Addendum 1: WVA Survey Report

© West Virginia Academy, Ltd. (2020)

Report: Findings of Surveys on Public Education Needs, School Choice and Charter Schools in the Greater Morgantown West Virginia Area

West Virginia Academy, Ltd.

Abstract

This report publishes the results of surveys of parents and students in the Greater Morgantown Area (primarily Monongalia, Marion, and Preston Counties) regarding traditional public schools, school choice, and public charter schools conducted by West Virginia Academy, Ltd. in Spring, 2020. The objective of this survey was to identify the extent to which there may be any unmet needs for students and families in this region, particularly those from underserved populations. The survey also assesses community demand for establishing a charter school in Monongalia County. A significant number of parents and students identify several aspects of traditional public schools in need of improvement, including unmet needs of students and underserved populations, as well as a lack of sufficient classroom and teacher resources. Respondents also were asked about the extent to which they supported the establishment of a charter school in their community and their interest level in enrolling their child (parents) or themselves (students) in the charter school. The level of support among parents varies dramatically from county to county as nearly two-thirds of the parents from Preston County support the establishment of a charter school whereas approximately one in three parents from Monongalia and Marion counties are supportive. Many parent respondents are undecided and the only county where a majority were opposed was Marion County. Lastly, the survey asked parents if the would enroll tehir child or children in a charter school if it were available and Projecting the survey data for parents who confirmed they would seek to enroll their child in a charter school weighted by the number of children in their respective homes across the entire enrollment in public schools indicates that up to 22.3% (or over six thousand students) in the Greater Morgantown Area would attend a charter school if one were available in their community. The largest projected enrollment would be in Monongalia County. As a result, this survey establishes a significant demand for a charter school option among parents and students in the Greater Morgantown Area.

© West Virginia Academy, Ltd. (2020)

Section 1: Parent Survey on Public Education Needs, School Choice and Charters

The questions included in the survey were adapted from a variety of prior surveys seeking to identify underserved populations, assess unmet needs in public education, and determine interest levels in charter schools that were deployed in other locations where successful charter schools have been founded. The full survey instrument for the survey of parents is included in Appendix A.

Due to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), the West Virginia Department of Education Policy 4350, and school board policies, a survey sent to a random sample of students and families was not possible. A door-to-door survey was not feasible both because of the prohibitive cost of conducting such a survey and, more importantly, concerns related to the spread of COVID-19 through such a method. Based on these limitations, we determined that a survey accessible through targeted social media advertisements and community group posts would be the most effective available method. Additionally, social media usage has been at an all-time high through the first two quarters of 2020 due to higher work from home rates during this period. We selected Facebook as the social media platform for the survey because it is the most widely-used social media platform for parents of school age children and because Facebook ads can be directed to users based on age and location and can be viewed on both Facebook and Instagram.

The parent survey was conducted from April 16th until April 23rd 2020. Survey respondents were sought at random through advertisements on social media directed to users of Facebook and Instagram matching the specified age and geographic location. Advertisements for the parent survey were made available only to adults between the ages of 25 and 55 located in Monongalia County, Preston County, and Marion County. Both the parent and student surveys were also accessible through West Virginia Academy's Facebook page and were hosted primarily using the Surveys for Pages platform.[1] The parent survey was shared to various community pages in Facebook to illicit responses from interested members of the Greater Morgantown community.[2]

Respondents were only permitted to complete the survey once through their respective Facebook profiles to avoid duplicate responses. Additionally, to prevent multiple responses from the same household that could inadvertently "double count" potential enrollments, for purposes of the needs assessment in Section 1(c) we treat responses submitted from the same IP address as duplicate responses and deleted the later response in time. In all instances where an IP address appeared twice in our sample, the responses to required questions were identical, so the decision to delete the later in time response did not impact survey results to required questions.

---

[1] The parent survey was initially hosted through Survey Monkey and users were given a link either through our organization page or a Facebook advertisement, but the advertisement interface on Facebook and Survey Monkey was confusing and resulted low click-through rates and fewer completions. After a brief period, we discovered this problem and transferred the instrument to be hosted on Surveys for Pages, which interfaces more efficiently with Facebook and resulted in dramatically higher completion rates. All of the student survey responses and over 90% of the parent survey responses were collected while the survey was hosted on Surveys for Pages.

[2] Community pages where the survey was posted include "Metro Morgantown, Monongalia County WV Open Forum," the "Fairmont Community" page, the "Preston News and Journal" page, the "Fairmont and Marion County Wv Public Information Group," the "Moms of Morgantown" page, the "LDS Morgantown Members" page, the "Monongalia Area Homeschoolers Association" page, as well as community pages for the West Virginia University colleges of law, engineering, business, and medicine.

© West Virginia Academy, Ltd. (2020)

A. Parent Survey Demographics and Sample

Our survey titled "Opinion on Public Education and School Choice in West Virginia" sought responses from parents of K-12 age students in the Greater Morgantown Area, which we define as including Monongalia, Marion, and Preston Counties.[3] Approximately 41% of all users who accessed the survey completed all required questions and data from incomplete survey responses was not otherwise collected or recorded. After attrition from blank or incomplete survey responses, there were 246 total survey respondents. The average time to complete the survey was just under two and a half minutes. 197 individuals accessed the survey through social media advertisements and the remainder of survey participants accessed the survey either though a link on one of the community pages or the Facebook page where the survey was hosted.

Consistent with the objectives of the survey and outreach efforts for participation, all survey respondents are residents of West Virginia and over 91% of survey respondents are residents of the Greater Morgantown Area. More specifically, 112 respondents (45.53%) are residents of Monongalia County, 95 respondents (38.62%) are residents of Marion County, 19 respondents (7.72%) are residents of Preston County, and 20 respondents (8.13%) are residents of West Virginia, but not necessarily in the Greater Morgantown Area.[4]

The demographics regarding respondent experience as parents of children in education systems in West Virginia within the last five years are reflected in Table 1.1.[5]

Table 1.1
Respondents' Experience as Parents of Children in West Virginia in Different Education Systems

In the last five years, respondent's child or children have attended:	Responses	Percent
Public Elementary School in West Virginia	147	59.8%
Public Middle School in West Virginia	90	36.6%
Public High School in West Virginia	70	28.5%
Pre-K Program	55	22.4%
Private School	24	9.8%
Home School	23	9.3%
Public School Outside West Virginia	4	1.6%
A Charter School Outside West Virginia	0	0%
Did not have a child attend school in the last five years	40	16%

[3] We define the Greater Morgantown Area to include these three counties because Morgantown is in Monongalia County and areas within Preston and Marion Counties are less than 20 minutes from Morgantown. Aggregation of these county populations into a single demographic aligns with the Morgantown-Fairmont WV Combined Statistical Area that includes all three of these counties and the Morgantown, WV MSA that includes Monongalia and Preston Counties.

[4] Of this last category, 10 respondents reside in Harrison County, WV, 7 respondents were from various other counties throughout West Virginia, and 3 respondents provided insufficient information to determine their precise location of residence, but all three respondents appear to reside in WV based on their other responses to the survey and data provided within the social media platform.

[5] Because respondent parents may have multiple children or a single child that has attended multiple schools in the last five years, respondents could check multiple boxes on this response and, as such, the total percentage of responses will add up to more than 100%.

Because enrollments are sequential in the actual underlying student population and our survey inquiry included a timeframe over the last five years, we would expect the percentage of respondents listing that they had a child who attended high school in the last five years to be approximately similar to the percentage of actual current high school enrollments compared to the total student population. Whereas, the percentage of respondents with a child that attended middle school in the last five years should be significantly higher than the percentage of actual current middle school enrollments, and this response for elementary school should be dramatically higher than the percentage of actual current enrollments in elementary school.[6] Out of the 23,767 total combined public school enrollment in Monongalia, Marion and Preston Counties for the 2018-2019 school year, 37.8% were enrolled in elementary school, 32.7% were enrolled in middle school, and 29.4% were enrolled in high school.[7] Hence, Figure 1 provides strong evidence that the respondents to our survey provide a representative sample of the actual population of parents of children enrolled in public school in the Greater Morgantown Area.

We submitted a FOIA request to each of the counties in the Greater Morgantown Area seeking the number of homeschool students and private school students to use as a baseline against which to vet our survey results, but our requests were denied because they do not track those numbers. A reliable confidence interval cannot be calculated without the total population of households with school age children. We do note that 9.3% of respondents to our survey had a child who homeschooled in the last five years and this percentage appears to be much higher than the 3.4% homeschool rate for the US estimated by the National Center for Education Statistics as of 2012.[8] However, we expect the homeschool number in Figure 1 to be higher than the actual current homeschool population because of the five year lookback method in our inquiry and, consistent with this expectation, we note that nearly all respondents who indicated that they had a child homeschool over the last five years also indicated that they had a child in public school during that period. This suggests that populations of students who homeschool are quite transient between homeschooling and public school and may be indicative of unmet needs among such populations. Alternatively, some respondents may have interpreted the homeschool option to include instruction in the home for pre-K aged children because Pre-K Programs were included as an answer choice to this question. Taken together, we have no reason to believe the homeschool data or private school data in Figure 1 indicate that our sample diverges in any meaningful way from the actual parent populations in the Greater Morgantown Area.

---

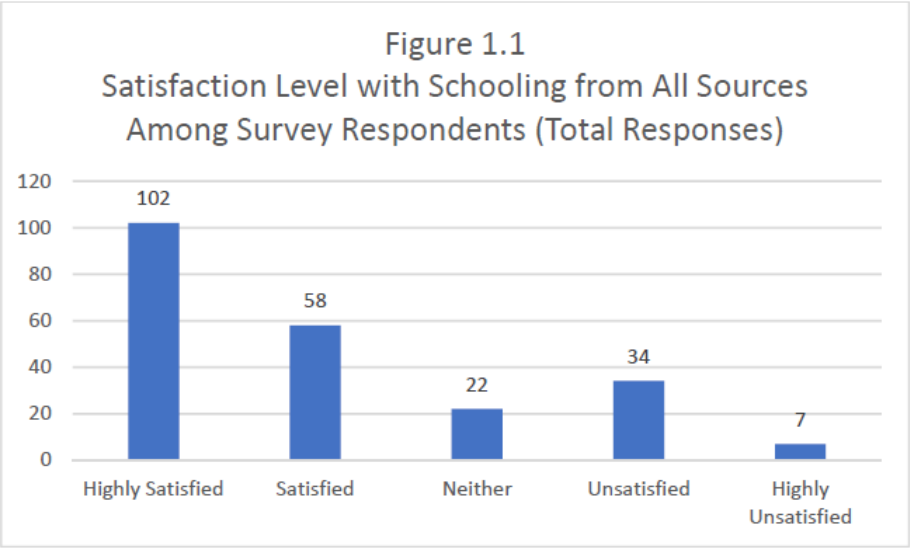
[6] For example, a respondent that is the parent of one student currently enrolled in high school likely would have also had a student in Public Middle School within the last five years and, depending on the age of the student, possibly would also have had a student in Public Elementary School within the last five years. A parent of one student currently enrolled in Elementary School, on the other hand, would not have also had a student in Public Middle School or Public High School. We also note that respondents included parents of children educated outside the public education system and so the percentages in Table 1 relating to public schools would be different if respondents with children educated outside of public school were removed.

[7] Enrollment data for Monongalia, Marion, and Preston Counties are based on the most recently available West Virginia Department of Education Balanced Scorecard numbers for the 2018-2019 school year. Available at https://wveis.k12.wv.us/essa/dashboard.html (last visited June 12, 2020).

[8] See Homeschool: Fast Facts, National Center for Education Statistics. Available at https://nces.ed.gov/fastfacts/display.asp?id=91 (last visited 6/12/2020); Homeschooling in the United States: 2012, IES National Center for Education Statistics NCES 2016-096.REV. Available at https://nces.ed.gov/pubs2016/2016096rev.pdf (last visited 6/12/2020) (documenting a significant positive upward trend in homeschool students in the years prior to 2012).

© West Virginia Academy, Ltd. (2020)

Respondents provided their individual satisfaction level with their child's schooling over the last five years. These responses incorporate satisfaction levels based on all schooling over the past five years and, as such, should be interpreted as the satisfaction level of all respondents in the aggregate with public school, private school, and homeschool options. 24 respondents answered "not applicable" on this question and so those responses are not included in the figures below. The aggregate responses on respondent's satisfaction with their child's education are presented below in Figure 1.1.



The responses above in Figure 1.1 indicate an overall satisfaction level with the quality of education of respondents' children of 72%. This level of satisfaction across all education options is about 10% below the national average per a recent Gallup Poll indicating an 82% satisfaction rate with the education of surveyed individuals' oldest child, which covered satisfaction in education from both private and public sources.[9] However, because that survey did not provide respondents with the option of selecting "neither satisfied nor unsatisfied," the satisfaction levels of the undecided group in this survey would likely increase both the satisfied and unsatisfied groups if that option were eliminated. Assuming the group that is neither satisfied nor unsatisfied divided along the same lines as the satisfied and unsatisfied groups, the total satisfaction would be 81% among all survey respondents. Hence, the results of the education satisfaction survey question indicate that the satisfaction across all education options in the Greater Morgantown Area is anywhere from 1% to 10% lower than the national average satisfaction rate.

Satisfaction rates for respondent parents varied based on the number of children under 18 residing in their home. The largest group of respondents were the "two child" home parents (accounting for 40% of all respondents to this question) and these respondents expressed the greatest satisfaction. Respondents with one child under 18 in their home indicate a satisfaction rate of 72%, the "two child"

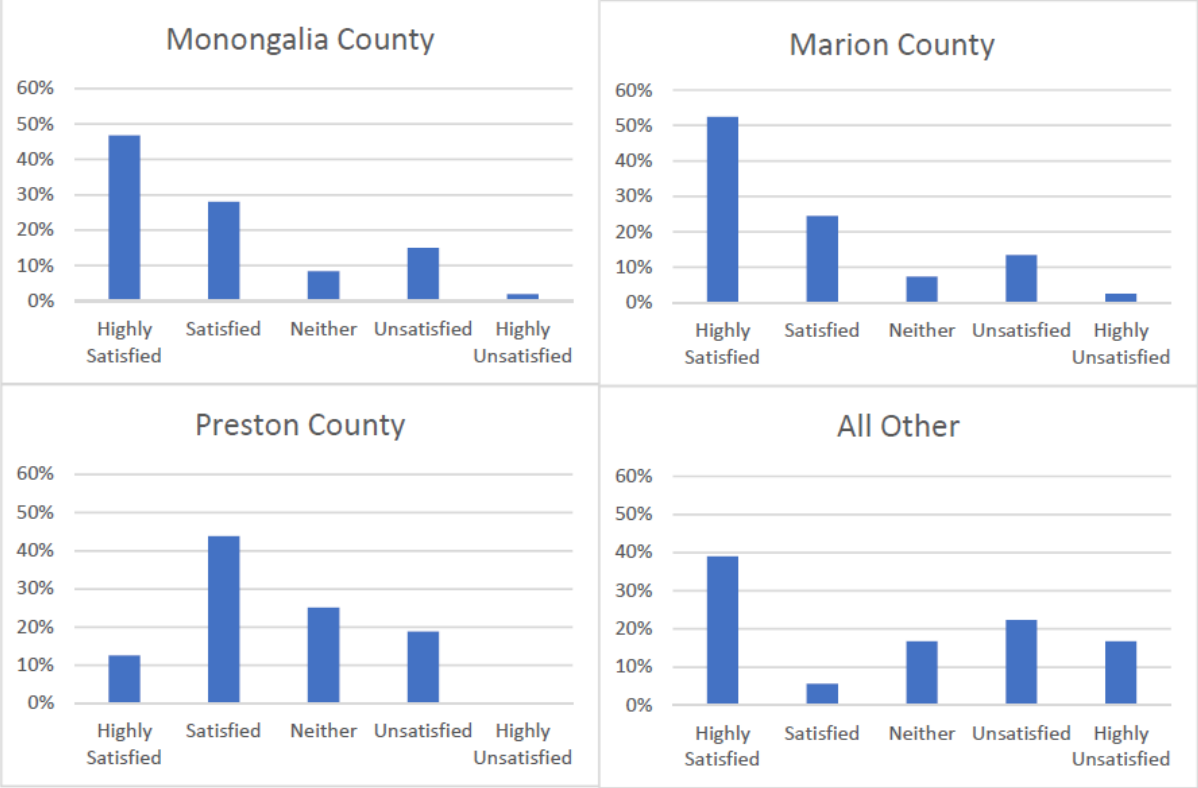
[9] See Saad, Americans' Satisfaction With U.S. Education at 15-Year High (Gallup, August 29, 2019). https://news.gallup.com/poll/266063/americans-satisfaction-education-year-high.aspx (last visited 6/12/2020). The satisfaction level on this metric was 79% after the 2016 school year. See Swift, Americans' Satisfaction With Schools Edges Up From 2016 (Gallup, August 21, 2017). Available at https://news.gallup.com/poll/216611/americans-satisfaction-schools-edges-2016.aspx (last visited 6/12/2020).

© West Virginia Academy, Ltd. (2020)

home parent satisfaction rate is 76%, the "three child" home parent satisfaction rate is 70%, the "four or more children" home parent satisfaction rate is 65%, and the rate for respondents who no longer have children under 18 residing in their home is 63%. These trends are consistent across all counties. These satisfaction rates suggest that satisfaction across all education options in the Greater Morgantown Area declines as family size increases.

The satisfaction levels by County are presented below in Table 1.3, represented as percentages and excluding respondents who answered N/A.

Figure 1.2
Satisfaction Levels with Schooling from All Sources
Among Survey Respondents (As a Percentage, By County)



The combined satisfaction levels in Figure 1.2, including highly satisfied and satisfied responses, is 75% for Monongalia County, 77% for Marion County, 56% for Preston County, and 44% for all others, respectively. Adjusting these data by re-allocating the percentages that are neither satisfied nor dissatisfied suggests that both Marion County and Monongalia County are approximately equal to the national average in terms of parent satisfaction with their students' education from all sources, whereas respondents from Preston County and all other counties represented in the survey are substantially below the national average.

© West Virginia Academy, Ltd. (2020)

B. Parent Survey Opinions about Aspects of Public Schools Needing Improvement

Respondents were asked what areas of Public Education stand in the greatest need of improvement. This question provided 11 fixed answer choices along with an "other" answer choice where respondents were permitted to provide a free response for their own answer or answers. The fixed answer choices were based on (i) areas where West Virginia ranks near the bottom in the US as identified in prior research (e.g. teacher resources, standardized test outcomes, and facilities), (ii) areas identified as declining or facing funding shortages in public schools as described in the popular press (opportunities for disabled or underprivileged students, extra-curricular activities, and enrichment classes), and (iii) other areas that may be important to parents that are commonly included on charter school interest surveys (e.g. curricular delivery and design). On average, respondents selected slightly more than three answer choices total on this question. These responses are provided in the aggregate with the total number of respondents who selected that response as well as the percentage of respondents who selected that response in Table 1.2 below.

Table 1.2
Aspects of West Virginia Public Education
in Greatest Need of Improvement

	Number of Responses	% of All Respondents
Resources and classroom aids to support teachers	117	47.6%
Curriculum design and instructional delivery in STEM topics (science, technology, engineering, and math)	91	37.0%
Experiential learning and field trips	83	33.7%
Curriculum design and instructional delivery for classes supporting reading comprehension and writing	76	30.9%
Facilities including classrooms and school grounds	62	25.2%
Support and options for children with disabilities	61	24.8%
Offerings of enrichment classes like art, music, and physical education	61	24.8%
Access to educational opportunities for underprivileged students	55	22.4%
Parent involvement opportunities	40	16.3%
Offerings of extra-curricular activities and team sports	33	13.4%
Outcomes on standardized tests and college entrance exams	32	13.0%
Other (Various Free Responses)		
Indicated No Aspect of Public Schools Needs Improvement	15	6.1%
Improved Curriculum and Instructional Design	9	3.7%
Improved Opportunities for Gifted or High Achieving Students	7	2.8%
Teacher Quality, Training, or Incentives	7	2.8%
Increased Funding	7	2.8%
Behavior Issues and Safety	6	2.4%
Idiosyncratic (fewer than 1% of responses similar)	15	6.1%

Free responses by respondents who selected "other" were grouped and are presented by category in instances where there were more than 2 (or greater than 1% of the sample) provided a

similar response. Fewer than 1% of respondents mentioned class size as a significant concern. Taken together, these data suggest that public school areas in greatest need of improvement relate to curriculum design and instructional delivery, experiential learning and field trips, as well as resource allocations to classrooms and facilities.

The breakdown of responses from county to county was fairly consistent with the overall sample. By way of example, Monongalia County residents, the largest population in the survey, identified four of the same top five aspects needing improvement and in largely the same order. The fixed answer responses for Monongalia County are provided below in Table 1.3.

Table 1.3
Aspects of West Virginia Public Education in Greatest Need of Improvement (Monongalia County Respondents)

	Number of Responses	% of All Respondents
Resources and classroom aids to support teachers	58	51.8%
Experiential learning and field trips	42	37.5%
Curriculum design and instructional delivery in STEM topics (science, technology, engineering, and math)	40	35.7%
Curriculum design and instructional delivery for classes supporting reading comprehension and writing	32	28.6%
Offerings of enrichment classes like art, music, and physical education	23	20.5%
Facilities including classrooms and school grounds	22	19.6%
Parent involvement opportunities	21	18.8%
Support and options for children with disabilities	20	17.9%
Access to educational opportunities for underprivileged students	19	17.0%
Offerings of extra-curricular activities and team sports	17	15.2%
Outcomes on standardized tests and college entrance exams	15	13.4%

C. Parent Demand and Support for a Charter School

In this section, we report survey results from questions relating to Charter schools in an effort to assess demand for the establishment of a charter school in the Greater Morgantown Area and/or one of its counties. The three primary questions inquire about: (i) the respondents' level of support or opposition to a charter school opening in the community, (ii) parent respondents' current interest in enrolling their child in a charter school if such a school were opened, and (iii) the distance parent respondents would be willing to drive, if any, to have their child attend a charter school conditional on the parent having any interest in the same. This section will proceed with the responses to these inquiries, which are provided in the aggregate as well as by county.

Because this section of the report is designed to assess the actual demand for a charter school within Monongalia, Marion, and Preston Counties, we include only responses by respondents residing in these counties that currently have a child under 18 living in their home. We also limit responses to one response per household to avoid double counting children in projections of demand levels. Of the 246

total respondents, 34 were removed because the respondents did not have a child under the age of 18 residing in their home, then 10 were removed because of duplicate IP addresses, then 12 were removed because they did not identify themselves as residing in Monongalia, Preston, or Marion County.[10] After this sample attrition, the sample includes 190 total respondents that consists of 95 (50.0%) Monongalia County residents, 80 (42.1%) Marion County residents, and 15 (7.9%) Preston County residents.

We also note that selection concerns can impact the overall accuracy of this survey as applied to the actual populations of parents. While the survey provides value by providing the first data in a previously unexplored area, because participants opt-in to responding to the survey, individuals with strong opinions in both directions could be over-represented in the sample and undecided individuals could be underrepresented. We employed several measures to ensure the survey results are robust including seeking a large sample of respondents, employing best practices to avoid misleading survey questions, randomizing social media advertisements seeking participants, and applying multiple measures to eliminate the possibility of duplicate responses. To the extent that selection issues remain a concern, then a reasonable interpretation of these results would be that the survey represents a likely upper-bound on respondents strongly supportive and strongly opposed to charter schools.

i. Level of Parental Support for Establishing a Charter School

Our first question asked respondents how they feel about a charter school being established in their community (i.e. whether they are strongly supportive, mildly supportive, indifferent, mildly opposed, or strongly opposed). The level of support for charter schools has been a matter of significant debate among unions and policy makers. Educators' unions have repeatedly stated that an overwhelming majority of West Virginia citizens (88%) oppose the establishment of charter schools.[11] However, a 2019 MetroNews West Virginia Poll indicated that 35% of voters support charter schools, 40% of voters oppose charter schools, and 25% have no stated preference.[12] Given the disparate nature of these two sources, Inferences from either the teachers' union figure or the MetroNews Poll provide little predictive value for identifying the opinions of parents in the Greater Morgantown Area.

We asked respondents how they feel about a charter school being established in their community to observe the level of support or opposition in the Greater Morgantown Area. We then asked an optional follow-up free response question about what factors influenced their opinion. Table 1.4 provides the responses to this question for all respondents as well as respondents by county.

---

[10] There were 20 total respondents outside of the Greater Morgantown Area represented in the prior sections in this report and all 20 were removed, but after making cuts to remove households without children as well as duplicate IP addresses, only 12 remained in the sample to remove with the third cut on this basis.

[11] For example, Fred Albert of the AFT-WV asserted that 88% of West Virginia citizens oppose charter schools and bases this assertion on participation at education listening tours conducted by the West Virginia Board of Education. WV MetroNews Radio Interview (November 14, 2019). Available at https://twitter.com/WVMetroNews/status/1194998742639730688 (last visited 6/12/2020).

[12] B. McElhinny, West Virginia Poll: Concern About Public School Performance But Distrust of Charters (WV MetroNews, Sept. 9, 2019). Available at http://wvmetronews.com/2019/09/09/west-virginia-poll-concern-about-public-school-performance-but-distrust-of-charters/

© West Virginia Academy, Ltd. (2020)

Table 1.4 Respondents' Feelings About A Charter School Being Established in Their Community								
	Monongalia		Preston		Marion		Total	
Strongly Supportive	19	20.0%	5	33.3%	21	26.3%	45	23.7%
Mildly Supportive	12	12.6%	4	26.7%	8	10.0%	24	12.6%
Indifferent	17	17.9%	2	13.3%	4	5.0%	23	12.1%
Mildly Opposed	8	8.4%	0	0.0%	6	7.5%	14	7.4%
Strongly Opposed	39	41.1%	4	26.7%	41	51.3%	84	44.2%

Combining respondents that were strongly and mildly opposed as well as strongly and mildly supportive indicates that parent respondents in Preston County expressed the strongest support for establishing a charter school. 60.0% of parent respondents from Preston County support establishing a charter school in their community while only 26.7% are opposed to it. The next most supportive county was Monongalia where 32.6% of parents are supportive of charter schools and 49.5% are opposed with 17.9% indifferent. Parent respondents in Marion County expressed the greatest opposition to charter schools as this was the only county where a majority (58.8%) indicate they are opposed to establishing a charter school, but still over a third (36.3%) of parents in that county are supportive.

Next, in an optional free response question, we asked respondents what factors informed or influenced their opinion about a charter school being established in their community. 94 of the 190 respondents (49.5%) provided an answer to this optional question and we list the most common answers categorized by respondents' level of support for or opposition to charter schools in Table 1.5 below. In the "indifferent" category, no two responses were similar enough to group together and so no factors are listed in that category.

Table 1.5 Factors Impacting Respondents' Feelings About A Charter School Being Established in Their Community	
Level of Support of Establishment of Charter	Groupings of Specifically identified factors
Strongly Supportive	1) Specific experiences with, or research about, successful charter schools in other states (10 Responses) 2) School choice/Providing an alternative educational experience for students other than traditional public schools (7 responses) 3) Belief that traditional public schools are ineffective or that public charter schools will be better than traditional public schools (4 responses)
Mildly Supportive	1) School choice/Providing an alternative educational experience for students other than traditional public schools (5 responses) 2) Innovative learning environments (2 responses)
Indifferent	None
Mildly Opposed	1) Concerns over reduced funding for traditional public schools (4 responses) 2) Positive view of public schools renders charter schools unnecessary (3 responses)

© West Virginia Academy, Ltd. (2020)

Table 1.5 (continued)	
Strongly Opposed	1) Concerns over reduced funding for traditional public schools (19 responses) 2) Specific experiences with, or research about, failed charter schools in other states (15 Responses) 3) Concerns that charter schools are for-profit and/or lack accountability (4 responses) 4) Belief that traditional public schools are effective and that public charter schools will be no better than traditional public schools (4 responses)

The most common factor across all respondents in favor of establishing a charter school was the desire to provide school choice for parents and students. The most common factor across all respondents opposed to establishing a charter school was the impact of reduced funding to traditional public schools. Interestingly, two of the common categories of responses of individuals strongly in favor were essentially the same response in reverse common categories of responses of individuals strongly opposed. The top response for those strongly in support was that respondents had had positive experiences or researched favorable information about charter schools in other states. The second most common response by those strongly opposed to charter schools was that respondents had had negative experiences or researched negative information about charter schools in other states. Additionally, the respondents belief about the quality of current public schools and prospects for improvement on such quality through the charter system motivated respondents on both ends of the spectrum.

ii. Respondent Parents' Desire to Enroll Their Child in a Charter School

This section of the survey results addresses the demand for charter schools among parents of school age children. Our first question in this section inquires whether respondents would seek to enroll their own child or children in a charter school if one were established in their community. Respondents could choose among the answer choices yes, no, unsure, or not applicable. Only two respondents selected "not applicable," both from Marion County, and so those responses were removed from the numbers and percentages represented in Table 1.6 below. We also provide an initial projected "upper bound" charter enrollment number for each county by multiplying the percentage of parents indicating that they would enroll their child in a charter by the total enrollment (full academic year FY19) in each county.

Table 1.6
Respondents That Would Seek to Enroll Their Child or Children
If A Charter School Were Established in Their Community

	Monongalia		Marion		Preston		Total	
Yes	19	20.0%	19	24.4%	4	26.7%	42	22.3%
No	51	53.7%	43	55.1%	3	20.0%	97	51.6%
Not Sure	25	26.3%	16	20.5%	8	53.3%	49	26.1%
Initial Projected Charter Enrollment	2076		1926		1063		5065	

© West Virginia Academy, Ltd. (2020)

Responses to this inquiry suggest that a significant percentage and thousands of students in the Greater Morgantown Area would seek to be enrolled in a charter school if a public charter school were established in their community. The highest enrollment after combining interest level with the total population of students would be in Monongalia County.

The initial projected charter enrollment numbers in Table 1.6 assume that parents will enroll in their children in charter schools at the same rate, on average, regardless of the number of children in the household. However, in the satisfaction portion of our survey we found an inverse relationship between the number of children under 18 residing in the home and a common factor influencing respondents' who strongly favor charter schools was concerns over the quality of traditional public schools. Based on these observations, it is possible that larger families (families with three or more children) may exhibit a stronger preference for seeking to enroll their children in charter schools on average than smaller families (families with one or two children). If this is the case then the raw percentages of parents indicating the would seek to enroll their child or children in a charter school may actually understate the total demand for charter schools.

Hence, to provide a more accurate upper-bound on the number of actual children that would seek to enroll in a charter school if it were available in their respective communities, we restate Table 1.6 expressed as the total number of children under 18 residing with the respondents for each category of response by county in Table 1.7 below. We then restate the percentages and provide an "adjusted projected charter enrollment" based on this more precise methodology. For purposes of this analysis, we categorize all respondent parents with "4 or more" children as 4 child households.

Table 1.7
Total Children Under 18 Residing with Respondent Parents That Would Seek To Enroll Their Children If A Charter School Were Established in Their Community

	Monongalia		Marion		Preston		Total	
Yes	49	24.0%	42	29.0%	8	40.0%	99	26.8%
No	103	50.5%	87	60.0%	5	25.0%	195	52.8%
Not Sure	52	25.5%	16	11.0%	7	35.0%	75	20.3%
Adjusted Projected Charter Enrollment	2493		2290		1594		6377	

Consistent with our expectations, measuring projected enrollment based on the number of children of parents who indicated they would seek to enroll their child predicts a higher percentage of enrollments in charter schools than simply applying the average. We consider these numbers to be an appropriate upper-bound on possible charter school enrollments in areas where a charter school is readily available and accessible to families. While some parents in the undecided group may convert to seeking enrollment, enrollments would almost certainly experience some attrition when a school site is identified and travel times are assessed by the actual population of parents and students.

In an effort to address travel concerns and allow for more precise projections based on a charter school's location in the Greater Morgantown Area, we sought responses about the distance that parents would be willing to travel, if any, to enroll their child in a charter school and present these results in Table 1.7 broken out by County.

Table 1.8 Respondent Parent Answers Indicating Distance They Would Be Willing to Travel For Their Child to Attend A Charter School				
	Monongalia	Marion	Preston	All
0 miles - my child would only attend if transportation were provided to my residence	12 (46)	7 (37)	0 (11)	19 (97)
1 - 5 miles	8 (34)	3 (30)	1 (11)	12 (78)
6-10 miles	11 (26)	6 (27)	1 (10)	18 (66)
11 - 15 miles	7 (15)	7 (21)	6 (9)	20 (48)
16 - 20 miles	5 (8)	11 (14)	3	19 (28)
More than 20 miles	3	3	0	6
I have no interest in my child attending a charter school	49	43	4	96

We include responses as numbers and also include responses of greater distances in the response to lesser distances in parenthesis (i.e. if an individual selected 6-10 miles then they were included in the 6-10 mile number and then also included in the sum total in parenthesis in the 1-5 mile number as well as the 0 miles (transportation provided) number). Relatively few respondents interested in having their child attend a charter indicated that they would not be willing to provide transportation (10.0%), although this figure could be low if many parents lack interest in charter schools based on an assumption that transportation would not be provided. We note that the responses to this question do not align perfectly with the responses in Table 1.5 above. Two respondents from Monongalia County who had answered the prior question in the negative provided a distance that they would be willing to travel in this question. Additionally, one respondent from Preston county who responded "not sure" to the prior question indicated in this question that they have no interest in their child attending a charter school. Otherwise, all respondents who answered "not sure" provided a distance in their responses. Ultimately, this figure allows for a reasonable estimate of the attrition of interest in enrolling in a charter school based on the distance to the actual location of the school.

Section 2: Student Survey on Public Education Needs, School Choice and Charters

In addition to the parent survey, we conducted a survey of student populations in the Greater Morgantown Area. The questions were adapted from the parent survey so that the voicing is directed at a student, but otherwise the inquiries were identical. Additionally, a question about the student's age and which school the student attends was added as an additional validation check on their location of residence. The survey instrument for the student survey is attached hereto as Appendix B.

The methodology of the survey was largely the same as for the parent survey, except for the differences noted here. The student survey was conducted from May 23rd to June 1st 2020. Advertisements for the student survey were made available only to adolescents between the ages of 13 and 18 that were located in Monongalia County, Preston County, and Marion County (children under 13 are not permitted to create a Facebook profile). The ads were available for approximately the same amount of time for the student survey as for the parent survey with a similar budget for such ads, but both the click-through rate on the ads and the completion rate on the survey were much lower among the student population than among parents, resulting in a small sample. Additionally, Facebook does not

permit individuals younger than 13 to obtain a Facebook profile and, perhaps due to this limitation, community pages for posting the survey within Facebook that would target groups of students in the community were not as readily available as for parents. Due to these factors, we relied exclusively on randomized ads to source respondents for the student survey.

In spite of a similar advertising budget, only 61 individuals accessed the student survey via social media advertisements and of those individuals only 19 participants completed the full survey. We removed one respondent who is over 18 years of age and resides outside of Monongalia, Preston, and Marion Counties, resulting in a total of 18 responses. Ten respondents indicated they were between the ages of 16 and 18, seven respondents were between the ages of 12 and 15, and one respondent was between the ages of 8-11. Because of the small sample size, the student survey data is presented only in the aggregate and is not broken out by county.[13] We caution that the results of the student survey are less robust and more prone to selection concerns because of the much lower sample size. We primarily provide results of the survey in this section as the survey methodology and the interpretation of the results is similar to the content reported above with respect to the parent survey.

Table 2.1 presents the experience of student respondents with various education options, it being noted that Facebook does not allow children under 13 to set up a profile and so student respondents were much more heavily weighted toward middle school and high school than the parent respondent population.

Table 2.1
Respondents' Experience as Students
in Different Education Systems

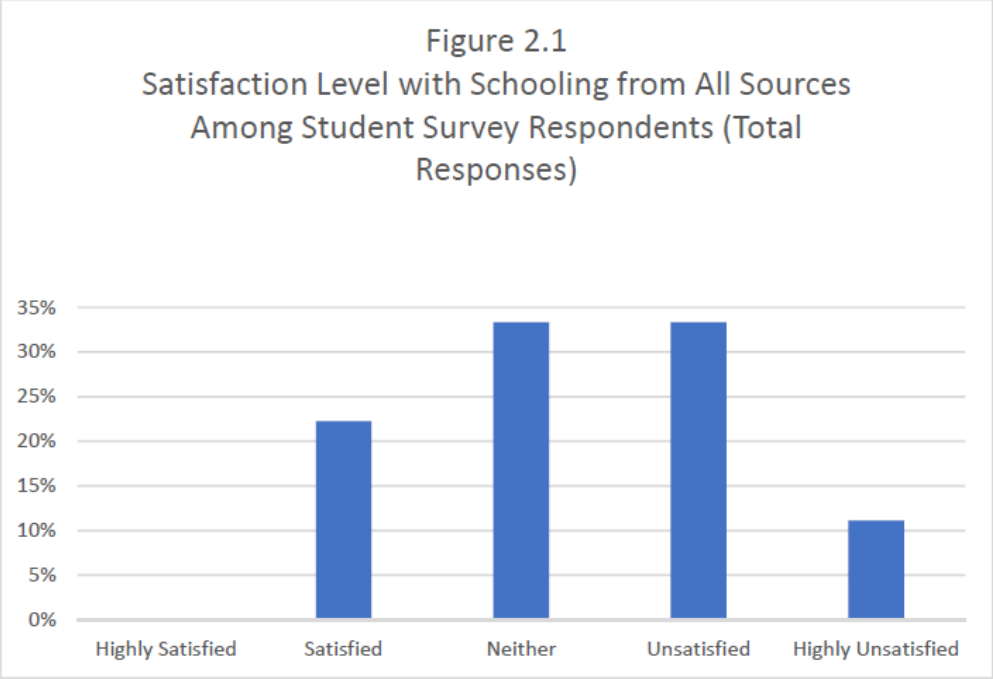
In the last five years, respondent's child or children have attended:	Responses	Percent
Public Elementary School in West Virginia	6	33.3%
Public Middle School in West Virginia	16	88.9%
Public High School in West Virginia	14	77.8%
Pre-K Program	2	11.1%
Private School	1	5.5%
Home School	0	-
Public School Outside West Virginia	0	-
A Charter School Outside West Virginia	0	-

Because respondent students likely have attended multiple schools in the last five years, respondents could check multiple boxes on this response and, as such, the total percentage of responses will add up to more than 100%.

[13] We note that the small sample size presents a limitation of this study, but further note that, in the absence of County School Administrations providing reliable student contact information or direct access to students for conducting such a survey, large sample data on student opinions about school choice is unlikely to be achievable for students in the Greater Morgantown Area.

© West Virginia Academy, Ltd. (2020)

Figure 2.1 presents the student satisfaction rates with their schooling over the last five years.



The student population indicated a much lower satisfaction rate with schooling than the parent satisfaction survey, with only a 22% overall satisfaction rate among students in the Greater Morgantown Area and none of the student respondents indicated that they were highly satisfied with their education.

Table 2.2 presents results on student respondents' views of the aspects of public school that stand in the most need of improvement.

Table 2.2
Aspects of West Virginia Public Education in Greatest Need of Improvement Per Student Respondents

	Number of Responses	% of All Respondents
Experiential learning and field trips	11	61.1%
Offerings of extra-curricular activities and team sports	8	44.4%
Resources and classroom aids to support teachers	8	44.4%
Offerings of enrichment classes like art, music, and physical education	7	38.9%
Outcomes on standardized tests and college entrance exams	7	38.9%
Support and options for children with disabilities	7	38.9%

© West Virginia Academy, Ltd. (2020)

Table 2.2 (continued)		
Facilities including classrooms and school grounds	6	33.3%
Access to educational opportunities for underprivileged students	6	33.3%
Curriculum design and instructional delivery for classes supporting reading comprehension and writing	5	27.8%
Curriculum design and instructional delivery in STEM topics (science, technology, engineering, and math)	5	27.8%
Parent involvement opportunities	4	22.2%
Other	4	22.2%

Consistent with lower satisfaction levels, students identified more aspects of public school needing improvement on average than the parent respondents by making over four selections per student respondent. Also, students placed substantially higher weight on the importance of improving outcomes on standardized test scores, extra-curricular activities, and offerings of enrichment classes than parents. A higher percentage of students also indicated concern about opportunities for students with disabilities and underprivileged students than the parent respondents. Some responses were consistent across both surveys including improvement to experiential learning and field trips as well as classroom resources and aids to support teachers.

Table 2.3 presents student opinions about a charter school being established in their community.

Table 2.3 Student Respondents' Feelings About A Charter School Being Established in Their Community		
Strongly Supportive	1	5.6%
Mildly Supportive	1	5.6%
Indifferent	9	50.0%
Mildly Opposed	2	11.1%
Strongly Opposed	5	27.8%

The views on the establishment of charter schools among student respondents varied from the parent survey because the largest group by far (50.0%) indicated that they were indifferent (only 12.1% of parent respondents indicated they were indifferent on this question). One potential explanation for the large population of indifferent students may be that the majority of student respondents are high school age students who would be unlikely to be impacted by the establishment of a charter school. 38.9% of students expressed opposition to the establishment of a charter school and 11.1% of students expressed support.

Table 2.4 presents student opinions on whether they would seek to enroll in a charter school if one were established in their community.

© West Virginia Academy, Ltd. (2020)

Table 2.4 Student Responses to Whether They Would Seek To Enroll If A Charter School Were Established in Their Community		
Yes	2	11.1%
No	6	33.3%
Not Sure	8	44.4%
Not Applicable	2	11.1%

Responses are consistent with what we might expect based on the student responses to the prior question as a large percentage of students were not sure if they would seek to enroll in a charter school or not. Two respondents (11.1%) indicated that this was not applicable, likely because they were high school seniors. Rates of students interested in enrolling are consistent with expectations given that a majority of student respondents are already enrolled in high school, which is a limitation of this study.

Lastly, Table 2.5 presents student opinions on the distance they would be willing to travel to attend if a charter school were available in their community.

Table 2.5 Student Respondents' Answers Indicating Distance They Would Be Willing to Travel to Attend A Charter School		
0 miles - I would only attend if transportation were provided to my residence	0 (10)	(55.6%)
1 - 5 miles	3 (10)	(55.6%)
6-10 miles	1 (7)	(38.9%)
11 - 15 miles	2 (6)	(33.3%)
16 - 20 miles	3 (4)	(22.2%)
More than 20 miles	1	5.6%
I have no interest in attending a charter school	8	44.4%

Similar to the parent survey, we include responses as numbers and also include responses of greater distances in the response to lesser distances in parenthesis. We also provide combined distances as percentages of total respondents. Interestingly, none of the surveyed students indicated that provision of transportation from their residence was a limitation in their willingness to attend. This difference from the parent survey could be a manifestation of the differences in age groups of represented students in the student survey versus the parent survey or may simply be a reflection of who likely bears the actual financial burden of providing transportation to and from school.

© West Virginia Academy, Ltd. (2020)

Appendix A

Parent Survey Instrument

Survey Title: Opinion on Public Education and School Choice in West Virginia

Survey Description: The following survey is being conducted by an educational non-profit organization to assess areas of need in West Virginia public education and the level of interest in developing a charter school within your community. We thank you for your time and honesty in advance.

*What is your zip code?

*How many children do you have residing in your home?

None	1	2
3	4 or more.	

*Which of the following has your child (or children) attended in the last five years (select all that apply)?

Public Elementary School in West Virginia	Public Middle School in West Virginia	Public High School in West Virginia
Public School Outside of West Virginia	A Charter School Outside West Virginia	Private School
Home School	Pre-K Program	I do not have a child that has attended school in the last five years

*How satisfied have you been overall with your child's (or children's) education over the last five years?

Very Satisfied	Satisfied	Neither Satisfied Nor Unsatisfied
Unsatisfied	Highly Unsatisfied	Not Applicable

© West Virginia Academy, Ltd. (2020)

*In your opinion, what aspects of West Virginia public education stand in most need of improvement (select all that apply)?

☐ Curriculum design and instructional delivery for classes supporting reading comprehension and writing	☐ Outcomes on standardized tests and college entrance exams	☐ Resources and classroom aids to support teachers
☐ Facilities including classrooms and school grounds	☐ Parent involvement opportunities	☐ Experiential learning and field trips
☐ Offerings of extra-curricular activities and team sports	☐ Access to educational opportunities for underprivileged students	☐ Support and options for children with disabilities
☐ Offerings of enrichment classes like art, music, and physical education	☐ Curriculum design and instructional delivery in STEM topics (science, technology, engineering, and math)	☐ Other: _____

*How do you feel about a charter school being established in your community?

○ Strongly Supportive	○ Mildly Supportive	○ Indifferent
○ Mildly Opposed	○ Strongly Opposed	

What factors have informed or influenced your opinion about a charter school being established in your community (optional)?

*If a charter school were available in your community would you seek to enroll your child or children?

○ Yes	○ No	○ Not Sure
○ Not Applicable		

© West Virginia Academy, Ltd. (2020)

*If a charter school option were available, how far would you be willing to travel in order for your child or children to attend?

More than 20 miles	16 - 20 miles	11 - 15 miles
6 - 10 miles	1 - 5 miles	0 miles - my child would only attend if transportation were provided to my residence
I have no interest in my child attending a charter school		

Any Additional Comments (optional)?

© West Virginia Academy, Ltd. (2020)

Appendix B

Student Survey Instrument

Survey Title: Student Opinions on Public Education and School Choice in West Virginia

Survey Description: The following survey is being conducted by an educational non-profit organization to assess areas of need in West Virginia public education and the level of interest in developing a charter school within your community. We thank you for your time and honesty in advance.

*What is your zip code?

*What is your age?

4-7	8-11	12-15
16-18	Over 18	

*Which of the following have you attended in the last five years (select all that apply)?

Public Elementary School in West Virginia	Public Middle School in West Virginia	Public High School in West Virginia
Public School Outside of West Virginia	A Charter School Outside West Virginia	Private School
Home School	Pre-K Program	I have not attended school in the last five years

*How satisfied have you been overall with your education over the last five years?

Very Satisfied	Satisfied	Neither Satisfied Nor Unsatisfied
Unsatisfied	Highly Unsatisfied	Not Applicable

© West Virginia Academy, Ltd. (2020)

*In your opinion, what aspects of West Virginia public education stand in most need of improvement (select all that apply)?

☐ Access to educational opportunities for underprivileged students	☐ Curriculum design and instructional delivery in STEM topics (science, technology, engineering, and math)	☐ Experiential learning and field trips
☐ Curriculum design and instructional delivery for classes supporting reading comprehension and writing	☐ Outcomes on standardized tests and college entrance exams	☐ Offerings of enrichment classes like art, music, and physical education
☐ Resources and classroom aids to support teachers	☐ Support and options for children with disabilities	☐ Facilities including classrooms and school grounds
☐ Parent involvement opportunities	☐ Offerings of extra-curricular activities and team sports	☐ Other: _____

*How do you feel about a charter school being established in your community?

○ Strongly Supportive	○ Mildly Supportive	○ Indifferent
○ Mildly Opposed	○ Strongly Opposed	

What factors have informed or influenced your opinion about a charter school being established in your community (optional)?

*If a charter school were available in your community would you want to attend?

○ Yes	○ No	○ Not Sure
○ Not Applicable		

© West Virginia Academy, Ltd. (2020)

*If a charter school option were available, how far would you be willing to travel in order to attend?

More than 20 miles	16 - 20 miles	11 - 15 miles
6 - 10 miles	1 - 5 miles	0 miles - I would only attend if transportation were provided to my residence
I have no interest in attending a charter school		

Any Additional Comments (optional)?

What public school boundaries do you live in?

Addendum 2: Public Enrollments

Monongalia County Enrollments and State Level Public Support Program Figures

Submitted K-12 FTE for State Aid

FY 2014 - 2020, reported as of Oct. 1 (2nd month)

School	2014	2015	2016	2017	2018	2019
1. 203-BROOKHAVEN ELEMENTARY SCHOOL	583.000	583.000	580.000	585.020	578.000	572.020
2. 204-RIDGEDALE ELEMENTARY SCHOOL	429.000	429.000	426.025	425.040	462.060	463.060
3. 220-NORTH ELEMENTARY SCHOOL	816.000	816.000	849.000	799.060	673.000	644.000
4. 226-SUNCREST ELEMENTARY SCHOOL	285.000	285.000	304.025	366.020	481.000	508.000
5. 232-CHEAT LAKE ELEMENTARY SCHOOL	848.000	848.000	846.000	852.080	848.000	827.040
6. 233-MOUNTAINVIEW ELEMENTARY SCHOOL	754.000	754.000	723.000	741.060	750.020	719.020
7. 236-MASON-DIXON ELEMENTARY	326.000	326.000	310.000	330.000	322.000	313.000
8. 240-SKYVIEW ELEMENTARY SCHOOL	471.000	471.000	477.000	467.000	513.020	484.040
9. 241-MYLAN PARK ELEMENTARY SCHOOL	518.000	518.000	507.000	496.020	491.000	467.020
10. 242-EASTWOOD ELEMENTARY SCHOOL	616.000	616.000	664.000	678.000	680.000	653.100
11. 301-MOUNTAINEER MIDDLE SCHOOL	519.000	519.000	536.000	580.000	633.000	645.000
12. 302-WESTWOOD MIDDLE SCHOOL	449.000	449.000	428.000	435.000	402.000	379.000
13. 401-SOUTH MIDDLE SCHOOL	732.000	732.000	761.000	759.000	787.125	786.000
14. 402-SUNCREST MIDDLE SCHOOL	516.375	516.375	498.275	510.375	494.000	509.375
15. 501-CLAY-BATTELLE HIGH SCHOOL	429.000	429.000	410.000	401.000	404.000	386.250
16. 502-MORGANTOWN HIGH SCHOOL	1759.000	1759.000	1807.100	1787.625	1810.250	1840.848
17. 503-UNIVERSITY HIGH SCHOOL	1218.500	1218.500	1264.000	1224.000	1257.250	1307.000
Total	11268.875	11268.875	11390.425	11436.300	11585.725	11503.773

FINAL COMPUTATIONS
PUBLIC SCHOOL SUPPORT PROGRAM
ENROLLMENT INFORMATION
FOR THE 2019-20 YEAR

County	2018-19 2nd Month Headcount Enrollment	Adjustments Headcount to FTE	FTE Enrollment	2017-18 Certified Adults	Net Enrollment With Certified Adults	Additional Adjustments/ WVC §18-5-11 & WVC §18-9A-2	Net Enrollment Adjusted For SA Funding
Barbour	2,326	(9.27)	2,316.73	-	2,316.73	-	2,316.73
Berkeley	19,471	(31.61)	19,439.39	-	19,439.39	-	19,439.39
Boone	3,839	-	3,839.00	-	3,839.00	-	3,839.00
Braxton	1,975	(1.27)	1,973.73	-	1,973.73	-	1,973.73
Brooke	2,830	(0.98)	2,829.02	-	2,829.02	-	2,829.02
Cabell	12,434	(33.89)	12,400.11	-	12,400.11	-	12,400.11
Calhoun	962	(0.80)	961.20	-	961.20	246.14	1,207.34
Clay	1,859	-	1,859.00	-	1,859.00	-	1,859.00
Doddridge	1,119	(5.94)	1,113.06	-	1,113.06	208.14	1,321.20
Fayette	6,143	-	6,143.00	-	6,143.00	-	6,143.00
Gilmer	811	(2.00)	809.00	-	809.00	376.79	1,185.79
Grant	1,633	(3.00)	1,630.00	6.69	1,636.69	-	1,636.69
Greenbrier	4,813	(4.88)	4,808.12	-	4,808.12	-	4,808.12
Hampshire	2,994	(1.96)	2,992.04	-	2,992.04	-	2,992.04
Hancock	3,991	(1.50)	3,989.50	-	3,989.50	-	3,989.50
Hardy	2,340	(7.46)	2,332.54	-	2,332.54	-	2,332.54
Harrison	10,734	(33.46)	10,700.54	28.26	10,728.80	-	10,728.80
Jackson	4,581	(8.10)	4,572.90	0.75	4,573.65	-	4,573.65
Jefferson	9,034	(16.96)	9,017.04	-	9,017.04	-	9,017.04
Kanawha	25,686	(18.35)	25,667.65	8.98	25,676.63	-	25,676.63
Lewis	2,558	(6.99)	2,551.01	-	2,551.01	-	2,551.01
Lincoln	3,391	(8.34)	3,382.66	-	3,382.66	-	3,382.66
Logan	5,563	(0.80)	5,562.20	4.81	5,567.01	-	5,567.01
Marion	7,838	(2.28)	7,835.72	2.36	7,838.08	-	7,838.08
Marshall	4,602	(4.87)	4,597.13	-	4,597.13	-	4,597.13
Mason	4,071	(5.20)	4,065.80	-	4,065.80	-	4,065.80
McDowell	2,967	-	2,967.00	3.97	2,970.97	-	2,970.97
Mercer	8,854	(23.59)	8,830.41	-	8,830.41	-	8,830.41
Mineral	4,104	(5.91)	4,098.09	0.75	4,098.84	-	4,098.84
Mingo	4,075	-	4,075.00	-	4,075.00	-	4,075.00
Monongalia	11,521	(17.23)	11,503.77	5.57	11,509.34	-	11,509.34
Monroe	1,736	(0.96)	1,735.04	-	1,735.04	-	1,735.04
Morgan	2,302	(11.69)	2,290.31	-	2,290.31	-	2,290.31
Nicholas	3,693	(9.58)	3,683.42	-	3,683.42	-	3,683.42
Ohio	5,222	-	5,222.00	-	5,222.00	-	5,222.00
Pendleton	929	(0.97)	928.03	-	928.03	471.97	1,400.00
Pleasants	1,100	(1.96)	1,098.04	2.00	1,100.04	152.99	1,253.03
Pocahontas	1,004	(0.97)	1,003.03	-	1,003.03	396.97	1,400.00
Preston	4,408	(5.64)	4,402.36	-	4,402.36	-	4,402.36
Putnam	9,536	(3.00)	9,533.00	-	9,533.00	-	9,533.00
Raleigh	11,627	(20.51)	11,606.49	-	11,606.49	-	11,606.49
Randolph	3,949	(8.82)	3,940.18	-	3,940.18	-	3,940.18
Ritchie	1,357	(10.24)	1,346.76	-	1,346.76	53.24	1,400.00
Roane	2,090	(3.92)	2,086.08	-	2,086.08	-	2,086.08
Summers	1,486	-	1,486.00	-	1,486.00	-	1,486.00
Taylor	2,404	(4.28)	2,399.72	-	2,399.72	-	2,399.72
Tucker	1,009	(2.76)	1,006.24	-	1,006.24	293.67	1,299.91
Tyler	1,260	(3.67)	1,256.33	-	1,256.33	143.67	1,400.00
Upshur	3,762	(6.70)	3,755.30	0.25	3,755.55	-	3,755.55
Wayne	6,730	(14.85)	6,715.15	-	6,715.15	-	6,715.15
Webster	1,312	(0.99)	1,311.01	-	1,311.01	88.99	1,400.00
Wetzel	2,479	(4.98)	2,474.02	-	2,474.02	-	2,474.02
Wirt	1,009	(1.00)	1,008.00	-	1,008.00	207.95	1,215.95
Wood	12,384	(32.85)	12,351.15	-	12,351.15	-	12,351.15
Wyoming	3,848	-	3,848.00	44.00	3,892.00	-	3,892.00
State	265,755	(406.98)	265,348.02	108.39	265,456.41	2,640.52	268,096.93

OSF

Addendum 3: WVA's Code of Conduct

West Virginia Academy's Code of Conduct

West Virginia Academy reserves the right to modify these procedures or consequences according to student need and as determined by the school directors. For violations of the code that threaten the health, safety, or welfare of others, the school director may immediately suspend students according to the Suspension portion of the Code of Conduct.

Goals

1. All students will have access to a learning environment free from disruption and harassment.
2. Students will be physically safe at West Virginia Academy.
3. Students will be emotionally nurtured at West Virginia Academy
4. Students will learn appropriate conduct by practicing self-discipline and will be able to generalize their understanding of appropriate conduct to situations other than those specifically and explicitly taught.
5. Discipline training will be utilized at West Virginia Academy. Discipline refers to the process of teaching positive behaviors and allowing students opportunities to practice those positive behaviors until they become proficient at controlling unproductive behavior.
6. Consequences imposed as a result of unproductive behavior will be meaningful and effective, with the goal always being that the student is motivated to improve his/her behavior.

Language and Communication

West Virginia Academy Students and staff will be asked to speak at all times with respect and kindness. Language that is positive and promotes the mission of West Virginia Academy will be taught, modeled, and fostered. Students and staff will notice positive behavior in others, and will commend others for their efforts. Language that builds, supports, and encourages will be frequently and consistently used. Communication will be positive. When corrections need to be made by staff members, this will be done privately whenever possible, and always in a respectful, kind manner. Positive language and encouragement will follow any necessary corrections. Gratitude will be expressed frequently and consistently by students and staff, both in word and in written form.

If parents are made aware of inappropriate communication or language of a staff member, either first-hand or by report of their student, **we ask that they contact a member of the school administration immediately**. Staff members are not to speak to students regarding topics such

as human sexuality (with the exception of specified classes and utilizing approved curriculum). Staff members are not to discuss topics that may be considered crude or offensive to students or others. Staff members may not violate generally accepted community standards of decency. Staff members should take care to refrain from using slang that may be offensive to students' cultures or religious beliefs.

Staff should never direct students to keep information secret from their parents regarding what happens in a classroom, at the school, or regarding something the teacher has said. Discouraging students from communicating freely with their parents about anything in the classroom is a violation of the trust and open communication we encourage in our community and may be justification for immediate removal. If parents are made aware that this has happened, we ask that you notify administration immediately.

Behavior

Students and staff will demonstrate correct behavior with regard to their physical selves. Hands and feet will be kept to oneself, and respect will be shown by walking in an orderly manner in the hallways and in other school areas. Interactions will be friendly and helpful, without horseplay or other physical demonstrations that are inappropriate. Civility and other appropriate behavior and speech will also be incorporated into aspects of the WVA Ambassador program.

Abusive Conduct

The verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. Staff who have experienced abusive conduct from a student may follow procedures outlined in the Staff Manual to file a grievance.

Bullying

West Virginia Academy defines bullying as disrespect shown toward classmates, displayed as physical or verbal aggression, domination or disrespect. Bullying of any type is not permitted at West Virginia Academy. No form of aggressive physical interaction among students is acceptable. Verbal threats, even when couched in "jokes", are not tolerated and will be disciplined. Sarcasm and teasing may be considered bullying. Eye rolling, shoulder shrugging, and audible sighs may be considered bullying behavior. School staff will assess interactions and determine if behavior is considered "bullying" based upon what a reasonable adult would consider offensive behavior which has made or has the potential to make the school environment uncomfortable or hostile for the student.

Hazing

Hazing is a form of bullying that is done for the purpose of initiation or admission into any school or school sponsored team organization, program, or event, or against a person who is associated with such. Victim consent or acquiescence does not remove culpability or diminish consequences for any form of bullying, and any instances will be addressed according to the Code of Conduct.

Electronic Bullying

West Virginia Academy defines electronic bullying as acts which are initiated by students, often outside of school hours using the internet, instant messaging, email or cell phone texting, which target other students, teachers or staff members and in which students, teachers or staff are spoken of or to in a negative or threatening manner. When these acts result in students or staff feeling uncomfortable about attending school, a hostile school environment has been created. We believe it is our responsibility to ensure that all students and staff feel comfortable and welcome at West Virginia Academy, and therefore West Virginia Academy considers these acts as bullying and we may initiate discipline procedures and parent notification if they occur.

Students should not take pictures or recordings of classes, school activities, classmates, or school property without express written permission of the school administration and those whose pictures they take. Posting online or distributing in any other way pictures or movies of school classes, school events or classmates without permission is a violation of the code of conduct that warrants suspension and/or expulsion.

Gang Prevention and Intervention

West Virginia Academy is a welcoming and safe campus. We do not tolerate participation in any form of illegal group activity, gang affiliations, symbols, graffiti, recruiting, initiations, or other gang-related activities at our campus. School faculty and personnel are trained to recognize early warning signs for youth in trouble. Faculty and personnel report suspected gang activity to a school director who will investigate all reports. The parent/guardian will be notified. Other actions may include suspension, expulsion, activity restrictions, restorative compensation, and notification of law enforcement.

Sexual Conduct

Any form of sexual conduct is prohibited at West Virginia Academy including all sexual behavior of any kind, even when consensual. These standards are enforced at all times on the school campus and extend to off-campus events or activities when sponsored by or connected to West Virginia Academy. Students or staff who report sexual abuse or unwanted sexual contact shall not be penalized for reporting the behavior and West Virginia Academy will not tolerate retaliation from those involved in the abuse.

Safe Environment for All

We believe it is our responsibility to ensure that all students and staff feel comfortable and welcome at West Virginia Academy, and therefore, we will promptly investigate reports of negative behaviors impacting school safety. These reports will be considered by a school director, and, for those found to have exhibited destructive negative behaviors, may result in: an office referral/infraction record, development of a behavior modification plan, suspension, reassignment, dismissal, or an other appropriate measure. The appropriate local office of the State Police, county sheriff or municipal police agency will be informed of all acts that constitute suspected criminal activity. (See Reporting)

Authority of Teachers

The teacher may exclude from his or her classroom or school bus any student who is guilty of disorderly conduct; who in any manner interferes with an orderly educational process; who threatens, abuses or otherwise intimidates or attempts to intimidate a school employee or a student; who willfully disobeys a school employee; or who uses abusive or profane language directed at a school employee. Any student excluded shall be placed under the control of the Executive Director or a designee. The excluded student may be admitted to the classroom or school bus only when the Executive Director or designee provides written certification to the teacher that the student may be readmitted and specifies the specific type of disciplinary action, if any, that was taken. If the Executive Director finds that disciplinary action is warranted, he or she shall provide written and, if possible, telephonic notice of the action to the parent(s), guardian(s) or custodian(s).

Parent Notification

When a report of negative, degrading or bullying behavior leads to the creation of an office infraction record or referral, parents of involved students will be required to sign and return the form to the school. Parents will also receive an email and a phone call from the school. Parent Intervention or other involvement may be required in resolving the behavior (see Parent Intervention section). When a student reports physical harm or feels threatened at school, a school director will contact the individual's parents. Discipline measures may be revealed to the extent permitted by federal and state law, including the FERPA Act, as amended.

When a student reports physical harm or feels threatened at school, a school director will contact the individual's parents. Discipline measures involving other students may only be revealed to the extent permitted by federal and state law, including the FERPA Act, as amended. When a student threatens to commit suicide, parents will be promptly notified. The School Executive Director will produce and maintain records verifying that the parent/guardian was notified of the incident or threat.

Unexcused Absences

As stated in §18-8-4, when a student has reached three total unexcused absences during a school year, the Assistant Director may serve notice by written or other means to the parent, guardian, or custodian of the student that the attendance of the student at school is required and that if the student has five unexcused absences, a conference with the Executive Director will be required.

In the case of five total unexcused absences, the Assistant Director shall serve written notice to the parent, guardian or custodian of the student that within five days of receipt of the notice the parent, guardian or custodian, accompanied by the student, shall report in person to the school the student attends for a conference with Executive Director in order to discuss and correct the circumstances causing the unexcused absences of the student, including the adjustment of unexcused absences based on the meeting.

In the case of ten total unexcused absences of a student during a school year, the Assistant Director may make a complaint against the parent, guardian or custodian before a magistrate of the county. If it appears from the complaint that there is probable cause to believe that an offense has been committed and that the accused has committed it, a summons or a warrant for the arrest of the accused shall issue to any officer authorized by law to serve the summons or to arrest persons charged with offenses against the state. More than one parent, guardian or custodian may be charged in a complaint. Initial service of a summons or warrant issued pursuant to the provisions of this section shall be attempted within ten calendar days of receipt of the summons or warrant and subsequent attempts at service shall continue until the summons or warrant is executed or until the end of the school term during which the complaint is made, whichever is later.

It shall be the duty of the Executive Director to make prompt reports to WVA governing board of all cases of unexcused absences arising within the school which require the services of an attendance worker. Such reports shall be on the form prescribed for such purpose, by telephone, or in person, and shall include essential information about the child and the name and residence of any parent, guardian or custodian of a child.

Suspension

West Virginia Academy reserves the right to suspend any student for the following reasons:

1. Possessing deadly weapons on premises of educational facilities;
2. Possessing a controlled substance on premises of educational facilities;
3. Assaults and batteries committed by students upon teachers or other school personnel;
4. Temporary suspension, hearing; procedure, notice and formal hearing; extended suspension;
5. Sale of narcotics;

The student and his or her parent(s), guardian(s) or custodian(s), as the case may be, shall be given telephonic notice, if possible, of this informal hearing with the Board of Directors, which notice shall briefly state the grounds for suspension. At the commencement of the informal hearing, the Executive Director shall inquire of the student as to whether he or she admits or denies the charges. If the student does not admit the charges, he or she shall be given an explanation of the evidence possessed by the Executive Director and an opportunity to present his or her version of the occurrence. At the conclusion of the hearing or upon the failure of the noticed student to appear, the Executive Director under the authority of the Governing Board may suspend the student for a maximum of ten school days, including the time prior to the hearing, if any, for which the student has been excluded from school. The Executive Director shall report any suspension the same day it has been decided upon, in writing, to the parent(s), guardian(s) or custodian(s) of the student by regular United States mail. The suspension also shall be reported to the county superintendent and to the faculty senate of the school at the next meeting after the suspension.

Each suspension imposed upon a student shall be recorded in the West Virginia Education Information System (WVEIS). The school director shall create an electronic record within twenty-four hours of the imposition of the suspension. Each record of a suspension shall include the student's name and identification number, the reason for the suspension, and the beginning and ending dates of the suspension. The State Board of Education shall collect and disseminate data so that any public school in West Virginia can review the complete history of disciplinary actions taken by West Virginia Academy against any student enrolled or seeking to enroll at another district school.

Reporting

Any student, parent, or staff member may report an incident of negative, non-building or bullying behavior to a teacher or to the appropriate school administrator. Anonymous reports will be investigated, but disciplinary action will not occur in the absence of additional evidence. False reports are prohibited. School officials will respond appropriately. Retaliation against students or staff reporting or investigating incidents of abuse will not be tolerated.

Discipline Records

Discipline records will not be disclosed to a person who is not authorized to receive the record. The Monongalia County District assures that discipline records are maintained, retained, and destroyed according to GRAMA laws, the district's student data, privacy policy, and the records retention schedule of the state of West Virginia. Aggregated, non-identifying student behavior data is analyzed annually for school improvement and is provided bi-annually as required by the federal Office of Civil Rights.

Any findings or orders of the court in a juvenile proceeding shall be known as the juvenile record and shall be maintained by the clerk of the court. Records of a juvenile proceeding conducted are not public records and shall not be disclosed to anyone. If the juvenile attends West Virginia Academy, the person designated by the circuit court shall determine the identity of the highest ranking person at that school (Executive Director) and shall automatically disclose all records of a juvenile's case to that person. Juvenile records are absolutely confidential by the school official to whom they are transmitted and nothing contained within the juvenile's records may be noted on the juvenile's permanent educational record. The juvenile records will be maintained in a secure location and will not be copied under any circumstances.

The Executive Director shall have the duty to disclose the contents of those records to any teacher who teaches a class in which the subject juvenile is enrolled and to the regular driver of a school bus in which the subject juvenile is regularly transported to or from school. Furthermore, any school official to whom the juvenile's records are transmitted may disclose the contents of those records to any adult within the school system who, in the discretion of the school official, has the need to be aware of the contents of those records. If for any reason the juvenile ceases to attend West Virginia Academy, the Executive Director shall seal the records and return them to the circuit court which sent them to that school.

Suspension Reporting

The School Director shall report any suspension the same day it has been decided upon, in writing, to the parent(s)/guardian(s) or custodian(s) of the student by regular US mail. The suspension also shall be reported to the faculty senate of the school at the next meeting after the suspension (compliance with §18A-5-1).

Parent Intervention

Parents will attend school with the student and follow the Parent Intervention Guidelines.

Infractions

The following behaviors are considered infractions of the Code of Conduct. This is not an exhaustive list and the school administration may deem other actions or behaviors violations of the Code of Conduct:

1. Any behavior or action which materially and substantially disrupts school work and discipline.
2. Disruption of the learning environment, including speaking in class without permission.
3. Lack of control of hands or feet – pushing, hitting, kicking, tripping etc. without malice - horseplay.
4. Lack of control of hands or feet – with malice or perceived malice.
5. Use of profane or offensive language.
6. Disrespect, defiance or insolence toward staff.
7. Disrespect shown toward classmates (including bullying and electronic bullying).
8. Abusing, misusing or destruction of property.
9. Physical or verbal harassment
10. Possession of a banned item (see Banned Items list)
11. Cheating/Plagiarism
12. Stealing
13. Leaving school premises without permission
14. Skipping class
15. Arriving tardy to class
16. Littering
17. Chewing gum
18. Appearing out of uniform
19. Truancy (failing to attend school without parental consent)
20. Sexual harassment
21. Possession of any of the following (see Banned Items list for additional banned items)
    a. Perfumed/deodorant sprays
    b. Caffeine Pills/Energy Drinks/Sleep pills
    c. Any non-prescription medication that is not approved through school policy/procedures (see III. Health and Safety)
    d. Permanent Markers (except by teacher permission)

Banned Items

Weapons and dangerous substances are not allowed on the premises of West Virginia Academy. Possession of any of the following items may be grounds for immediate expulsion:

- Controlled substances
    - Narcotics
    - Tobacco products of any kind (Cigarettes, E-Cigarettes/Vapes, Other Electronic Smoking Devices, etc.)
    - Alcohol
    - Unapproved Prescription Medications
- Drug paraphernalia
- Weapons, including real weapons or look-alike weapons including, but not limited to:
    - Firearms
    - Toy guns (Nerf, Rubber band Shooters, Airsoft, etc.)
    - Any explosive, noxious, or flammable material (including aerosol cans, such as deodorant sprays)
    - Matches or lighters
        - Bullets
        - Knives or other cutting tools (other than school scissors)
- Sexually explicit material – written, pictorial, or electronic including nude or partially nude depictions of either gender in a sexual context.

Technology Usage Policy

All students and staff members who wish to use computers at West Virginia Academy must sign the technology usage agreement before they are eligible to utilize West Virginia Academy computers.

<u>Valuables, Electronic Devices and Games</u>

It is not recommended that students or staff bring valuables onto the school campus. West Virginia Academy cannot be responsible for damage to or loss of cell phones or other valuable items. Electronic games and devices are not allowed at West Virginia Academy and will be confiscated by faculty if found on campus. Cell phones are distracting to our academic efforts at West Virginia Academy and can be impactful to our safe school culture. Students may not use their cell phone once they enter the school building and until they leave the building at the end of the day. In addition, students may not have their phones in their possession during the day and must leave their phones in their locker if they chose to bring them to school. This policy extends to smartwatches when being used for texting or calling.

If a student is found using a cell phone in the building or has possession of a cell phone while in class, faculty will confiscate the phone and turn it into the office. The following is the procedure to confiscate a cell phone from a student (even if the phone allegedly belongs to a friend):

1. The first time a phone is confiscated, the student may retrieve it from the office at the end of the day;

2. The second time a phone is confiscated, a parent or guardian must retrieve it from an administrator;
3. The third time a phone is confiscated, the school will hold it until the end of the year.

We recognize that cell phones are important and effective communication tools for parents and students. Therefore, cell phones may be used after school to communicate with parents or transportation providers. This communication must take place outside the school on the pickup curb where there is adequate adult supervision, or, if inside, in the presence of school staff. This is so that we can ensure cell phones are not used to access the internet after school, in an unsupervised setting, where inappropriate content may be accessed and shared with other students. Students should not group together to watch videos or play games on electronic devices while waiting to be picked up from school. Students who are using their cell phone outside of these places after school (the pickup curb or in the presence of a staff member) will be given reminders. Students who persist in using their phones after school outside the guideline may have their phone confiscated and a parent conference may be initiated. This policy extends to smartwatches, tablets, or any other internet accessing device when being used for activities like texting, calling, social media, internet browsing, etc.

Elementary Discipline Plan -- Infractions

Teachers in K-5 classrooms are responsible for teaching appropriate conduct and addressing unproductive behavior. Teachers will follow the CHAMP program of positive motivation and explicit teaching to accomplish this. Card charts will be utilized in grades K-5 to help students learn to manage their behavior. Daily reports of the student's behavior color will be sent home on the Learning Plan. In the event a student's behavior violates the Code of Conduct, the Teacher or the School Administrator may implement the Discipline Plan, and any of the following may occur:

- Phone call home
- Conference with parent and student
- Parent Intervention (parent attends school with student)
- Suspension (student does not attend school for a specified period of time)

Students who physically harm other students will not be allowed to remain in the classroom. The teacher may exclude from his or her classroom any student who is guilty of disorderly conduct; who in any manner interferes with an orderly educational process; who threatens, abuses or otherwise intimidates or attempts to intimidate a school employee or a student; who willfully disobeys a school employee; or who uses abusive or profane language directed at a school employee. Any student excluded shall be placed under the control of the Executive Director or a designee. The excluded student may be admitted to the classroom or school bus only when the Executive Director or designee provides written certification to the teacher that the student may be readmitted and specifies the specific type of disciplinary action, if any, that was taken. If the Executive Director finds that disciplinary action is warranted, he or she shall provide written and, if possible, telephonic notice of the action to the parent(s), guardian(s) or custodian(s).

Parent Intervention Guidelines

Goals

Allow the parent the opportunity to view their student in their learning activities at school so they can provide the needed support and structures at home to assist the student in finding success at school.

Engage the student's parent to assist the student in learning:

1. How to stay focused on doing their best on all of their work.
2. How to be respectful to the teacher and focus on learning.
3. How to conduct themselves in an appropriate manner in each learning environment at school.

Review with the parent and student what is expected of the student at school each day:

1. Students at West Virginia Academy are expected to do their best on all work.
2. Students are expected to respect the teacher and focus on learning.
3. Students are expected to govern themselves and control themselves in all situations at school.

Parent's Duties

1. Stay with the student – sit next to the student desk during class time, transition with the student.
2. Fill out the data tracking form for Parent Interventions.
3. Re-direct the student back to learning whenever necessary.
4. Teach the student how to show respect to the teacher (ie: eyes on the teacher, feet flat on the floor, mouth closed, hands on the desk, etc.)
5. Help the student to see the value in self-control and self-governance.
6. Take any/all opportunities to notice good behaviors and teach correct behaviors during learning time, transitions, lunch, recess, etc.
7. Instill in their student the desire for success at school through establishment of meaningful rewards and consequences.
8. Parents should focus primarily on their child's behavior and not interfere with the teaching and learning environment.

At the end of the intervention, the teacher, student and parent will meet to discuss the positive effects of the intervention and help the student set goals for a successful school year. If more coaching is needed, parents will be invited back to coach for an extended period of time.

Local School Improvement Council (LSIC)

The WVA Local School Improvement Council (LSIC) annually shall develop and deliver a report to the countywide council on productive and safe schools. The report shall include: (1) Guidelines for the instruction and rehabilitation of students who have been excluded from the classroom, suspended from the school, the description and recommendation of in-school

suspension programs, a description of possible alternative settings, schedules for instruction and alternative education programs and an implementation schedule for such guidelines.

The guidelines shall include the following:

1. A system to provide for effective communication and coordination between school and local emergency services agencies;
2. A preventive discipline program; and
3. A student involvement program.

WVA LSIC's findings regarding its examination shall also be reported to Governing Board, including disciplinary measures at the school; and the fairness and consistency of disciplinary actions at the school. If the council believes that student discipline at the school is not enforced fairly or consistently, it shall transmit that determination in writing, along with supporting information, to the Executive Director. Within ten days of receiving the report, the Executive Director along with the Governing board shall respond in writing to the council. The governing board shall retain and file all such correspondence and maintain it for public review.

The LSIC annually shall conduct a meeting to engage parents, students, school employees and other interested parties in a positive and interactive dialogue regarding effective discipline policies. The meeting shall afford ample time for the dialogue and comply with any applicable provision of state, federal or county board policy, rule or law, as appropriate, regarding student privacy rights.

Addendum 4: Organizational Documents

Part A: Articles of Incorporation

ARTICLES OF INCORPORATION

OF

WEST VIRGINIA ACADEMY, LTD.

A Nonprofit Corporation

The undersigned incorporator, a natural person being of the age of eighteen years or more, acting under the West Virginia Non-Profit Corporation Act (West Virginia Code §31E-1-101 et seq.), adopts the following Articles of Incorporation for such Corporation:

ARTICLE I

NAME AND INITIAL ADDRESS

The name of the corporation is West Virginia Academy, Ltd. (hereinafter the "Corporation"), which name complies with the required corporate name endings pursuant to West Virginia Code §31D-4-401.

The address of the initial principle office of the Corporation will be:

403 Mallard Run, Morgantown, WV, 26508

The above address is located in Monongalia County and is: (i) the address of the incorporator, (ii) the initial mailing address, and (iii) the physical address of the initial principal place of business for the Corporation.

ARTICLE II

DURATION

The period of duration of this Corporation is perpetual.

ARTICLE III

PURPOSES AND POWERS

The primary purposes for which the Corporation has been formed are to act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of West Virginia with an educational and scientific purpose. The legal purpose of the Corporation is to endeavor to improve and support primary education, broadly defined, by: (i) founding a charter school or

schools, (ii) developing and deploying curriculum and scalable college-readiness programs, and (iii) providing training for instructors of primary education who seek to improve college-readiness throughout West Virginia. These primary purposes of the Corporation are designed to improve student outcomes both locally and throughout the State of West Virginia thereby achieving several secondary (or indirect) societal benefits including, but not limited to, lessening the burdens of government, providing relief of the poor and distressed or under-privileged, and promoting social welfare by increasing employability of the populace and reducing unemployment over the long term. In the advancement of the primary purposes of the Corporation, the following specific purposes for which the corporation has been formed are:

a. To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

b. To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the West Virginia Nonprofit Corporation Act, as amended and supplemented.

c. To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

d. Notwithstanding the foregoing, in every event the Corporation shall be subject to the following limitations:

(1) The Corporation is organized exclusively for educational and scientific purposes and may only make distributions, if any, to organizations that qualify as exempt organizations under Internal Revenue Code section 501(c)(3) or a corresponding section of any future tax code;

(2) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;

(3) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;

(4) The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law);

(5) Upon the dissolution of the Corporation, if any, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas in the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IV

MEMBERS/STOCK

The Corporation shall not have any stock, but shall have one class of members. The election or appointment as well as the qualifications and rights of the members shall be included in the Bylaws.

ARTICLE V

BYLAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE VI

DIRECTORS AND OFFICERS

The number of directors of this Corporation shall be not less than five (5), as fixed from time to time by the Bylaws. The members of the initial Board of Directors and initial Officers shall be appointed by the incorporator within a reasonable time after the filing of these Articles and the number of initial directors shall be five (5). Thereafter, the appointment of members of the Board of Directors and Officers shall be conducted in accordance with the Bylaws of the Corporation. The Board of Directors shall be the "Governing Board" of any public charter school established by the Corporation as defined in West Virginia Code Sec. 18-5G-2(8).

ARTICLE VII

INCORPORATOR

The name and address of the incorporator is:

NAME	ADDRESS
John S. Treu	403 Mallard Run Morgantown, WV 26508

Upon the appointment of the Board of Directors and signing of the Bylaws, the incorporator shall cease to be the incorporator and all affairs of the corporation shall be managed exclusively by the Board of Directors. The incorporator shall serve as a member of the initial Board of Directors.

ARTICLE VIII

REGISTERED OFFICE AND AGENT

The address of the Corporation's initial registered office shall be: 403 Mallard Run, Morgantown, WV 26508. Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation. The Corporation's initial registered agent at such address shall be: John S. Treu.

I hereby acknowledge and accept appointment as corporate registered agent:

/s/ John S. Treu
John S. Treu

IN WITNESS WHEREOF, the undersigned incorporator, John S. Treu, has executed these Articles of Incorporation in duplicate as of the 26th day of December, 2019, and has read the above and foregoing Articles of Incorporation; knows the contents thereof and verifies that the same is true to the best of his knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters I believe the same to be true.

/s/ John S. Treu
John S. Treu
Incorporator
West Virginia Academy, Ltd.

[Ratified by Unanimous Vote of the Board of Directors on 1/31/2020]

Part B: Bylaws

BYLAWS

OF

WEST VIRGINIA ACADEMY, LTD.

BYLAWS
OF
WEST VIRGINIA ACADEMY, LTD.

ARTICLE I
OFFICES

Section 1.01. Principal Office. The initial principal office for the transaction of the business of West Virginia Academy, Ltd. (the "Corporation") shall be located in 403 Mallard Run, Morgantown, WV 26508, County of Monongalia, West Virginia. The principal office shall be updated to a more permanent location as appropriate not later than the date when a location for the charter school has been established. The Board of Directors is hereby granted full power and authority to change, from time to time, said principal office from one location to another within said county.

Section 1.02. Other Offices. Branch or subordinate offices may at any time be established by the Board of Directors at any place or places where the Corporation is qualified to do business.

ARTICLE II
GOVERNANCE; MEMBERSHIP

Section 2.01. Board of Governors and Directors. The Corporation shall be governed by a board of directors (hereinafter the "Board") in accordance with its Articles of Incorporation and the West Virginia Non-Profit Corporation Act (West Virginia Code §31E-1-101 et seq.), which board shall also be the "Governing Board" of any public charter school established by the Corporation as defined in West Virginia Code Sec. 18-5G-2(8). The terms "Board," "Board of Directors," "Governing Board," and "Board of Governors" may be used interchangeably in any official documents of the Corporation to refer to the Board. Any individual member of the Board shall be referred to individually as a "Director." These bylaws are adopted and ratified by the Board on the effective date hereof, and, including any subsequent amendments thereto, shall constitute the Bylaws of the Corporation.

Section 2.02. Members. The Corporation shall not have stock, but shall have members as set forth below.

Section 2.03. Choice of Laws. The Corporation shall be governed by the Board of Directors in a manner consistent with these Bylaws, the Articles of Incorporation, and official actions taken by the Board of Directors, each as amended from time to time. Any matter not addressed in the Corporation's Articles of Incorporation, Bylaws, and such official actions of the

Board, shall be governed by the laws of the state of West Virginia pursuant to the West Virginia Non-Profit Corporation Act (West Virginia Code §31E-1-101 et seq.), as amended.

Section 2.04. Purpose. The purpose or purposes of the Corporation shall be as stated in the Corporation's Articles of Incorporation.

ARTICLE III
DIRECTORS

Section 3.01. Powers. Subject to limitation of the Articles of Incorporation, of the Bylaws, and the West Virginia Non-Profit Corporation Act, and subject to the duties of Directors as prescribed by the Bylaws, all corporate powers shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed by the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Directors shall have the following powers, to wit:

(a) To select and remove all the other officers, agents and employees of the Corporation, prescribe such powers and duties for them as may not be inconsistent with law, or with the Articles of Incorporation or the Bylaws, fix their compensation, if any, and require from them security for faithful service.

(b) To conduct, manage and control the affairs of the Corporation, and to make such rules and regulations therefor not inconsistent with law, or with the Articles of Incorporation or the Bylaws, as they may deem proper.

(c) To change from time to time the principal office for the transaction of the business of the Corporation from one location to another within the same county as provided in Section 1.01; to fix and locate from time to time one or more subsidiary offices of the Corporation within or without the State of West Virginia as provided in Section 1.02 hereof; and, to designate any place within or without the State of West Virginia for the holding of any Directors meeting or meetings.

(d) To appoint an executive committee and other committees, and to delegate to the executive committee any of the powers and authority of the board in the management of the affairs of the Corporation, except the power to adopt, amend or repeal bylaws. The executive committee shall be composed of two or more Directors.

(e) In every event the Corporation shall be subject to the following limitations:

(1) The corporation is organized exclusively for educational and scientific purposes and may only make distributions, if any, to organizations that qualify as exempt organizations under Internal Revenue Code § 501(c)(3) or a corresponding section of any future tax code;

(2) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;

(3) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in , or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;

(4) The corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law);

(5) Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas in the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 3.02. Number of Directors. The minimum authorized number of Directors of the Corporation shall be five (5). The authorized number of Directors may be increased to a number greater than five by resolution of the Board.

Section 3.03. Election and Term of Office. The Board shall be constituted of elected members who shall serve a 3 year term ("Elected Directors") as well as Members of the Corporation who are chairpersons of committees as established by the Board ("Ex Officio Directors").

(a) Elected Board Members. The initial Board was appointed by the incorporator as established by certificate and the members of such initial Board shall be deemed to be Elected Directors. The default term of office for each of the Elected

Directors shall be three (3) years ending on the date of the annual meeting of the Corporation; provided, however, that the members of the initial Board as well as any additional Elected Directors shall be set with staggered terms so that the terms of approximately one-third of the Elected Directors expires each year. Elected Directors shall serve until the election and qualification of their respective successors, unless they sooner resign or are removed as herein provided. Any Elected Director who has completed his or her term may be elected to serve another term. At the expiration of a term of any Elected Director, the Elected Director's seat shall be appointed to the Board by vote of the Members of the Corporation, which election shall occur at the annual meeting of the Corporation.

(b) Ex Officio Directors. Upon the approval of an application for a charter school and the entry of a charter contract with an authorizer, the Board may establish service committees in the advancement of its mission and purpose. Each such committee shall be lead by a chairperson appointed by the Board and all such chairpersons of such committees shall serve as Ex Officio Directors, except if employed by the Corporation, for the period of time that they head such committee.

Section 3.04. Vacancies. A vacancy or vacancies in the Board shall be deemed to exist in case of the death, resignation, or removal of any Director, or if the authorized number of Directors be increased, or if the Members fail at any annual meeting to elect the full authorized number of Directors to be voted for at that meeting.

Vacancies in the Board may be filled or the number of Director seats may be reduced by a majority vote of the remaining Directors at any meeting, or by a sole remaining Director. Each Director so elected shall hold office for the remaining term of the vacating Director or, in the event of an increase to the authorized number of Directors, for a term set by the Board of three years or less to ensure that approximately one-third of the Elected Director seats are up for election each year. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of such Director's term of office.

Section 3.05. Place of Meeting. Meetings of the Board shall be held at any place which has been designated from time to time by resolution of the Board or, otherwise, by written consent of all members of the Board. In the absence of such designation, meetings shall be held at the principal office of the Corporation.

Section 3.06. Annual Meeting. The annual meeting of the Board shall be held at a designated location the third Saturday of August of each calendar year, or on such other date within 60 days of such date as the Directors shall determine by resolution, for the purpose of electing new Elected Directors and for the transaction of such other business as may properly come before the meeting.

Section 3.07. Special and Other Meetings. Regular meetings of the Board may be scheduled by resolution of the Board at any meeting or may be called by written resolution of any three Directors. Special meetings of the Board may be called by the majority of the officers of the Corporation.

Section 3.08. Notice of Meetings. Notice of the time and place of any annual, regular, or special meeting of the Board and the nature of the business to be transacted in the case of any special meeting, except as herein otherwise provided, shall be given by or at the direction of the person or persons calling the meeting to all Directors by mailing the same not less than five business days nor more than thirty business days before the meeting to the email of record or the last known usual business or residence address of each Director. However, such notice shall not be required for the annual meeting if held at the location and on the date specified in sections 3.05 and 3.06, respectively and such notice otherwise may be waived by the written consent of all Directors or by the presence of all Directors at any meeting unless any Director protests the validity of such meeting for failure to provide notice prior to the Board conducting any business at such meeting. Any business may be transacted at any meeting of the Board.

Section 3.09. Notice of Adjournment. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, but shall be included in any minutes to the meeting adjourned and made available to absent Directors at least one business day prior to the adjourned meeting.

Section 3.10. Waiver of Notice. A Director's attendance at or participation in a meeting waives any required notice to the Director of the meeting unless the Director at the beginning of the meeting, or promptly upon the Director's arrival, objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice, and does not thereafter vote for or assent to action taken at the meeting. The transactions of any meeting of the Board, however called and noticed or wherever held, shall be valid as though had at a meeting duly held after regular call and notice, if a quorum be present, and if, either before or after the meeting, each of the Directors not present signs a written waiver of notice, or a consent to holding such meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 3.11. Quorum. A majority of the authorized number of Directors shall be necessary to constitute a quorum for the transaction of business, except to adjourn as hereinafter provided. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number be required by law or by the Articles of Incorporation.

Section 3.12. Adjournment. A quorum of the Directors may adjourn any Directors meeting to meet again at a stated day and hour or pursuant to another meeting as scheduled by resolution of the Board; provided, however, that in the absence of a quorum, a majority of the Directors present at any Directors' meeting, either regular or special, may adjourn from time to time until the time fixed for the next regular or special meeting of the board.

Section 3.13. Fees and Compensation. Directors shall not receive any stated salary for their services as Directors and shall not be employees of the Corporation, but, by resolution of the Board, may receive reimbursement for expenses of attendance at each meeting. Nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity as an officer, agent, or otherwise, but any such service must be on a volunteer basis and not as an employee of the Corporation. For example, a member of the Board may serve as an Officer, but only on a volunteer basis. Any Director that is hired as an officer or employee of the Corporation shall resign from the Board effective not later than the day prior to the effective date of such hire and shall not vote on such hiring decision or otherwise participate in deliberations about such hiring decision, including the analysis of competing applicants, as of the time such Director submits an application for such position.

Section 3.14. Action Without Meeting. Any action required or permitted to be taken by the Board under any provision of the West Virginia Nonprofit Corporation Act and under these Bylaws may be taken without a meeting if all of the Directors of the Corporation shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as the unanimous vote of such Directors.

Section 3.15. Meeting by Telecommunication. Members of the Board, or any committee designated by the Board, may participate in a meeting of the Board or committee by any means of communication by which all persons participating in the meeting can hear each other during the meeting, and participation in a meeting under this Section shall constitute presence in person at the meeting.

Section 3.16. Removal of Directors Other Than by Expiration of Term. A Member of the Board may be removed by a two-thirds majority vote of all other Directors. A Member of the Board shall be removed for cause in the event that the Director is, or has been, convicted of a felony, a crime of moral turpitude, or a crime against children. In the event of a closure of a charter school authorized by this Corporation and following exhaustion of any appeal allowed under West Virginia Code § 18-5G-13 as amended, an authorizer may remove members of the Board in the manner set forth in West Virginia Code § 18-5G-10(k) as effective at such time.

ARTICLE IV
OFFICERS

Section 4.01. Officers. The officers of the Corporation shall be a president, a vice-president, a secretary, and a treasurer. The Corporation may also have, at the discretion of the Board, a board chairperson, one or more additional vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 4.03. One person may hold two or more offices, except those of president and secretary.

Section 4.02. Election. The officers of the Corporation, except such officers as may be appointed in accordance with the provisions of Section 4.03 or Section 4.05, shall be chosen annually by the Board, and each shall hold office until the officer shall die, resign or be removed or otherwise disqualified to serve, or the officer's successor shall be elected and qualified.

Section 4.03. Subordinate Officers, Etc. The Board may appoint such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as are provided in the Bylaws or as the Board may from time to time determine.

Section 4.04. Removal and Resignation. Any officer may be removed, either with or without cause, in the ordinary course ("Ordinary Removal") by a majority vote of the Directors at the time in office, which Ordinary Removal can occur at any regular or special meeting of the Board, or by an officer upon whom such power of removal may be conferred by the Board. An Ordinary Removal will be effective as of the following annual meeting. Any officer may be removed, either with or without cause, effective immediately after the vote ("Extraordinary Removal") by a two-thirds majority vote of the Directors at the time in office at any regular or special meeting of the Board. The Board shall designate whether the removal is an Extraordinary Removal or an Ordinary Removal prior to the vote and an Ordinary Removal does not automatically become an Extraordinary Removal simply by virtue of a two thirds majority vote in favor of such removal.

Any officer may resign at any time by giving written notice to the Board or to the president, or to the secretary of the Corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, although officers are encouraged to remain in place until the following annual meeting. The acceptance of such resignation by the Board shall not be necessary to make it effective.

Any officer that is, or has been, convicted of a felony, a crime of moral turpitude, or a crime against children, shall be disqualified from the Board and immediately removed effective as of the date of any such conviction. Members of the Board shall consent to a background check prior to the initiation of each term.

An officer who is removed by a vote of the Board, disqualification, or who resigns shall also be removed as a Member on the effective date of such removal, disqualification or resignation.

Section 4.05. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in the Bylaws for regular appointments to such office.

Section 4.06. Chairperson of the Board. The chairperson of the board, if there shall be such an officer, shall, if present, preside at all meetings of the Board, and exercise and perform such other powers and duties as may be assigned to the chairperson from time to time by the Board or prescribed by the Bylaws.

Section 4.07. President. Subject to such supervisory powers, if any, as may be given by the Board to the chairman of the board, the president shall be the chief executive officer of the Corporation and shall, subject to the control of the Board, have general supervision, direction and control of the business and officers of the Corporation. The president shall preside at all meetings of the Directors in the absence of the chairman of the board, or if there be none, at all meetings of the Board. The president shall be an ex officio member of all the standing committees, except the audit committee, and shall have the general powers and duties of management usually vested in the office of the president of a Corporation and shall have such other powers and duties as may be prescribed by the Board or the Bylaws.

Section 4.08. Vice-President. The Board may appoint one or more Vice Presidents of the Corporation, but shall not be required to do so. In the absence or disability of the president, the vice-presidents in order of their rank as fixed by the Board, or if not ranked, the vice-president designated by the Board, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice-presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board or the Bylaws.

Section 4.09. Secretary. The secretary shall keep, or cause to be kept, a book of minutes at the principal office or such other place as the Board may order, of all meetings of Directors, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present at Directors' meetings.

The secretary shall give, or cause to be given, notice of all of the meetings of the Board required by the Bylaws or by law to be given (provided, however, that in the event of the absence or disability of the secretary, such notice may be given by any other officer of the Corporation), and shall have such other powers and perform such other duties as may be prescribed by the Board or the Bylaws.

Section 4.10. Treasurer. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, and shall deposit all moneys and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board or, in the absence of such designation, as may be selected by the treasurer. The Treasurer shall receive and keep account of all fees, monies and dues belonging to the Corporation. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, or the president or vice-president, shall make, sign and endorse in the name of the Corporation all checks, drafts, notes, and other orders for the payment of money, and pay out and dispose of such under the direction of the Board, the president and/or the vice-president, shall render to the president, vice-president and Directors, whenever they request it, an account of all of the treasurer's transactions as treasurer and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board or the Bylaws.

ARTICLE V
MEMBERS

Section 5.01. Powers. The Corporation shall have no stock, however the Corporation shall have Members with the rights and obligations as stated in these Bylaws and subject to any limitations of the Articles of Incorporation, the West Virginia Non-Profit Corporation Act, and the requirements for qualification as an exempt organization under the Internal Revenue Code § 501(c)(3) as amended or supplemented (or a corresponding section of any future tax code).

Section 5.02. Appointment. The members of the corporation at all times shall include: (i) all individuals on the Board, and (ii) all Corporate officers. After a charter school is open the members of the corporation may also include, as authorized by resolution of the Board: (i) up to three full-time employees who are not officers, and (ii) up to three parents of students enrolled in the charter school who are not Officers, Directors, or full-time employees. Employee and parent members shall be appointed by vote of the existing members of the Corporation at an annual meeting of the Corporation and shall serve for a term of not more than three years, which terms shall be staggered in a manner similar to the terms of the Board. Individuals on the Board and officers shall serve as members of the corporation by virtue of their office and for the period of time that such individuals serve as members of the Board and/or officers. Any vacancy that arises with respect to the total authorized Members, whether due to a Member's death, resignation, change of employment status, or any other reason, shall not be filled until the following annual meeting.

Section 5.03. Rights and Duties of Members. Members shall be entitled to vote to appoint seats on the Board at the annual meeting as more particularly described in Section 3.03 and to

vote to appoint new members that are non-officer employees and parents of students enrolled in the charter school. Members also may be delegated certain other responsibilities as deemed appropriate by the Board from time to time and in its sole discretion.

ARTICLE VI
MISCELLANEOUS

Section 6.01. Inspection of Corporate Records. Subject to additional required disclosures in Section 6.06 below, the books of account, bylaws, and minutes of proceedings of the Board and of executive committees of Directors shall be open to inspection upon the written demand of any Director at any reasonable time, and for a purpose reasonably related to the Director's interest. Such inspection may be made in person or by agent or attorney, and shall include the right to make extracts. Demand of inspection shall be made in writing upon the president, secretary, or assistant secretary of the Corporation.

Section 6.02. Checks, Drafts, Etc. All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by the treasurer and/or by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board.

Section 6.03. Contract, Etc., How Executed. The Board, except as otherwise provided in the Bylaws, may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances; and unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit to render it liable for any purpose or to any amount.

Section 6.04. Inspection of Bylaws. The Corporation shall keep in its principal office for the transaction of business the original or a copy of the Bylaws as amended or otherwise altered to date, certified by the secretary, which shall be open to inspection by the Directors at all reasonable times during office hours.

Section 6.05. Notices by Mail. Notice by mail shall be made either by U.S. Mail to the mailing address of record or by electronic mail to the email address of record. Any individual or entity entitled to notice under these Bylaws shall keep the Corporation apprised of a current mailing address or email address, as the case may be.

Section 6.06. Required Disclosures. The Corporation shall comply with all disclosure laws and regulations under state and federal law applicable to charter schools including, but not limited to, the various disclosure requirements set forth in West Virginia Code § 18-5G-1 et seq.,

the Student Data Accessibility, Transparency and Accountability Act, provisions of West Virginia Code relating to freedom of information and open governmental proceedings.

ARTICLE VII
AMENDMENTS

Section 7.01. Power of Directors. New Bylaws may be adopted or these Bylaws may be amended or repealed by the vote of either a majority of all Directors then in office or by a 2/3rds majority vote of a quorum at any meeting of the Directors, except as otherwise provided by law or by the Articles of Incorporation.

[THE REST OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

CERTIFICATE OF THE SECRETARY
OF
WEST VIRGINIA ACADEMY, LTD.

I, the undersigned, do hereby certify:

1. That I am the duly appointed and acting Secretary of West Virginia Academy, Ltd., a West Virginia non-profit corporation; and

2. That the foregoing Bylaws, comprising twelve (12) pages, constitute the Bylaws of said corporation as duly adopted by the Board thereof, at a meeting of the Directors duly held on the 31st day of January, 2020.

/s/ Heidi Treu
Heidi Treu
Secretary
West Virginia Academy, Ltd.

Part C: 501(c)(3) Exempt Status Determination Letter

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 0 5 2020

WEST VIRGINIA ACADEMY LTD
C/O JOHN S TREU
403 MALLARD RUN
MORGANTOWN, WV 26508

Employer Identification Number:
84-4085145
DLN:
26053483001450
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
July 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
December 26, 2019
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

WEST VIRGINIA ACADEMY LTD

Sincerely,

Stephen a. Martin

Director, Exempt Organizations
Rulings and Agreements

Letter 947

Part D: Conflicts of Interest Policy

West Virginia Academy, Ltd.

Conflict of Interest Policy

Article I

Purpose

The purpose of this conflict of interest policy is to protect the interests of West Virginia Academy Ltd., a West Virginia non-profit Corporation (hereinafter the "Organization"), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace, any applicable West Virginia and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

d. Compensation includes direct and indirect remuneration as well as gifts or favors that aren't insubstantial. A financial interest isn't necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement isn't reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the governing board or committee as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who is being considered for a position or contract that would receive compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation, it being noted that such member must resign from the governing board if such position or contract is approved by the remainder of the governing board prior to the effective date.

b. A voting member of any committee, other than a member of the governing board, whose jurisdiction includes compensation matters and who is being considered for a position or contract that would receive compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who is under consideration for a position or contract that would receive compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes, and doesn't engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted by the board of governors or by a committee authorized by the board of governors. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and don't result in inurement, impermissible private benefit, or in an excess benefit transaction.

c. When conducting the periodic reviews, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

[The remainder of this page is intentionally left blank]

Addendum 5: IB Letter of Support

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

July 8, 2020

West Virginia Academy Letter of Support

To: West Virginia State Board of Education

It is encouraging to recognize that families in West Virginia will have the opportunity to provide their children with a well-rounded, inquiry-based approach to learning that will allow students to gain intercultural communication skills and become internationally-minded learners.

To this end, the International Baccalaureate Organization (IBO) supports the interest of West Virginia Academy to pursue recognition as an International Baccalaureate World School authorized to offer the IB Middle Years Programme, Diploma Programme, and Career-related Programme.

The mission of the International Baccalaureate has been built on the cornerstone of creating a better world through education. This mission aligns with West Virginia Academy's vision to create a school atmosphere that fosters learning and leadership, increase strength of character, and expand the academic ability of all students in their school community.

As a leading organization for international education, the IBO provides candidate and authorized school communities with a framework of educational best practices, on-going professional development for teachers and staff, and academic support services for the full school community. In addition to opportunities to network and connect with IB schools globally, West Virginia Academy will undergo a rigorous authorization process with support from an IB consultant prior to the school becoming authorized. Additionally, to remain an IB World School, schools must become sustainable and undergo a regular self-assessment and re-evaluation process with the IBO every five years.

We look forward to working with West Virginia Academy and we support their interest to pursue International Baccalaureate World School authorization.

Sincerely,

Antrina Leeth
Outreach and Development, Senior Manager
International Baccalaureate Organization
7501 Wisconsin Avenue, Suite 200
Bethesda, MD 20814
301-202-3160

Addendum 6: Daily Schedule Plans

Attached are each grade and an example of their daily schedule as well as 180-day plans for some of the classes at each grade level.

Kindergarten Curriculum Map

8:00 am - 3:35 pm

TIME	SCHEDULE	CURRICULUM	TERM 1 - EARTH: ON, ABOVE, BELOW	TERM 2 - MAKING A DIFFERENCE	TERM 3 - FORCES IN MOTION	TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING
			Instruction - 30 days, Experience - 8	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience -14
8:00 - 8:35	Homeroom (AM)	Picture Book - aligned with school wide theme	Units: Orientation, Weather, Our World, Animals	Units: Feelings/Manners, Community Helpers, Around the World	Units: Wellness, Forces/Motion, Plants, Colors, Oceans	Units: Numbers, Adventure, Our History, Spirit Week
8:40 - 9:15	Reading	Reading Mastery - Reading Strand	Lessons 1 - 56	Lessons 57 - 90	Lessons 91 - 125	Lessons 126 - 160
9:15 - 9:30	Recess/PE	Next Generation Wellness Standards	WE.K.1, WE.K.2, WE.K.3, WE.K.4, WE.K.5, WE.K.6, WE.K.7			
9:30 - 10:30	Math	ConnectEd	Lessons 1 - 28	Lessons 29 - 59	Lessons 60 - 89	Lessons 90 - 119
10:30 - 11:00	Language	Reading Mastery - Language Strand	Lessons 1 - 41	Lessons 42 - 79	Lessons 80 - 116	Lessons 117 - 150
11:00 - 11:30	Handwriting/ Spelling	Common Core Standards	Letters: E,F,H,I,L,T, B,C,D,G,J,P, Q,S, U,Numbers: 0,1,3,4,5,6,9,	Letters: A,K,M,N,R,V,W,X,Y,Z Numbers: 7,	Names, word families, digraphs, blends	Dolch Sight words
11:30 - 12:15	Lunch					
12:15 - 12:30	Homeroom (PM)	Picture Book - aligned with school wide theme	Units: Orientation, Weather, Our World, Animals	Units: Feelings/Manners, Jobs/Hard Work, Around the	Units: Wellness, Forces/Motion, Plants,	Units: Numbers, Adventure, Our History, Spirit Week
12:30 - 1:00	History/Geography	Core Knowledge Curriculum	Unit: Native Americans	Unit: Columbus and the Pilgrims	Unit: Colonial Towns and Townspeople	Unit: Presidents and American Symbols
1:00 - 1:30	Specials	Music, Art, PE, Computers	Units: Orientation, Weather, Our World, Animals	Units: Feelings/Manners, Jobs/Hard Work, Around the World	Units: Wellness, Forces/Motion, Plants, Colors, Oceans	Units: Numbers, Adventure, Our History, Spirit Week
1:30 - 1:45	Recess	Next Generation Wellness Standards	WE.K.8, WE.K.9, WE.K.10, WE.K.11, WE.K.12, WE.K.13, WE.K.14			
1:45 - 2:25	Read Aloud Library	Reading Master - Literature Strand	Expository Science Books	Expository Social Studies Books	Fiction Books	Poetry
2:25 - 3:15	Science	Mystery Science/ Core Knowledge Curriculum	Units: Seasons and Weather, Farms			
3:15 - 3:35	Homeroom/ Dismissal					
FRIDAYS	Experience Days	West Virginia Academy Ambassador Program	Prepare for FallFest - Discuss farm and human connection, create game for classroom, make scarecrow	Study Assigned Country, map, flag, capital, continent, make presentation for Cultural Connections night, Learn Song to sing in Celebration	Science Fair Class Project, Simple Science activity for Science Saturday, Ocean Week - assigned ocean zone	Focus on Civics, Family History Trees, Participate in Hall of History, Learn West Virginia Song
Homeroom Class only			Field Trip: Farm Tour	Field Trip or Guest Speaker - Fire, Police, Doctor, Nurse, Dentist, etc	Field Trip - Volunteer at the WVU Core Arboretum	Field Trip - Morgantown History Museum

1st Grade Curriculum Map

8 - 3:35

TIME	SCHEDULE	CURRICULUM	TERM 1 - EARTH: ON, ABOVE, BELOW	TERM 2 - MAKING A DIFFERENCE	TERM 3 - FORCES IN MOTION	TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING
			Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience -14
8:00 - 8:35	HOMEROOM	Learning plan, Welcome time				
8:40 - 9:15	Reading	Reading Mastery - Reading Strand	Lessons 1 - 57	Lessons 58 - 91	Lessons 92 - 126	Lessons 127 - 160
9:15 - 9:30	RECESS	Next Generation Wellness Standards	WE.1.1, WE.1.2, WE.1.3, WE.1.4, WE.1.5, WE.1.6, WE.1.7			
9:30 - 10:30	Math	ConnectEd	Lessons: 1 - 33	Lessons: 34 - 65	Lessons: 65 - 98	
10:30 - 11:00	Language	Reading Mastery - Language Strand	Lessons 1 - 34	Lessons 35 - 67	Lessons 68 - 100	Lessons 101 - 130
11:00 - 11:30	Handwriting/Spelling	Reading Mastery - Spelling	Lessons: 1 - 30	Lessons: 31 - 62	Lessons: 63 - 94	Lessons: 95 - 120
11:30 - 12:15	LUNCH					
12:15 - 12:30	HOMEROOM					
12:30 - 1:00	History/Geography	Core Knowledge	Units: Early Civilizations of the Americas, Early World Civilizations	Units:Three World Religions, Different Lands, Similar Stories, Early Explorers and Settlers,	Units: From Colonies to Independence, A New Nation-American Independence	Units: Frontier Explorers, Exploring the West, West Virginia History
1:00 - 1:30	Specials	Music, Art, PE, Computers	Units: Orientation, Weather, Our World, Animals	Units: Feelings/Manners, Jobs/Hard Work, Around the World	Units: Wellness, Forces/Motion, Plants, Colors, Oceans	Units: Numbers, Adventure, Our History, Spirit Week
1:30 - 1:45	Recess	Next Generation Wellness Standards	WE.1.8, WE.1.9, WE.1.10, WE.1.11, WE.1.12, WE.1.13, WE.1.14			
1:45 - 2:25	Read Aloud Library	Reading Master - Literature Strand	Expository Science Books	Expository Social Studies Books	Fiction Books	Poetry
2:25 - 3:15	Science	Mystery Science and Core Knowledge Curriculum	Units: Weather and the Sun, Astronomy	Units:History of the Earth, Living things, Continent, Countries, and Maps	Units: The Human Body, Make Things Move	Units: Animals and Habitats, Our Changing Earth
3:15 - 3:35	Homeroom/Dismissal					
FRIDAYS	Experience Days	West Virginia Academy Ambassador Program	Prepare for FallFest - Discuss farm and human connection, create game for classroom, make scarecrow	Study assigned country, map, flag, capital, continent, make presentation for Cultural Connections night, Learn Song to sing in Celebration	Science Fair Class Project, Simple Science activity for Science Saturday, Ocean Week - assigned ocean zone	Focus on Civics, Family History Trees, Participate in Hall of History, Learn West Virginia Song
			Field Trip: WVU Planetarium	Field Trip: Botanical Gardens	Field Trip: Evergreen Heritage Center	Field Trip - Morgantown History Museum

2nd Grade Curriculum Map

8 - 3:35

TIME	SCHEDULE	CURRICULUM	TERM 1 - EARTH: ON, ABOVE, BELOW	TERM 2 - MAKING A DIFFERENCE	TERM 3 - FORCES IN MOTION	TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING
			Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience -14
8:00 - 8:25	Homeroom AM	Learning plan, Welcome time				
8:30 - 9:15	Reading	Reading Mastery - Reading Strand	Lessons 1 - 44	Lessons 45 - 79	Lessons 80 - 114	Lessons 115 - 145
9:15 - 9:30	Recess/PE	Next Generation Wellness Standards				
9:35 - 10:30	Math	ConnectEd	Lessons: 1 - 33	Lessons: 34 - 65	Lessons: 66 - 97	Lessons: 98 - 130
10:30 - 11:00	Science	Mystery Science, Core Knowledge Curriculum	Units: Weather and Sun, Cycles in Nature	Units: Living Things, Geography of the Americas	Unit: The Human Body, Light and Sound	Units: Changing Earth, Resources
12:30 - 1:00	History/Geography	Core Knowledge	Unit: Ancient Greeks	Units: Early Asian Civilizations	Units: War of 1812, Westward Expansion, Coming to America	Unit: US Civil War, Fighting for a Cause, Civil Rights Leaders
11:30 - 12:15	LUNCH					
12:15 - 12:45	Homeroom PM	Chapter books on theme	Units: Orientation, Weather, Our World, Animals	Units: Feelings/Manners, Jobs/Hard Work, Around the World	Units: Wellness, Forces/Motion, Plants, Colors, Oceans	Units: Numbers, Adventure, Our History, Spirit Week
12:45 - 1:15	Music/Art/Computer	Core Knowledge	Units: Orientation, Weather, Our World, Animals	Units: Feelings/Manners, Jobs/Hard Work, Around the World	Units: Wellness, Forces/Motion, Plants, Colors, Oceans	Units: Numbers, Adventure, Our History, Spirit Week
1:15 - 1:30	Handwriting/Spelling					
1:30 - 1:45	Recess/PE	Next Generation Wellness Standards				
1:45 - 2:15	Read-Aloud Library Time	Reading Master - Literature Strand	Units: Orientation, Weather, Our World, Animals	Units: Feelings/Manners, Jobs/Hard Work, Around the World	Units: Wellness, Forces/Motion, Plants, Colors, Oceans	Units: Numbers, Adventure, Our History, Spirit Week
12:30 - 1:30	Language	Reading Mastery - Language Strand	Lessons: 1-27, spelling every 5 lessons	Lessons: 28 - 54; spelling every 5 lessons	Lessons: 55 -81; spelling every 5 lessons	Lessons: 82-110; spelling every 5 lessons
2:50 - 3:20	Read aloud library	Reading Master - Literature Strand	Lessons 1 - 44	Lessons 45 - 79	Lessons 80 - 114	Lessons 115 - 145
3:20 - 3:35	Homeroom - dismissal					
FRIDAYS	Experience Days		Prepare for FallFest - Discuss farm and human connection, create game for classroom, make scarecrow	Study Japan, China, India, map, flag, capital, continent, make presentation for Cultural Connections night, Learn Song to sing in Celebration	Science Fair Class Project, Simple Science activity for Science Saturday, Ocean Week - assigned ocean zone	Focus on Civics, Family History Trees, Participate in Hall of History, Learn West Virginia Song
Homeroom Class only			Field Trip: WVU Planetarium	Field Trip: West Virginia Botanical Garden	Field Trip: Friendship Hill National Park; Fort Necessity	Field Trip - Prickett's Fort

3rd Grade Curriculum Map

8 - 3:35

TIME	SCHEDULE	CURRICULUM	TERM 1 - EARTH: ON, ABOVE, BELOW	TERM 2 - MAKING A DIFFERENCE	TERM 3 - FORCES IN MOTION	TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING
			Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience -14
8:00 - 8:25	Homeroom AM	Learning plan, Cursive				
8:30 - 9:15	Reading	Reading Mastery - Reading Strand	Lessons 1 - 35	Lessons 35 - 69	Lessons 70 - 104	Lessons 105 - 140
9:15 - 9:30	Recess/PE	Next Generation Wellness	WE.3.16, WE.3.17, WE.3.18, WE.3.19, WE.3.20, WE.3.21, WE.3.22, WE.3.23, WE.3.24			
9:30 - 9:55	Handwriting/Spelling					
9:55 - 10:25	Music/Art/Computer	Core Knowledge	Art of Ancient Rome and	Elements of Art and Music	American Indian Art; Brass	Design and Composers
10:30 - 11:00	Language	Reading Mastery - Language Strand	Lessons: 1-30, spelling every 5 lessons	Lessons: 31 - 65; spelling every 5 lessons	Lessons: 66 - 100; spelling every 5 lessons	Lessons: 101 - 135; spelling every 5 lessons
11:00 - 11:45	Lunch					
11:45 - 12:05	Homeroom PM	Core Knowledge	Poetry; Arabian Nights, Viking Tales	Poetry; FolkTales	Poetry; Alice in Wonderland, Charlie in Chocolate Factory	Reader's Theater, Phantom Tollbooth, Bridge to Terabithia
12:05 - 1:00	Math	ConnectEd	Lessons: 1 - 32	Lessons: 33 - 64	Lessons: 65 - 96	Lessons: 97 - 130
1:00 - 1:30	History/Geography	Core Knowledge	Ancient Rome; The Vikings			
1:30 - 1:45	Recess/PE	Next Generation Wellness Standards	WE.3.26, WE.3.27, WE.3.28, WE.3.29, WE.3.30, WE.3.31, WE.3.32, WE.3.33, WE.3.34			
1:45 - 2:30	Science	Mystery Science, Core Knowledge Curriculum	Astronomy; Weather and Climate	Human Body; Life Cycle, Traits, Variations	Light, Sound, Investigating Forces	Classification of Animals, Habitat and Change
2:30 - 3:20	Reading/Read Aloud Library	Reading Master - Literature Strand	Lessons 1 - 35	Lessons 36- 69	Lessons 70 - 104	Lessons 105 - 140
3:20 - 3:35	Homeroom - dismissal					
FRIDAYS	Experience Days		Prepare for FallFest - Discuss farm and human connection, create game for classroom, make scarecrow	Study Japan, China, India, map, flag, capital, continent, make presentation for Cultural Connections night, Learn Song to sing in Celebration	Science Fair Class Project, Simple Science activity for Science Saturday, Ocean Week - assigned ocean zone	Focus on Civics, Family History Trees, Participate in Hall of History, Learn West Virginia Song
Homeroom Class only			Field Trip: WVU Planetarium	Field Trip: West Virginia University Art Museum	Field Trip: Spark! Imagination and Science Center	Field Trip: Pittsburgh Zoo

4th Grade Curriculum Map

8 - 3:35

TIME	SCHEDULE	CURRICULUM	TERM 1 - EARTH: ON, ABOVE, BELOW	TERM 2 - MAKING A DIFFERENCE	TERM 3 - FORCES IN MOTION	TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING
			Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience -14
8:00 - 8:35	HOMEROOM	Learning plan, Teacher Read-Aloud	Guliver's Travels; FolkTales	Robin Hood; King Arthur	Legend of Sleepy Hollow; Pollyanna; Betty Zane	Sayings of the Day
8:40 - 9:30	Writing	Reasoning and Writing, Level D	Lessons 1 - 25	Lessons 26 - 54	Lessons 55 - 82	Lessons 83 - 110
9:30 - 10:00	Spelling_Vocabulary	Spelling Mastery, Level D				
10:00 - 11:00	Math	ConnectEd	Lessons 1 - 33	Lessons 34 - 66	Lessons 67 - 100; Cumulative Test 1	Lessons 101 - 130
10:30 - 11:00	Specials	Core Knowledge Curriculum	Art of Africa, Art of China; Elements of music; Gregorian Chant	Art of Middle Ages in Europe; Elements of Music; Mozart	Islamic Art and Architecture; Elements of Music; Mozart	Art of a New Nation; Elements of Music; Mozart
11:00 - 11:45	LUNCH					
11:45 - 12:00	Read Aloud Library					
12:00 - 12:50	Literature	Reading Mastery - Literature Strand	Animals; Greek and Roman Gods	Stories from Middle Ages	Fact vs Fiction	Open Range; Baseball; Anthologies
12:50 - 1:30	History/Geography	Core Knowledge	World Geography; African Kingdoms; China Dynasties	Europe in Middle Ages; Influence of Religion	American Revolution; Constitutional Government	Early Presidents and Politics; US Geography
1:30 - 1:45	Recess/PE	Next Generation Wellness Standards	WE.3.26, WE.3.27, WE.3.28, WE.3.29, WE.3.30, WE.3.31, WE.3.32, WE.3.33, WE.3.34			
1:45 - 2:25	Science	Core Knowledge Curriculum	Meterology: Water Cycle and Weather	Human Body; Matter; Elements	Circulatory; Respiratory Systems; Electrical System	Earth's Layers; Rock Cycle; Weathering/Erosion
2:30 - 3:15	Language Arts	Reading Mastery - Language	Lessons 1 - 35	Lessons 36 - 70	Lessons 71 - 105	Lessons 106 - 140
3:15 - 3:35	Homeroom/Dismissal		Prepare for FallFest - Discuss farm and human connection, create game for classroom, make scarecrow	Study chosen cultural area, map, flag, capital, continent, make presentation for Cultural Connections night, Learn Song to sing in Celebration	Science Fair Class Project, Simple Science activity for Science Saturday, Ocean Week - assigned ocean zone	Focus on Civics, Family History Trees, Participate in Hall of History, Learn West Virginia Song
Homeroom Class only			Field Trip: Pittsburgh Airport Weather Station	Field Trip: Carnegie Science Center	Field Trip: George Washington Headquarters, Allegany Museum; Paw Paw Tunnel	Field Trip: Seneca Caverns

5th Grade Curriculum Map

8 - 3:35

TIME	SCHEDULE	CURRICULUM	TERM 1 - EARTH: ON, ABOVE, BELOW	TERM 2 - MAKING A DIFFERENCE	TERM 3 - FORCES IN MOTION	TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING
			Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience -14
8:00 - 8:35	HOMEROOM	Learning plan, Teacher Read-Aloud				
8:40 - 9:30	Writing	Reasoning and Writing, Level E	Lessons 1 - 25	Lessons 26 - 50	Lessons 51 - 75	Lessons 76 - 100
9:30 - 10:00	Spelling_Vocabulary	Spelling Mastery, Level E				
10:00 - 11:00	Math	ConnectEd	Lessons 1 - 30	Lessons 31 - 60	Lessons 61 - 90; Cumulative Test 1	Lessons 91 - 120
10:30 - 11:00	History/Geography	Core Knowledge	World Geography; Russia;	European Exploration;	Early American Civilizations; Native	Early Republic; Civil War
11:00 - 11:45	LUNCH					
11:45 - 12:00	Read Aloud Library					
12:00 - 12:30	Specials	Core Knowledge Curriculum	Art of Japan; Art of Russia;	Art of the Renaissance, part 1	Art of the Renaissance, part 2	American Art: Nineteenth-Century; Art of Appalachia
12:50 - 1:30	Literature	Reading Mastery - Literature				
1:30 - 1:45	Recess/PE	Next Generation Wellness Standards	WE.5.18, WE.5.19, WE.5.20, WE.5.21, WE.5.22, WE.5.23, WE.5.24, WE.5.25, WE.5.26, WE.5.27, WE.5.28, WE.5.29, WE.5.30, WE.5.31, WE.5.32, WE.5.33, WE.5.34, WE.5.35, WE.5.36, WE.5.37, WE.5.38, WE.5.39, WE.5.40			
1:45 - 2:25	Science	Core Knowledge Curriculum	Chemistry	Cells; Life Cycle and Traits	Plants; Scientific Method	Classification
2:30 - 3:15	Language Arts	Reading Mastery - Language	Lessons 1 - 30	Lessons 31 - 60	Lessons 61 - 92	Lessons 93 - 124
3:15 - 3:35	Homeroom - dismissal					
FRIDAYS	Experience Days		Prepare for FallFest - Discuss farm and human connection, create game for classroom, make scarecrow	Study chosen cultural area, map, flag, capital, continent, make presentation for Cultural Connections night, Learn Song to sing in Celebration	Science Fair Class Project, Simple Science activity for Science Saturday, Ocean Week - assigned ocean zone	Focus on Civics, Family History Trees, Participate in Hall of History, Learn West Virginia Song
Homeroom			Field Trip: Star City Water	Field Trip: Mariposa Theater	Field Trip: MeadowCroft	Field Trip: Gettysburg National

MIDDLE SCHOOL SCHEDULE					
Term 1 and 3					
	M	T	W	Th	F
LANGUAGE ACQUISITION	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	7th Latin (1)	7th Latin (2)	7th Latin (1)	7th Latin (2)	Assembly
10:25 - 11:55	9th Grade	9th Grade	9th Grade	7th Latin (3)	Culminating Activities
12:45 - 2:00	6th Latin (1)	6th Latin (2)	6th Latin (1)	6th Latin (2)	Ambassador Activities
2:05 - 3:35	8th Latin (1)	8th Latin (2)	8th Latin (1)	8th Latin (2)	STEM
INDIVIDUALS/ SOCIETIES	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	9th History		9th History		Assembly
10:25 - 11:55	6th American History (2)	6th American History (1)	6th American History (2)	6th American History (1)	Culminating Activities
12:45 - 2:00		9th History	9th History		Ambassador Activities
2:05 - 3:35	7th History (2)	7th History (1)	7th History (2)	7th History (1)	STEM
SCIENCE	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	9th science	9th Science	9th Science	9th Science	Assembly
10:25 - 11:55	7th Science (1)	7th Science (2)	7th Science (1)	7th Science (2)	Culminating Activities
12:45 - 2:00	8th Science (1)	8th Science (2)	8th Science (1)	8th Science (2)	Ambassador Activities
2:05 - 3:35	6th Science (1)	6th Science (2)	6th Science (1)	6th Science (2)	STEM
MATH	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	Geometry (1)	Geometry (2)	Geometry (1)	Geometry (2)	Assembly
10:25 - 11:55	Pre-Algebra (1)	Pre-Algebra (2)	Pre-Algebra (1)	Pre-Algebra (2)	Culminating Activities
12:45 - 2:00	Math (C)	Pre-Algebra (3)	Pre-Algebra (3)	Math (C)	Ambassador Activities
2:05 - 3:35	Algebra (1)	Algebra (2)	Algebra (1)	Algebra (2)	STEM

MIDDLE SCHOOL SCHEDULE					
Term 2 and 4					
	M	T	W	Th	F
LANGUAGE ACQUISITION	Homeroom	Homeroom	Homeroom	Homeroom	Assembly
8:50 - 10:20	7th Latin (1)	7th Latin (2)	7th Latin (1)	7th Latin (2)	Culminating Activities
10:25 - 11:55	6th Latin (3)	7th Latin (3)	6th Latin (3)	7th Latin (3)	Ambassador Activities
12:45 - 2:00	6th Latin (1)	6th Latin (2)	6th Latin (1)	6th Latin (2)	STEM
2:05 - 3:35	8th Latin (1)	8th Latin (2)	8th Latin (1)	8th Latin (2)	
INDIVIDUALS/ SOCIETIES	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	7th History (3)	6th World History (3)	7th History (3)	6th World History (3)	Assembly
10:25 - 11:55					Culminating Activities
12:45 - 2:00	6th World History (2)	6th World History (1)	6th World History (2)	6th World History (1)	Ambassador Activities
2:05 - 3:35	7th History (2)	7th History (1)	7th History (2)	7th History (1)	STEM
SCIENCE	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	6th Science (3)	7th Science (3)	6th Science (3)	7th Science (3)	Assembly
10:25 - 11:55	7th Science (1)	7th Science (2)	7th Science (1)	7th Science (2)	Culminating Activities
12:45 - 2:00	8th Science (1)	8th Science (2)	8th Science (1)	8th Science (2)	Ambassador Activities
2:05 - 3:35	6th Science (1)	6th Science (2)	6th Science (1)	6th Science (2)	STEM
MATH	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	Geometry (1)	Geometry (2)	Geometry (1)	Geometry (2)	Assembly
10:25 - 11:55	Pre-Algebra (1)	Pre-Algebra (2)	Pre-Algebra (1)	Pre-Algebra (2)	Culminating Activities
12:45 - 2:00	Math (C)	Pre-Algebra (3)	Pre-Algebra (3)	Math (C)	Ambassador Activities
2:05 - 3:35	Algebra (1)	Algebra (2)	Algebra (1)	Algebra (2)	STEM

MIDDLE SCHOOL SCHEDULE					
Term 1 and 3					
	M	T	W	Th	F
LANGUAGE AND LITERATURE	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	6th English (2)	6th English (1)	6th English (2)	6th English (1)	Assembly
10:25 - 11:55	7th English (3)	6th English (3)	7th English (3)	6th English (3)	Culminating Activities
12:45 - 2:00	7th English (2)	7th English (1)	7th English (2)	7th English (1)	Ambassador Activities
2:05 - 3:35	8th English (2)	8th English (1)	8th English (2)	8th English (1)	STEM
LANGUAGE AND LITERATURE	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	6th Writing (1)	6th Writing (2)	6th Writing (1)	6th Writing (2)	Assembly
10:25 - 11:55	8th Speech and Debate (elective)	8th Creative Writing (elective)	8th Speech and Debate (elective)	8th Creative Writing (elective)	Culminating Activities
12:45 - 2:00	7th Speech and Debate (1)	7th Speech and Debate (2)			Ambassador Activities
2:05 - 3:35	6th Writing (3)	7th Speech and Debate (3)	6th Writing (3)	7th Speech and Debate (3)	STEM
DESIGN					
8:50 - 10:20				8th Design (Elective)	Assembly
10:25 - 11:55					Culminating Activities
12:30 - 2:00	9th Design (Elective)		7th Digital Literacy (1)	7th Digital Literacy (2)	Ambassador Activities
2:05 - 3:35		9th Design (Elective)	9th Design (Elective)		STEM
MUSIC					
8:50 - 10:20			8th Drama (Elective)		
10:25 - 11:55	7th Music (2)	7th Music (1)	7th Music (2)	7th Music (1)	

MIDDLE SCHOOL SCHEDULE					
Term 2 and 4					
	M	T	W	Th	F
LANGUAGE AND LITERATURE	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	6th English (2)	6th English (1)	6th English (2)	6th English (1)	Assembly
10:25 - 11:55		6th English (3)		6th English (3)	Culminating Activities
12:45 - 2:00	7th English (2)	7th English (1)	7th English (2)	7th English (1)	Ambassador Activities
2:05 - 3:35	8th English (2)	8th English (1)	8th English (2)	8th English (1)	STEM
LANGUAGE AND LITERATURE	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	6th Writing (1)	6th Writing (2)	6th Writing (1)	6th Writing (2)	Assembly
10:25 - 11:55	8th Speech and Debate (elective)	8th Creative Writing (elective)	8th Speech and Debate (elective)	8th Creative Writing (elective)	Culminating Activities
12:45 - 2:00	7th Creative Writing (1)	7th Creative Writing (2)			Ambassador Activities
2:05 - 3:35	6th Writing (3)	7th Creative Writing (3)	6th Writing (3)		STEM
DESIGN					
8:50 - 10:20			8th Coding (Elective)	8th Design (Elective)	Assembly
10:25 - 11:55	6th Digital Literacy (1)	6th Digital Literacy (2)	6th Digital Literacy (1)	6th Digital Literacy (2)	Culminating Activities
12:30 - 2:00	9th Design (Elective)		7th Digital Literacy (1)	7th Digital Literacy (2)	Ambassador Activities
2:05 - 3:35		9th Design (Elective)	9th Design (Elective)		STEM
MUSIC					
8:50 - 10:20				9th Grade (Elective)	
10:25 - 11:55	7th Music (2)	7th Music (1)	7th Music (2)	7th Music (1)	

MIDDLE SCHOOL SCHEDULE

Term 1 and 3

	M	T	W	Th	F
12:45 - 2:00		8th Music (Elective)	6th Music (9th Elective)	8th Music (Elective)	
2:05 - 3:35	9th (Elective)	6th Music (1)	6th Music (2)		
ART					
8:50 - 10:20			7th Art (2)	7th Art (1)	Assembly
10:25 - 11:55					Culminating Activities
12:45 - 2:00	8th Art (Elective)	9th Art	8th Art (Elective)	2nd/4th Art	Ambassador Activities
2:05 - 3:35	6th Art (2)	9th Art		6th Art (1)	STEM
PE/HEALTH					
8:50 - 10:20	7th PE (2)	7th PE (1)			Assembly
10:25 - 11:55	8th PE (2)	8th PE (1)	8th PE (2)	8th PE (1)	Culminating Activities
12:45 - 2:00	6th PE /Health(2)	6th PE /Health(1)			Ambassador Activities
2:05 - 3:35	9th (Elective)				STEM
LUNCH					
6 - 8: 12:00 - 12:45	1/2 eat first then recess	1/2 recess then eat			

MIDDLE SCHOOL SCHEDULE

Term 2 and 4

M	T	W	Th	F
	8th Music (Elective)		8th Music (Elective)	
7th Music (3)	6th Music (1)	6th Music (2)		
	9th Art (1)	7th Art (2)	7th Art (1)	Assembly
				Culminating Activities
8th Art (Elective)		8th Art (Elective)		Ambassador Activities
6th Art (2)		7th Art (3)	6th Art (1)	STEM
7th PE (2)	7th PE (1)			Assembly
8th PE (2)	8th PE (1)	8th PE (2)	8th PE (1)	Culminating Activities
				Ambassador Activities
7th PE (3)	9th (Elective)		9th (Elective)	STEM
LUNCH				
6 - 8: 12:00 - 12:45	1/2 eat first then recess	1/2 recess then eat		

Addendum 7: Weekly Schedule Plans

Primary Faculty Team 1 Schedules: 7:00am - 4:00pm

Kindergarten (4)	1st Grade (4)	2nd Grade (4)
Bus Attendants	Bus Attendants	Bus Attendants
HOMEROOM	HOMEROOM	HOMEROOM
Reading Level A	Reading Level B	Reading Level C
RECESS	RECESS	RECESS
Math Level A	Math Level B	Math Level C
Language Level A	Language Level B	Language Level C
Handwriting/ Spelling A	Handwriting/ Spelling B	Handwriting/ Spelling C
LUNCH	LUNCH	LUNCH
HOMEROOM	HOMEROOM	HOMEROOM
History/ Geography (K)	Specials	Read Aloud Library
Specials	History/ Geography (1)	History/ Geography (2)
RECESS	RECESS	RECESS
Read Aloud Library	Read Aloud Library	Specials
Science Level A	Science Level B	Science Level C
Homeroom/ Dismissal	Homeroom/ Dismissal	Homeroom/ Dismissal
Bus Attendants	Bus Attendants	Bus Attendants
2 Midterm Course per year	2 Midterm Course per year	2 Midterm Course per year

Primary Faculty Team 2 Schedule: 7:00am - 4:00pm

3rd Grade (4)	4th Grade (4)	5th Grade (4)
Carpool	Carpool	Carpool
HOMEROOM	HOMEROOM	HOMEROOM
Reading Level D	Reading/ Literature (E)	Reading/ Literature (F)
RECESS	Math (E)	Math (F)
Math (D)	Spelling/Vocab	Spelling/Vocab
Language (D)	LUNCH	LUNCH
LUNCH	Read Aloud Library	Read Aloud Library
Homeroom (PM)	Specials	Specials
Science (3)	History/ Geography (4th)	History/ Geography (5th)
Read Aloud Library	Recess/PE	Recess/PE
RECESS	Science (4th)	Science (5th)
History/ Geography (3rd)	Language Arts/ Writing (E)	Language Arts/ Writing (F)
Handwriting/ Spelling	Homeroom/ Dismissal	Homeroom - dismissal
Specials	Carpool	Carpool
Homeroom/ Dismissal		
Carpool		
2 Midterm Course per year	2 Midterm Course per year	2 Midterm Course per year

Primary Faculty Team 3 Schedule - 10:00am - 6:00pm

	Music (1)	Computer (1)	PE/GYM (1)	Art (1)
10:30 - 11:00	4th	4th	4th	4th
12:00 - 12:30	5th	5th	5th	5th
12:30 - 1:00	1st	1st	1st	1st

1:00 - 1:30	Kindergarten	Kindergarten	Kindergarten	Kindergarten
1:45 - 2:20	2nd	2nd	2nd	2nd
2:45 - 3:15	3rd	3rd	3rd	3rd
3:45 - 4:30	Afternoon Session 1	Afternoon Session 1	Afternoon Session 1	Afternoon Session 1
4:30 - 5:15	Afternoon Session 2	Afternoon Session 2	Afternoon Session 2	Afternoon Session 2
5:15 - 6:00	Afternoon Session 3	Afternoon Session 3	Afternoon Session 3	Afternoon Session 3
1 Midterm Course per year	1 Midterm Course per year	1 Midterm Course per year	1 Midterm Course per year	1 Midterm Course per year

Secondary Faculty Team 1 Schedule: 7:30am - 4:30pm

Latin (1)	Math (2)	English (2)	History (1)	Science (1)
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 (M/W)	Period 1 (M/W)	Period 1 (M/W)	Period 1 (M/W)	Period 1 (M/W)
Period 2 (M/W)	Period 2 (M/W)	Period 2 (M/W)	Period 2 (M/W)	Period 2 (M/W)
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 3 (M/W)	Period 3 (M/W)	Period 3 (M/W)	Period 3 (M/W)	Period 3 (M/W)
Period 4 (M/W)	Period 4 (M/W)	Period 4 (M/W)	Period 4 (M/W)	Period 4 (M/W)
Period 5 (T/TH)	Period 5 (T/TH)	Period 5 (T/TH)	Period 5 (T/TH)	Period 5 (T/TH)
Period 6 (T/TH)	Period 6 (T/TH)	Period 6 (T/TH)	Period 6 (T/TH)	Period 6 (T/TH)
Period 7 (T/TH)	Period 7 (T/TH)	Period 7 (T/TH)	Period 7 (T/TH)	Period 7 (T/TH)
Period 8 (T/TH)	Period 8 (T/TH)	Period 8 (T/TH)	Period 8 (T/TH)	Period 8 (T/TH)

Afterschool Session 1 (Tutor)	Afterschool Session 1 (Tutor)	Afterschool Session 1 (Tutor)	Afterschool Session 1 (Tutor)	Afterschool Session 1 (Tutor)
Ambassador Team Advisor	Ambassador Team Advisor	Ambassador Team Advisor	Ambassador Team Advisor	Ambassador Team Advisor
1 Midterm Course per year	1 Midterm Course per year	1 Midterm Course per year	1 Midterm Course per year	1 Midterm Course per year

Secondary Faculty Team 2 Schedule: Part-time as needed

Building Level Team 6 - (Part-time)				
	Art (15 hrs)	Music (18 hrs)	Design (17 hrs)	Athletic Director (20 hrs)
8:50 - 10:20 (M)				7th PE (2)
10:25 - 11:55 (M)		7th Music (2)	6th Digital Literacy (1)	8th PE (2)
12:30 - 2:00 (M)	8th Art (Elective)		9th Design (Elective)	6th PE /Health(2)
2:05 - 3:35 (M)	6th Art (2)	9th (Elective)		9th (Elective)
8:50 - 10:20 (T)	9th Art (Elective)			7th PE (1)
10:25 - 11:55 (T)		7th Music (1)	6th Digital Literacy (2)	8th PE (1)
12:30 - 2:00 (T)	9th Art (Elective)	8th Music (Elective)		6th PE /Health(1)
2:05 - 3:35 (T)	9th Art (Elective)	6th Music (1)	9th Design (Elective)	9th (Elective)
8:50 - 10:20 (W)	7th Art (2)	8th Drama (Elective)	8th Coding (Elective)	
10:25 - 11:55 (W)		7th Music (2)	6th Digital Literacy (1)	8th PE (2)

12:30 - 2:00 (W)	8th Art (Elective)	6th Music (9th Elective)	7th Digital Literacy (1)	
2:05 - 3:35 (W)	9th (Elective)	6th Music (2)	9th Design (Elective)	
8:50 - 10:20 (Th)	7th Art (1)	9th Grade (Elective)	8th Design (Elective)	
10:25 - 11:55 (Th)		7th Music (1)	6th Digital Literacy (2)	8th PE (1)
12:30 - 2:00 (Th)		8th Music (Elective)	7th Digital Literacy (2)	
2:05 - 3:35 (Th)	6th Art (1)			9th (Elective)
				WVSSAC Coach

Executive Staff Schedules

Executive Administration	
Executive Director	Oversee Administrative Team
7:00 am - 4:00 pm	Board of Governor Representative
	Annual Finances
	Compliance
	External Relations
	Oversee the IB program
Assistant Director	Hosting and Setting Agenda for Staff
10:00 am - 6:00 pm	Before and Afterschool Program Coordinator
	Term Break Coordinator
	School Calendar/Schedule
	Building Level Coordinator
	Serve on the Advisory Council for the Counseling Program
	PBS - Leadership
Business/Account Manager	Treasurer of Board
8:00am - 5:00pm	Budget
	Tax Reporting

	Attendance
	Payroll
	Human Resources Policy and Procedure
	Insurance Policy
Student Services Manager	Special Education Services
7:00am - 4:00pm	IEP Coordinator
	Functional Behavioral Assessment
	Positive Behavior Support System
	Manage Relationship with Service Providers
	PBS - Leadership
IT Specialist	School Media Center
8:00am - 5:00pm	Integrate technology for classroom
	Oversee OC
Marketing and Development	Market the school
8:00am - 5:00pm	Manage fundraising efforts
	Advertisements
Operations Manager	Report to Director
7:00am - 4:00pm	Oversee front office
	Attendance and truancy
	Cumulative records
	Oversee Field trips
	Report Cards
	Master School Schedule

Other Staff Schedules

Curriculum Specialist	IB Liason
7:30 am - 4:30 pm	Specialist in CK
	DI trained

	Maintain 180 day plans
	Familiar with State Standards
	Training for teachers
	PBS - Leadership
School Counselor	Comprehensive School Counseling Program
7:30 am - 4:30 pm	Transition services
	Assist with IDEA Compliance
Security Guards	Maintain the safety of students, faculty, staff and visitors on property
Facilities Coordinator	Equipment and vehicles are maintained
8:00 am - 5:00 pm	Vendor Relations
	Maintain lawn and outdoor space
	Maintain building and equipment safety
	Facility Related Supplies
Front Administrator	Parental Relations
7:30am - 4:30pm	Awards
	Family Communication Newsletter
	Attendance coordinator
	Enrollment
	Input student data
School Nurse	Professional nursing services
Part-time (20 hours)	Immunization requirements
	Individual Health Plans
	Emergency plans
	Health History Summaries
	Teach secondary health class
	Advisory Council School Counselor
Foods and Transportation Director	Oversee bus operators
8:00 am - 5:00 pm	Licensing for operators

	Evacuation drills
	Bus Inspections
	Promote health and nutrition of students
	Liason between school and food company
Head Janitor: Part-time (20 hrs)	Maintaining Cleanliness throughout the building
Food Coordinators: Part-time (20 hrs)	Pass out food; catalogue meals served
Bus Operators: Part-time (20 hrs)	Driving students to school and back home; driving to field trips as needed (Fridays)

Addendum 8: CHAMPS Behavior Matrix

C	0	1	2	3	Talk to a Partner or Neighbor	Talk in a Small Group
H	Raise your Hand	Ask a Neighbor	Use the Help Sign	Ask Anyone in Class for Help	Work Through the Problem on your Own	Ask Three Before Me
A	Presentation/ Teacher Instructions	Independent Work	Partner Work	Group Work or Centers	Test or Quiz	Transition
M	Stay in your Seat	Stay Near your Seat or Group	Move Around the Room	Use the Bathroom or Get a Drink	Sharpen Pencil	Get/Return Supplies
P	Actively Listening and Raising Hand to Speak	Writing/ Creating	Reading	Discussing	Completing the Test or Quiz	Standing in Line