STUDENT RECRUITMENT, ENROLLMENT, AND RETENTION

Primary Recruitment Area

West Virginia law mandates that each public charter school identify a Primary Recruitment Area (PRA).[1] Our PRA is a reflection of our purpose as a non-profit charitable organization to improve education in West Virginia by establishing a charter school and sharing our successes with willing parties within the public education system. A substantial aspect of our mission as an organization is to provide educational opportunities that are not currently available in our community to address unmet educational needs of traditionally underperforming and historically underserved groups.[2] While our school is open and welcoming to all interested students in our community without regard to individual circumstance, ability, or membership in a protected class, we recognize that certain demographics of students have been historically underserved within the existing public school system including, in particular, minority students, english language learners, and students from low income families.

Our PRA is a strategically important geographic region where we plan to focus special recruitment efforts on an annual basis.[3] Enrollment preferences will be given[4] and we will also offer transportation to all students residing in our PRA. In order to place systematic recruitment emphasis among historically underserved student populations and remove economic barriers for such students,[5] we identified the geographic region for our PRA from the schools where the largest populations of historically underserved students in the Morgantown MSA reside.[6] In Monongalia County, our PRA encapsulates the entire boundary of the elementary school with the largest population and proportion of minorities and english language learners (North Elementary School), a substantial portion of the school with the highest population of students from low income families (Skyview Elementary), as well as substantial portions of the two schools with the highest rate of overcrowding based on square footage per student (North Elementary and Cheat Lake Elementary). Further, our PRA encompasses part of the boundary

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[1] See W. Va. Code §18-5G-11(a)(4) and (5).

[2] These goals of our organization align precisely with the recommendations stated under W. Va. Code Sec. 18-5G-8(b)(5) and Rule 3300, 5.4.c.3.A that part of the mission of any charter school should be to serve underperforming students and historically underserved groups. See also WVDE Rule 3300 § 9.2.d.2. We also emphasize these critical priorities in our Mission and Vision statements.

[3] WVDE Policy 3300 § 9.2.c.2. Additionally, we will focus recruitment of special needs and historically underserved students on efforts likely to identify special needs and historically underserved student populations in our PRA, consistent with our obligations as an LEA (specific discussions of these efforts are described in other sections of this application).

[4] WVDE Policy 3300 § 9.2.b.4 and 9.2.b.5.B.

[5] See WVDE Policy 3300 § 9.2.a.3.C.

[6] We make these factual determinations based on student data from the Fall 2019 period in order to avoid our analysis being impacted by temporary fluctuations in enrollments arising from COVID.

of the Bruceton School in Preston County, which provides additional diversity within the student base by adding students from a rural location and addresses a significant need for students in that area, particularly as our school expands into the high school years. Other school boundaries are incorporated (Suncrest Elementary and Eastwood Elementary) in order to capture areas of significant growth and to designate a contiguous PRA boundary.

In an effort to reach rural student populations and resolve an important unmet need relating to high school student transportation, our PRA also extends east into Preston County and the boundary for the Bruceton School. Preston county is within the Morgantown MSA and parents in Preston county expressed a strong interest in a charter school option. We analyzed the Bruceton School and West Preston as these two schools were both less than 20 miles from the center of Morgantown and so, based on proximity, students from these two schools would be the most likely to be interested in enrolling in a charter school in or around Morgantown.

While West Preston is technically geographically closer, the travel time is shorter to the Bruceton School based on available routes because it is located along the I-68 corridor. Additionally, the Bruceton School has a significant unmet need with respect to student transportation because its students north of the I-68 reside much further from Preston High school than students in West Preston. For example, high school students from the Bruceton area may board a bus as early as 6:05am and then spend over an hour and a half on the bus before arriving at Preston High at 7:40am.[7] An abbreviated process is followed for the evening route home, but high school students still face a 10 hour day of school and travel and these travel times greatly exceed the recommendations for student transportation times under West Virginia regulations.

The drive to Morgantown from most places in Bruceton Mills is approximately 40 minutes and transportation can be provided to that area, including with multiple stops, in significantly less time than it takes to get those same students to Preston High School. The drive from Bruceton Mills to our proposed campus is 35 minutes. We understand that many students in the Bruceton School boundaries already seek variances to attend high schools in Morgantown, but in the absence of transportation many of the historically underserved students are precluded from this option. Additionally, the Bruceton School boundary is contiguous with the boundaries for the PRA schools in Monongalia County, which provides for a seamless and understandable PRA across both counties. Lastly, the Bruceton School has a larger population of students that qualify for free and reduced lunches than the average for Monongalia County and so including the Bruceton school in our PRA increases our ability to serve historically underrepresented students.[8]

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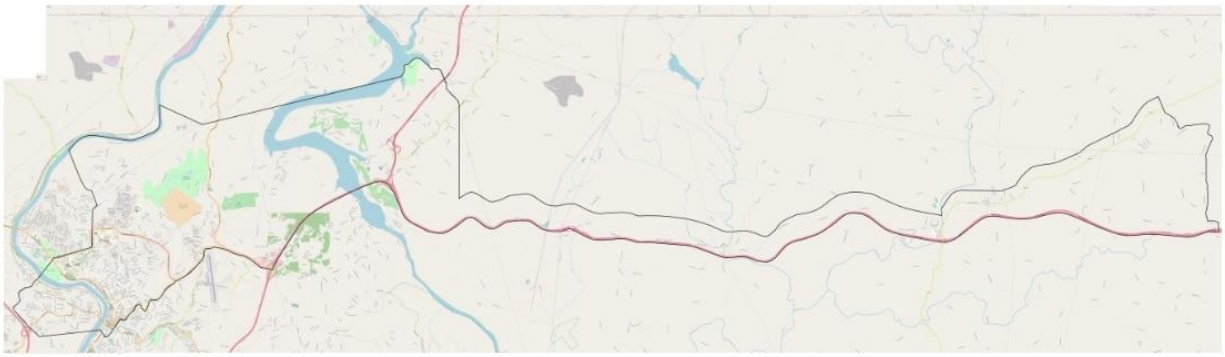
[7] Compare Preston County Bus Schedule, Bus routes #55 and #34, available at BRUCETON BUS SCHEDULES BUS SCHEDULE YEAR: 2019-2020 BUS OPERATOR: JASON CRAMER BUS #34 Stop # Name of Road Stop Name Number (last visited 8/15/2021). Consistent with our other analysis, we utilize detail from the 2019-2020 school year.

[8] See Bruceton School Statistics: Bruceton School Free and Reduced Lunch Assistance (elementaryschools.org). Available at Bruceton School in Bruceton Mills, WV (last visited 8/16/2021).

For the reasons stated above, our PRA encompasses the entire boundary of North Elementary, as well as substantial portions of the boundaries for Skyview Elementary, Cheat River Elementary, and the Bruceton School. Then, in order to encapsulate a contiguous area, the PRA also captures the area between these schools following major roads and natural boundaries for clarity and ease of understanding among parents. Drawing the PRA in this manner brings in a small portion of Suncrest Elementary and a substantial portion of Eastwood Elementary, both of which are high growth areas.

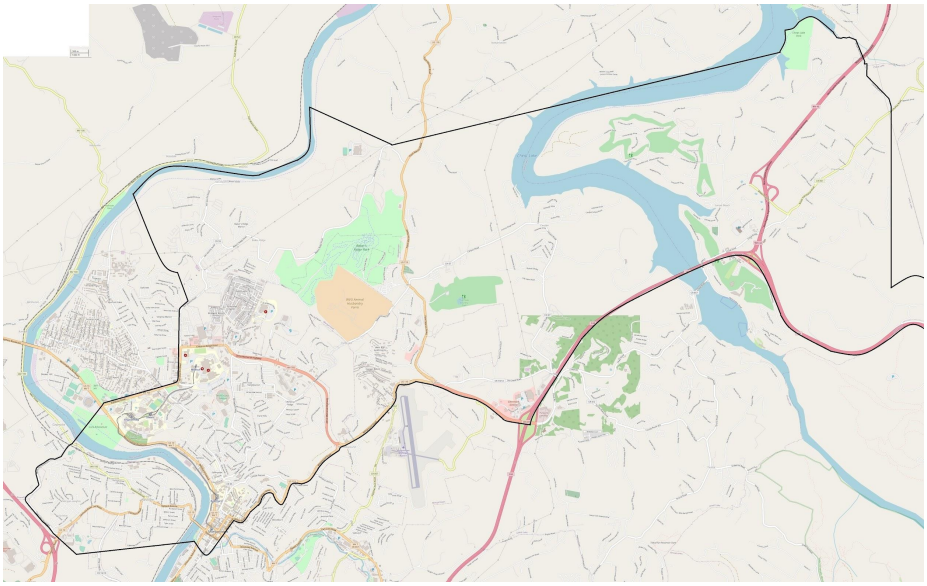
The expansive nature of our proposed PRA also diminishes the projected disruption on existing schools by encompassing areas with large populations of historically underserved students from many different geographic locations and primarily from areas of growth and documented overcrowding. This approach diminishes the economic impact on any one school or a single school district. While the area is expansive, most of the PRA is in close proximity to the I-68 corridor and this localization ameliorates some of the travel time concerns that might otherwise preclude such a broad PRA. A map of the total PRA boundary is outlined in the figure below followed by a short description of the boundary lines:



Short PRA Boundary Description: The NW corner of the PRA is located where West Run meets the Monongahela River and then the Western border proceeds South from there connecting to Van Voorhis, Patteson Drive, and Dent Run Boulevard. The Southern Border covers the southern edge of incorporated Westover and then downtown Morgantown and proceeds along Mileground Road and Cheat Road to the I-68 and then along the I-68 to the Hazelton Rd Exit in Preston County. The Eastern Boarder runs primarily along Hanlin Rd. in Preston County to the NE corner ¼ mile north of the intersection with North Preston Highway and Wayne Brown Rd. From there, the Northern border runs East along a line that is ¼ mile north of, and parallel to, the North Preston Highway and then along a line that is ½ mile north of, and parallel to, the I-68 to the Cheat Lake area. The line then proceeds north to Cheat Lake Park and then East again along the lake in a line and then east passing the northern border of

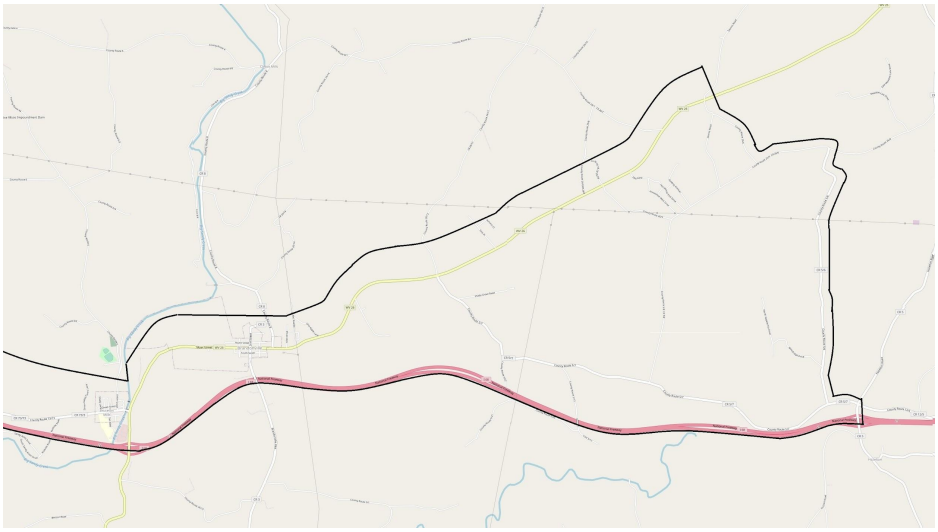
the University High property. Lastly, the line continues along the Monongahela river to the starting point at West Run. This boundary is more particularly described in the footnote below.[9]

The following boundary illustrates our PRA for all of Monongalia County (excluding the ½ mile wide strip just north of I-68 between the Bruceton Mills area and the Cheat Lake area):



The following boundary illustrates our PRA in Preston County (excluding the ½ mile wide strip just north of I-68 between the Bruceton Mills area and the Cheat Lake area):

[9] **PRA Boundary Description:** The PRA boundary line begins at the intersection of Patteson Dr. and Monongahela Blvd. (US 19 WV 7) and then proceeds in a straight line to the south and west across the Monongahela River to the intersection of Dent Run Boulevard and Main Street in Granville. The line continues along Dent Run (to the SW and then SE) to the intersection of Fairmont Road (US 19) and Dent Run Boulevard in Westover, WV and continuing SE along the southern boundary of Westover City Park and there crossing Dupont Road. From there the line proceeds almost directly East to the mouth of Deckers Creek (crossing River Road and the Monongahela River). The boundary follows Deckers Creek (going SE) past High Street and follows the bend in the creek to Spruce Street and then continues NE along Spruce Street to the intersection with Willey St. From there the line proceeds briefly in a SE direction along Willey St. and then continues in a NE direction along North Willey Street (US 119) and continuing on to Mileground Road and then to Cheat Road where the line intersects with I-68. The boundary continues E on I-68 for approximately 21 miles to the Hazelton exit in Preston County and then proceeds N very briefly along Glen Farms Rd, E very briefly along Moyers Rd. and then N along Hanlin Rd., then E along Moyers Road, then N along Wayne Brown Rd and then N across the North Preston Highway to a point that is ¼ mile north of North Preston Highway. The boundary then proceeds West and South along a point ¼ a mile to the north of the North Preston Highway until the incorporated area of Bruceton Mills, WV at which point the boundary continues along a point ½ mile north of the I-68 west to Cheat Lake, WV to the point ½ mile north of I-68 and directly south of the intersection with Fairchance Road and Morgan Run Road. From there the boundary then runs precisely N to said intersection and then continues along Morgan Run Road to the Cheat Lake Park and then continues in a W/SW line toward the northernmost border of the University HIgh property. The line then continues E to the Monongahela River. From there, the boundary follows the Monongahela River SW winding until connecting with West Run. Then proceeding SW up West Run to the East ending of Ackerman Rd and from there continuing SE along the West Boundary of the Windwood Village Townhomes and connecting to Van Voorhis Rd. From there the line proceeds east and then south along Van Voorhis Rd. continuing onto the 705 and then Patterson Drive returning to the starting point at Patteson Dr. and Monongahela Blvd. (US 19 WV 7).



Lastly, consistent with West Virginia law, our PRA may be adjusted from time to time in the advancement of our educational mission.[10] Consistent with Policy 3300, any such changes would be made as of January 1 of the year preceding the academic year and enrollment process in which such changes are effective.[11] The PRA will almost certainly be expanded to include any area immediately around the school. For example, if the current proposed property for the school comes to fruition, the PRA may be expanded to incorporate more of the nearby neighborhoods including the area north of morgans run road. Areas of low interest could be removed from the PRA, although we plan to not make any reductions to our PRA in the first year. The majority of the potential alternative sites for the school identified by our organization are inside the current PRA.

Outreach Strategies

West Virginia Academy will provide publicity to families in its PRA using easy-to-understand information about our school, our educational mission, our educational program, and our focus on students from historically underserved populations. Our publicity and other recruitment activities will describe, in plain language, the processes and timelines for student enrollment applications and we will seek to attract as broad a base of applicants within our PRA as reasonable under the circumstances.

West Virginia Academy already began its outreach strategy in earnest when the organization was originally formed at the end of 2019 by establishing its website (www.westvirginiaacademy.org) that provides information to parents and others with a potential interest in the school as well as in charter schools in West Virginia more generally. This website has been enhanced using Search Engine Optimization techniques designed to attract relevant search traffic including by parents, educators, and students with an interest in a charter school

[10] W. Va. Code § 18-5G-11(a)(4).
[11] WVDE Policy 3300 § 9.2.a.3.A.

in West Virginia generally and in Monongalia County specifically. Importantly, our website is the second result from the top on page 1 for "West Virginia Charter Schools" and the top result for "West Virginia Academy" and "Morgantown Charter School."[12] The first of these search results beats out many websites and articles by large organizations and media specifically addressing the West Virginia Charter School law, including by teacher's associations (WVEA and AFT-WV), national charter school organizations, as well as local and even national news media outlets (Associated Press, USNews, WV MetroNews, Dominion Post, and the WV Gazette-Mail, for example). We continue to update our website so that the information is accurate and addresses questions that parents commonly have with respect to charter schools and our organization in particular. Additionally, we continue to add content to our site and post articles and information on our blog with consistent viewership.[13]

Our organization has also established a social media presence including a Facebook page and LinkedIn profile that enhances our visibility online and through these resources to reinforce our message to families. We have conducted advertising and awareness campaigns through social media outlets that can efficiently reach social media platform users within the Greater Morgantown Area that are likely to have school age children. Our initial survey on demand was conducted using a similar methodology with ad placements. These efforts are ongoing and will constitute a part of our direct outreach efforts and advertising.

We have adopted an integrated media strategy that leverages our online presence and our unique position as West Virginia's first charter school applicant. Our President commonly makes himself available for media interviews and is responsive to media requests. For example, our organization was recently featured in a local news story by WCHS (ABC 8) as well as in local and national print media (Associated Presss/US News, The Charleston Gazette-Mail, the Dominion Post, and WV News)[14] Our President was also recently interviewed on the WAJR "talk of the town" radio program and has conducted multiple interviews on that network. We also release social media posts that promote our school and provide parents with information on important topics related to charter schools and public education. Our social media and blog posts are commonly quoted in news articles on the topic of our school and West Virginia charter schools more generally.

The visibility of our school and programs both online and in the media was achieved through genuine and deliberate efforts to raise awareness about our organization in support of our academic and charitable missions. Importantly, our site visibility ensures that any parent interested in a charter school in the Greater Morgantown Area can easily find our school

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[12] Search results can vary based on each user's other online activity and interests and so these search results were gathered on August 15, 2021 in private mode. We note that placement in search engine results will typically fluctuate gradually over time, but can change quickly around significant news events.

[13] The extent of views on our blog posts vary based on the timing and topic with the least popular posts typically getting 30-50 views and more popular topics getting several hundred views.

[14] Links to these recent stories can be found in a blog post at "West Virginia Academy in the News" (West Virginia Academy), available at https://www.westvirginiaacademy.org/post/west-virginia-academy-in-the-news-1 (last visited 8/15/2021).

through a basic online search. Our website provides ready access to information for families that want to know more after hearing about our organization via word of mouth, one of the many news media stories covering our school, or through our advertising.

Lastly, the effectiveness of our web presence, social media, and media strategies will provide synergies with traditional local advertising that we plan to conduct. We anticipate that such traditional outreach efforts will include some combination of the following (it being noted that some of the following efforts require significant spending on advertising and so these strategies will be deployed from time to time using cost-benefit analysis and as funding permits):

1. Advertise in sports programs and theater playbills, which, by way of example, may include:
    a. Black Bears Baseball team
    b. Morgantown Theater Company
    c. MT Pockets Theater
    d. West Virginia Public Theater
    e. West Virginia University Basketball
    f. West Virginia University Football
    g. West Virginia University Soccer
2. Distribution of flyers and pamphlets through booth rentals at local events, which may include:
    a. Westover Farmers Market
    b. Star City Shack Quack Family Festival
    c. Granville Halloween Festival
    d. Maple Days
    e. Spring, Summer, and Fall Arts Walk
    f. West Virginia's Birthday Celebration
    g. Annual New Deal Festival in Arthurdale
    h. Med Express Kids Day
    i. Preston County Music and Art Festival
    j. Wild and Wonderful Country Fest
    k. Mon County Fair
    l. Mountaineer Week
    m. WVU Coliseum Trunk or Treat
    n. Suncrest Towne Center's Halloween Trick or Treat
3. Place posters and ads in family-friendly venues, such as:
    a. Barnes and Noble story time
    b. The Shack
    c. Star City Library
    d. LaunchPad Trampoline Park
    e. Spark! Imagination and Science Center
    f. CTA Highflyers
    g. Morgantown Public Library
    h. West Virginia University Child Learning Center

    i. Playworks Child Development Center
    j. Moments of Joy Learning Center
    k. Kinder Haus Child Care
    l. Storybook Daycare
    m. WVU Nursery School
    n. Suncrest Early Learning Center
4. Place ads and feature articles in various news media outlets, these may include:
    a. Dominion Post
    b. Times- West Virginia
    c. WMMN AM 920
    d. Preston County News and Journal
    e. WV LIving
    f. Morgantown Magazine
    g. Morgantown Community Newcomers Club
    h. WVU Magazine
    i. WBOY
    j. The State Journal
5. Official announcements on the Monongalia County Board of Education website explaining that a charter school will be opening in the Fall of 2022 and directing parents to our website for additional information including the process for applications and enrollment.
6. Direct marketing efforts to historically under-represented groups including ELLs and immigrant families as well as presentations with foster organizations and homeless shelters.

The efforts described above provide a balanced approach to outreach and raise awareness among Monongalia County parents and families. To the extent that progress with respect to COVID-19 permits more personalized contact and outreach efforts, we may mobilize supporters to pursue direct marketing efforts. Marketing efforts will be focused within the PRA and we will likely also dedicate specific outreach efforts focused on attracting historically underserved groups.

Importantly, the charter law requires that "county boards shall provide or publicize to parents and the general public information about charter schools with primary recruitment areas wholly or partially contained in the county as an enrollment option to the same extent and through the same means that the county provides and publicizes information about non-charter public schools in the county."[15] The Monongalia and Preston County boards of education have dedicated web pages for each public school and these counties also utilize various means to publicize information about noncharter public schools. West Virginia Academy will be diligent in seeking that both county boards comply with their responsibilities to provide information about West Virginia Academy. These publicity efforts should include, but are not limited to: (i)

[15] See W. Va. Code §18-5G-11(a)(2).

publishing a prominently-placed announcement on each districts' homepage indicating that our charter school is opening, providing information about the offerings of the school, the PRA, the timelines for applications and enrollments, and providing a prominently displayed link directing interested families to our organization's website for additional information; (ii) establishing and maintaining a dedicated page displaying the charter school as one of the public schools from each district in a manner that is no less prominent or accessible than the display of the districts' current non-charter public schools so the school is listed as part of each county's offerings, (iii) administering an automated phone call message and text announcement to all parents in the county using the county schools notification systems twice a year (once when pre-registration has opened and once when the application process has opened for the charter school) that provides information about how students can pre-register and apply if they so choose that includes the relevant deadline, and (iv) utilizing any other means of providing information to the families and the public about the charter school that is consistently used by the boards of education to provide information for their respective non-charter public schools.

The authorizer also will publicize the charter school by including information about West Virginia Academy on its website and also working with the West Virginia Board of Education to ensure that information about West Virginia Academy is included on the WVDE site, as appropriate.

Application Procedures and Timelines

West Virginia Academy will ensure a fair and transparent application and enrollment process. This process is essentially the same every year, except that the first year timeline is slightly different as dictated by regulation. The process has three steps: pre-registration, application, and enrollment.

Our application and enrollment timelines will closely follow the statutory and regulatory requirements, but we also utilize a pre-registration process for informational purposes only to help our organization establish capacity based on community demand prior to the official application procedure. Pre-registrants receive notice in the mail when applications open along with a hard copy application, but do not receive preferences for enrollment based on pre-registration status.

In the first year pre-registration is open from early August to the end of December, but in all subsequent years, pre-registration will be open from the beginning of August to the last day of November. The re-Enrollment period that will open for the first time in the schools first year of operations will run from November 1st to December 31st each year. These processes are conducted in this manner to provide the Governing Board with as much information as possible about demand prior to setting the capacity for the following year.

In the first year, the Intent to Enroll (formal application for new applicants) will be available starting January 14, 2022 and the application period will remain open for sixty (60) days until the application deadline of March 15, 2022. Applications will be accepted after March 15, 2022 as

applications filed after the deadline. In subsequent years, new enrollment applications will be available for sixty (60) days from the first week of December until January 31st. Applications will be accepted after January 31st as applications filed after the deadline. New applicants with applications filed after the deadline shall be wait-listed in the order such applications are received if capacity has been reached or offered enrollment based on available capacity as set forth in Policy 3300.

The Governing Board shall set the overall capacity for West Virginia Academy and the capacity for each grade level by January 1st of each year as required by regulation using re-Enrollment and pre-registration numbers, new application projections, and class size targets as a guide.[16] Class Size target ranges at West Virginia Academy will be:

- K: 15-20 students per class
- 1-5: 20-25 students per class
- 6-12: 25-30 students per class

In the event that the number of total applications and Re-Enrolling students as of the application deadline is substantially above or below the capacity amount established for any one grade level (substantial is defined as 20 or more applicants per grade), then prior to the date for a lottery the Governing Board may make a one-time adjustment to its capacity for individual grade levels so that available capacity more accurately reflects actual demand. If total applications and Re-Enrolling students substantially exceeds the capacity for any grade level, then capacity may be adjusted upward so long as the Governing Board determines that such increase can be accommodated based on its facility and projected ability to hire qualified faculty. If total applications and Re-Enrolling students is substantially below the capacity for any grade level, the Governing Board may reduce the capacity in such grade level, but decreases shall never be below the total number of applicants and Re-enrolling students to the extent that a lottery is triggered for that grade level.

In the event that all new applicants cannot be enrolled because new applications and re-Enrollments exceed available capacity for any one grade level, then a lottery process will be conducted to determine which applicants will be enrolled.

Fair Lottery Process and Preferences

Enrolled students returning for another year of school are offered enrollment and shall be enrolled for the following year upon completing an Intent to Enroll and Acceptance of Policy (See Re-Enrollment below).

[16] See W. Va. Code §18-5G-11(a)(5) and Policy 3300, Sec. 9.3.a.1.

West Virginia Academy shall ensure that adequate capacity is provided in subsequent grades for all currently enrolled students unless any subsequent grade is not offered. For example, if 90 students are enrolled in for sixth grade during the school year, West Virginia Academy will offer seventh grade in the following year, and 85 of the current sixth grade students complete an Intent to Enroll and Acceptance of Policy for the following year, West Virginia Academy shall set its capacity for not less than 85 students for the seventh grade level the following school year.

After all returning students are enrolled, then new applicants will be added to the Preliminary Enrollment Pool and considered for enrollment following the processes set out in Policy 3300. In the event that the combination of re-Enrolled and new applicants at any one grade level exceeds available capacity (including any adjustment thereto), then a lottery shall be conducted with respect to all such grades where demand exceeds capacity. The lottery will be conducted in a public setting and in the manner required under Policy 3300, subject to the following additional provisions:

(i) If the combination of all students in the Preliminary Enrollment Pool combined with re-Enrolled students, as stratified by grade, do not exceed the total capacity in that grade, then all applicant students in that grade shall be placed on the Final Enrollment List and that grade level shall not participate further in the lottery process (entire grade levels that are so-enrolled shall be announced prior to and at the beginning of the lottery).

(ii) The lottery selection process shall be conducted by grade starting with the grade with the fewest number of combined applicants and re-Enrollments that exceed capacity until all students in such grade level are placed on the Final Enrollment Pool or the Wait List for that grade (as applicable) and then proceeding in order to the grade level with the highest number of combined applicants and re-Enrollments that exceed capacity until all new applicants have been either placed on the Final Enrollment Pool or the Wait List.

(iii) Preferences shall be determined and applied immediately prior to completing each selection in the lottery process and such preferences shall be updated during the lottery process (for example, when the first member of a household is selected and added to the Final Enrollment Pool then all other members of that household shall be given the household preference from that point forward in the process).

Lottery List Organization

Prior to the lottery, all applicant students in the Preliminary Enrollment Pool will be entered into a Lottery Excel Spreadsheet in alphabetical order (sorted by last name, then first name, then middle initial). The Lottery Excel Spreadsheet will include each applicant student's name (last, first, MI), Grade Level, a Household Identifying Number that is the same for all applicants of the same household, and an "Initial Preference Number" from 1 to 4 as well as an "Updated Preference Number" with that same number (the updated preference number may be changed during the lottery process). Unpopulated columns for "Random Order Number," and "Applicant Grade Rank," will also be included.

Preferences in the lottery process are assigned based on the following order of priority:

1. Members of the same household of either any currently enrolled student or any student placed in the Final Enrollment Pool;[17]
2. Children of Governing Board members and full-time employees of our charter school (not to exceed 5% of total enrollments in one year);
3. Applicants who were wait-listed in the prior year's enrollment cycle that were never offered enrollment during the prior academic year;
4. Applicants who reside in the Primary Recruitment Area;

The above preferences are consistent with and largely mirror the recommendations for preferences under West Virginia law.[18] The preference for members of the same household has priority over all other preferences and is immediately applied to all other members of the same household upon the assignment of any member of that same household to the Final Enrollment List, so this particular preference can change at any time during the lottery process. Additionally, the preference for children of governing board members and full-time employees cannot exceed 5% of total enrollment, and so once preferences in the amount of 5% of total enrollment has been assigned, no more new applicants can be selected under this preference. All other preferences are set in place before the lottery process begins and do not change.[19]

Lottery Day Process

All new applicants who applied prior to the deadline in grade levels for which the lottery must be held shall be included in the lottery process. New applicants will be assigned a random number between 1 and the number equal to the total number of new applicants in the lottery, with no number assigned to more than one new applicant (this number is the "Rank" for each applicant for purposes of the lottery process). Applicants are then stratified by grade, preference level, and Rank and the selection process begins selecting students one by one following the manner described herein and in Policy 3300.[20] After every selection that impacts a preference, adjustments to the preference stratification shall be made. When an applicant is selected then that applicant will be added to the Final Enrollment Pool, offered enrollment, and included along with all re-Enrolled students in West Virginia Academy's enrollment thereafter.

All new applicants participating in the lottery process who are not placed on the Final Enrollment Pool through the lottery shall be assigned to the Waitlist by grade based on their Updated Preference Number and then Rank as of the end of the lottery selection process (preference order shall not be updated further based on any assignments to the Waitlist). Applicants who applied after the application deadline but before the lottery date shall then be added to the wait

[17] We note that WVDE Policy 3300 § 9.2.b.6.A describes this preference as a "sibling" preference, but we use the term "member of the same household" rather than sibling to encompass all instances where children share a household (i.e. siblings, half siblings, step siblings, siblings through adoption, or foster children) as we deem the interests of the children and parents in each of these different households to be substantially similar.
[18] See W. Va. Code §18-5G-11.
[19] For example, if a third grade applicant and a first grade applicant are members of the same household and the third grade applicant is selected during the lottery process, then the first grade applicant is immediately placed in the top preference group for the first grade selections because the first grade student is a member of the same household of an accepted student.
[20] See WVDE Policy 3300 §§ 9.3.b.8.B.3 and 9.3.b.8.B.4.

list in the order such applications were received. Applicants who applied after the application deadline but before the lottery for grade levels with available capacity shall be added to the Final Enrollment Pool in the order that such applications were received one by one until capacity for such grade level is met and then such applicants shall be added to the Waitlist. The lottery process shall then conclude.

All new applicants placed in the Final Enrollment Pool are announced and notified (offered enrollment) via email and automatically enrolled. Any students so enrolled may opt-out at any time by submitting notice to the school and enrolling in another school or homeschool..

After the application deadline has passed, applications will remain open until the last day of October, the day before the re-Enrollment process for the following year begins. An applicant may submit an application after the deadline for the current year as well as pre-register for the following year.

Enrollment Process

School Entrance Requirements

All students entering kindergarten must have reached their fifth (5th) birthday in the year of entrance on or before September 1. Students entering first grade must have reached their sixth (6th) birthday in the year of entrance on or before September 1. Birth certificates, immunization records and proof of West Virginia residency must be present at the time of registration. Students transferring from other schools and from out of state who have completed kindergarten but do not meet the above birthday deadline may be admitted into first grade at the discretion of the School Director.

New Enrollment

Completion of an Intent to Enroll and Acceptance of Policy by a student that is not currently enrolled during the application period will constitute an application for enrollment. Applications will be accepted online and through mail to the school office on an ongoing basis and must be received by the deadline posted (March 15th 2022 for the first year of enrollment, January 31st each year thereafter). New applications will be placed in the Preliminary Enrollment Pool and will follow the process outlined for enrollments (see Enrollment Lottery Process and Preferences).

Vacancies:

If a vacancy occurs in any class during the school year, the spot may be filled by offering placement to the first student on the Wait-List for the grade in which the vacancy has occurred. This new student will then be contacted as soon as the seat becomes available but will not be allowed to begin school until the following Monday morning. An email will be sent out to the faculty each weekend with a list of any new students. Parents will be asked to arrive 30 minutes

before the start of school with their new student(s) on the Monday morning following their notification. Parents will submit required paperwork and forms at that time. The student must be withdrawn from the previous school at the time of enrollment. New students will take pre-assessment tests before they receive their schedule. If the new student is unable to begin on the first Monday following their notification, they will be given the option to start the subsequent Monday. If the student is still unable to begin, the seat will be passed to the next student on the Waitlist. If a student on the Waitlist does not get a chance to enroll in the school the students on the Wait-List will receive a preference in the following year enrollment cycle. (see Enrollment Lottery Process and Preferences)

Re-Enrollment

Completion of an Intent to Enroll and Acceptance of Policy with respect to a currently enrolled student during the application period will formally enroll the student for the following year. Each year West Virginia Academy families will receive an Intent to Re-enroll Packet that will be sent out on November 1st. If the family is planning to continue attending West Virginia Academy, they will fill out the packet and return it to the office before December 31st of the year. Parents and students will also be sent a Comprehensive Needs Assessment form online to complete by the end of May.

Student Retention

Retention is an important aspect of any charter school as returning students provide stability and advance the school's culture and allow for improvement over time. Additionally, retention is important to the financial viability of any charter school over the long term. DePaul University has created a successful framework for student retention and advancement within its institution. Referred to as the "4 Ps of Student Retention," this approach has been studied and found to be one of the most strategic and comprehensive strategies for student retention at the college level.[21] West Virginia Academy will adapt and use these strategies to help retain our student population in the charter school setting.

1. **School Profile.** A school profile contains information about the student body, facilities available, and academic achievement, among others. West Virginia Academy aims to be honest and upfront about the students we are seeking to attract and the environment we are seeking to create. Our promotional materials are consistent about what we will expect from our students as well as what they can expect from us. Our marketing and promotion mission is to give parents and stakeholders a clear vision of our school and programs. In an era of school choice, parents have an array of elementary and secondary education options available to them. At West Virginia Academy, we realize that when families choose to attend our school, they are choosing our school culture and

[21] Kalsbeek, D.H., Cortes, C.M., (2013). Improving Outcomes through the 4 Ps of Student Retention Framework. Available at https://pdfs.semanticscholar.org/9a86/2445eee4b2dd1925cd7b0176b79be9019fcf.pdf (last visited 8/16/2021).

profile. Individuals who are not interested in our methodology and approach will not apply and thereby self-select out of our school. As we attract students that will thrive in our unique educational environment and diligently tailor our programs to the needs of the students we attract, optimal student outcomes will naturally follow.

2. **Progress.** Success tends to foster more success. Our methodology for content delivery using DI extensively in the primary school levels operates on the principle that mastery of content is expected daily. Our methodology in the Primary school (DI) operates on the principle that mastery of content is expected daily. Skills and concepts are taught in isolation only initially and then integrated with other skills into more sophisticated, higher-level applications. At secondary school levels, students who have mastered the basic materials can progress to higher levels of learning within the IB program. Concepts will be repeated in various subjects rather than taught in individual silos so that interdisciplinary learning models are the norm rather than the exception. All details of instruction in core topics are carefully planned to minimize the chance of students' misinterpreting the information being taught and to maximize the reinforcing effect of our instructional methods. Our coordinated approach combined with academic rigor will enable students to thrive in the classroom and improve student outcomes.

   As West Virginia Academy students see progress and mastery in their classes, they will gain self confidence and be encouraged to keep progressing. Parents also are encouraged when they see their child progress and thrive in an academic environment. Our teachers will be trained and provided with the online resources to keep parents as up-to-date as possible with their child's educational progress. As students achieve mastery in lessons the teachers will convey the achievements to the parents. If they are struggling, remediation will be immediate, thorough, and personalized. As students and parents see improved academic progress, student retention will naturally follow.

3. **Processes.** Researchers found that school processes which promote teacher ownership of the school's direction (i.e. shared school goals, school-wide decision making, fit of plans with school needs, and empowering principal leadership) exerted a stronger influence on school cohesion and teacher efficacy in the classroom.[22] Research has also shown that the quality of teaching can have a direct and lasting influence on student outcomes.[23] As indicated in our vision, West Virginia Academy will "strive to recruit, hire, develop, and retain a diverse faculty and staff that are fully committed to each student's academic success and will contribute to our learning community with diligence, competence, and professionalism for a collaborative school culture."[24] The relationship

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[22] John A. Ross, Anne Hogaboam-Gray & Peter Gray (2004) Prior Student Achievement, Collaborative School Processes, and Collective Teacher Efficacy, Leadership and Policy in Schools, 3:3, 163-188.
[23] Hsin-Hsiange, L., & Mao-neng Fred, L. (2015). Principal leadership and its link to the development of a school's teacher culture and teaching effectiveness: A case study of an award-winning teaching team at an elementary school. International Journal of Education Policy & Leadership, 10(4), 1-17. Retrieved from the web site of the International Journal of Education Policy and Leadership (last visited 8/16/2021)
[24] See West Virginia Academy School Vision section

between effective teaching and effective leadership is vital in providing a positive school culture. We will hire school leadership and faculty that will promote the school process we have established and follow the school's intended direction. As the school culture evolves, students will be inspired by our teachers and leaders experiencing a positive educational experience that will influence the rest of their lives.

Along with school processes that promote positive student outcomes, WVA will strive to integrate all processes and services related to enrollment/registration, food service, transportation, scheduling, and other various student services. As much as we are able, we will make our processes streamlined and accommodating. Our administration will always be available to help answer questions and address concerns. This is our way of helping WVA families return year after year.

4. **Promise.** Being clear about our expectations and direction increases the likelihood that students who attend our school, and their families, will support and join us in our mission. When expectations are set early on and then met through the operation of the school, students who selected our school based on the profile we have communicated will want to stay year after year. A critical priority for West Virginia Academy is establishing many traditions and routines from the very start. Traditions teach children how to be part of a community, build a sense of belonging and self esteem, and enable children to see themselves as valued members of a community.[25] Learning about each other through WVA traditions such as Cultural Connection, Spirit Week, and Show What You Know Assemblies will support our sense of community. Culminating events such as Fall Fest, Hall of History and Ocean Week mark our comings and our goings and affirm our common interests in the time we spend together.

   The leveling system within our methodology places students in various classes throughout the day. Providing clear expectations and teaching practices that support children within each classroom setting is vital for a positive learning environment throughout the school. Each school classroom will be organized in a similar manner, students will feel comfortable in each room knowing how it operates and the management style within. Schoolwide teacher expectations and routines build positive relationships among students.[26]

   Lastly, the West Virginia Academy Ambassador program is all about coming together and making connections within the school as well as within our community, state, nation, and world. Student teams will be made up of all age groups, team spirit and mentoring within each group will give individuals a sense of belonging. Our promise is that as students participate in the variety of programs, projects, activities, and curriculum, they

[25]Woodfin, Libby (2000). Familiar Ground: Traditions that Build School Community. Northeast Foundation for Children, Inc. p.80.
[26] Sugai, G. & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), Handbook of positive behavior support (pp. 207-326). New York: Springer.

will feel pride in WVA, a true sense of belonging, and will look forward to joining us year after year.

Withdrawal

Procedures:

When a family approaches any West Virginia Academy Staff Member indicating they wish to leave West Virginia Academy, the family will be directed to the Front Office Administrator. The administrator will guide them through the process of filling out the two required forms: Student Exit Interview Form & Transfer/Exit Status Form.

Families will also meet with a member of the administration. The information on the form, including the reason for exiting, are then entered by the secretaries into our Student Information System (SIS) and will be reported to the State Office of Education.

If a family has not communicated that they wish to leave and have enrolled at another school and we receive a records request from that school, we will reach out to the family and ask them to come to the school and complete the forms. We will explain that FERPA requires that we receive their consent before releasing school records to the new school. If the family does not comply with completing the forms, but provides a verbal confirmation that their student is enrolling in another school, the front office manager will complete the form and leave the family signature blank.

West Virginia Academy ensures that all the needed documentation is created and retained for the final status of all students who enter high school, grades 9-12, whether they graduate or leave high school for other reasons.