Test Administration, Certifications, etc.	-	83,317	126,244	177,860	222,807
*3 K12 Curriculum Delivery	-	540,137	794,392	1,010,763	1,245,715
*4 K12 Instructional Materials	-	284,033	457,898	615,569	799,224
*5 K12 Computer, Peripherals, & Software	-	147,666	193,009	230,703	270,161
Internet Service Provider (ISP) Reimbursements	-	21,040	30,952	42,337	51,492
*6 K12 Testing Services and Other	-	67,057	104,494	147,620	179,108
Total Instruction - Students	**$ -**	**$ 1,143,249**	**$ 1,706,990**	**$ 2,224,852**	**$ 2,768,506**
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	-	139,941	212,042	298,738	374,232
School Activities, Clubs, and Events	-	21,040	31,881	44,916	56,266
Total Student and Family Services	**$ -**	**$ 160,981**	**$ 243,922**	**$ 343,653**	**$ 430,498**
School Administration & Governance					
*7 K12 Administrative Services	-	282,524	547,800	849,821	1,190,710
Oversight/Sponsor Fee	-	31,660	47,973	67,587	84,667
Legal Services	50,000	25,000	25,000	25,000	25,000
Auditing - External	-	15,000	15,000	15,000	15,000
Board Development & Training	10,000	5,000	5,150	5,305	5,464
Administrator Travel	10,000	5,000	5,150	5,305	5,464
Consultants	20,000	5,000	5,000	5,000	5,000
Administrative Temp/Contract Labor	-	10,000	10,300	10,609	10,927
Total School Administration & Governance	**$ 90,000**	**$ 379,185**	**$ 661,373**	**$ 983,625**	**$ 1,342,232**

WVVA Projected Start-up Year + 4 Year Budget

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4
K5		176	224	276	338
MS		201	246	300	366
HS		178	348	542	655
Avg Enrollment		555	817	1,118	1,359
Technology					
*8 K12 Technology Services	-	131,845	255,640	396,583	555,665
Total Technology	$ -	$ 131,845	$ 255,640	$ 396,583	$ 555,665
Facilities / Insurance / Other					
Rent	21,000	84,000	86,520	89,116	91,789
Maintenance/Repair Facility	3,000	3,360	3,461	3,565	3,672
Telephone	1,046	8,560	11,903	18,163	22,449
Internet Connection	76	620	837	1,240	1,488
Copier / Fax Lease	3,000	6,000	6,180	6,365	6,556
Office Postage and Shipping	1,000	1,944	2,860	3,912	4,758
Office supplies and equipment	40,000	15,000	15,450	15,914	16,391
Computer equip. & installation	40,000	15,000	15,000	15,000	15,000
General Liability Insurance	10,000	10,776	16,328	23,003	28,816
Loan / Advance Repayment	500	500	125,647	125,647	125,647
Business Licenses/Memberships/Dues	-	3,166	4,797	6,759	8,467
Total Facilities / Insurance / Other	$ 119,621	$ 148,926	$ 288,982	$ 308,683	$ 325,033
Total School Expenditures This Period	$ 375,441	$ 3,166,033	$ 4,797,259	$ 6,758,676	$ 8,466,667
Surplus (Deficit)	$ (375,441)	$ -	$ -	$ -	$ -

Notes on Stride-K12 Products and Services Fees (see Financial Plan for more detail)

1. Teacher Instructional Materials ($9k in YR 1): fees for Stride-K12 books, supplies and other teaching tools that teachers use for instruction.

2. Teacher Curriculum Delivery ($79k in YR 1): fees for teachers to access and utilize the Stride-K12 Learning Management System (LMS) and Online School (OLS).

3. Student Curriculum Delivery ($1.3M in YR 1): fees for students to access and utilize the Stride-K12 Learning Management System (LMS) and Online School (OLS).

4. Student Instructional Materials ($665k in YR 1): fees for Stride-K12 books, supplies and other learning tools.

5. Student Computer, Peripherals, & Software ($347k in YR 1): fees for computers, peripherals, and associated logistics, hardware/software services and replacements, and customer care provided to the students.

6. Stride-K12 Testing Services and Other ($147k in YR 1): Student testing computer services and other site technology support fees including software licenses / services utilized by the school through Stride-K12.

7. Administration/Management Fee ($661k in YR 1): fee for Stride-K12 administrative services including academic, operations, compliance, business, and financial management, maintenance of student records, etc.

8. Technology Fee ($309k in YR 1): fee for Stride-K12 technology services including oversight of Learning Management System (LMS) and Online School (OLS), setting up and training staff on systems, providing onsite and telephone support, software installation, computer purchasing and setup, etc.

WVVA Projected Start-up Year + 4 Year Budget

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4
K5		176	224	276	338
MS		201	246	300	366
HS		178	348	542	655
Avg Enrollment		555	817	1,118	1,359
October Enrollment		*500*	*800*	*1,100*	*1,350*
Funding Sources					
Basic Formula Funding - K-8 and HS		$ 3,166,033	$ 4,797,259	$ 6,758,676	$ 8,466,667
Total Funding	**-**	**3,166,033**	**4,797,259**	**6,758,676**	**8,466,667**
Avg Projected Per Pupil Funding Rate		*$ 5,700*	*$ 5,871*	*$ 6,047*	*$ 6,229*
Expenses					
Instruction - Teachers					
Salary - Regular	71,750	582,000	852,800	1,266,003	1,566,876
Salary - Special Ed	21,500	129,000	176,300	316,238	370,450
Salary - Counselors	13,750	165,000	169,125	231,138	296,145
Instructional Temp/Contract Labor		10,000	10,000	10,000	10,000
Benefits	22,470	183,960	251,627	380,810	469,029
Bonus	5,350	43,800	59,911	90,669	111,674
Travel	3,000	1,100	1,530	2,334	2,885
*1 K12 Instructional Materials	-	4,590	1,890	3,240	1,890
*2 K12 Curriculum Delivery	-	43,900	59,265	87,800	105,360
Teacher Laptops	20,000	5,018	11,372	42,076	22,744
Other Instructional Materials & Supplies	5,000	12,736	17,709	27,023	33,401
Conf., Teacher Training & Prof. Dev.	-	20,200	28,088	42,860	52,975
Printing, Mailing, Postage	-	544	735	1,088	1,306
Total Instruction - Teachers	**165,820**	**1,201,848**	**1,640,352**	**2,501,279**	**3,044,734**
Instruction - Students					
Proctored Exams, Test Administration, Certifications, etc.	-	83,317	126,244	177,860	222,807
*3 K12 Curriculum Delivery	-	540,137	794,392	1,010,763	1,245,715
*4 K12 Instructional Materials	-	284,033	457,898	615,569	799,224
*5 K12 Computer, Peripherals, & Software	-	147,666	193,009	230,703	270,161
Internet Service Provider (ISP) Reimbursements	-	21,040	30,952	42,337	51,492
*6 K12 Testing Services and Other	-	67,057	104,494	147,620	179,108
Total Instruction - Students	**-**	**1,143,249**	**1,706,990**	**2,224,852**	**2,768,506**
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	-	139,941	212,042	298,738	374,232
School Activities, Clubs, and Events	-	21,040	31,881	44,916	56,266
Total Student and Family Services	**-**	**160,981**	**243,922**	**343,653**	**430,498**
School Administration & Governance					
*7 K12 Administrative Services	-	282,524	547,800	849,821	1,190,710
Oversight/Sponsor Fee	-	31,660	47,973	67,587	84,667
Legal Services	50,000	25,000	25,000	25,000	25,000
Auditing - External	-	15,000	15,000	15,000	15,000
Board Development & Training	10,000	5,000	5,150	5,305	5,464
Administrator Travel	10,000	5,000	5,150	5,305	5,464
Consultants	20,000	5,000	5,000	5,000	5,000
Administrative Temp/Contract Labor	-	10,000	10,300	10,609	10,927
Total School Administration & Governance	**90,000**	**379,185**	**661,373**	**983,625**	**1,342,232**

WVVA Projected Start-up Year + 4 Year Budget

Enrollment	Year 0	Year 1	Year 2	Year 3	Year 4
K5		176	224	276	338
MS		201	246	300	366
HS		178	348	542	655
Avg Enrollment		555	817	1,118	1,359
Technology					
*8 K12 Technology Services	-	131,845	255,640	396,583	555,665
Total Technology	**-**	**131,845**	**255,640**	**396,583**	**555,665**
Facilities / Insurance / Other					
Rent	21,000	84,000	86,520	89,116	91,789
Maintenance/Repair Facility	3,000	3,360	3,461	3,565	3,672
Telephone	1,046	8,560	11,903	18,163	22,449
Internet Connection	76	620	837	1,240	1,488
Copier / Fax Lease	3,000	6,000	6,180	6,365	6,556
Office Postage and Shipping	1,000	1,944	2,860	3,912	4,758
Office supplies and equipment	40,000	15,000	15,450	15,914	16,391
Computer equip. & installation	40,000	15,000	15,000	15,000	15,000
General Liability Insurance	10,000	10,776	16,328	23,003	28,816
Loan / Advance Repayment	500	500	125,647	125,647	125,647
Business Licenses/Memberships/Dues	-	3,166	4,797	6,759	8,467
Total Facilities / Insurance / Other	**119,621**	**148,926**	**288,982**	**308,683**	**325,033**
Total School Expenditures This Period	**375,441**	**3,166,033**	**4,797,259**	**6,758,676**	**8,466,667**
Surplus (Deficit)	**(375,441)**	**-**	**-**	**-**	**-**
Stride-K12 Fees (Total)	**-**	**1,501,751**	**2,414,389**	**3,342,099**	**4,347,832**
% of Funding	0%	0%	0%	0%	0%

West Virginia Virtual Academy

Managed Enrollments	CASC FY21 12+0	CASC FY21 12+0 PPR	Year 0	Year 1	Year 1 PPR	$ Var	% Var	$ Var PPR	Year 2	Year 2 PPR	$ Var	% Var	$ Var PPR	Year 3	Year 3 PPR	$ Var	% Var	$ Var PPR	Year 4	Year 4 PPR	$ Var	% Var	$ Var PPR
K5	1,887	1,887		176	176	(1,710)	-91%		224	224	48	27%		276	276	52	23%		338	338	62	23%	
MS	1,470	1,470		201	201	(1,269)	-86%		246	246	45	22%		300	300	54	22%		366	366	66	22%	
HS	1,392	1,392		178	178	(1,214)	-87%		348	348	169	95%		542	542	194	56%		655	655	113	21%	
Ending Enrollment (Avg. for Totals)	4,748	4,748		555	555	(4,193)	-88%		817	817	262	47%		1,118	1,118	301	37%		1,359	1,359	242	22%	
Funding Sources																							
Basic Formula Funding - K-8 and HS	$ 16,727,559	$ 3,523		$ 3,166,033	$ 5,700	$(13,561,525)	-81%	$ 2,177	$4,797,259	$ 5,871	$1,631,226	52%	$ 171	$ 6,758,676	$ 6,047	$1,961,416	41%	$ 176	$ 8,466,667	$ 6,229	$1,707,992	25%	$ 181
Special Education Funding - K-8 and HS	5,218,828	1,099		-	-	(5,218,828)	-100%	(1,099)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Other State Unrestricted Funds	-	-		-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
State Restricted Funds - Non-SPED	2,552,435	538		-	-	(2,552,435)	-100%	(538)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
State Restricted Funds - SPED	-	-		-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Federal - Title Funds	995,597	210		-	-	(995,597)	-100%	(210)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Federal - IDEA Funds	411,277	87		-	-	(411,277)	-100%	(87)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Other Federal Funds	182,088	38		-	-	(182,088)	-100%	(38)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Other Funding/Inc - Included in M&T base	4,573,557	963		-	-	(4,573,557)	-100%	(963)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Other Funding/Inc - Non M&T Base	63,186	13		-	-	(63,186)	-100%	(13)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
CRE Specific Funding/Vocational	5,616,799	1,183		-	-	(5,616,799)	-100%	(1,183)	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Total Funding	**36,341,325**	**7,654**	**-**	**3,166,033**	**5,700**	**(33,175,291)**	**-91%**	**(1,954)**	**4,797,259**	**5,871**	**1,631,226**	**52%**	**171**	**6,758,676**	**6,047**	**1,961,416**	**41%**	**176**	**8,466,667**	**6,229**	**1,707,992**	**25%**	**181**
Instruction - Teachers	**8,318,840**	**1,752**																					
Salary - Regular	5,773,490	1,216	71,750	582,000	1,048	(5,191,490)	-90%	(168)	852,800	1,044	270,800	47%	(4)	1,266,003	1,133	413,203	48%	89	1,566,876	1,153	300,873	24%	20
Salary - Special Ed	1,559,132	328	21,500	129,000	232	(1,430,132)	-92%	(96)	176,300	216	47,300	37%	(16)	316,238	283	139,938	79%	67	370,450	273	54,212	17%	(10)
Salary - ICs / Advisors / Counselors	360,782	76	13,750	165,000	297	(195,782)	-54%	221	169,125	207	4,125	2%	(90)	231,138	207	62,013	37%	(0)	296,145	218	65,007	28%	11
Instructional Temp/Contract Labor	-	-		10,000	18	10,000	N/A	18	10,000	12	-	0%	(6)	10,000	9	-	0%	(3)	10,000	7	-	0%	(2)
Benefits	3,363,506	708	22,470	183,960	331	(3,179,546)	-95%	(377)	251,627	308	67,667	37%	(23)	380,810	341	129,182	51%	33	469,029	345	88,219	23%	4
Bonus	399,858	84	5,350	43,800	79	(356,058)	-89%	(5)	59,911	73	16,111	37%	(6)	90,669	81	30,758	51%	8	111,674	82	21,005	23%	1
Travel	12,133	3	3,000	1,100	2	(11,033)	-91%	(1)	1,530	2	430	39%	(0)	2,334	2	804	53%	0	2,885	2	551	24%	0
K12 Instructional Materials	-	-	-	4,590	8	4,590	N/A	8	1,890	2	(2,700)	-59%	(6)	3,240	3	1,350	71%	1	1,890	1	(1,350)	-42%	(2)
K12 Curriculum Delivery	470,828	99	-	43,900	79	(426,928)	-91%	(20)	59,265	73	15,365	35%	(7)	87,800	79	28,535	48%	6	105,360	78	17,560	20%	(1)
Teacher Laptops	126,866	27	20,000	5,018	9	(121,848)	-96%	(18)	11,372	14	6,354	127%	5	42,076	38	30,704	270%	24	22,744	17	(19,332)	-46%	(21)
Other Instructional Materials & Supplies	106,859	23	5,000	12,736	23	(94,123)	-88%	0	17,709	22	4,973	39%	(1)	27,023	24	9,314	53%	3	33,401	25	6,377	24%	0
Conf., Teacher Training & Prof. Dev.	90,607	19	-	20,200	36	(70,407)	-78%	17	28,088	34	7,888	39%	(2)	42,860	38	14,772	53%	4	52,975	39	10,115	24%	1
Printing, Mailing, Postage	1,224	0	-	544	1	(680)	-56%	1	735	1	190	35%	(0)	1,088	1	354	48%	0	1,306	1	218	20%	(0)
Total Instruction - Teachers	**13,029,984**	**2,744**	**165,820**	**1,201,848**	**2,164**	**(11,828,135)**	**-91%**	**(580)**	**1,640,352**	**2,008**	**438,504**	**36%**	**(156)**	**2,501,279**	**2,238**	**860,927**	**52%**	**230**	**3,044,734**	**2,240**	**543,455**	**22%**	**2**
Instruction - Students																							
Proctored Exams & Test Administration	643,449	136	-	83,317	150	(560,132)	-87%	14	126,244	155	42,927	52%	5	177,860	159	51,616	41%	5	222,807	164	44,947	25%	5
K12 Curriculum Delivery	8,804,863	1,854	-	540,137	972	(8,264,727)	-94%	(882)	794,392	972	254,255	47%	(0)	1,010,763	904	216,371	27%	(68)	1,245,715	916	234,952	23%	12
K12 Instructional Materials	4,354,431	917	-	284,033	511	(4,070,398)	-93%	(406)	457,898	560	173,865	61%	49	615,569	551	157,671	34%	(10)	799,224	588	183,654	30%	37
K12 Computer, Peripherals, & Software	2,038,472	429	-	147,666	266	(1,890,807)	-93%	(163)	193,009	236	45,344	31%	(30)	230,703	206	37,693	20%	(30)	270,161	199	39,459	17%	(8)
ISP	180,846	38	-	21,040	38	(159,806)	-88%	(0)	30,952	38	9,912	47%	-	42,337	38	11,385	37%	-	51,492	38	9,154	22%	-
K12 Charges Other	646,653	136	-	67,057	121	(579,596)	-90%	(15)	104,494	128	37,438	56%	7	147,620	132	43,126	41%	4	179,108	132	31,487	21%	(0)
Total Instruction - Students	**16,810,888**	**3,540**	**-**	**1,143,249**	**2,058**	**(15,667,639)**	**-93%**	**(1,482)**	**1,706,990**	**2,089**	**563,740**	**49%**	**31**	**2,224,852**	**1,991**	**517,863**	**30%**	**(98)**	**2,768,506**	**2,037**	**543,653**	**24%**	**46**
Student and Family Services	876																						
Special Ed Contracted Svcs & Other Related Exp.	567,563	120	-	139,941	252	(427,622)	-75%	132	212,042	260	72,101	52%	8	298,738	267	86,696	41%	8	374,232	275	75,494	25%	8
School Events	31,098	7	-	21,040	38	(10,058)	-32%	31	31,881	39	10,840	52%	1	44,916	40	13,035	41%	1	56,266	41	11,351	25%	1
Total Student and Family Services	**735,525**	**155**	**-**	**160,981**	**290**	**(574,544)**	**-78%**	**135**	**243,922**	**299**	**82,942**	**52%**	**9**	**343,653**	**307**	**99,731**	**41%**	**9**	**430,498**	**317**	**86,845**	**25%**	**9**
School Administration & Governance																							
K12 Educational Services	5,441,721	1,146	-	282,524	509	(5,159,197)	-95%	(637)	547,800	670	265,276	94%	162	849,821	760	302,020	55%	90	1,190,710	876	340,890	40%	116
Oversight/Sponsor Fee	691,272	146	-	31,660	57	(659,612)	-95%	(89)	47,973	59	16,312	52%	2	67,587	60	19,614	41%	2	84,667	62	17,080	25%	2
Legal Services	17,550	4	50,000	25,000	45	7,450	42%	41	25,000	31	-	0%	(14)	25,000	22	-	0%	(8)	25,000	18	-	0%	(4)
Auditing - External	-	-	-	15,000	27	15,000	N/A	27	15,000	18	-	0%	(9)	15,000	13	-	0%	(5)	15,000	11	-	0%	(2)
Board Development & Training	1,053	0	10,000	5,000	9	3,947	375%	9	5,150	6	150	3%	(3)	5,305	5	155	3%	(2)	5,464	4	159	3%	(1)
Administrator Travel	28,129	6	10,000	5,000	9	(23,129)	-82%	3	5,150	6	150	3%	(3)	5,305	5	155	3%	(2)	5,464	4	159	3%	(1)
Consultants	1,074	0	20,000	5,000	9	3,926	366%	9	5,000	6	-	0%	(3)	5,000	4	-	0%	(2)	5,000	4	-	0%	(1)
Administrative Temp/Contract Labor	152,788	32	-	10,000	18	(142,788)	-93%	(14)	10,300	13	300	3%	(5)	10,609	9	309	3%	(3)	10,927	8	318	3%	(1)
Total School Administration & Governance	**7,646,261**	**1,610**	**90,000**	**379,185**	**683**	**(7,267,077)**	**-95%**	**(928)**	**661,373**	**809**	**282,188**	**74%**	**127**	**983,625**	**880**	**322,253**	**49%**	**71**	**1,342,232**	**987**	**358,606**	**36%**	**107**
Technology																							
K12 Technology Services	2,539,470	535	-	131,845	237	(2,407,625)	-95%	(297)	255,640	313	123,795	94%	75	396,583	355	140,943	55%	42	555,665	409	159,082	40%	54
Total Technology	**2,539,470**	**535**	**-**	**131,845**	**237**	**(2,407,625)**	**-95%**	**(297)**	**255,640**	**313**	**123,795**	**94%**	**75**	**396,583**	**355**	**140,943**	**55%**	**42**	**555,665**	**409**	**159,082**	**40%**	**54**
Facilities / Insurance / Other																							
Rent	94,379	20	21,000	84,000	151	(10,379)	-11%	131	86,520	106	2,520	3%	(45)	89,116	80	2,596	3%	(26)	91,789	68	2,673	3%	(12)
Maintenance/Repair Facility	29,663	6	3,000	3,360	6	(26,303)	-89%	(0)	3,461	4	101	3%	(2)	3,565	3	104	3%	(1)	3,672	3	107	3%	(0)
Telephone	96,529	20	1,046	8,560	15	(87,969)	-91%	(5)	11,903	15	3,343	39%	(1)	18,163	16	6,260	53%	2	22,449	17	4,286	24%	2
Internet Connection	3,184	1	76	620	1	(2,564)	-81%	0	837	1	217	35%	(0)	1,240	1	403	48%	0	1,488	1	248	20%	(0)
Copier / Fax Lease	9,118	2	3,000	6,000	11	(3,118)	-34%	9	6,180	8	180	3%	(3)	6,365	6	185	3%	(2)	6,556	5	191	3%	(1)
Office Postage and Shipping	15,911	3	1,000	1,944	4	(13,967)	-88%	0	2,860	4	916	47%	-	3,912	4	1,052	37%	-	4,758	4	846	22%	-
Office supplies and equipment	30,311	6	40,000	15,000	27	(15,311)	-51%	21	15,450	19	450	3%	(8)	15,914	14	464	3%	(5)	16,391	12	477	3%	(2)
Computer equip. & installation	59,726	13	40,000	15,000	27	(44,726)	-75%	14	15,000	18	-	0%	(9)	15,000	13	-	0%	(5)	15,000	11	-	0%	(2)
General Liability Insurance	93,775	20	10,000	10,776	19	(82,999)	-89%	(0)	16,328	20	5,552	52%	1	23,003	21	6,676	41%	1	28,816	21	5,813	25%	1
Bank fees	2,040	0	500	500	1	(1,540)	-75%	0	125,647	154	125,147	#####	153	125,647	112	-	0%	(41)	125,647	92	-	0%	(20)
Business Licenses/Memberships/Dues	38,855	8	-	3,166	6	(35,689)	-92%	(2)	4,797	6	1,631	52%	0	6,759	6	1,961	41%	0	8,467	6	1,708	25%	0
Total Facilities / Insurance / Other	**498,051**	**105**	**119,621**	**148,926**	**268**	**(349,125)**	**-70%**	**163**	**288,982**	**354**	**140,057**	**94%**	**86**	**308,683**	**276**	**19,700**	**7%**	**(77)**	**325,033**	**239**	**16,350**	**5%**	**(37)**
Total School Expenditures This Period	**41,260,179**	**8,690**	**375,441**	**3,166,033**	**5,700**	**(38,094,145)**	**-92%**	**(2,990)**	**4,797,259**	**5,871**	**1,631,226**	**52%**	**171**	**6,758,676**	**6,047**	**1,961,416**	**41%**	**176**	**8,466,667**	**6,229**	**1,707,992**	**25%**	**181**
Surplus (Deficit)	**(4,918,854)**	**(1,036)**	**(375,441)**	**-**	**-**	**4,918,854**	**-100%**	**1,036**	**-**	**-**	**-**	**N/A**	**-**	**-**	**-**	**-**	**N/A**	**-**	**-**	**-**	**-**	**N/A**	**-**
K12 Charges	**24,296,438**	**5,117**	**-**	**1,501,751**	**2,704**	**(22,794,687)**	**-94%**	**(2,413)**	**2,414,389**	**2,955**	**912,638**	**61%**	**251**	**3,342,099**	**2,990**	**927,710**	**38%**	**35**	**4,347,832**	**3,199**	**1,005,733**	**30%**	**208**
NET K12 Charges	**19,377,584**	**4,081**	**-**	**1,501,751**	**2,704**	**(17,875,833)**	**-92%**	**(1,377)**	**2,414,389**	**2,955**	**912,638**	**61%**	**251**	**3,342,099**	**2,990**	**927,710**	**38%**	**35**	**4,347,832**	**3,199**	**1,005,733**	**30%**	**208**
Non-K12 Charges	**16,963,741**	**3,573**	**375,441**	**1,664,282**	**2,996**	**(15,299,459)**	**-90%**	**(576)**	**2,382,870**	**2,916**	**718,588**	**43%**	**(80)**	**3,416,577**	**3,057**	**1,033,706**	**43%**	**141**	**4,118,835**	**3,030**	**702,258**	**21%**	**(27)**

K12 P&L	CASC FY21 12+0	CASC FY21 12+0 PPR	Year 0	Year 1	Year 1 PPR	$ Var	% Var	$ Var PPR	Year 2	Year 2 PPR	$ Var	% Var	$ Var PPR	Year 3	Year 3 PPR	$ Var	% Var	$ Var PPR	Year 4	Year 4 PPR	$ Var	% Var	$ Var PPR
K5	1,887	1,887	-	176	176	(1,710)	-91%		224	224	48	27%		276	276	52	23%		338	338	62	23%	
MS	1,470	1,470	-	201	201	(1,269)	-86%		246	246	45	22%		300	300	54	22%		366	366	66	22%	
HS	1,392	1,392	-	178	178	(1,214)	-87%		348	348	169	95%		542	542	194	56%		655	655	113	21%	
Total Managed Enrollments	**4,748**	**4,748**	**-**	**555**	**555**	**(4,193)**	**-88%**		**817**	**817**	**262**	**47%**		**1,118**	**1,118**	**301**	**37%**		**1,359**	**1,359**	**242**	**22%**	
In 000's																							
Gross K12 Charges	$ 24,296,438	$ 5,117	$ -	$ 1,501,751	$ 2,704	$(22,794,687)	-94%	$ (2,413)	$2,414,389	$ 2,955	$ 912,638	61%	$ 251	$ 3,342,099	$ 2,990	$ 927,710	38%	$ 35	$ 4,347,832	$ 3,199	$1,005,733	30%	$ 208
Passthrough Revenue	16,963,741	3,573	375,441	1,664,282	2,996	(15,299,459)	-90%	(576)	2,382,870	2,916	718,588	43%	(80)	3,416,577	3,057	1,033,706	43%	141	4,118,835	3,030	702,258	21%	(27)
Deficit Allowance	(4,918,854)	(1,036)	(375,441)	-	-	4,918,854	-100%	1,036	-	-	-	#####	-	-	-	-	#####	-	-	-	-	#####	-
Revenues	**36,341,325**	**7,654**	**-**	**3,166,033**	**5,700**	**(33,175,291)**	**-91%**	**(1,954)**	**4,797,259**	**5,871**	**1,631,226**	**52%**	**171**	**6,758,676**	**6,047**	**1,961,416**	**41%**	**176**	**8,466,667**	**6,229**	**1,707,992**	**25%**	**181**
Cost and expenses																							
School operational expenses	16,963,741	3,573	375,441	1,664,282	2,996	(15,299,459)	-90%	(576)	2,382,870	2,916	718,588	43%	(80)	3,416,577	3,057	1,033,706	43%	141	4,118,835	3,030	702,258	21%	(27)
Field Services	1,210,228	255	190,607	762,428	1,373	(447,800)	-37%	1,118	696,496	852	(65,932)	-9%	(520)	784,371	702	87,876	13%	(151)	871,079	641	86,708	11%	(61)
CRE Field Services (Dept. 732)	158,689	33	17,987	71,947	130	(86,743)	-55%	96	73,026	89	1,079	1%	(40)	74,121	66	1,095	2%	(23)	75,233	55	1,112	1%	(11)
Total costs and expenses	**18,332,659**	**3,861**	**584,035**	**2,498,657**	**4,498**	**(15,834,002)**	**-86%**	**638**	**3,152,392**	**3,858**	**653,735**	**26%**	**(641)**	**4,275,069**	**3,825**	**1,122,677**	**36%**	**(33)**	**5,065,147**	**3,726**	**790,078**	**18%**	**(99)**
Program Operating Margin	**18,008,666**	**3,793**	**(584,035)**	**667,377**	**1,202**	**(17,341,289)**	**-96%**	**(2,591)**	**1,644,868**	**2,013**	**977,491**	**146%**	**812**	**2,483,606**	**2,222**	**838,739**	**51%**	**209**	**3,401,520**	**2,502**	**917,914**	**37%**	**280**
Program Operating Margin %	**50%**	**50%**	**0%**	**21%**	**21%**	**-28%**	**-57%**	**-28%**	**34%**	**34%**	**13%**	**63%**	**13%**	**37%**	**37%**	**2%**	**7%**	**2%**	**40%**	**40%**	**3%**	**9%**	**3%**
K12 Charges:																							
Teachers:																							
Materials	-	-	-	4,590	8	4,590	N/A	8	1,890	2	(2,700)	-59%	(6)	3,240	3	1,350	71%	1	1,890	1	(1,350)	-42%	(2)
OLS	470,828	99	-	43,900	79	(426,928)	-91%	(20)	59,265	73	15,365	35%	(7)	87,800	79	28,535	48%	6	105,360	78	17,560	20%	(1)
3rd Party IST	-	-	-	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-	-	-	-	N/A	-
Total Teacher K12 Charges	**470,828**	**99**	**-**	**48,490**	**87**	**(422,338)**	**-90%**	**(12)**	**61,155**	**75**	**12,665**	**26%**	**(12)**	**91,040**	**81**	**29,885**	**49%**	**7**	**107,250**	**79**	**16,210**	**18%**	**(3)**
Students:																							
OLS	8,804,863	1,854	-	540,137	972	(8,264,727)	-94%	(882)	794,392	972	254,255	47%	(0)	1,010,763	904	216,371	27%	(68)	1,245,715	916	234,952	23%	12
Materials	4,354,431	917	-	284,033	511	(4,070,398)	-93%	(406)	457,898	560	173,865	61%	49	615,569	551	157,671	34%	(10)	799,224	588	183,654	30%	37
Computers	2,038,472	429	-	147,666	266	(1,890,807)	-93%	(163)	193,009	236	45,344	31%	(30)	230,703	206	37,693	20%	(30)	270,161	199	39,459	17%	(8)
K12 Charges Other	646,653	136	-	67,057	121	(579,596)	-90%	(15)	104,494	128	37,438	56%	7	147,620	132	43,126	41%	4	179,108	132	31,487	21%	(0)
Total Student K12 Charges	**15,844,420**	**3,337**	**-**	**1,038,892**	**1,870**	**(14,805,527)**	**-93%**	**(1,467)**	**1,549,794**	**1,897**	**510,901**	**49%**	**26**	**2,004,655**	**1,794**	**454,862**	**29%**	**(103)**	**2,494,207**	**1,835**	**489,552**	**24%**	**41**
Management Fee	**5,441,721**	**1,146**	**-**	**282,524**	**509**	**(5,159,197)**	**-95%**	**(637)**	**547,800**	**670**	**265,276**	**94%**	**162**	**849,821**	**760**	**302,020**	**55%**	**90**	**1,190,710**	**876**	**340,890**	**40%**	**116**
Technology Fee	**2,539,470**	**535**	**-**	**131,845**	**237**	**(2,407,625)**	**-95%**	**(297)**	**255,640**	**313**	**123,795**	**94%**	**75**	**396,583**	**355**	**140,943**	**55%**	**42**	**555,665**	**409**	**159,082**	**40%**	**54**

Managed Enrollments	Year 5	Year 5 PPR	$ Var	% Var	$ Var PPR
K5	432	432	95	28%	
MS	472	472	105	29%	
HS	842	842	187	28%	
Ending Enrollment (Avg. for Totals)	1,746	1,746	386	28%	
Funding Sources					
Basic Formula Funding - K-8 and HS	$11,199,150	$ 6,415	$2,732,483	32%	$ 187
Special Education Funding - K-8 and HS	-	-	-	N/A	-
Other State Unrestricted Funds	-	-	-	N/A	-
State Restricted Funds - Non-SPED	-	-	-	N/A	-
State Restricted Funds - SPED	-	-	-	N/A	-
Federal - Title Funds	-	-	-	N/A	-
Federal - IDEA Funds	-	-	-	N/A	-
Other Federal Funds	-	-	-	N/A	-
Other Funding/Inc - Included in M&T base	-	-	-	N/A	-
Other Funding/Inc - Non M&T Base	-	-	-	N/A	-
CRE Specific Funding/Vocational	-	-	-	N/A	-
Total Funding	11,199,150	6,415	2,732,483	32%	187
Instruction - Teachers					
Salary - Regular	2,017,770	1,156	450,894	29%	3
Salary - Special Ed	522,103	299	151,653	41%	27
Salary - ICs / Advisors / Counselors	303,549	174	7,404	3%	(44)
Instructional Temp/Contract Labor	10,000	6	-	0%	(2)
Benefits	597,119	342	128,090	27%	(3)
Bonus	142,171	81	30,498	27%	(1)
Travel	3,714	2	829	29%	0
K12 Instructional Materials	3,240	2	1,350	71%	0
K12 Curriculum Delivery	131,700	75	26,340	25%	(2)
Teacher Laptops	35,253	20	12,509	55%	3
Other Instructional Materials & Supplies	43,003	25	9,603	29%	0
Conf., Teacher Training & Prof. Dev.	68,206	39	15,230	29%	0
Printing, Mailing, Postage	1,633	1	327	25%	(0)
Total Instruction - Teachers	3,879,461	2,222	834,726	27%	(18)
Instruction - Students					
Proctored Exams & Test Administration	294,714	169	71,907	32%	5
K12 Curriculum Delivery	1,530,375	877	284,660	23%	(40)
K12 Instructional Materials	1,046,679	600	247,455	31%	12
K12 Computer, Peripherals, & Software	318,672	183	48,510	18%	(16)
ISP	66,126	38	14,634	28%	-
K12 Charges Other	230,585	132	51,477	29%	0
Total Instruction - Students	3,487,150	1,998	718,645	26%	(39)
Student and Family Services					
Special Ed Contracted Svcs & Other Related Exp.	495,009	284	120,777	32%	8
School Events	74,425	43	18,159	32%	1
Total Student and Family Services	569,434	326	138,936	32%	10
School Administration & Governance					
K12 Educational Services	1,679,873	962	489,162	41%	86
Oversight/Sponsor Fee	111,992	64	27,325	32%	2
Legal Services	25,000	14	-	0%	(4)
Auditing - External	15,000	9	-	0%	(2)
Board Development & Training	5,628	3	164	3%	(1)
Administrator Travel	5,628	3	164	3%	(1)
Consultants	5,000	3	-	0%	(1)
Administrative Temp/Contract Labor	11,255	6	328	3%	(2)
Total School Administration & Governance	1,859,374	1,065	517,143	39%	78
Technology					
K12 Technology Services	783,941	449	228,276	41%	40
Total Technology	783,941	449	228,276	41%	40
Facilities / Insurance / Other					
Rent	94,543	54	2,754	3%	(13)
Maintenance/Repair Facility	3,782	2	110	3%	(1)
Telephone	28,903	17	6,454	29%	0
Internet Connection	1,860	1	372	25%	(0)
Copier / Fax Lease	6,753	4	197	3%	(1)
Office Postage and Shipping	6,110	4	1,352	28%	-
Office supplies and equipment	16,883	10	492	3%	(2)
Computer equip. & installation	15,000	9	-	0%	(2)
General Liability Insurance	38,116	22	9,300	32%	1
Bank fees	500	0	(125,147)	-100%	(92)
Business Licenses/Memberships/Dues	11,199	6	2,732	32%	0
Total Facilities / Insurance / Other	223,649	128	(101,384)	-31%	(111)
Total School Expenditures This Period	10,803,009	6,188	2,336,341	28%	(40)
Surplus (Deficit)	396,142	227	396,142	N/A	227
K12 Charges	5,725,063	3,280	1,377,231	32%	81
NET K12 Charges	5,725,063	3,280	1,377,231	32%	81
Non-K12 Charges	5,077,946	2,909	959,111	23%	(121)

K12 P&L	Year 5	Year 5 PPR	$ Var	% Var	$ Var PPR
K5	432	432	95	28%	
MS	472	472	105	29%	
HS	842	842	187	28%	
Total Managed Enrollments	1,746	1,746	386	28%	
In 000's					
Gross K12 Charges	$ 5,725,063	$ 3,280	$1,377,231	32%	$ 81
Passthrough Revenue	5,077,946	2,909	959,111	23%	(121)
Deficit Allowance	-	-	-	#####	-
Revenues	10,803,009	6,188	2,336,341	28%	(40)
Cost and expenses					
School operational expenses	5,077,946	2,909	959,111	23%	(121)
Field Services	943,040	540	71,961	8%	(101)
CRE Field Services (Dept. 732)	76,361	44	1,128	2%	(12)
Total costs and expenses	6,097,347	3,493	1,032,200	20%	(233)
Program Operating Margin	4,705,662	2,696	1,304,142	38%	193
Program Operating Margin %	44%	44%	3%	8%	3%
K12 Charges:					
Teachers:					
Materials	3,240	2	1,350	71%	0
OLS	131,700	75	26,340	25%	(2)
3rd Party IST	-	-	-	N/A	-
Total Teacher K12 Charges	134,940	77	27,690	26%	(2)
Students:					
OLS	1,530,375	877	284,660	23%	(40)
Materials	1,046,679	600	247,455	31%	12
Computers	318,672	183	48,510	18%	(16)
K12 Charges Other	230,585	132	51,477	29%	0
Total Student K12 Charges	3,126,310	1,791	632,103	25%	(44)
Management Fee	1,679,873	962	489,162	41%	86
Technology Fee	783,941	449	228,276	41%	40

	Enrollments				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
K5	176	224	276	338	432
MS	201	246	300	366	472
HS	178	348	542	655	842
Total Reg	**555**	**817**	**1,118**	**1,359**	**1,746**
MS - CRE	52	66	84	95	113
HS - CRE	91	187	297	362	473
Total CRE	**143**	**253**	**382**	**457**	**586**

	Oct 1st Enrollments - Max Case				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
K5	330	426	510	566	625
MS	347	446	531	591	654
HS	323	628	959	1,093	1,221
Total Reg	**1,000**	**1,500**	**2,000**	**2,250**	**2,500**
MS CRE	133	172	205	228	252
HS CRE	242	486	753	859	960
Total CRE	**375**	**658**	**958**	**1,087**	**1,212**

	Oct 1st Enrollment - Min Case									
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**					
K5	165	227	281	342	436					
MS	174	239	292	356	457					
HS	161	334	527	652	832					
Total Reg	**500**	**800**	**1,100**	**1,350**	**1,725**	**50%**	**53%**	**55%**	**60%**	**69%**
MS CRE	44	62	75	92	118					
HS CRE	81	173	276	343	437					
Total CRE	**125**	**235**	**351**	**435**	**555**					

		FTEs					Ratios				
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Dept 730	HoS	1	1	1	1	1	555	817	1,118	1,359	1,746
Dept 730	Acad Admins (Aas) /Principles, /	1	1	1	2	2	555	817	1,118	680	873
Dept 730	Academic Admin - Special Progra	1	1	1	1	1	555	817	1,118	1,359	1,746
Dept 730	CRE Coord	1	1	1	1	1	143	253	382	457	586
	Teacher - Reg - General Ed										
Salary - R	K5	4	4	6	7	9	44	56	46	48	48
Salary - R	MS	4	5	7	8	10	50	49	43	46	47
Salary - R	HS	4	8	12	15	19	45	43	45	44	44
	Teacher - Career Prep / Career Prep										
Salary - R	MS	1	1	1	1	1	52	66	84	95	113
Salary - R	HS	1	2	3	4	5	91	94	99	90	95
	Teacher - Total										
	K5	**4**	**4**	**6**	**7**	**9**	**44**	**56**	**46**	**48**	**48**
	MS	**5**	**6**	**8**	**9**	**11**	**40**	**41**	**38**	**41**	**43**
	HS	**5**	**10**	**15**	**19**	**24**	**36**	**35**	**36**	**34**	**35**
		14	**20**	**29**	**35**	**44**	**40**	**41**	**39**	**39**	**40**
Salary - S	Teacher - Special Education	3	4	7	8	11	28	31	24	25	24
Salary - IC	Counselors	3	3	4	5	5	185	272	279	272	349
Dept 730	Operations Manager	1	1	1	1	1	555	817	1,118	1,359	1,746
Dept 730	Registrar / Attendance / Compliar	1	1	1	1	2	555	817	1,118	1,359	873
Dept 730	Academic Accountibility/Assessm	1	1	1	1	1	555	817	1,118	1,359	1,746
Dept 730	Special Education Registrar / Cor	1	1	1	1	1					
Dept 730	Community Engagement Speciali	1	1	1	1	1	185.15	272.37	372.56	453.11	436.42
Dept 730	Social Worker	1	1	1	1	1					
Dept 730	Asst Operations Specialist, Recep	1	1	1	1	1					

K12 Charges and Deficit, Before Adjs

	Year 1	Year 2	Year 3	Year 4	Year 5
Instruction - Teachers					
K12 Instructional Materials	4,590	1,890	3,240	1,890	3,240
K12 Curriculum Delivery	43,900	59,265	87,800	105,360	131,700
K12 Charges-3rd Party Teacher	-	-	-	-	-
Instruction - Students					
K12 Curriculum Delivery	907,935	1,043,511	1,205,799	1,328,667	1,530,375
K12 Instructional Materials	477,442	601,494	734,349	852,444	1,046,679
K12 Computer, Peripherals, & Software	248,217	253,537	275,219	288,152	318,672
K12 Charges Other	67,057	104,494	147,620	179,108	230,585
School Administration & Governance					
K12 Educational Services	474,905	719,589	1,013,801	1,270,000	1,679,873
Technology					
K12 Technology Services	221,622	335,808	473,107	592,667	783,941
Surplus (Deficit)	**(943,916)**	**(705,199)**	**(598,837)**	**(270,455)**	**396,142**

Allocation

Instruction - Students	Year 1	Year 2	Year 3	Year 4	Year 5
K12 Curriculum Delivery	39%	35%	33%	31%	0%
K12 Instructional Materials	20%	20%	20%	20%	0%
K12 Computer, Peripherals, & Software	11%	9%	7%	7%	0%
School Administration & Governance					
K12 Educational Services	20%	24%	27%	29%	0%
Technology					
K12 Technology Services	10%	11%	13%	14%	0%

Deficit Credit Adj

Deficit Credi % of Gross

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Instruction - Students										
K12 Curriculum Delivery	(367,798.33)	(249,119.17)	(195,036.06)	(82,952.43)	-	-41%	-24%	-16%	-6%	0%
K12 Instructional Materials	(193,408.53)	(143,595.70)	(118,779.78)	(53,220.49)	-	-41%	-24%	-16%	-6%	0%
K12 Computer, Peripherals, & Software	(100,550.83)	(60,527.20)	(44,516.23)	(17,990.11)	-	-41%	-24%	-16%	-6%	0%
School Administration & Governance										
K12 Educational Services	(192,380.80)	(171,788.70)	(163,980.75)	(79,289.69)	-	-41%	-24%	-16%	-6%	0%
Technology										
K12 Technology Services	(89,777.71)	(80,168.06)	(76,524.35)	(37,001.86)	-	-41%	-24%	-16%	-6%	0%
Total Deficit Credit Adj	**(943,916.19)**	**(705,198.83)**	**(598,837.17)**	**(270,454.58)**	**-**	**-39%**	**-23%**	**-15%**	**-6%**	**0%**

	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Stride Charges	2,445,667	3,119,588	3,940,936	4,618,287	5,725,063
Discount	(943,916.19)	(705,198.83)	(598,837.17)	(270,454.58)	-
Net Stride Charges	**1,501,751**	**2,414,389**	**3,342,099**	**4,347,832**	**5,725,063**
Discount %	-39%	-23%	-15%	-6%	0%
% of Funding	47%	50%	49%	51%	51%

Appendix P. Student Engagement Policy

Student Engagement Policy

WVVA will adopt a Student Handbook that will include language that addresses requirements to enforce student engagement in instructional activities, which may be similar to the following:

Chronic Absenteeism
Excessive absences adversely affect a student's academic performance and relationship with the school. Students who amass excessive absences or have long periods of a lack of engagement will fall under the truancy policy and may be withdrawn from WVVA. Anytime a student has missed five (5) consecutive days due to an illness, a doctor's **note** will be required.

A "missing" day of school occurs when a student does not attend class connect sessions or access and complete work within their online courses during an entire scheduled day of school per the school calendar. Truant or Chronically Absent students will be supported through the MTSS for Engagement process.

Failure to improve attendance may lead to the student being considered for disciplinary action up to and including a filing/referral to the local county juvenile prosecutor or possible withdrawal from WVVA.

Process for Attendance Monitoring and Reporting
Students are required to follow the school calendar. Instructional time can be entered on any day (e.g., weekends, holidays, etc.). Students are expected to log into the **OLS (K-5)/LMS (6-12)** each scheduled school calendar day.

Truancy
A student will be considered truant after 10 days of unexcused absences or lack of engagement in the online school.

Chronically Absent
A student will be considered chronically absent when they have missed 10% or more of the scheduled school days per the school calendar.

The school employs several steps in addressing and supporting non-attending/disengaged students, including:

- Sending an ***Attendance Matters*** email at 3 days of no activity in the online school. (Activity is defined by completing work in the online school – ie. Turning in a complete assignment, test, or quiz – or attending a class connect session).
- Teacher outreach by Phone (with possible email follow up if necessary) at 3 consecutive days absent.
- Phone calls and emails to families by 5 cumulative days of no activity in the online

school.

- Truancy/Chronic Absenteeism warning email at 7 days of no activity, as well as referral to our Student Attendance Specialist / Truancy officer.
- Learning Coach Attendance Course Sessions when a student has 7 or more cumulative absences/no activity days.
- Follow up phone calls from Advisors and our Student Attendance Specialist at 7-10 days no activity.
- At 7 days of non-attendance Families are required to attend a virtual Truancy Prevention Class Connect Session with our the Family Compliance Liaison/Truancy Officer.
- Sending certified letters to families at 10 cumulative days of no attendance, requesting school attendance meeting or conference call with parents and signing of Action Plan/Attendance Agreement
- Conducting home visits to families at 10+ days of no attendance when applicable
- Informing the truancy officer for the ISD of where the student resides (the truancy officer may or may not follow up with the family)
- Requesting the local county prosecutor or ISD file for truancy when the student has 15 consecutive absences and/or chronically absent with missing 10% or more of the school year with no response or progress to improve attendance
- Informing the family via certified mail that the student is considered withdrawn at 15 or more days of no attendance/activity in the online school. When a family does not respond, given all of the abovementioned steps, it implies withdrawal.

Appendix Q. Teacher Responsiveness Policy

Teacher Responsiveness Policy

WVVA will adopt an Employee Handbook that will address expectations for teacher responsiveness. The language may be similar to the following:

Hours of availability
Full-time staff are to be available to students, learning coaches, administration, and other staff a total of 8 hours per workday during typical workday hours (7:30 – 5:00 p.m.)

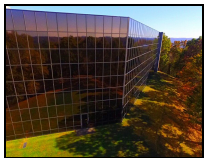
Communication Guidelines
Student engagement in a course – getting them to do the work, communicate with others, and care about their performance in the course – is critical to their academic success. Effective, timely, and considerate communication is the key to encouraging high levels of student engagement. It reduces the 'distance' in online learning, and lets the student really feel your presence in the course as a caring and effective teacher.

To ensure effective communication, you will follow the Stride Student Communication Guidelines, which is comprised of both general guidelines surrounding communication as well as specific communications to be delivered to students and families at precise moments in time.

Communication Expectations:

- Make early and frequent contacts to students and reach out directly to students who fail to respond.
- Score and return teacher-graded assignments within 3 business days of the submission date with few exceptions.
- Respond to student and parent/mentor questions within 1 school day **or less** – contacts in deserve a contact out.
- Always keep written and verbal communication respectful, polite, clear, professional and related to the topic at hand.
- Don't assume that the cause of a lack of student attendance or work is student laziness or truancy - **begin by asking if the student is okay.**
- A student is ours until they are no longer enrolled in our school. Unless you have been directed otherwise by administration, you are to contact students per the call plan each week as well as any time you have something you need to communicate to them.
- Preserve and respect the privacy of students and families. Consider the appropriate communication medium (e-mail, phone, IM, etc.) for the purpose or message of the communication. Difficult topics or issues, disagreements, etc. are better served by phone calls.
- Password-protect items with confidential nature (spreadsheets, IEPs, etc.) when biographical or personal information is included. Use student first initials whenever possible and appropriate to make information anonymous.
- Enter a note for every communication in TotalView **at the time of contact.**

5 1 Hillcrest Dr E, Charleston, WV 25311



Rental Rate Yr	$15.00 /SF/YR
Spaces	2
Status	Active
LoopNet ID	6533368

Property Notes

Listing's Link: https://www.loopnet.com/listing/6533368

Spaces

#	Total Space Avail.	Rental Rate	Min Divisible	Max Contig.	Lease Type	Date Avail.	Description	Service Type
1st Floor	593 SF	$15.00 /SF/YR	593 SF		Relet	Now		Full Service
2nd Floor	5,171 SF	$15.00 /SF/YR	5,171 SF		Relet	Mar 2022	This space is in excellent condition and ready to be your new office! Call today for a tour!	Full Service

Property Description

This four-story building that overlooks our State Capitol Building is a great corporate location. The property offers a flexible layout, abundant on-site parking, and a shared lunchroom, vending area on-site for tenant's use. ADA restrooms are new along with the newly added conference center for the building tenants. Tenant improvements are negotiable.
Located in a suburban office park. Just three miles from Downtown Charleston, one mile from Interstate access and two miles to Yeager Airport.

Sample Teacher Daily/Weekly Schedule

At WVVA, learning is individualized so no student day will look alike. Provided is a sample school teacher schedule to help illustrate what a typical teacher's day may look like at WVVA.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30am	Planning Time/Before School Help for Students additional 1:1 or small group based on student need	Planning Time/Before School Help for Students additional 1:1 or small group based on student need	Planning Time/Before School Help for Students additional 1:1 or small group based on student need	Planning Time/Before School Help for Students additional 1:1 or small group based on student need	Planning Time/Before School Help for Students additional 1:1 or small group based on student need
8:30-9:00am					
9:00-9:30am	Homeroom	PLC	Administrative Responsibilities	Data Driven Instruction Meeting	MTSS / Small Group / 1:1 Instruction
9:30-10:00am					
10:00-10:30am	Math BB Group 1	Math BB Group 1	Math BB Group 1	Math BB Group 1	Grade Band/Vertical Meetings
10:30-11:00am	Math BB Group 2	Math BB Group 2	Math BB Group 2	Math BB Group 2	
11:00-11:30am	Math BB Group 3	Math BB Group 3	Math BB Group 3	Math BB Group 3	Employee Meeting
11:30am-12:00pm	Math B Group 1	Math B Group 1	Math B Group 1	Math B Group 1	
12:00-12:30pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00pm	Math B Group 2	Math B Group 2	Math B Group 2	Math B Group 2	Learner Conferences
1:00-1:30pm	Math B Group 3	Math B Group 3	Math B Group 3	Math B Group 3	
1:30- 2:00 pm	Grading	Math P Group 1	Math A - Group 1	Math P Group 1	Reteach Math
2:00-2:30pm		Math P Group 2	Grading	Math P Group 2	Reteach Math
2:30-3:00pm	IEP/ 504 Conferences	Grading		Grading	Grading
3:00-3:30pm			Open Office Hours for Students		
3:30-4:00pm	Administrative Responsibilities	Administrative Responsibilities	Virtual Weekly Professional Development	Administrative Responsibilities	Administrative Responsibilities
4:00-4:30pm					

Table Key

BB = Below Basic (30% of students)
B = Basic (35% of students)
P = Proficient (25% of students)
A = Advanced (10% of students)

Administrative Responsibilities include, but are not limited to the following:

Check email, and communications
Taking care of new students
Grading / Student Feedback
TotalView and Student Information System Notes
Observation/Feedback Meetings
Parent Communication/Calls
Teacher Planning
Student Updates/Conferences
RTI Monitoring/Collaboration
K12 Training
Data Collection/Reflection
Data/Grade Band Meetings
Attendance/Progress
Mentor/Mentee Meetings
Professional Development

Gen ed Schedule (Sped and Reading Intervention Schedules are Below Gen Ed Schedule)

Sample Elementary Schedule

West Virginia Virtual Academy

Tier 1 Support with OLS Lessons:

Next year, the elementary school will integrate a 45 minute required class connect session for both reading and math to support our unengaged students and to support learning coaches with completing daily OLS lessons. This will be determined through teacher recommendations and those students on a modified strong start. Teachers will monitor the student's participation, attendance, engagement, and progress monitoring data after 9 weeks to determine if the student will continue to be required to attend the sessions. Teachers will also review the aforementioned factors for all students to determine if additional students should be required to attend these targeted sessions.

Times (Team Purple)	Monday	Tuesday	Wednesday	Thursday
8:30-8:45	Morning Meeting (optional)	Intervention	Intervention	Intervention
8:45-9:30	ELA OLS whole group/(coT M/T) (optional for adv/pro) (Tier 1 Instruction)	ELA OLS whole group/(coT M/T) (optional for adv/pro) (Tier 1 Instruction)	ELA OLS whole group/(coT M/T) (optional for adv/pro) (Tier 1 Instruction)	ELA OLS whole group/(coT M/T) (optional for adv/pro) (Tier 1 Instruction)
9:30-10:00	Targeted small group ELA 1 (bb)	Targeted small group ELA 1 (bb)	Targeted small group ELA 1 (bb)	Targeted small group ELA 1 (bb)
10:00-10:30	Targeted small group ELA 2 (basic)	Targeted small group ELA 2 (basic)	Targeted small group ELA 2 (basic)	Targeted small group ELA Adv/Pro
10:30-10:40	Student Chat/ Class Game/ Activity/Snack	Student Chat/ Class Game/ Activity/Snack	Student Chat/ Class Game/ Activity/Snack	Student Chat/ Class Game/ Activity/Snack
10:40-11:10	History	Science	Sci(4th)/History (K-3,5)	Science
11:10-12:30	Lunch, IEPs, DDI	Lunch, IEPs, DDI	Lunch, IEPs, DDI	Lunch, IEPs, DDI
12:30-1:15	Math OLS whole group/(CoT M/T) (optional for adv/pro)	Math OLS whole group/(CoT M/T) (optional for adv/pro)	Math OLS whole group/(CoT M/T) (optional for adv/pro)	Math OLS whole group/(CoT M/T) (optional for adv/pro)

****ALP on Fridays with all ES rotating leading/Planning sessions.**

Times (Team Blue)	Monday	Tuesday	Wednesday	Thursday
8:30-8:45	Morning Meeting (optional)	Intervention	Intervention	Intervention
8:45-9:15	Targeted small group ELA 1 (bb)	Targeted small group ELA 1 (bb)	Targeted small group ELA 1 (bb)	Targeted small group ELA 1 (bb)
9:15-9:45	Targeted small group ELA 2 (basic)	Targeted small group ELA 2 (basic)	Targeted small group ELA 2 (basic)	Targeted small group ELA Adv/Pro
9:45-10:30	ELA OLS whole group/(coT M/T) (optional for adv/pro) (Tier 1 Instruction)	ELA OLS whole group/(coT M/T) (optional for adv/pro) (Tier 1 Instruction)	ELA OLS whole group/(coT M/T) (optional for adv/pro) (Tier 1 Instruction)	ELA OLS whole group/(coT M/T) (optional for adv/pro) (Tier 1 Instruction)
10:30-10:40	Student Chat/ Class Game/ Activity/Snack	Student Chat/ Class Game/ Activity/Snack	Student Chat/ Class Game/ Activity/Snack	Student Chat/ Class Game/ Activity/Snack
10:40-11:10	History	Science	Sci(4th)/History (K-3,5)	Science
11:10-12:30	Lunch, IEPs, DDI	Lunch, IEPs, DDI	Lunch, IEPs, DDI	Lunch, IEPs, DDI
12:30-1:00	Targeted small group Math 1 (bb)	Targeted small group Math 1 (bb)	Targeted small group Math 1 (bb)	Targeted small group Math 1 (bb)

1:15-1:45	**Targeted small group Math 1 (bb)**	**Targeted small group Math 1 (bb)**	**Targeted small group Math 1 (bb)**	**Targeted small group Math 1 (bb)**
1:45-2:15	**Targeted small group Math 2 (basic)**	**Targeted small group Math 2 (basic)**	**Targeted small group Math 2 (basic)**	**Targeted small group Math Adv/Pro**
2:15-4:00	**Planning, IEPs, DDI**	**Planning, IEPs, DDI**	**Planning, IEPs, DDI**	**Planning, IEPs, DDI**

1:00-1:30	**Targeted small group Math 2 (basic)**	**Targeted small group Math 2 (basic)**	**Targeted small group Math 2 (basic)**	**Targeted small group Math Adv/Pro**
1:30-2:15	**Math OLS whole group/(CoT M/T) (optional for adv/pro)**	**Math OLS whole group/(CoT M/T) (optional for adv/pro)**	**Math OLS whole group/(CoT M/T) (optional for adv/pro)**	**Math OLS whole group/(CoT M/T) (optional for adv/pro)**
2:15-4:00	**Planning, IEPs, DDI**	**Planning, IEPs, DDI**	**Planning, IEPs, DDI**	**Planning, IEPs, DDI**

SPED Schedule

K - 1st grade	B-O-D Planning	1st Period	2nd Period	3rd Period	4th Period	Lunch	5th Period	6th Period	7th Period	E-O-D Planning
Teacher	8:00-8:45	8:45-9:30	9:30-10:15	10:15-11:00	11:00 - 11:45	11:45-12:30	12:30 - 1:15	1:30 - 2:15	2:15 - 3:00	3:00 - 4:00
Monday	Prep Work	RDG Resource - 1st (blue)	RDG Resource - K (purple)	Planning	Planning	Lunch	MTH Resource 1 (blue)	MTH Resource K (purple)	Behavior k-1	Wrap-up/Reflection
Tuesday	Prep Work	RDG Resource - 1st	RDG Resource - K	Planning	Planning	Lunch	MTH Resource 1	MTH Resource K	Writing k-1	Wrap-up/Reflection
Wednesday	Prep Work	RDG Resource - 1st	RDG Resource - K	Planning	Planning	Lunch	MTH Resource 1	MTH Resource K	Behavior k-1	Wrap-up/Reflection
Thursday	Prep Work	RDG Resource - 1st	RDG Resource - K	Planning	Planning	Lunch	MTH Resource 1	MTH Resource K	Writing k-1	Wrap-up/Reflection

2nd grade	B-O-D Planning	1st Period	2nd Period	3rd Period	4th Period	Lunch	5th Period	6th Period	7th Period	E-O-D Planning
Teacher	8:00-8:45	8:45-9:30	9:45-10:30	10:15-11:00	11:00 - 11:45	11:45-12:30	12:30 - 1:15	1:30 - 2:15	2:15 - 3:00	3:00 - 4:00
Monday	Prep Work	CoT Reading - purple	CoT reading - blue	Planning	Planning	Lunch	CoT MTH - purple	CoT MTH - blue	Behavior 2	Wrap-up/Reflection
Tuesday	Prep Work	CoT Reading - purple	CoT reading - blue	Planning	Planning	Lunch	CoT MTH - purple	CoT MTH - blue	Writing 2	Wrap-up/Reflection
Wednesday	Prep Work	RDG Resource blue	RDG Resource purple	Planning	Planning	Lunch	MTH Resource blue	MTH Resource purple	Progress monitor	Wrap-up/Reflection
Thursday	Prep Work	RDG Resource blue	RDG Resource purple	Planning	Planning	Lunch	MTH Resource blue	MTH Resource purple	Writing 2	Wrap-up/Reflection

3rd - 5th Grade	B-O-D Planning	1st Period	2nd Period	3rd Period	4th Period	Lunch	5th Period	6th Period	7th Period	E-O-D Planning
Reading and Writing groups	8:00-8:45	8:45-9:30	9:45 - 10:30	10:30-11:00	11:00 - 11:45	11:45-12:30	12:30 - 1:15	1:30 - 2:15	2:15 - 3:00	3:00-4:00
Monday	Prep Work	CoT Reading - Purple	CoT Reading - Blue	Planning	Planning	Lunch	RDG Resource - blue	RDG Resource - purple	Progress monitoring	Wrap-up/Reflection
Tuesday	Prep Work	CoT Reading - Purple	CoT Reading - Blue	Planning	Planning	Lunch	Writing - blue	Writing - purple	Progress monitoring	Wrap-up/Reflection
Wednesday	Prep Work	CoT Reading - Purple	CoT Reading - Blue	Planning	Planning	Lunch	RDG Resource - blue	RDG Resource - blue	Progress monitoring	Wrap-up/Reflection
Thursday	Prep Work	CoT Reading - Purple	CoT Reading - Blue	Planning	Planning	Lunch	Writing - blue	Writing - purple	Progress monitoring	Wrap-up/Reflection

3rd - 5th Grade	B-O-D Planning	1st Period	2nd Period	3rd Period	4th Period	Lunch	5th Period	6th Period	7th Period	E-O-D Planning
Math and behavior groups	8:00-8:45	8:45-9:30	9:45 - 10:30	10:30-11:00	11:00 - 11:45	11:45-12:30	12:30 - 1:15	1:30 - 2:15	2:15 - 3:00	3:00-4:00
Monday	Prep Work	Resource MTH - blue	Resource MTH - purple	Planning	Planning	Lunch	CoT Math purple	CoT Math blue	Progress monitoring	Wrap-up/Reflection
Tuesday	Prep Work	Behavior - blue	behavior - purple	Planning	Planning	Lunch	CoT Math purple	CoT Math blue	Progress monitoring	Wrap-up/Reflection
Wednesday	Prep Work	Resource MTH - blue	Resource MTH - purple	Planning	Planning	Lunch	CoT Math purple	CoT Math blue	Progress monitoring	Wrap-up/Reflection
Thursday	Prep Work	Behavior - blue	behavior - purple	Planning	Planning	Lunch	CoT Math purple	CoT Math blue	Progress monitoring	Wrap-up/Reflection

TIER 3 Intervention Schedule for Grades K-2

MAX number of students in a group should be 5

8:00-8:45 Planning/MTSS Meetings with Families
8:45-9:15 1st grade (Teacher B)
9:15-9:45 1st grade (Teacher A)
9:45-10:15 1st grade (Teacher A)
10:15-10:45 1st grade (Teacher B)
10:45-11:15 2nd grade (Teacher A)
11:15-11:45 DDI/PLC/Flex Session (used based on data needs)
11:45-12:30 LUNCH/Planning
12:30-1:00 2nd grade (Teacher B)
1:00-1:30 2nd grade (Teacher A)
1:30-2:00 2nd grade (Teacher B)
2:00-2:30 Flex Session (used based on data needs)
2:30-4:00 Planning, IEPs, MTSS Meetings with Families

Sample MS Schedule

	B-O-D Planning	1st Period	2nd Period	3rd Period	4th Period	Lunch	5th Period	6th Period	7th Period	8th Period	E-O-D Planning
	8:00-8:45	8:45-9:30	9:30-10:15	10:15-11:00	11:00 -11:45	11:45-12:30	12:30-1:15	1:15-2:00	2:00-2:45	2:45-3:30	3:30-4:00
Interventionists											
Math Coach	Prep work	Math	Math	**Planning**	**Planning**	Lunch	Math	Math	Math	**Planning**	Wrap-up/Reflection
ELA Coach	Prep work	ELA	ELA	ELA	**Planning**	Lunch	ELA	ELA	**Planning**	**Planning**	Wrap-up/Reflection
6th Grade											
Math (CoT 1)	Prep work	*CoT Math*	*CoT Math*	**Planning**	**Planning**	Lunch	6 Math	6 Math	6 Math	**Planning**	Wrap-up/Reflection
Math	Prep work	6 Math	6 Math	**Planning**	**Planning**	Lunch	6 Math	6 Math	6 Math	**Planning**	Wrap-up/Reflection
Math (CoT 2)	Prep work	6 Math	6 Math	**Planning**	**Planning**	Lunch	*CoT Math*	6 Math	6 Math	**Planning**	Wrap-up/Reflection
ELA (CoT 1)	Prep work	6 ELA	6 ELA	6 ELA	**Planning**	Lunch	*CoT ELA*	*CoT ELA*	**Planning**	**Planning**	Wrap-up/Reflection
ELA	Prep work	6 ELA	6 ELA	6 ELA	**Planning**	Lunch	6 ELA	6 ELA	**Planning**	**Planning**	Wrap-up/Reflection
ELA (CoT 2)	Prep work	*CoT ELA*	6 ELA	6 ELA	**Planning**	Lunch	6 ELA	6 ELA	**Planning**	**Planning**	Wrap-up/Reflection
Sci	Prep work	6 Sci	6 Sci	**Planning**	**Planning**	Lunch	6 Sci	6 Sci	6 Sci	**Planning**	Wrap-up/Reflection
Sci	Prep work	6 Sci	6 Sci	**Planning**	**Planning**	Lunch	6 Sci	6 Sci	6 Sci	**Planning**	Wrap-up/Reflection
Sci	Prep work	6 Sci	6 Sci	**Planning**	**Planning**	Lunch	6 Sci	6 Sci	6 Sci	**Planning**	Wrap-up/Reflection
SS	Prep work	6 SS	6 SS	6 SS	**Planning**	Lunch	6 SS	6 SS	**Planning**	**Planning**	Wrap-up/Reflection
SS	Prep work	6 SS	6 SS	6 SS	**Planning**	Lunch	6 SS	6 SS	**Planning**	**Planning**	Wrap-up/Reflection
SPED	Prep work	*CoT Math*	*CoT Math*	*MTH Resource*	**Planning**	Lunch	*CoT Math*	*MTH Resource*	**Planning**	**Planning**	Wrap-up/Reflection
SPED	Prep work	*CoT ELA*	*Rdg Resource*	**Planning**	**Planning**	Lunch	*CoT ELA*	*CoT ELA*	*RDG Resource*	**Planning**	Wrap-up/Reflection
CTE	Prep work	**Planning**	*CTE*	CTE	**Planning**	Lunch	*CTE*	**Planning**	*CTE*	*CTE*	Wrap-up/Reflection
CTE	Prep work	**Planning**	*CTE*	CTE	**Planning**	Lunch	*CTE*	**Planning**	*CTE*	*CTE*	Wrap-up/Reflection
7th Grade											
Math (CoT 1)	Prep work	*CoT Math*	*CoT Math*	**Planning**	**Planning**	Lunch	7 Math	7 Math	7 Math	**Planning**	Wrap-up/Reflection
Math	Prep work	7 Math	7 Math	**Planning**	**Planning**	Lunch	7 Math	7 Math	7 Math	**Planning**	Wrap-up/Reflection
Math (CoT 2)	Prep work	7 Math	7 Math	**Planning**	**Planning**	Lunch	*CoT Math*	7 Math	7 Math	**Planning**	Wrap-up/Reflection
ELA (CoT 1)	Prep work	*7 ELA*	7 ELA	7 ELA	**Planning**	Lunch	*CoT ELA*	*CoT ELA*	**Planning**	**Planning**	Wrap-up/Reflection
ELA	Prep work	*7 ELA*	7ELA	7 ELA	**Planning**	Lunch	7 ELA	7 ELA	**Planning**	**Planning**	Wrap-up/Reflection
ELA (CoT 2)	Prep work	*CoT ELA*	7 ELA	7 ELA	**Planning**	Lunch	7 ELA	7 ELA	**Planning**	**Planning**	Wrap-up/Reflection
Sci	Prep work	7th Sci	7 Sci	**Planning**	**Planning**	Lunch	7 Sci	7 Sci	7 Sci	**Planning**	Wrap-up/Reflection
Sci	Prep work	7th Sci	7 Sci	**Planning**	**Planning**	Lunch	7 Sci	7 Sci	7 Sci	**Planning**	Wrap-up/Reflection
SS	Prep work	7 SS	7 SS	7 SS	**Planning**	Lunch	7 SS	7 SS	**Planning**	**Planning**	Wrap-up/Reflection
SS	Prep work	7 SS	7 SS	7 SS	**Planning**	Lunch	7 SS	7 SS	**Planning**	**Planning**	Wrap-up/Reflection
SPED - (ELA)	Prep work	*CoT ELA*	**Planning**	*RDG Resource*	**Planning**	Lunch	*CoT ELA*	*CoT ELA*	*RDG Resource*	**Planning**	Wrap-up/Reflection
SPED- (Math)	Prep work	*CoT Math*	*CoT Math*	*MTH Resource*	**Planning**	Lunch	*CoT Math*	**Planning**	*MTH Resource*	**Planning**	Wrap-up/Reflection
CTE	Prep work	**Planning**	*CTE*	CTE	**Planning**	Lunch	*CTE*	**Planning**	*CTE*	**CTE**	Wrap-up/Reflection
CTE	Prep work	**Planning**	*CTE*	CTE	**Planning**	Lunch	*CTE*	**Planning**	*CTE*	**CTE**	Wrap-up/Reflection
8th Grade											
Math (CoT 1)	Prep work	*CoT Math*	*CoT Math*	**Planning**	**Planning**	Lunch	8 Math	8 Math	8 Math	**Planning**	Wrap-up/Reflection
Math	Prep work	Algebra 1	8 Math	**Planning**	**Planning**	Lunch	8 Math	8 Math	8 Math	**Planning**	Wrap-up/Reflection
Math (CoT 2)	Prep work	*8 Math*	*8 Math*	**Planning**	**Planning**	Lunch	*CoT Math*	Geometry (T/TH)	8 Math	**Planning**	Wrap-up/Reflection
ELA - (CoT 1)	Prep work	8 ELA	8 ELA	8 ELA	**Planning**	Lunch	*CoT ELA*	*CoT ELA*	**Planning**	**Planning**	Wrap-up/Reflection
ELA	Prep work	*8 ELA*	8 ELA	8 ELA	**Planning**	Lunch	English 1	8 ELA	**Planning**	**Planning**	Wrap-up/Reflection
ELA (CoT 2)	Prep work	*CoT ELA*	8 ELA	8 ELA	**Planning**	Lunch	8 ELA	8 ELA	**Planning**	**Planning**	Wrap-up/Reflection
Sci	Prep work	8 Sci	8 Sci	**Planning**	**Planning**	Lunch	8 Sci	8 Sci	8 Sci	**Planning**	Wrap-up/Reflection
Sci	Prep work	8 Sci	8 Sci	**Planning**	**Planning**	Lunch	8 Sci	8 Sci	8 Sci	**Planning**	Wrap-up/Reflection
SS	Prep work	8 SS	8 SS	8 SS	**Planning**	Lunch	8 SS	8 SS	**Planning**	**Planning**	Wrap-up/Reflection

	B-O-D Planning	1st Period	2nd Period	3rd Period	4th Period	Lunch	5th Period	6th Period	7th Period	8th Period	E-O-D Planning
	8:00-8:45	8:45-9:30	9:30-10:15	10:15-11:00	11:00 -11:45	11:45-12:30	12:30-1:15	1:15-2:00	2:00-2:45	2:45-3:30	3:30-4:00
SS	Prep work	8 SS	8 SS	8 SS	**Planning**	Lunch	8 SS	8 SS	**Planning**	**Planning**	Wrap-up/Reflection
SPED - (ELA)	Prep work	*CoT ELA*	**Planning**	*RDG Resource*	**Planning**	Lunch	*CoT ELA*	*CoT ELA*	*RDG Resource*	**Planning**	Wrap-up/Reflection
SPED - (Math)	Prep work	*CoT Math*	*CoT Math*	*MTH Resource*	**Planning**	Lunch	*CoT Math*	**Planning**	*MTH Resource*	**Planning**	Wrap-up/Reflection
CTE	Prep work	**Planning**	*CTE*	CTE	**Planning**	Lunch	*CTE*	**Planning**	*CTE*	**CTE**	Wrap-up/Reflection
CTE	Prep work	**Planning**	*CTE*	CTE	**Planning**	Lunch	*CTE*	**Planning**	*CTE*	**CTE**	Wrap-up/Reflection

Sample HS Schedule

8:00-8:45 SPED Support Classes
8:45-10:14 Block 1
10:15-11:44 Block 2
11:45-12:30 Lunch
12:30-1:59 Block 3
2:00-3:29 Block 4

Schedule Details
The Bell Schedule/Live Instruction will be held Monday-Thursday.
Because of scheduling limitations in the Class Connect tool, we are unable to show the 5 minute transitions that are included in the schedule. You will have the option to close class 5 minutes early to provide the transitions needed between classes. It will be the teacher's call on when and if they would like to use that transition time.
Each Friday of the month will be set aside to allow time for outings, professional development, department collaboration, data review, and teacher planning.
Students will be required to login Monday-Friday and should have assigned work for the entire school week.

Appendix T. Letter of Support

WEST VIRGINIA MANUFACTURERS ASSOCIATION

2001 Quarrier Street
Charleston, WV 25311
304-342-2123
www.wvma.com

August 12, 2021

West Virginia Professional Charter School Commission,

Please consider this letter of support which describes the proposed partnership between the West Virginia Manufacturers Association (WVMA) and the West Virginia Virtual Academy (WVVA). The mission of the WVMA is to support the health and well-being of manufacturing in West Virginia. At its core, the success of our industry begins with quality K-12 education.

We are excited to work with WVVA students to introduce students to the many careers in the manufacturing industry. Manufacturing is a robust field that not only integrates career in construction related fields, but also in information technology, customer service, and business operations and management. Our Association's vast geographic reach can ensure that students throughout the state have easy access to one of our many manufacturing members. We also look forward to working with the educators at WVVA so we may find new ways to integrate the exploration of manufacturing careers into the curriculum.

The WVMA is committed to supporting WVVA in the following ways:

- Consult on the development of curriculum modules and scope and sequence related to careers in the Manufacturing Industry.
- Provide professional development support to teachers on the integration of Manufacturing Related Careers into the curriculum.
- Assist in the development of technology driven, project-based learning opportunities for students in partnership with Explore the New Manufacturing.
- Provide introductions to companies that will access to both teachers and students to site visits, job shadowing, internships, and teacher externships at our facilities throughout the state.
- Facilitate Manufacturing industry experts recommending guest speaking, lectures, and project-based learning evaluations for teachers and students.

We are excited about the opportunity to collaborate WVVA in a way that supports the pursuit of a common interest and mission. We look forward to working with students whose exposure to Manufacturing careers will give them academic, creative, and operational advantages in support of them realizing their potential.

Thank you for your consideration of this planning effort.

Respectfully,

Rebecca McPhail, President
WV Manufacturers Association