

7/24/2020

To: Preston County Board of Education

[REDACTED]

Monongalia County Board of Education
13 S. High Street
Morgantown, WV 26501

From: West Virginia Academy, Ltd.

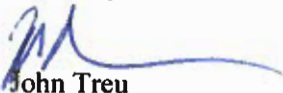
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Re: West Virginia Academy Charter School Application

Dear Preston and Monongalia County Boards of Education:

I am submitting this letter to you on behalf of our Governing Board and enclosing with it the application of West Virginia Academy, Ltd. (the "Applicant") to open a charter school to both of your respective Boards. Our proposed primary recruitment area includes a geographic region within both Monongalia County and Preston County and, as such, the authorizer under the law is a combined panel of both of your boards. We recognize that Monongalia County has posted a procedure for the review of charter applications that does not contemplate the involvement of multiple counties in the review process. On this basis, and based on other concerns, we object to that policy and request that your combined boards comply with the specific provisions in the law and regulations with respect to the review and approval of this charter application. We look forward to working with you through this approval process. Please contact me to set up a time with our board to conduct the interviews contemplated in the review process at the appropriate time for the same.

Best Regards,



John Treu
President and Chairperson of the Board
West Virginia Academy, Ltd.

[REDACTED]

Enclosure: Charter School Application

West Virginia Academy

Charter School Application

GENERAL INFORMATION	6
Applicant	6
Primary Contact	6
Enrollment Matrix	6
Executive Summary	8
MISSION, VISION, PURPOSE, AND DEMAND	10
West Virginia Academy Primary School Mission	10
West Virginia Academy Secondary School Mission	10
West Virginia Academy School Vision	10
Philosophy Statement and Purpose of Public Education	11
School's Education Program	11
Primary School Model	12
Secondary School Model	14
International Baccalaureate Program for 11th and 12th Grade	15
West Virginia Academy Online-Component (OC)	16
Needs Assessment	17
Demand and Estimated Enrollments	25
Rationale	34
EDUCATIONAL DESIGN	42
Program Overview	42
Curriculum and Instructional Design	46
The Level System	46
Performance Standards	47
Resources	49
Math Curriculum	50
English Language Arts Curriculum	51
Science Curriculum	52
Social Studies	52
Elective (Specials) Classes	53
Health and Physical Education Curriculum	53
Instructional Strategies	54
Assessment	55
Promotion Requirements	57

IB MYP Overview	57
Reporting Grades	59
Graduation Requirements	60
IB Diploma Programme Overview	61
ACCOUNTABILITY	63
Part 1: State Accountability System	63
Part 2: WVAS Indicators	64
Academic Achievement Indicator	64
Growth Indicator	65
Re-Enrollment	66
Attendance Indicator	66
Graduation Requirements	67
Student Success Indicator	68
SCHOOL OPERATIONS AND CULTURE	69
Student Culture	69
Dress Code	69
Mentoring	70
School Wide Term Themes	71
Field Trips and Experiential Learning	72
Student Behavior Plan: Code of Conduct	73
Core Principles	73
Behavior Model - CHAMPs	73
Discipline Plan	73
Supplemental Programming	74
West Virginia Ambassador Program	74
Before School Program	78
Afterschool Program	78
Athletics	81
Term Break Overview	81
Term Break Mini-Courses	82
Enrichment Activities	82
Enrichment Programs	83
School Calendar and Schedule	84
Balanced Calendar School Model	84
School Calendar	85
Weekly Schedule	86
Daily Schedule	87
Secondary School Block Schedule	87

Term Break Schedule	88
Before School Schedule	88
AfterSchool Schedule	88
Parent and Community Involvement	88
Parent/Caregiver Compact	89
Parent to School Communication	89
Parent Meetings and Events	90
Parent-Teacher Conferences	90
Comprehensive Needs Assessment	91
Parent Survey	91
School and Family Engagement Policy	91
Non-custodial parent/guardian	91
Caregivers	91
Advisory Committee of Families (ACF)	92
Volunteer Guidelines	92
Special Populations and At-Risk Students	93
STUDENT RECRUITMENT, ENROLLMENT, AND RETENTION	95
Primary Recruitment Area	95
Outreach Strategies	99
Application Procedures and Timelines	102
Fair Lottery Process and Preferences	103
Enrollment Process	105
School Entrance Requirements	106
Student Retention	107
Withdrawal	109
GOVERNANCE AND COMPLIANCE	110
Governing Board	111
List of Current Governing Board Members	111
Organizational Documents and Board Policies	114
School Ethical Standards and Policies	114
Organization Policies Applicable to Governing Board and Staff	115
Organization Policies Applicable to Students	125
Organization Policies Applicable to Entire WVA Community	128
Insurance	135
Student Document Retention	135
Compliance for Special Populations	138
Comprehensive School Counseling Program	138
English Language Learners	140

Student with Exceptionalities	141
Individualized Education Programs	143
Food Services	145
Special Considerations and Food Allergies	147
Transportation Services	148
Personnel	148
Assurances	151
HUMAN CAPITAL	153
School Executive Administrators	153
Teacher Recruitment	156
School Staff Structure	156
Faculty Senate	161
Local School Improvement Council (LSIC)	161
Service Providers	161
Operations Capacity	162
Operations Manager	162
Facilities Coordinator	163
Front Office Manager	164
School Nurse	165
Staffing Plans, Hiring, Management, and Evaluations	167
Employment Agreements	167
Background Checks	168
Staff Evaluations and Continuous Improvement	169
Merit Pay	170
Professional Learning	172
Required Training	172
Organization Structure	173
FACILITIES	173
FINANCIAL PLAN	180
Five-Year Budget	181
Five-Year Contingency Budget	193
CLOSURE PROCESS	204
Stage 1	205
Stage 2	205
Stage 3	205
ADDENDUM 1: Survey Report	205

ADDENDUM 2: Public Enrollments	205
ADDENDUM 3: Code of Conduct	232
ADDENDUM 4: Organizational Documents	239
ADDENDUM 5: Letter of Support	262
ADDENDUM 6: Daily Schedules by Grade	262
ADDENDUM 7: Online-Component Curriculum	266
ADDENDUM 8: Proposed Charter Agreement	266

GENERAL INFORMATION

Applicant

Type of School: New School

Name of Proposed Public Charter School: West Virginia Academy

Primary Contact

John Treu

Phone:

Email:

Authorizer: Monongalia County Board of Education and Preston County Board of Education

501(c)(3) Status: Approved (approval obtained on May 5, 2020)

Receipt # 26053483001450 (DLN)

Enrollment

Grades offered at full capacity: Primary School (K-5); Secondary School (6 - 12)

Maximum Student Enrollment at Capacity: 1420 Students

Enrollment Matrix

Minimum Enrollment						
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	At Full Capacity
Kindergarten	40	40	40	40	40	40
First	45	45	45	45	45	50
Second	45	45	45	45	45	50
Third	45	45	45	45	45	50
Fourth	45	45	45	45	45	50

Fifth	45	45	45	45	45	50
Sixth	55	55	55	55	55	60
Seventh	55	55	55	55	55	60
Eighth	55	55	55	55	55	60
Ninth		55	55	55	55	60
Tenth			55	55	55	60
Eleventh				55	55	60
Twelfth					55	60
TOTAL	430	485	540	595	650	700

Maximum Enrollment

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	At Full Capacity
Kindergarten	80	80	80	80	80	80
First	100	100	100	100	100	100
Second	100	100	100	100	100	100
Third	100	100	100	100	100	100
Fourth	100	100	100	100	100	100
Fifth	100	100	100	100	100	100
Sixth	120	120	120	120	120	120
Seventh	120	120	120	120	120	120
Eighth	120	120	120	120	120	120
Ninth		120	120	120	120	120
Tenth			120	120	120	120
Eleventh				120	120	120
Twelfth					120	120
TOTAL	940	1060	1180	1300	1420	1420

Executive Summary

At West Virginia Academy (WVA) our goal is to improve public education both locally as well as throughout the state of West Virginia by establishing a successful public charter school in the Morgantown area that will serve students in Kindergarten through 12th grade from both Monongalia and Preston Counties.

West Virginia Academy aims to prioritize our funding, programs, and class schedules to **provide growth experiences** for our entire school community. WVA has adopted a weekly schedule to maximize efficient learning. Student activities, assemblies, field trips, and other programs, when possible, will be scheduled on an Experience Day. Experience Days will be on Fridays and give the students large amounts of time to work on service learning projects in our school as part of our West Virginia Academy Ambassador program. Our school will be unique among charter schools in that we will provide transportation to students in our primary recruitment area; during the day these buses will be available to support experiential learning and field trips. This feature is also vital in reaching out to historically underserved students who may not enroll in our school unless transportation is provided.

West Virginia Academy's philosophy includes the belief that **each student can learn and master material** when taught by highly effective educators who are empowered through adequate training and materials. High expectations and student outcomes was the sole motivation for the programs and curriculum we have adopted in our school. West Virginia Academy is a data driven school. Formative assessments are built into all our curriculum to help teachers monitor student progress and ensure the students are achieving mastery in their subjects. Students are leveled according to their ability so that mastery is obtainable for each student. At-risk students will benefit greatly from our year-round/term schedule that allows more consistent access to academic remediation, enrichment programming, and nutrition. Throughout the year our Online Component and Academic Extended Courses will help provide remediation as well as enrichment and acceleration to meet all the individualized needs of our students.

WVA Primary School's will be considered a core knowledge school. Once the core is established our students will naturally transition to the International Baccalaureate Middle Years Programme (MYP) in WVA Secondary school. This program will give our sixth through tenth grade students a unique international perspective of society and provide instruction in a manner that draws clear connections between the real world and their academic studies. Students, in their Junior and Senior years, will choose between the IB Diploma Program (DP) and graduate with a significant amount of higher education credit or complete the IB Career-Related Program (CP) and gain significant experience in their choice of future career.

A principle of **universal accountability** will apply to our school as a whole as well as to all who enter, whether as a learner, a teacher, or an administrator. Accountability among teachers and

administrators will be achieved by aligning incentives with organizational objectives using a merit pay structure. The overall environment of accountability applies to every student who is expected to come to school ready to learn and will be taught in a highly supportive, but also rigorous learning environment.

The purpose of public education could be summarized as giving **all students the opportunity to succeed** without regard to their family's background, socio-economic status, or ethnicity. All students are welcome at West Virginia Academy, but we recognize that certain groups of students have been historically underserved within the public school system in West Virginia including, in particular, low SES, minority, and ELL students. We designed our Primary Recruitment Area (PRA) to attract as diverse a student body as possible. We plan to engage these diverse communities through our outreach efforts so that our actual enrollments reflect the diversity of our PRA.

In conclusion, West Virginia Academy is uniquely positioned to innovate with respect to curriculum delivery, provide expanded experiential learning opportunities, and implement a culture of universal accountability that will benefit a highly diverse community of students. Our school will adopt a unique approach to team sports, physical education, and enrichment classes like art and music. Our primary recruitment area is designed to recruit and retain historically underserved populations, and our transportation plan will ensure that students from all backgrounds can attend our school. Lastly, our West Virginia Ambassadors program will provide service learning opportunities, team building, and mentorships that will enhance the rest of their lives.

MISSION, VISION, PURPOSE, AND DEMAND

The purpose of West Virginia Academy Ltd., as a non-profit charitable organization, is to improve education in West Virginia by: (i) establishing a charter school, (ii) developing and deploying curriculum and scalable college-readiness programs within the school, and (iii) providing training for teachers who seek to improve college-readiness throughout West Virginia. The organization's overall purpose contemplates the establishment of a charter school for primary education, broadly defined, which includes both the primary and secondary grade levels. Consistent with this reality, the organization has a separate mission for its primary and secondary education programs, respectively, but a shared vision and purpose.

West Virginia Academy Primary School Mission

Our mission is to help students become academically successful, effective communicators, creative collaborators, dynamic leaders, and change-makers for the state of West Virginia. We will train, support, and mentor our educators to use research-based instructional techniques that promote each student's academic success, and well-being.

West Virginia Academy Secondary School Mission

Our mission is to provide a well-rounded, inquiry-based curriculum that helps students gain intercultural communication skills, become internationally-minded learners, and acquire a holistic approach to problem solving. We will train and support our educators to use research-based instructional techniques that promote each student's academic success, and well-being.

West Virginia Academy School Vision

Our vision is to create a primary and secondary school culture that fosters each student's learning, leadership, strength of character, global awareness, and academic ability.

We strive to recruit, hire, develop, and retain a diverse faculty and staff that are fully committed to each student's academic success and will contribute to our learning community with diligence, competence, and professionalism.

We aspire to become a strong, positive community that brings educators, parents, and professionals together for the benefit of each student's growth and development.

Philosophy Statement and Purpose of Public Education

Our philosophy is derived from a combination of the overall purpose of public education and our desire to advance public education through critical innovations. The purpose of public education is to:

- Help each child achieve their full potential.
- Enable students to become well-rounded individuals, focusing on each child's social-emotional and academic needs.
- Prepare students for higher learning and the workforce as currently constituted and as will exist in the coming years including with subsequent technological advances.
- Prepare students to live productive lives and become global citizens, while understanding and obeying the social and legal rules of society.

Our objective as a public charter school aligns with the purpose of public schools more generally, but our organization will improve upon the foundation established by traditional public schools by innovating in several areas identified as needing improvement in West Virginia and Monongalia County. These areas include improvements to curricular design and delivery, refinement of teacher incentives and expanded classroom resources, and increased learning opportunities beyond the classroom. These innovations are reflected in our philosophy statement as follows:

1. We value **personalization**. Each student comes to school with unique talents, skills and abilities. Therefore, we believe instruction needs to be adapted to accommodate each child's unique learning style. We also believe that each student can learn and master material when taught by highly effective educators who are empowered through adequate training and materials.
2. We believe in a **learning culture**. Students are entitled to a learning environment that is safe, respectful, and academically rigorous.
3. We believe in **character development**. Students should be given opportunities and experiences to grow and mature. Proper character development helps to create a positive student community, improve academic performance, and develop students' confidence when confronting life's difficulties and challenges.

School's Education Program

West Virginia Academy (WVA) is divided into a primary school, which will include grades kindergarten through fifth grade (K-5), and a secondary school, which will include grades sixth through eighth (6-8). We plan to open in the Fall of 2021 offering kindergarten through eighth grade (K-8). We anticipate a large initial enrollment with gradual growth each year. Our intention

is to add one grade level each year, subject to there being sufficient demand, so that within four years our school will offer kindergarten through twelfth grade (K-12).

Primary School Model

West Virginia Academy will be a Core Knowledge (CK) school that teaches through the Direct Instruction Method (DI) in core topics. In order to fulfill our primary school mission, all of our primary students will participate in the West Virginia Academy Ambassadors program, giving them opportunities and experiences to become respectful and contributing members of our school and community.

Core Knowledge (CK)

West Virginia Academy Primary School will implement the Core Knowledge Sequence created by the Core Knowledge Foundation. Core Knowledge (CK) refers to the knowledge that is commonly shared between members of society. The CK curriculum includes the subjects: mathematics, language arts, science, music, visual arts, and social studies. CK greatly emphasizes reading and reading comprehension in the early years. In trial studies, schools that use a knowledge-based curriculum have shown to be effective on increasing reading proficiency in students.¹ Reading has been strongly linked to academic achievement, since reading is incorporated into every subject at higher grade levels.² Therefore, higher reading proficiency enables students to better understand other subject areas. The CK curriculum will provide our students with a broad, solid foundation of knowledge that increases in complexity as each student progresses through their education. CK curriculum not only builds on the previous year, but concepts are presented across subjects in a deliberate, coherent, and effective manner to optimize learning to mastery.

Direct Instruction (DI)

West Virginia Academy teachers will deliver the Core Knowledge Curriculum primarily using the Direct Instruction (DI) methodology.³ A meta-analysis of studies on the effectiveness of Direct Instruction showed that over the past 50 years DI continues to be effective in improving skills in multiple academic areas including reading, math, language, and spelling.⁴ The DI method was founded on the belief that all students can learn when the instruction is well-designed and effectively implemented. Teachers are trained and present material in an explicit and systematic way. Mastery of prior knowledge is essential to achieve in order to move on to new concepts and skills.

¹ Vafiadi, Polixeni (2010). The Impact of Core Knowledge Curriculum on Reading Achievement in New York City Primary Public Schools. Available at <https://search.proquest.com/docview/889926606/60B35EF4306D4E9EPQ/74?accountid=2837> (last visited 7/9/2020)

² Caron, C., & Ponder, C. (2014). What's the Best Age to Teach Your Child to Read? Retrieved September 17, 2014, available at <http://www.learn-to-read-prince-george.com/best-age-read.html> (last visited 7/9/2020).

³ For more information on the Direct Instruction Method by Englemann, see https://www.nifdi.org/15/index.php?option=com_content&view=article&id=52&Itemid=27 (last visited 7/9/2020).

⁴ Stockard, J.; Wood, T.; Coughlin, C.; Khoury, C. Rasplia (2018), "The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research." Review of Education Research.

Engelmann's theory is that a child's mind is entirely logical in the way it learns, and that what or how much it learns depends on how logically it is taught. The mind derives from what the teacher conveys to it. The most important and most difficult aspect of teaching is to figure out what to teach and when. The program we intend to use is so carefully designed that it has been found to be effective in regular education, special education, elementary school, middle or high school. Direct Instruction offers an effective strategy for both high- and low-achieving students.⁵ Direct Instruction also appears to improve student behavior and social skills, including self-esteem/concept, attitudes toward self and school, attribution of success or failure to self or outside, and sense of responsibility.⁶

The purpose of DI is to provide uniformity in terms of instructional design and delivery throughout the school as well as to teach subject matter efficiently so that all the students master the material in the minimum amount of time. In order to achieve consistent positive outcomes across different classes and instructors, the instructional design, organization, and delivery of instruction will be laid out for the instructors so their energy can be focused on individualized student needs.

West Virginia Academy's curriculum will be relying heavily on the DI methodology in reading, math, spelling, and language arts, particularly in the younger grades. As our students progress to higher grade levels, they will be phasing out of the DI method and transition to more logical and analytical approaches (See Curriculum and Instructional Design).

West Virginia Academy Ambassador Primary School Program

An ambassador is a representative, an advocate, and a leader. An ambassador is an individual who naturally puts into action the social and professional protocols necessary for success in the business world, educational pursuits, and family relationships. As such each student at WVA will become a West Virginia Ambassador through our character development, extra curricular, and experiential learning program. Participation in the WVA Ambassadors is required of every student and the program is part of the West Virginia Academy curriculum. Projects and assigned material are aligned with West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12, and the West Virginia College- and Career-Readiness Standards for Technology and Computer Science.

The WVA Ambassador Program is built around the four pillars of education: learn to know, learn to do, learn to be, and learn to live together.⁷ We have established educational experiences to enhance our student's learning and character development. As students participate in this

⁵ Kinder, D., Kubina, R., Marchand-Martella, N. E. (2005), Special education and Direct Instruction: An effective combination. *Journal of Direct Instruction*, 5, 1–36.

⁶ American Association of School Administrators (1999), "An Educator's Guide to Schoolwide Reform." <http://www.aasa.org>. (last visited 7/9/2020).

⁷ For more information regarding the philosophy of the four pillars of education see <https://prezi.com/2nwm13hduoj/the-philosophy-of-the-four-pillars-of-education/> (last visited 7/20/2020)

program, they will become more effective communicators, creative collaborators, dynamic leaders, and ultimately, ambassadors for the state of West Virginia (See West Virginia Academy Ambassador Program).

Secondary School Model

Beginning in sixth grade, our curriculum and methodology will change from knowledge-based to inquiry-based in nature. In each course, students will be evaluated on their performance in four areas: overall work quality, conceptual understanding, thinking skills, and transfer of learning. Student performance based on these criteria will be evaluated throughout the year and reported using a seven-point scale at the completion of the course (see IB MYP). The West Virginia Academy Ambassadors program will also change to providing more opportunities and learning experiences that will help develop global awareness.

Core Knowledge (CK)

West Virginia Academy will continue to use the Core Knowledge Curriculum for 6-8 grades. The Core Knowledge curriculum at this level is designed to dive deeper into core content, building upon the knowledge students have gained from previous years of learning.

International Baccalaureate (IB)

West Virginia Academy will be the first to implement the International Baccalaureate Middle Years Programme (MYP) in the state of West Virginia.⁸ According to the West Virginia Advisory Committee to the U.S. Commission on Civil Rights, West Virginia is experiencing more harassment and violence against minority students by their peers. In addition, educators' low expectations of, or lack of support for, minority students.⁹ In light of these troubling findings, we feel a global approach to education is essential in the ongoing effort toward equal rights and respect for all.

Adolescents tend to move away from the concrete way of thinking and start to develop new cognitive skills, including abstract thinking capacity.¹⁰ Adolescents are known to express more independence in their thoughts and ideas, the "why" and "how" become more important than the "what". Metacognition is also a factor, where students can self reflect about their own way of thinking. Based on these changes in student learning, our curriculum will evolve from a knowledge-based curriculum to an inquiry-based curriculum. MYP curriculum framework is to link content delivery and real-life scenarios through collaborative inquiry and critical debate.

The MYP program will begin in our 6th grade class and culminate with a personal project and assessment in the 10th grade year. In the MYP program, students are presented with many perspectives on key concepts, themes, and issues, and they are taught to find ways to articulate

⁸ See Addendum 5 for the International Baccalaureate Organization's letter of support.

⁹ West Virginia Advisory Committee (2003). Civil Rights Issues in West Virginia. Available at <https://www.usccr.gov/pubs/sac/wv0503/wyreport.pdf> (last visited 7/9/2020).

¹⁰ Christie, Deborah and Viner, Russel (2005), "Adolescent development." *BMJ*.330.301.

these values and beliefs as well as connect them to their own family and cultural background. Overall, this program gives students an opportunity to learn about other points of view in order to help develop their own core beliefs and values.

Importantly, the MYP is a whole school approach, where teachers work together planning units and assigning similar projects, while also allowing for individual differentiation as appropriate for each topic. The MYP program emphasizes eight subject areas, which include: Language and Literature, Individuals and Societies; Mathematics, Design, Arts, Sciences, Physical and Health Education, Language Acquisition. Classes are offered in each subject area for students to satisfy the requirement for completion of the program.

West Virginia Academy Ambassador Secondary School Program

Similar to the primary school, students in the secondary school will also be participating in our Ambassador program, curriculum will focus more on gaining intercultural communication skills, becoming internationally-minded learners, and acquiring a holistic approach to problem solving. (See West Virginia Academy Ambassador Program)

International Baccalaureate Program for 11th and 12th Grade

As West Virginia Academy expands into the 11th and 12th grade, we will implement the International Baccalaureate Diploma Program (DP) and the International Baccalaureate Career-Related Program (CP). Students can choose which program they would like to complete or participate in elements of both programs in a manner that best suits their needs. International Baccalaureate Programs provide students with significant opportunities to earn college credit that is accepted at Universities throughout the region, the United States, and the World.

The DP curriculum continues to focus on six of the eight core areas of the MYP program including arts, mathematics, sciences, language and literature, language acquisition, and individuals and societies. In order to receive the full diploma, students are asked to write an extended essay on a topic of choice and complete a community service project. When requirements are completed, students are awarded with an International Baccalaureate Diploma. This diploma is recognized by some of the most renowned international schools. The courses taken during this program will also count toward their counterpart courses in the higher education institution they choose to further their studies.

The CP curriculum will be offered for students that do not want to pursue the full diploma program and are interested in pursuing a career-oriented path. All IB courses offered at the school can be taken individually to satisfy requirements at a higher education institution. Students in this program will also be required to participate in an approved service-learning or internship experience in their chosen field. Students will then be asked to reflect on their career path and identify, analyze, and evaluate various issues that surround their career-related studies in a project at the end of their studies.

Students will take similar classes overall irrespective of whether they pursue the DP or CP program, but some classes will vary including some classes that are specific to each of these programs and the capstone projects will also differ depending on the program selected. For example, students will pursue the same leveling structure in foundational topics like mathematics and english regardless of whether they pursue a DP or CP program.

West Virginia Academy Online-Component (OC)

As public schools in West Virginia consider a proper response in the event of a community outbreak of COVID-19 coronavirus, the options being considered highlight that the current curricular models are too rigid to accommodate more than occasional missed classes and cancellations. At West Virginia Academy, we plan to utilize online education as a supplement to classroom instruction to mitigate the potential for knowledge gaps from missed classes in sequential core topics. This online supplemental or alternative support system will be called the Online-Component (OC).

Foundational topics, such as mathematics, english language arts, and science courses as well as any other subjects determined by the School Executive Director, will be available on the OC in an online format that can be deployed as a supplement to live instruction any time a child misses class for a major weather event (or in response to a spreading worldwide pandemic). But this approach to curriculum is about more than just addressing the occasional and infrequent school cancellations, it's about addressing the needs of all students who have to miss class for any reason. The OC provides an alternative means of learning for students who fall behind in any foundational topic for any reason.

The current system of assigning alternative homework assignments is simply not meeting the needs of students when classes must be missed. While avoiding absences is ideal for the learning environment in class and any absences should, of course, be discouraged, this ideal is inconsistent with the realities of life and retaining a rigid in-person only delivery model fails to account for opportunities for learning outside the classroom. Children get sick, grandparents pass away, family members get married, and these occurrences typically do not fit neatly into the breaks in the school calendar. The OC permits a multi-modal course delivery structure with greater flexibility to support student outcomes in a way that can accommodate student absences and even different rates of learning among students.

The OC is drastically different from the traditional model as we plan to have all our foundational topics available online, not as the primary method of instruction, but as a supplement that is immediately available to be deployed whenever a class is missed. If a child is absent for any reason from any sequential lesson in a core topic, they and their parents will immediately be given access to the lesson online so that it can be completed and the student will avoid falling behind. For absences that are known in advance, students can be given the lessons ahead of time and complete the core topics when they are able. Of course, not every student has access to a computer with an internet connection at home and students who are out sick are not always

able to complete lessons while in recovery. In instances where a student does not complete the core lessons online before returning to school, the student will be directed to the computer lab to complete the lessons upon returning to school so that they are completely caught up prior to continuing with live instruction. This ensures that all students have received instruction on a topic at least once before ever attending a live class that builds on that particular topic. Lastly, the OC will be one of the methods for remediation that can be used by parents to provide supplemental instruction over term breaks when a student falls behind.

Finally, the OC is also particularly effective to help those students that are English Language Learners (ELL), medically fragile, in quarantine, absent due to disability related issues, as well as international students needing to return to their native country for a short period of time, such as for a religious holiday or ceremony that may last several days. While the optimal scenario is for students to be in class learning and the primary method of instructional delivery will be live instruction, the OC provides a shadow program that fills the gaps where live instruction is missed or topics need to be reviewed.

Needs Assessment

The primary motivation for any charter school is to provide parents with an alternative choice within the public education system. Positive effects have been found on student achievement when there is competition generated by school-choice policies.¹¹ The North Central Region of West Virginia is considered one of the state's healthiest economic regions and continues to post solid job growth over the past couple of years.¹² Due to this continuation of growth, regional demographics trends, and interest in higher academic achievement, the Morgantown Metropolitan Statistical Area (MSA), which is composed of Monongalia and Preston Counties,¹³ is the ideal location in West Virginia to start a charter school.

Population and Student Enrollment Growth

Since 1960, West Virginia has seen a general decline in population. As one of the states with the oldest population, and with the number of deaths outweighing the number of births, the future of West Virginia is uncertain. In 2020, the World Population Review noted that there have been a few counties seeing population growth. The publication noted that "[t]he highest rate was

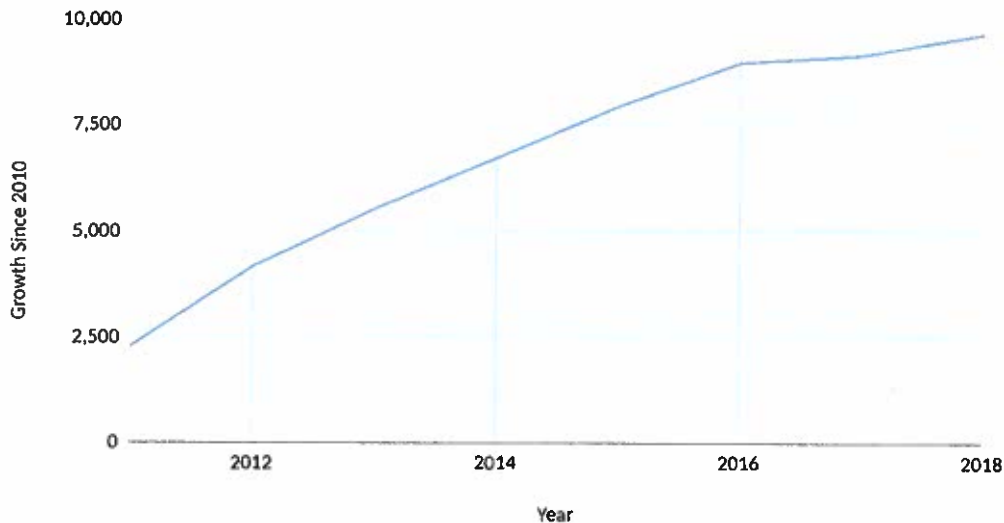
¹¹ Jabbar, H., Fong, C. J., Germain, E., Li, D., Sanchez, J., Sun, W.-L., & Devall, M. (2019). The Competitive Effects of School Choice on Student Achievement: A Systematic Review. Educational Policy. <https://doi.org/10.1177/0895904819874756>

¹² Lego, B. and Deskins, J. (2019) "North Central West Virginia Economic Outlook: 2020-2024" Bureau of Business and Economic Research. West Virginia University. Available at https://researchrepository.wvu.edu/cgi/viewcontent.cgi?article=1312&context=bureau_be (last visited 7/16/2020).

¹³ Metropolitan Statistical Areas are designated by the Office of Management and Budget to define a region that consists of a city and surrounding communities linked by social and economic factors. The Morgantown MSA includes Monongalia and Preston Counties. See OMB Bulletin 18-04, p.60 <https://www.whitehouse.gov/wp-content/uploads/2018/09/Bulletin-18-04.pdf> (last visited June 27, 2020). These areas are commonly used in economic research and guide decisions and statistical reporting in various ways at the federal level including, for example, the census and the Bureau of Labor Statistics. See Metropolitan Statistical Area Definitions, U.S. Bureau of Labor Statistics, available at <https://www.bls.gov/sae/additional-resources/metropolitan-statistical-area-definitions.htm> (last visited June 27, 2020).

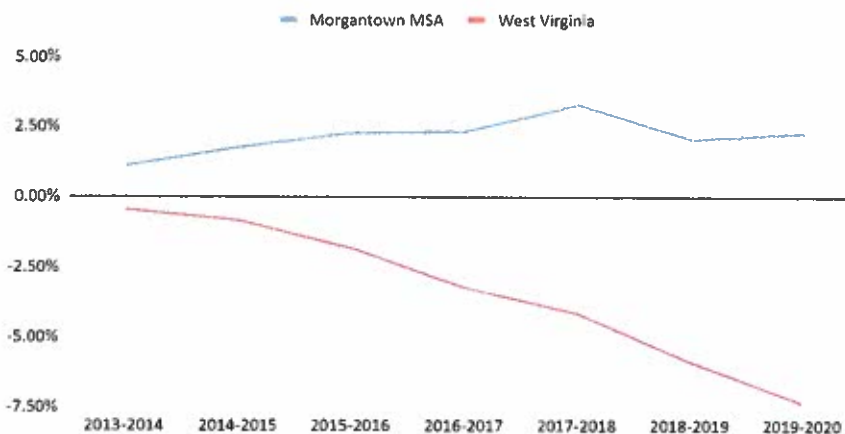
observed in Monongalia County” and further noted that this increase was mainly due to people migrating to the area. The overall growth in the past ten years, the population of Monongalia County has grown by 15%.¹⁴

Growth Since 2010 vs. Year



When specifically looking at public school student enrollment, West Virginia as a whole has also seen a decrease in enrollment (about 7.3%) in the past five years. However, the Morgantown MSA has seen a steady positive growth in enrollment by about 2.3% or about 300 students since 2012.

Student Enrollment since 2012 for the Morgantown MSA compared to the State of West Virginia.

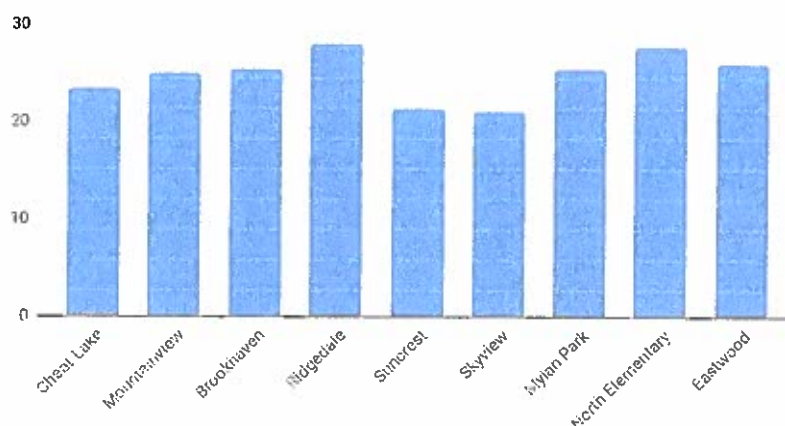


¹⁴ Monongalia County, West Virginia Population 2020, World Population Review, found at: <https://worldpopulationreview.com/us-counties/wv/monongalia-county-population/>. (last visited 7/1/2020). Because this calculation shows only the 10 year growth from 2000 to 2010 reflected as 2010 growth, we sum the actual growth numbers shown each year from 2011 to 2018 and then use the average annual growth from 2001 to 2010 to estimate 2.81% annual growth in 2009 and 2010.

Within Monongalia County, Suncrest Elementary school has seen the largest public school student enrollment increase with 78% growth in the past 5 years.¹⁵ We note that a boundary change occurred during this period and many students that previously were within the boundaries for North were absorbed into Suncrest. In the aggregate, however, it appears that the combined boundaries for Suncrest, North, Skyview, and Eastwood elementary schools is an area of particular enrollment growth within the county.

West Virginia Policy (§18-5-18a.) recommends to have no more than twenty pupils per teacher in a kindergarten classroom and twenty-five pupils per teacher in a second through sixth grade classroom during a given school year. This policy relates to the total number of students in the classroom per teacher (class size), not the student teacher ratio.¹⁶ To calculate the student-teacher ratio, the total number of full time teachers is divided by the total full time students. To calculate the class size, the total number of students enrolled in single grade is then divided by the number of classes offered in that grade. These numbers are averaged across all the grades in a specific school, providing the results below.

Average Number of Students per Class



Based on this estimation, in the 2019 - 2020 school year, half of the Monongalia County Elementary schools were operating with average class sizes that were at or above twenty-five students per class including Kindergarten. The majority of Monongalia County schools are either at capacity or overcrowded based on the class size regulations.¹⁷

Class sizes tell part of the story, but a separate and related issue is overall building capacity and the age of buildings. A simple analysis of the building capacity (square footage) per student indicates that the most over-crowded schools in Monongalia County are North Elementary and Cheat Lake Elementary, as these schools have only 62% of the capacity per student of the

¹⁵ Based on calculations using data queried from the West Virginia Department of Education, ZoomWV database. Available at <https://zoomwv.k12.wv.us/Dashboard/dashboard/28116> (last visited 7/1/2020).

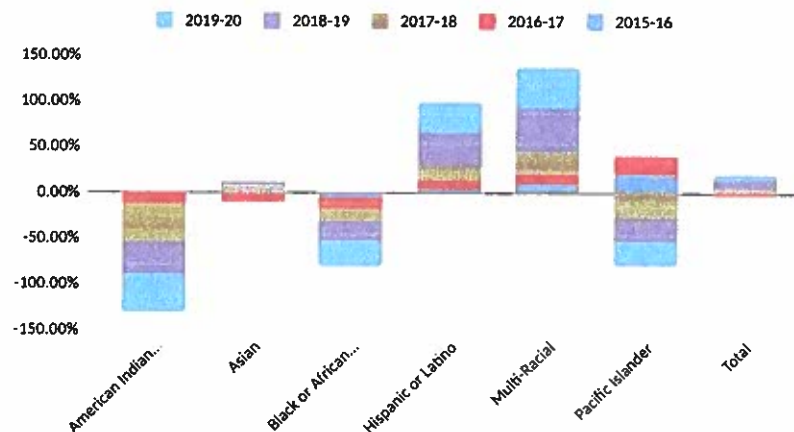
¹⁶ Research has found the student teacher ratio is typically lower than the class size. Lewit, Eugene M.; Baker, Linda Schuurmann, (1997) "Child Indicators: Class Size," Future of Children, v7 n3 p112-21.

¹⁷ Based on calculations using data queried from the West Virginia Department of Education, ZoomWV database. Available at <https://zoomwv.k12.wv.us/Dashboard/dashboard/28116> (last visited 7/1/2020).

other elementary schools in the county, on average.¹⁸ The original builds for these two elementary schools were in 1979 (North), and 1991 (Cheat Lake), which represent the second and third oldest elementary school buildings, respectively, in the county.

Across Monongalia County, the student minority enrollment rate increased by about 5.3% over the last five years. More specifically over that span, there has been a steady increase in the Hispanic and Multi-Racial cohorts.¹⁹ According to the West Virginia Advisory Committee to the U.S. Commission on Civil Rights, West Virginia is experiencing more harassment and violence against minority students by their peers. In addition, educators' have been found to have lower expectations of, or lack of support for, minority students in general.²⁰ Monongalia County schools also see the largest enrollment rate increases in the multi-racial minority cohort within the last five years. This subgroup has been found to have a lower graduation rate when compared to their peers.²¹ These data suggest that minority populations are historically underserved groups in West Virginia and within Monongalia County and the recent increases in

Minority Public School Enrollment Compared to 2015



minority populations in Monongalia County Schools should foster new approaches to reaching these students.

The percentage of special education students is also growing at a steady rate both at the state level and at the county level. Historically, this group has faced significant barriers to education and even noncompliance with federal and state laws within public systems. In the past, the

¹⁸ Based on square footage and building age as provided by the Monongalia County Comprehensive Education Facilities Plan (March 11, 2020). Available at http://www.dejongrichter.com/monongaliacountywv/wp-content/uploads/sites/37/2020/04/Monongalia_SC3.pdf (last visited 7/3/2020).

¹⁹ Based on calculations using data queried from the West Virginia Department of Education, ZoomWV database. Available at <https://zoomwv.k12.wv.us/Dashboard/dashboard/28116> (last visited 7/1/2020).

²⁰ West Virginia Advisory Committee, (2003) "Civil Rights Issues in West Virginia." Available at: <https://www.usccr.gov/pubs/sac/wv0503/wvreport.pdf> (last visited 7/1/2020).

²¹ Based on calculations using data queried from the West Virginia Department of Education, ZoomWV database. Available at <https://zoomwv.k12.wv.us/Dashboard/dashboard/28116> (last visited 7/1/2020).

school system in Monongalia County has been criticized and found to be out of compliance with IDEA in several aspects.²² The results of the survey we conducted revealed that the adequacy of options for Special Needs students remains a significant concern for parents in the Morgantown MSA (Monongalia and Preston Counties).

Demographic Trends and Preferences for Reforming Public Schools:

The North Central Region of West Virginia has been found to be younger and more highly-educated than other regions of West Virginia. Over 40% of residents over the age of 25 have a bachelor's degree or higher.²³ Rates of higher educational attainment in this area suggest residents place higher importance on education within this region. An independent survey that was conducted in August of 2019 and reported in WV MetroNews found that about half of West Virginia citizens are dissatisfied with the quality of K-12 education.²⁴ Parents who have children were more likely to state they were dissatisfied than those that have no children in the school system. Moreover, there is a significant group of parents that want the current education system in West Virginia to be reformed. Parents that want reform for the public education in West Virginia schools were more likely to support a charter school as an alternative. Overall the poll stated 35% of West Virginia voters were in favor of a charter school and, while this does not represent a majority, none of the three groups (in favor of, opposed to, or indifferent to charter schools) represented a majority with respect to the issue.²⁵ This suggests there are wide ranging opinions with a substantial group of parents interested in pursuing alternatives through the public charter system.

In order to identify parent preferences locally, as well as assess demand and needs, we conducted a survey of residents of the Greater Morgantown Area (Monongalia County, Marion County, and Preston County, respectively).²⁶ Consistent with the plurality in the 2019 survey reported by WV Metro News, the level of support among parent respondents to our survey in the Morgantown MSA is 36.4%, with opposition at 46.4%, and indifference at 17.3%, respectively. Among Monongalia County parents, 32.6% are in support of charter schools, 49.5% are opposed to them, and 17.9% indicated that they are indifferent.²⁷ Preston County parents responded with much stronger support (60% in favor) and Marion County indicated much stronger opposition (58.8% opposing), but similar levels of support to Monongalia County (36.3%).

²² West Virginia Advisory Committee, (2003) "Civil Rights Issues in West Virginia." Available at: <https://www.usccr.gov/pubs/sac/wv0503/wvreport.pdf> (last visited 7/1/2020).

²³ Lego, B. and Deskins, J. (2019) "North Central West Virginia Economic Outlook: 2020-2024" Bureau of Business and Economic Research. West Virginia University. Available at https://researchrepository.wvu.edu/cgi/viewcontent.cgi?article=1312&context=bureau_be (last visited 7/16/2020).

²⁴ B. McElhinny, West Virginia Poll: Concern About Public School Performance But Distrust of Charters, (WV MetroNews, Sept.9, 2019). <http://wvmetronews.com/2019/09/09/west-virginia-poll-concern-about-public-school-performance-but-distrust-of-charters/> (last visited June 27, 2020).

²⁵ Specifically, the survey found that among all West Virginia citizens that 35% support the establishment of charter schools, 40% are opposed to charter schools, and 25% are indifferent.

²⁶ The report on the findings of that survey, which was published on our website on June 26, 2020, is attached hereto as Addendum 1.

²⁷ See Addendum 1, Table 1.3, page 8.

These responses confirm that local parents share the plurality of opinions among WV citizens more generally with respect to charter schools as there is no clear majority of supporters nor is there a majority in opposition at the state level or the Morgantown MSA level (Monongalia and Preston Counties). Importantly, however, approximately one in three parents in each of these populations are in support of establishing a charter school in our community, which represents a substantial cohort of parents whose preferences should not be ignored. This degree of support is actually optimal for establishing a charter school because there is sufficient support for a viable charter to be established, but not so much support that establishing a charter school would cause a tremendous disruption in the current public school system.

Concerning Trends for Low-Income Students

Recent research indicates that the most important factor influencing the academic achievement of a student is their socioeconomic status and the achievement gaps between high- and low-income students have widened whereas racial/ethnic achievement gaps have declined (Morgan, PL 2009; Reardon 2011).²⁸ These trends suggest that socioeconomic status is an increasingly important indicator of low academic achievement compared to race or ethnicity and further suggest that traditional means of public schooling are increasingly ineffective at reaching these groups. Given the well documented incidence of poverty within both the state of West Virginia and within the Morgantown MSA, it is imperative that our educational methods evolve to better serve our low income student populations.

According to the Nation's Report Card, 55.19% of West Virginia students qualify for free or reduced price school lunches.²⁹ When narrowed to Monongalia County, the nutrition services coordinator has stated 40% or 4,615 of Monongalia County Students qualify for free or reduced lunches and in Preston County 46% qualify.³⁰ Family structure is a strong indicator of socio-economic status as single-parent families typically have just one earner and the custodial parent is commonly employed part time. Last year, approximately 28% of all children living in Monongalia County are living in single-parent homes. These children who live in single-parent homes tend to face greater disadvantages in terms of achieving positive outcomes in school. Students who grow up in a single-parent home complete fewer years of education and are less likely to go to college.³¹

²⁸ Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology*, 37, 401-413. doi:10.1007/s10802-008-9279-8; Reardon S. F. (2011). The widening academic achievement gap between the rich and the poor: new evidence and possible explanations. In R. Murnane & G. Duncan (Eds.), *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children* (pp. 91-116). New York: Sage Foundation.

²⁹ Based on Information provided by The Nation's Report Card when West Virginia was queried. Available at <https://www.nationsreportcard.gov/profiles/stateprofile/overview/> (last visited 7/2/2020).

³⁰ Empty Bowls Monongalia County, "Hunger Statistics." Available at <https://ebmon.org/news/press-releases/hunger-statistics/> (Last Visited 7/2/2020); Bruceton School Statistics: Bruceton School Free and Reduced Lunch Assistance (elementaryschools.org). Available at <https://elementaryschools.org/directory/wv/cities/bruceton-mills/bruceton-school/540117000901/#section-5> (last visited 7/18/2020).

³¹ County Health Rankings and Roadmaps, "How Healthy is Your Community?" data was found after searching West Virginia, then finding Monongalia County. Available at <https://www.countyhealthrankings.org/app/west-virginia/2019/measure/factors/82/data> (last visited 7/2/2020).

Children from families with lower socioeconomic status (SES) start school with fewer resources than other children, resulting in greater chance of learning loss throughout the summer.³² Providing an option for year-round learning will benefit these children by giving them shorter, frequent breaks with remediation and enrichment opportunities (See Balanced School Calendar Model).

West Virginia Academy will employ proven methods of curricular design and delivery as well as unique approaches to leveling, extra-curricular activities, multi-modal instruction, and behavioral incentives that are particularly well-suited for serving these at risk populations of students.

Interest in Higher Academic Achievement:

According to the US News and World Report, West Virginia students are ranked 44th in college readiness, on average. This data suggests that most of our students complete their public school education without being adequately prepared for college. In the same report, West Virginia was placed 46th in our National Math Test Scores and 45th in our National Reading Test Scores. Both the Reading and Math scores fell below the national average. This report gave West Virginia an overall ranking of 47th in the nation, stating it hasn't changed since the prior year.³³ According to the Cato Institute, this ranking is misleading and in turn created a new ranking of state education systems based on the disaggregated demographic achievement data, as well as efficiency of education spending. This new ranking system places West Virginia last in overall performance and efficient use of education spending as compared to student achievement outcomes.³⁴

In 2014, Ohio, Pennsylvania, and West Virginia formed the Appalachia Partnership Initiative (API) to ensure the supply of labor in the Science, Technology, Engineering, and Mathematics (STEM) workforce is keeping up with demand in the energy and manufacturing business sectors. API has committed to invest millions to support and increase STEM education for Kindergartners through 12th Graders.³⁵ Even with this recognition of increased support in the STEM area, West Virginia continues to perform poorly in science and mathematics. While the Morgantown MSA proficiency rates are above the overall State's proficiency rates, both are still

³² Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66(3), 227-268. EJ 596 384.

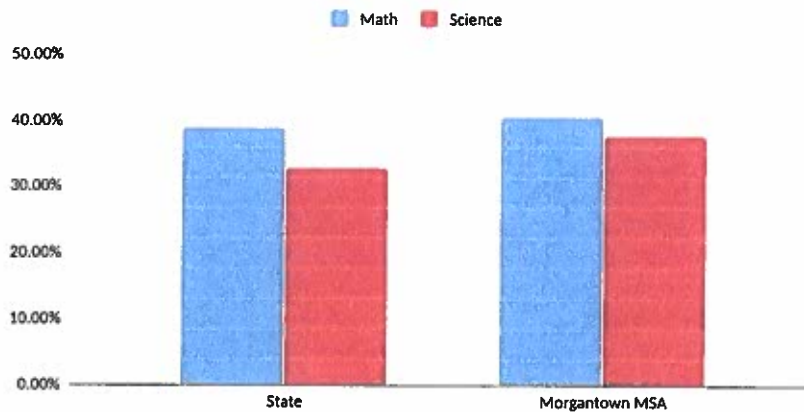
³³ "Pre-K-12 Education Rankings: Measuring How Well States Are Preparing Students for College," U.S. News & World Report, May 18, 2018, <https://www.usnews.com/news/best-states/rankings/education/prek-12>. Others include those by Wallet Hub, Education Week, and the American Legislative Exchange Council.

³⁴ Liebowitz, Stan and Matthew Kelly (2018) "Fixing the Bias in Current State K-12 Education Rankings." Cato Institute Policy Analysis No. 854.

³⁵ Gonzalez, G.C., Siler-Evans, K., Hunter, G.P., Broten, N., (2017) "Wages, Employment and STEM Education in Ohio, Pennsylvania, and West Virginia." RAND Corporation Report #2. Available at https://www.rand.org/content/dam/rand/pubs/research_reports/RR1800/RR1863/RAND_RR1863.pdf (last visited 7/16/2020).

looking at less than 50% of West Virginia Students proficient in Math and Science.³⁶ More specifically in Math, 17.65% of schools fall behind the state average proficiency value.³⁷ West Virginia Academy recognizes the importance of these subjects and considers them our “foundational topics”. These foundational topics include Reading, Language Arts, Mathematics, and Science. Lessons in these topics will be available on the Online-Component (OC) to help students gain proficiency and achieve success.

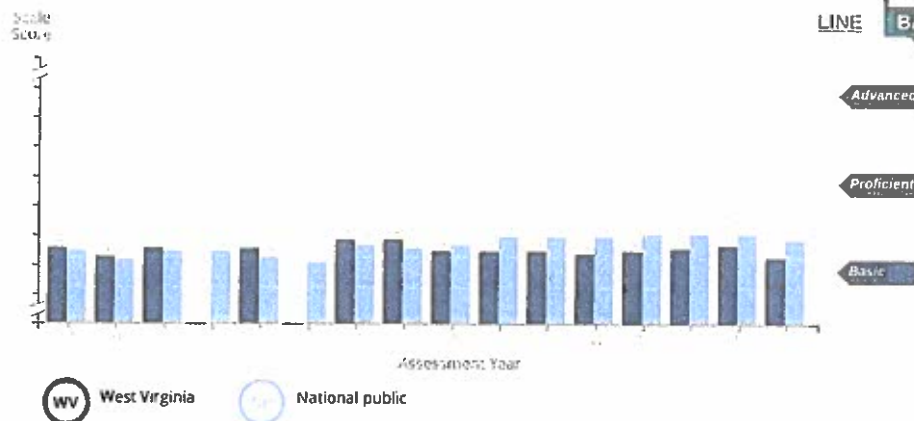
Percentage of Math and Science Scores that Meet or Exceed National Proficiency Standards



West Virginia has consistently ranked lower than the national test scores in math and reading since 2002 and the gap is getting wider every year. In 2019, West Virginia’s math proficiency averaged 9 points lower than the national average. In reading, West Virginia’s score was 6 points lower, the largest gap in the past ten years.³⁸

GRADE 4 READING

Average scale scores for grade 4 reading, by All students (TOTAL) and jurisdiction: 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019



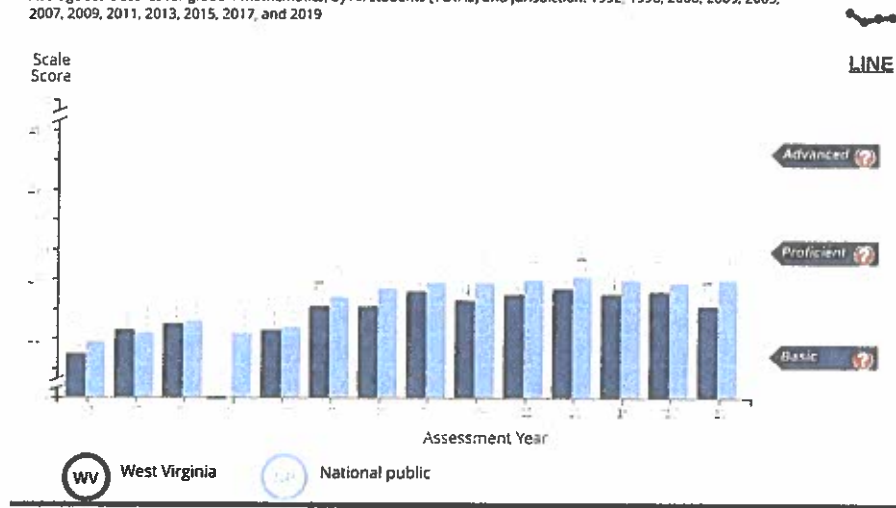
³⁶ These calculations are based on the state assessment data available on the ZoomWV data set found at <https://zoomwv.k12.wv.us/Dashboard/dashboard/28116> (last visited 7/17/2020).

³⁷ Based on calculations using data queried from the West Virginia Department of Education, WVBalanced Scorecard database. Available at <https://wvde.k12.wv.us/essa/dashboard.html> (last visited 7/2/2020).

³⁸ Based on Information provided by The Nation’s Report Card when West Virginia was queried. Available at <https://www.nationsreportcard.gov/profiles/stateprofile/overview/> (last visited 7/2/2020).

GRADE 4 MATHEMATICS

Average scale scores for grade 4 mathematics, by All students [TOTAL] and jurisdiction: 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019



Academic Achievement within the English Language Art (ELA) has also seen gaps indicating substantial unmet needs. According to the State's Balanced Scorecard, 52.94% of Monongalia County school's ELA performance is not yet at the expected range set by the State Board of Education and in Preston County the percentage is higher at 61.03%. In math 70.59% of schools do not yet meet the expectations of the State. While Monongalia County is, on average, above the state's proficiency value in English, there are still 23.53% of schools that fall below the state's average. These student outcomes suggest that there is substantial room for improvement within the Morgantown MSA.

The API has determined that in order to encourage steady growth of STEM jobs in the future, the local graduates must have proper skills in fields that can be utilized within the STEM labor market. West Virginia continues to lag behind Pennsylvania and Ohio in the national assessment averages. It is imperative that we implement programs that support student achievement in order to continue West Virginia's future economic prosperity.

Demand and Estimated Enrollments

There is moderate to substantial demand for a charter school among parents within the Morgantown MSA and enrollments at a charter school in the Morgantown area would certainly exceed the minimum levels for economic feasibility. Conservative estimates suggest that enrollments at a charter school established in Monongalia County for grades K through 8 would be between a maximum of 1091 and a minimum of 711 students within the Morgantown MSA, before considering any additional demand from students in Marion County who may seek variances. In order to assess demand, we included questions as part of our survey of parents in the Greater Morgantown Area specifically addressing whether they would enroll their child in a

charter school if the option were available and this section articulates our methodology for our conservative enrollment estimates.³⁹

Our survey of parents and students primarily sought to identify demand as well as areas of need in public education and overall support for charter schools in our community. This section and analysis of demand is primarily based on the demand as expressed by parent respondents in the Morgantown MSA using estimates derived from responses to Tables 1.6, 1.7, and 1.8 in the survey.⁴⁰ While our survey also inquired as to preferences of students as required under Rule 3300, we revisit the student survey for purposes of identifying needs of current public schools and focus primarily on the parent survey for demand. We do this because our proposed charter school will initially open as a K-8 school and so parents will be the primary decision makers with respect to enrollments at this public charter school.

We first consider the percentage of parents who indicated they would enroll their child in a charter school. 20% of parents in Monongalia County and 26.7% of parents in Preston County responded that they would seek to enroll their child if a charter school were established in their community. This would equate to an enrollment of 2076 students from Monongalia County and 1063 students from Preston County based on the levels of enrollments in public schools as of the 2019 academic year.⁴¹ However, we note that a random sample of parents was not possible because both of these counties denied our FOIA request to obtain the parent and student information for purposes of conducting these surveys. Given these limitations, we conducted our survey through a poll that was made available on our organization's facebook page as well as promoted through targeted random advertisements on social media, sent to website registrants, and posted to various community pages of interest to residents of the Greater Morgantown Area.

The experience of parents with the different levels of public education in K-12 indicates that our survey captured a representative sample of parents.⁴² However, because parents opt-in to completing our survey, there is potential for parents with stronger feelings on the topic, on average, to have completed the survey and so the 2076 number represents the upper-bound figure for possible enrollments. In order to address this concern, we use very conservative estimates for projected actual enrollments by adopting the minimum level of enrollment within the margin of error and then further reducing our projection based on travel time considerations using the preferences stated in our survey.

As the survey notes, calculating a precise confidence interval is not possible without the actual populations of households and students (including private school and homeschool students), which is why a confidence interval is not included in the official posted survey report. This data

³⁹ See Addendum 1, Tables 1.6-1.8, pp.11-13.

⁴⁰ See Addendum 1, pp. 11-13.

⁴¹ See Addendum 2.

⁴² See our more extensive discussion of the survey methodology and the demographics of the sample in Addendum 1, pp. 2-4.

was not available as Monongalia County Schools denied our FOIA request for private and homeschool student information because they do not collect this data. Notwithstanding this limitation, the total households can be roughly estimated for purposes of calculating a confidence interval for the results in Tables 1.6 and we can use the total public school enrollment population to calculate a confidence interval for the results in Table 1.7.⁴³ While this methodology lacks precision, we estimate these confidence intervals for conservatism in order to utilize the low end of the margin of error as a baseline for projecting enrollments. By first apply this method to the results described in Table 1.7 of the survey for Monongalia County and Preston County respondents. We, then, calculated a confidence interval of 5.81 for Monongalia County (95% confidence level) and 23.68 for Preston County (95% confidence level) using the affirmative response rates and the children of parent respondents represented in the total sample and using the known population of public school students as our total populations. The lower level of the margin of error using this methodology estimates an 18.21% enrollment rate in Monongalia County and a 23.38% enrollment rate from Preston County.

We next calculate a confidence interval around responses in Table 1.6, which provides an even more conservative estimate of enrollments because this figure assumes all households would enroll at the same rate without regard to the number of children in each household. We estimate the total households in the county by dividing the total enrollment (11,502) by the average number of children per household of respondents in our survey (2.15 for Monongalia County, 1.89 for Preston County), which results in an estimate of 5,356 households with school age children in Monongalia County and 2334 households in Preston County. We calculate a confidence interval of 7.97 (95% confidence level) for Monongalia County and 32.3 (95% confidence level) for Preston County. We use the affirmative response rates, the parent respondents as our samples, and the estimated populations of households as our total populations. We then take the lower level of the margin of error, which estimates a 12.03% enrollment rate in Monongalia County and a 12.07% enrollment rate in Preston County. We use the 18.21% and 23.38% rates calculated using the data in Table 1.7 as our baseline "maximum expected enrollment" rate and the 12.03% and 12.07% rates calculated using the data from Table 1.6 as our "minimum expected enrollment" rate.

We reduce our calculated enrollment rates further by taking the naturally diminishing interest that would arise from increased travel times into account and set this attrition rate based on responses reported in the survey.⁴⁴ All respondents who indicated they were unsure whether they would enroll their child in a charter school provided a distance they were willing to travel and even two respondents who indicated they would not enroll their child provided such a distance. The respondents who affirmed that they would enroll their child in a charter school were more willing to drive longer distances, on average, than unsure or opposed respondents, but in a further effort to be conservative in calculations, we combine all responses of respondents that answered this question to estimate attrition due to travel distances.

⁴³ See Addendum 1, pp 11-12.

⁴⁴ See Addendum 1, Table 1.8, p.13.

We identify the attrition in enrollment rates based on distance as reflected in the following tables for Monongalia and Preston Counties:

Monongalia County: Estimated Enrollment Attrition Based on Travel Time				
Distance Parents Are Willing to Travel to Enroll their Child in a Charter School	Net Responses	Attrition rate	Max Expected Enrollment %	Min Expected Enrollment %
0 Miles (only will attend if transportation is provided)	46	0%	18.2%	12.0%
1-5 miles	34	26.1%	13.5%	8.9%
6-10 miles	26	43.5%	10.3%	6.8%
11-15 miles	15	67.4%	5.9%	3.9%
16-20 miles	8	82.6%	3.2%	2.1%
More than 20 miles	3	93.4%	1.2%	0.8%

Preston County: Estimated Enrollment Attrition Based on Travel Time				
Distance Parents Are Willing to Travel to Enroll their Child in a Charter School	Net Responses	Attrition rate	Max Expected Enrollment %	Min Expected Enrollment %
0 Miles (only will attend if transportation is provided)	11	0%	23.4%	12.1%
1-5 miles	11	0%	23.4%	12.1%
6-10 miles	10	9.1%	21.3%	11.0%
11-15 miles	9	18.2%	19.1%	9.9%
16-20 miles	3	72.7%	6.4%	3.3%
More than 20 miles	0	100.0%	0%	0%

We next estimate the total students in different areas within the county. Because both school districts in the Morgantown MSA denied our organization's request for student location data, we estimated the location of students in Elementary and Middle schools based on the bus routes for Elementary School students that are publicly available. We then estimate enrollments based on the enrollment attrition rate indicated by parent drivers in the Morgantown MSA in our survey.

While the specific site of our school has not yet been determined, potential locations of interest are in or near Morgantown within our PRA, and so we conduct these estimates based on the distance to the center of our Primary Recruitment area as weighted by student populations. We

note that because our Primary Recruitment Area is in the center of Morgantown where the population is relatively dense, moving the school location in Morgantown within our PRA, or even within a couple of miles of it, will not typically impact these estimates as some densely populated neighborhoods would be further away than our estimates reflect, but then other densely populated areas would be closer. The numbers would only be materially different if a rural location in the county were selected for the school site, which is not likely.

Our analysis includes all Monongalia County Schools and the two Preston County schools that are either included in our Primary Recruitment Area or within twenty miles of its center. These schools from Preston County include the Bruceton School and the West Preston School, both of which serve grades K-8. We note that no respondents to our survey from Preston county expressed a willingness to drive further than 20 miles to enroll in a charter school, so we presume student enrollments from other schools in Preston County would likely be nominal. As such, we do not include potential enrollments from other schools in Preston county in our analysis.

We start estimating the distance for families from each Elementary School using the address of the elementary schools, which appears to provide a reasonable estimate for the two Preston county schools in our estimate, but further refinement is needed for Monongalia County schools where school locations are typically located closer to the center of Morgantown than the center of the school's boundary. Thus, for Monongalia County schools we base our estimate on a combination of the middle location in each Elementary School Boundary and the location of the elementary school. An analysis of bus routes and population density indicates that Elementary School locations in Monongalia County are typically situated close to the population center they serve and are typically in suburban and not rural locations. This suggests that neither the geographic midpoint for most school boundaries nor the school locations are reflexive of the location of students attending that school, as the actual average travel distance is likely between these two points. So we identify the midpoint between the geographic middle of each school boundary and the location of the school and use that midpoint to estimate the average estimated travel distance for students residing in that boundary. Because our school will provide transportation to all students who enroll that reside within the Primary Recruitment Area, we use the "0 mile/transportation provided" enrollment percentage for all students in the PRA.

We estimate the number of students in the PRA and those without using bus route data. In Preston County precise student data per bus stop is provided and so actual student data is used. In Monongalia County, student numbers by bus stops are not provided and so we estimate these numbers based on the number of bus routes. In instances where bus routes include areas that are both inside and outside the PRA, we use the proportion of bus stops for that route within the PRA.

The culmination of these these various estimates and the resulting projected enrollments are presented in the tables below:

Table: Elementary School Enrollments							
Elementary School Data				Maximum Expected Enrollment		Minimum Expected Enrollment	
Name	Elementary Enrollment (2018-19)	Student s in PRA	Driving Distance	PRA Enrollment	Non-PRA Enrollment	PRA Enrollment	Non-PRA Enrollment
Brookhaven	572	0	5.8 mi	0	59	0	39
Cheat Lake	827	220	6.8 mi	40	63	26	41
Eastwood	653	223	2.3 mi	80	29	53	19
Mason Dixon	313	0	24.0 mi	0	4	0	2
Mountainview	719	0	6.8 mi	0	74	0	49
Mylan Park	467	0	9.2 mi	0	48	0	32
North	644	644	N/A	117	0	77	0
Ridgedale	484	0	13.2 mi	0	27	0	18
Skyview	484	214	5.7 mi	39	36	26	24
Suncrest	508	79	2.3 mi	14	58	9	38
Bruceton *	382	85	19.7 mi	20	19	10	10
W. Preston *	508	0	17.9 mi	0	32	0	17
Subtotals				311	449	202	289
Total K-5 Enrollment				759		174	
* We note that Bruceton and West Preston provide K-8 instruction and so we estimate their Elementary school enrollments as 6/9ths of their total enrollment and their 6-8 enrollment as 3/9ths of their total enrollment.							

For precision, the middle school enrollments are broken down based on the elementary school boundaries where the middle school enrollments are sourced. In the case of the two Preston county schools, both offer K-8 grade levels and so we estimate the middle school age grades for those schools. We presume the source of students is attributable to the elementary school boundary locations in the same ratio to the total enrollments at those schools.

Table: Middle School Enrollments							
Middle School Data				Maximum Expected Enrollment		Minimum Expected Enrollment	
Name	Enrollment (2018-19)	Students in PRA	Driving Distance	PRA Enrollment	Non-PRA Enrollment	PRA Enrollment	Non-PRA Enrollment
Mountaineer (Cheat Lake)	360	96	6.8 mi	17	27	12	18
Mountaineer (Eastwood)	285	192	2.3 mi	35	12	23	8
Westwood (Mylan Park)	186	0	9.2 mi	0	19	0	13
Westwood (Skyview)	193	85	5.7 mi	15	11	10	7
Suncrest (North)	285	285	N/A	52	0	34	0
Suncrest (Suncrest)	224	35	2.3 mi	6	26	4	17
South (Brookhaven)	256	0	5.8 mi	0	26	0	17
South (Ridgedale)	322	0	6.8 mi	0	33	0	22
South (Mountainview)	207	0	13.2 mi	0	12	0	14
Clay-Batelle (Mason Dixon)	193	0	24.0 mi	0	2	0	2
Bruceton	191	43	19.7 mi	10	9	5	5
W. Preston	148	0	17.9 mi	0	16	0	8
Subtotals				91	192	60	133
Total 6-8 enrollment				331		220	

Combining elementary school and middle school enrollments predicts a maximum expected total enrollment of 1091 and a minimum expected enrollment of 711 students from Monongalia

County and the average between the two is 901 (900 rounded down). Our estimated enrollment figures for the primary and middle school grades based on the source school are as follows:

Total Estimated Enrollment Grades K-5 by Source Public School		
Source School	Estimated Charter Enrollment (students)	Portion of Total Charter Enrollment Population (%)
Brookhaven Elementary	49	7.8%
Cheat Lake Elementary	85	13.6%
Eastwood Elementary	90	14.4%
Mason Dixon Elementary	3	.5%
Mountainview Elementary	61	9.8%
Mylan Park Elementary	40	6.4%
North Elementary	97	15.5%
Ridgedale Elementary	23	3.7%
Skyview Elementary	63	10.1%
Suncrest Elementary	60	9.6%
Bruceton School (K-5)	29	4.6%
West Preston (K-5)	25	4.0%
	625	

Total Estimated Enrollment Grades 6-8 by Source Public School		
School	Estimated Charter Enrollment (students)	Portion of Total Charter Enrollment Population (%)
Mountaineer Middle	76	27.6%
Westwood Middle	38	13.8%
Suncrest Middle	69	25.1%
South Middle	63	22.9%
Clay Batelle (6-8)	2	0.7%

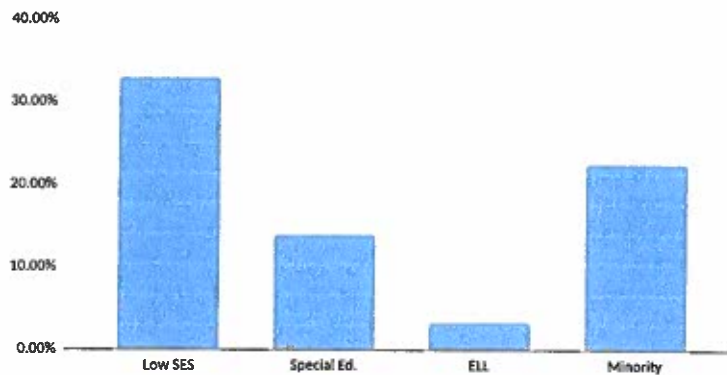
Bruceton School (6-8)	15	5.5%
West Preston (6-8)	12	4.4%
Total	275	

Because these figures are based on current public school enrollments, we do not include homeschool or private school students who may elect to enroll in a charter option that could increase these numbers by 5-10%. We also do not include figures for students from neighboring Marion County that may seek variances to attend the charter school. Because of the additional barrier to entry presented by the variance process, we assume interest from Marion County will be less than the interest level from within Monongalia County for individuals living over 20 miles away from the school. Applying this ratio to the Marion County population of public school students indicates that fewer than 61 to 93 students would seek variances to attend the charter school, assuming no charter school is established in Marion County. To be conservative, we do not include Marion County students in our estimated numbers.

Our enrollment estimates identify total enrollment numbers using various conservative approaches (i.e. adopting the lower bound of our confidence intervals and disregarding enrollments arising from variances, homeschool children, or children currently enrolled in private school) in order to avoid overestimating enrollment levels. However, in spite of these best efforts, actual enrollments will certainly vary and may be lower than our estimates for a number of reasons. First, it is much easier for a parent to indicate they will enroll their child in a charter school on a survey than it is to actually do so when applications become available and so some parents who indicated they would enroll their child may decide not to do so when applications are live. Second, enrollment numbers may be lumpy where applications exceed maximum enrollments in some grades, but then other grades lack strong demand. For example, students going into grades that would otherwise already be starting at a new school (i.e. Kindergarten, Sixth, and Ninth Grades) may have stronger demand than grades where students would be returning to a school with established friendships and patterns of consistency (i.e. Fifth and Eighth Grades). Because applications may be lumpy, it's possible our organization could receive 900 applications, but only have room to enroll 640 students to avoid drastic changes in student load from grade to grade. We do not need to have perfect consistency in the number of students and classes from grade to grade, but drastic variances such as 150 students in one grade with just 40 students in the grade below it would likely be too disruptive to programming year over year to accommodate. We anticipate at least some variance in class sizes from grade to grade and, as such, we estimate enrollments at 870 for our budgeting purposes.

We next consider the overall composition of students within our total estimated enrollment as determined based on the source elementary school data, which is the most granular data we have available for this analysis. Our first chart estimates the composition of low SES, Special Education, ELL, and Minority students among our overall estimated enrollment:

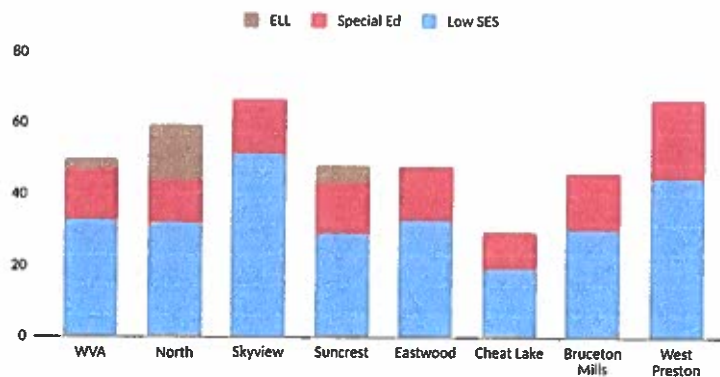
Expected Percentages of Low SES, Special Education, ELL, and Minorities for WVA Based on Projected Enrollments



The numbers in this figure arise from a weighted average across all schools in these categories.

When compared to the schools within our primary recruitment area, our estimated percentage of Low SES is equal to the percentage at North and Eastwood Elementary Schools at just over 32%. Our estimated percentage of Special Education students is equal to that of Suncrest Elementary School with about 13%. We estimate approximately 3% ELL students, which is higher than all of the schools in our primary recruitment area other than North that has the largest population of ELL students within both school districts.

Estimated Enrollment Breakdown of ELL, Special Ed., and Low SES of WVA Compared to Other Schools within the PRA.



Rationale

West Virginia Academy has researched extensively with regards to the academic and social-emotional needs of the Morgantown MSA. We have found three areas of need that we feel are critical to reducing the achievement gap within this area. We have also pointed out how West Virginia Academy will provide ways to alleviate the need and reduce the achievement gap.

Need #1: Food insecurity and hunger negatively effecting student learning and achievement

According to the United Way of Monongalia and Preston Counties, nearly 1 in 4 children live in families that cannot provide nutritious food for their family and are considered food-insecure. In the West Virginia Food Desert Summit 2019, the structural factors or barriers that lead to food insecurity that are causing "Food Deserts" in West Virginia were discussed and analyzed. Children are the most vulnerable when it comes to hunger and food access. Dr. Day-Perroots from the West Virginia University Extension Service stated that "summer can be a challenging time for kids, when they aren't in school receiving nutrition and academic assistance that is available during the school year."⁴⁵ Government programs, such as WIC and SNAP are in place, however people in low-income situations often face accessibility issues. Charitable programs, such as Feeding America, Conscious Harvest, and Empty Bowls are just a few striving to help with this serious concern. Additional efforts are being made to aggregate food and bring them to accessible locations to help provide healthy food to low-income populations.

West Virginia Academy's Contribution:

1. West Virginia Academy is unique in its year-round school schedule that will give students more access to regular nutritional food without the long summer gap. WVA plans to provide transportation and educational services, including meals and snacks during our term breaks and Summer Mini-Courses to assist students in their education as well as their nutritional needs when school is out of session.
2. The Breakfast After the Bell program encourages all students to eat breakfast. Options include eating a pre-ordered breakfast before the start of school in our Before School Program or grabbing it to go as they head to their homeroom class and eat it after the start bell. WVA will encourage all students to have a health breakfast and full stomachs to optimize their learning for the day.
3. School meals that have not been picked up or claimed will be discreetly given to those students who are in need of food when school is not in session.
4. Older students are sometimes required to take jobs to help support the financial needs of their family. For example, working teens ages 16 to 18 who drop out typically contribute 22 percent of their households' income.⁴⁶ This helps lift 42 percent of these households above the poverty level and significantly lessens their housing-cost burden. Many of these students need to drop out of school in order to fully help support family members. West Virginia Academy will offer more flexibility within our scheduling once a student reaches 11th and 12th grade. Students will be able to graduate from WVA with an international diploma or a Career-related Certificate in areas that will propel them forward in the job market.

⁴⁵ West Virginia Food Desert Summit 2019: Collective Action to Address Food Deserts in West Virginia, Bridgeport Conference Center, December 10, 2019. Available at <https://researchrepository.wvu.edu/cgi/viewcontent.cgi?article=1003&context=food-desert-summit-2019> (last visited: 7/18/2020).

⁴⁶ Popkin, S.J., Scott, M., Galvez, M., (2016) "Impossible Choices: Teens and Food Insecurity in America." Urban Institute. Available at https://www.aft.org/sites/default/files/handouts_repro-health.pdf (last visited 7/17/2020).

Need #2: Knowledge gaps reflected in poor test scores

Teachers are often overwhelmed by the amount of required standards to teach and the amount of time they have to get through all the material. In fact, one-third of teachers leave the profession within their first five years.⁴⁷ Many times students do not get through all the school materials in their textbook due to lack of time management. Uneven application of curriculum may create learning gaps which translate into gaps in academic performance.⁴⁸ The opportunity to learn varies depending on the given teacher's practice. A teacher's interpretation of curriculum, expertise within the given area of content, and the ability to make implementation decisions can cause serious differences in learning material in the time given. Students are passed on to the next grade without complete proficiency of the grade level standards. According to the West Virginia Department of Education, nearly 70% of high schoolers are taking college entrance exams, yet the composite score of 20.4 is below the national average at 21. According to the ACT Condition of College and Career Readiness Report, only 11% of West Virginia's ACT test participants met the STEM College Readiness Benchmark for 2017.⁴⁹

Referring back to the Rationale section above, statewide only 38.74% of students met or exceeded the Math standards and 32.75% met or exceeded the standards in Science. The Morgantown MSA numbers were higher with a percentage of 40.51 in Math and 37.55 in Science. These numbers still indicate a large knowledge gap in math and science. The scores in Reading were higher but well below 50% for both the state and Morgantown MSA, suggesting over half of our students in West Virginia are moving on to the next grade without adequate proficiency in all three critical subject areas.

In addition, survey respondents' overall satisfaction with education options in the Morgantown MSA lags behind the national average and the significant majority of parents and students identified multiple aspects of public education in need of improvement. The top six responses by parents identifying areas of greatest need for improvement were: (i) resources and classroom aids for teachers, (ii) curriculum design and instructional delivery in STEM topics, (iii) experiential learning and field trips, (iv) curriculum design and instructional delivery for classes supporting reading comprehension and writing, (v) facilities including classrooms and school grounds, and (vi) support and options for children with disabilities.⁵⁰ Students responses also identified experiential learning and field trips, classroom and teacher resources, and support for students with disabilities as areas in most need of improvement, but did not include curriculum design and instructional delivery or facilities in their top six.⁵¹ Instead students identified offerings of extra-curricular activities and team sports, enrichment classes like art, music, and

⁴⁷ Koch, J. (2018) "State Mentoring Policies Key to Supporting Novice Teachers." National Association of State Boards of Education. Vol 25 (1).

⁴⁸ Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum.

⁴⁹ Nash, B. (2017) Test scores show 'aspiration gap' among WV students. Herald Dispatch. Available at <https://www.wvga.org/content/test-scores-show-aspiration-gap-among-wv-students> (last visited 7/18/2020).

⁵⁰ See Addendum 1, Table 1.2, page 7.

⁵¹ See Addendum 1, Table 2.2, pp. 15-16.

physical education, and outcomes on standardized tests and college entrance exams as aspects of public education in the top six areas in most need of improvement. Taken together, these responses indicate that there are unmet needs in the public education system in the Greater Morgantown Area and that there is general consensus among parents and students as to the aspects of public education that stand in the greatest need of improvement.

West Virginia Academy Solutions:

1. Some of the key features of our charter school proposal directly address the areas of greatest need that are borne out by the statistics on student progress as well as are raised by parents and students in our survey. West Virginia Academy will employ direct instruction methods in early years and an IB program in later years all with a multi-modal instructional delivery component that applies proven methods to improve academic outcomes and college readiness among students.
2. West Virginia Academy has pre-determine the content that is deemed essential for all students to learn in each grade through the 180-day plan for each class (See Addendum 6). Content is specific and based on the West Virginia Core Standards. Teachers will be trained, assisted, and guided in presenting the essential information in a way that will help all students understand material. Teachers will have the freedom in homeroom and on experience days to explore supplementary activities, projects, and lessons that will aid in the learning of their students.
3. West Virginia Academy has carefully evaluated the amount of time each class will need and allotted more time in the foundational topics to ensure the teacher can get through all the material assigned for the day. Each specific 180-day plan is organized and sequenced in a way that gives students ample opportunity to learn it. If a teacher gets behind there is a homeroom period that can be used to help students catch up on a subject matter when it is necessary. A curriculum specialist that has experience with teaching the curriculum will mentor teachers and be available to assist when teachers get behind or struggling to get through the material in a timely manner. West Virginia Academy has also divided out academic days and experience days for non instructional activities. This gives teachers instruction-focused time with minimal distractions to help get through the material needed to cover.
4. Self-directing learning is a critical skill for a successful academic experience. Effective goal setting can have a significant effect on the improvement of self-directed learning and achievement motivation.⁵² Educating students on how to make mastery goals, or personal best (PB) goal setting help our WVA students academically. Since several of our foundational topics are leveled, students may have multiple teachers throughout the day. Each student will be assigned a homeroom advisor to monitor progress in each of these courses and work with the other teachers on the students behalf. Homeroom advisors will teach their students how to make a PB goal, which are (1) specific, (2) challenging, (3) competitively self-referenced, and (4) self-improvement based.

⁵² Hematian, F., Rezaei, A. M., Mohammadifar, M. A. (2017). On the effect of goal setting on self-directed learning, achievement motivation, and academic achievement among students. *Modern Applied Science*, 11(1), 37-47

Research has shown that academic personal bests predict the degree of achievement and engagement in learners.⁵³

5. Intentionally organized feedback is essential in achieving goals.⁵⁴ At the start of each term, students and homeroom advisors will meet and evaluate their progression toward their PB goals. This will keep these goals in focus, successes and improvements will be praised and acknowledged, keeping with our vision of a positive academic atmosphere. West Virginia Academy teachers will conduct daily summative assessments to determine mastery of concepts within lessons. Team teachers, or teachers that all teach the same age group, will meet every nine weeks to discuss students progress with the material. If a student is progressing faster than the level assigned or slower than the level given, the teachers will analyze and determine specific needs for that student. Options such as Academic Extended Courses after school or placing the student in a different leveled class will be just some of the ways our teachers will help each child succeed in achieving their PB goals.

Need #3: Providing all students with a safe and supportive school environment

In 2014-2015 there were 22,648 aggressive conduct incidences in West Virginia schools, these included: physical fights without injury; battery against a student or school employee; hazing; sexual misconduct; threats of injury or assault against a student or employee; harassment, intimidation or bullying; and verbal assaults against students or school employees. There were also 3,512 bullying incidents in West Virginia schools. These include incidents that could result in reasonable fear of harm, intimidation, emotional abuse, or conduct that persistently disrupts general operations of the school.⁵⁵

A myriad of research has determined that there is a “direct and symbiotic relationship between school climate and student achievement.”⁵⁶ According to the National School Climate Center (NSCC), “a sustainable, positive school climate fosters youth development and learning necessary for a productive, contributory, and satisfying life in a democratic society.”⁵⁷ The NSCC has found that a strong school climate decreases risky behaviors in students, lower rates of student suspensions and discipline problems in general, and provides students with social and emotional benefits.⁵⁸ West Virginia Policy 4373 describes essential components of a safe and supportive school. These include establishing a leadership team and a process to gain

⁵³ Martin, A. J., & Liem, G. A. D. (2010). Academic Personal Bests (PBs), Engagement, and Achievement: A Cross-Lagged Panel Analysis. *Learning and Individual Differences*, 20(3), 265-270.

⁵⁴ Bondarenko, I. (2018) “The role of positive emotions and type of feedback in self-regulation of learning goals achievement: Experimental research.” *Procedia-Social Behavioral Sciences*. Available at cyberleninka.org (last visited 7/17/2020).

⁵⁵ According to the WV Positive Behavioral Interventions and Supports: Capacity-building Efforts to Provide Safe and Supportive School Environments. Available at <http://www.pbis.org/wp-content/uploads/pbis-onepager.pdf> (last visited 7/18/2020)

⁵⁶ Greenway, G. (2017) The relationship between school climate and student achievement. Doctoral dissertation, Georgia Southern University.

⁵⁷ For more information about the National School Climate Center see <https://www.schoolclimate.org/about/our-approach/what-is-school-climate> (last visited: 7/17/2020).

⁵⁸ For more information about the National School Climate Center see <https://www.schoolclimate.org/about/our-approach/what-is-school-climate> (last visited: 7/17/2020).

school-wide input and commitment, use of data to improve decisions based on school climate, and implement programs/practices that promote positive behaviors and expectations. The WVDE has developed a School Climate Index organized into three main domains: engagement, safety, and environment. Engagement refers to the quality of relationships, level of school participation and involvement of families, and efforts to connect with a larger community. Safety refers to the physical and emotional security of the school setting and school-related activities. Environment refers to the physical and mental health support to the academic environment and disciplinary tone of the school.

West Virginia Academy's Solutions:

ENGAGEMENT

1. Effective communication between parents and teachers is essential for student success. WVA Executive Director will be sending out weekly newsletters to keep parents/guardians up-to-date on school events and needed information for that week. As West Virginia Academy students see progress and mastery in their classes, they will gain self confidence and be encouraged to keep progressing. Parents also are encouraged when they see their child progress and thrive in an academic environment. Our teachers will be trained and provided with the online resources to keep parents as up-to-date as possible with their child's educational progress. As students achieve mastery in lessons the teachers will convey the achievements to the parents. If they are struggling, remediation will be immediate, thorough, and personalized. Daily Learning plans will be used for each student that will contain folders for each subject. Students will be taught how to keep their papers organized and parents will be able to see the student's work as well as communications from teachers as necessary.
2. West Virginia Academy will have an empty chair policy, meaning there will always be a space allotted to any visitor that would like to join in the learning of any class at our school. Administrators, parents, and even visiting community members will all be allowed to step inside a classroom and see learning in action. We want our teachers to be proud of their teaching abilities and our students to show what they know to all who want to see. WVA will rely heavily on parent and community volunteers to help run the supplementary activities we have organized. WVA Ambassador program will have students working directly with community agencies to learn and develop projects that cover their team theme for the year. Parent volunteers will be needed to run clubs in our afterschool program, the more participation and help provided by the parents, the more clubs and activities we can offer.
3. West Virginia Academy recognizes the enormous benefit that parents/guardians have on their child's academic success. We also acknowledge that there is a significant percentage of West Virginia students that have parents/guardians who can't help their child academically. WVA is unique in that it will benefit from the unity of having all school buildings on one property, albeit in a separated primary and secondary schools. It has been found that a strong partnership between individual primary and secondary schools

give rise to a less isolated education and this is of paramount importance for children that come from disadvantaged backgrounds and often do not have the chances to learn at home and out of school.⁵⁹ In 5 years when WVA has grown to a full K-12 school we will have all curriculum, personnel, and management inextricably woven together. Our younger grades can serve as an audience for the secondary school presentations. The secondary students who have mastered pickleball, tennis, or soccer, can assist hone their leadership skills in while helping the primary students in their PE class or with an afterschool athletic club. Multiple studies have indicated that students attending K-12 schools in socio-economically disadvantaged areas do as well as or academically better than their peers who attend the traditional elementary, middle and high school.⁶⁰

SAFETY

4. Students will be taught explicitly each year the school's expectations for student conduct at school, on field trips, and on the school bus. Each student will receive a student contract that will explain the school dress code, disciplinary code, absenteeism and tardiness policy. Students will be expected to sign the contract and abide by the expectations every day.
5. West Virginia Academy will require a school dress code. Uniforms in the public school are an excellent way to increase student safety. Not only do uniforms help identify our students when on field trips or other outside events; within the school, uniforms readily identify members of our school community, which can be helpful in situations where an unknown visitor may pose a threat to the safety of our students and staff. Uniforms have also been found to reduce bullying and discourage illegal activity within the school. Because students come from all different socio-economic backgrounds, clothing is a way to distinguish those that are more affluent from those that cannot afford the latest fashion trends. Uniforms takes away the status and places all students on the same levels.

ENVIRONMENT

6. West Virginia Academy will assist students in keeping up with the high behavior expectations by providing school routines that are structured and the same across all grades and classes. Each school classroom will be organized in a similar manner, students will feel comfortable in each room knowing how it operates and the management style within. Schoolwide teacher expectations and routines build positive relationships among students.⁶¹ West Virginia Academy will implement the classroom management model called Conversation, Help, Activity, Movement, and Participation (CHAMPs). The CHAMPs model will be utilized in each class. CHAMPs is considered a Positive Behavior System (PBS) and training in this model has been found to help

⁵⁹ Lindner, A.P., (2009) "The school climate in a K-12 single-campus school as perceived by students, graduates, parents, and teachers. Andrews University. Available at: <https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1521&context=dissertations> (last visited 7/17/2020).

⁶⁰ Linder, A.P. (2009)

⁶¹ Sugai, G. & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp. 207-326). New York: Springer.

teachers make effective decisions about managing students' behavior.⁶² It involves: clarifying routines and expectations, organizing the physical environment, and managing student behavior, based on student strengths and needs and sensitive to cultures, can empower students to achieve academically.⁶³

7. Collegial learning includes staff development training and activities in which teachers collectively and systematically analyze their teaching. This expects teachers to be active learners as well. Grade-level teams will be able to draw on each other's experiences, ideas, and results in teaching creating a trust and collegiality between teachers. Each teacher will be involved in the Faculty Senate and engage in schoolwide decisions and policies that have been established at WVA. West Virginia Academy Teachers will be expected to be professional at all times. WVA Administrators will be on hand to help and assist in the classroom where needed. Our teachers will be given all the support and training necessary for them to succeed in their job. As they are successful, the students will be successful and as students succeed the community will succeed. Successful communities foster successful future generations.
8. West Virginia Academy will have greater flexibility to allocate resources to the classroom and teachers with a flatter organizational structure that places more funding in the classroom. Our school is uniquely positioned to innovate with respect to curriculum delivery and expand on experiential learning opportunities and field trips. Our school will also adopt a unique approach to team sports and enrichment classes like art, music and physical education intertwined with our West Virginia Ambassadors program. These features are outlined and reinforced throughout this application and we incorporate those sections in this needs assessment by reference.

⁶² Evans, Vernessa, "An Evaluation of CHAMPS for Classroom Management" (2016). *Walden Dissertations and Doctoral Studies*. 2637. Available at <https://scholarworks.waldenu.edu/dissertations/2637> (last visited 7/17/2020).

⁶³ Back, L.T., Polk, E., Keys, C.B. et al. Classroom management, school staff relations, school climate, and academic achievement: testing a model with urban high schools. *Learning Environ Res* 19, 397–410 (2016). <https://doi.org/10.1007/s10984-016-9213-x>

EDUCATIONAL DESIGN

Program Overview

At West Virginia Academy our goal is to improve public education both locally as well as throughout the state of West Virginia by establishing a successful public charter school in the Morgantown area that will serve students from both Monongalia and Preston Counties; then we plan to share our successes with willing partners throughout the public school system. The charter school structure empowers “new, innovative, and more flexible ways of educating children” and our school will leverage this flexibility to provide an exceptional and unique educational experience that gives parents and students an alternative to non-charter public schools.⁶⁴ Everything we will do as an organization can be summarized in four principles that research suggests promote effective educational outcomes. These principles are to: (i) provide growth experiences, (ii) teach to mastery, (iii) promote universal accountability, and (iv) attract and support a diverse student body.

Providing Growth Experiences

At West Virginia Academy, we want the time we have with our students to be as fulfilling and effective as possible. We have prioritized our funding, programs, and class schedules to **provide growth experiences** for our entire school community. Substantial experiential learning opportunities and enrichment programs will provide a foundation our students can build upon to progress toward a lifetime of learning.

One day out of every week of the school year will be a dedicated Experience Day at West Virginia Academy. Student learning will go beyond the classroom through hands-on learning projects, visits to historical sites and museums, intra-mural competitions, specialized assemblies, and community service projects. We want our school community to experience history, science, technology, and other cultures on a consistent and meaningful level both within the classroom on Instruction Days and outside of it on Experience Days. Our Experience Days will reverse the trend of diminishing experiential learning in public education and bring education to life for our students as well as give our teachers the flexibility to share their passion for learning in unique settings each week.

Our school will be unique among charter schools in that we will provide transportation to students in our primary recruitment area; during the day these buses will be available to support experiential learning and field trips, particularly on experience days. This feature is also vital in reaching out to historically underserved students who may not have the ability to attend our school without transportation and may not be exposed to culturally enriching experiences unless transportation is provided.

⁶⁴ See W. Va. Code § 18-5G-1(b).

Providing growth experiences for our students will not only be on Experience Days, we have also integrated it into our approach to physical education, competition sports, and the arts. Our instructional design in these areas will be focused on establishing foundational skills that lead to a lifetime of learning and development. For example, our athletics and physical education programs will be based on sports and physical activities that are commonly continued into adulthood and will be guided by student preferences. Our visual and performing arts programs will place greater emphasis on technology and exploring creativity using both classic and digital mediums. Our music programs will develop life skills such as rhythm, tone, and note reading in early grades and then progress into vocal training and instruments that are typically played beyond high school. By applying this approach the skills developed at our school in athletics and the arts through these growth experiences that will span a lifetime of enrichment and fulfillment.

Additionally, we will foster growth experiences through our service program called West Virginia Ambassadors. This program provides a framework for our students to engage in service, mentorship, and student government within the school. While participating in this program, our primary students will gain respect and a sense of loyalty and belonging to the great state of West Virginia and the wonderful country we live in. Secondary students will gain a unique international and global perspective in all subjects. The Ambassadors program has four areas of focus and students will be assigned to a team based on one of the four areas for the school year. The program will be instrumental in planning and executing culminating events for the community in coordination with our parent association.

Teaching to Mastery

We believe every child, regardless of circumstance, can learn when given the proper tools to succeed. Our school will **teach to mastery** by instructing students at their individualized level of understanding and pace of learning. We will accomplish this by deploying meaningful and timely assessments of student progress, effective teaching methodologies, individualized support through technology, and early intervention and remediation programs enabled by our term schedule. This individualized approach will improve outcomes for all students, but particularly for historically at-risk student populations, special education students, and exceptionally gifted students.

Our teaching methodology includes meaningful continuous assessments so that students and parents are made aware of areas needing improvement and further development along the way. Placement testing will be completed at the beginning of the year to identify the proper level of instruction for each student and summative assessments will be conducted at the end of each year. Formative assessments will be conducted as part of the course delivery through the direct instruction teaching method, which will be the primary method of instruction in early grades. This method provides for greater participation among students and permits real time assessments of student understanding that will guide the pace of class progress. Students will achieve mastery before moving on so they can progress with the tools needed for success in sequential topics.

Achieving mastery means that students can apply the principles they have learned in multiple situations and circumstances, which builds skills for a lifetime of learning. Mastery in elementary school is vital so that students have the basic skills to succeed in higher grade levels. Students are taught in research proven methods to help them gain mastery. At-risk students will benefit greatly from our year-round/term schedule that allows more consistent access to academic remediation, enrichment programming, and nutrition. In instances where students learn at a slower pace or miss classes due to absences, we will provide a multi-modal supplement called the Online Component (or OC) in core sequential topics. Our school will also offer Academic Extended Classes (AEC) during term breaks to provide students with remediation throughout the school year. Lastly, high achieving students will have the opportunity to provide mentoring and tutoring through the ambassadors program.

At the Primary School, we will be a Core Knowledge school that will naturally transition to the International Baccalaureate (IB) program at the secondary level. The Core Knowledge curriculum is highly regarded and used in many of the top public and private schools in the country. This comprehensive curriculum will give our students in elementary school the very best foundation for future learning. Once the core knowledge is established, our students will be the part of the first public school in West Virginia to offer the International Baccalaureate Middle Years Programme (MYP). This program will give our sixth through tenth grade students a unique international perspective of society and provide instruction in a manner that draws clear connections between the real world and their academic studies. The MYP will provide our students with the opportunity to discover their own answers to the “why” questions and explore and determine their own values and beliefs with respect to challenging issues facing society. Students will then get a chance to put all these skills together in their Junior and Senior years, where they can choose between the IB Diploma Program (DP) and graduate with a significant amount of higher education credit or complete the IB Career-Related Program (CP) and gain significant experience in their choice of future career.

Universal Accountability

A principle of **universal accountability** will apply to our school as a whole as well as to all who enter, whether as a learner, a teacher, or an administrator.

Accountability at the overall school level is enforced through the charter school structure in West Virginia. The school will face oversight by local boards of education to ensure that the school meets high performance standards with respect to student outcomes as well as initial and continued enrollment in the school by family choice rather than by legal obligation.

Accountability among teachers and administrators will be achieved by aligning incentives with organizational objectives using a merit pay structure. Student outcomes, professionalism, teacher assessments by administration, and family input will be critical components of teacher evaluations. Feedback from families will directly impact teacher bonuses and merit pay increases each year, which creates a system of accountability across the key stakeholders with the greatest impact on student outcomes.

The overall environment of accountability applies to every student who enters our school at an individualized level. Students are expected to come to school ready to learn and will be taught in a highly supportive, but also rigorous learning environment. Students who come from backgrounds that have been historically underserved in public schools will receive enhanced support and effective remediation on a continuous basis. West Virginia overall as well as the school districts in and around Morgantown have very high graduation rates, but student outcomes as measured by competence in STEM and english language arts are poor in the state overall and approximately on par with the national average in the Morgantown area. This suggests that our standards and student accountability are insufficiently low and that students who have failed to adequately grasp critical concepts are being passed on to higher grades with little accountability. Our school will effectively assess the ability of each student, set each student at their proper level, and then set high expectations for each student's academic growth. Students who fall short will complete remediation through our afterschool programs and our term break programming, which will provide early intervention and permit an effective infusion of accountability along the way.

Attracting and Supporting A Diverse Student Body

The purpose of public education could be summarized as giving **all students the opportunity to succeed** without regard to their family's background, socio-economic status, or ethnicity. All students are welcome at West Virginia Academy, but we recognize that certain groups of students have been historically underserved within the public school system in West Virginia including, in particular, low SES, minority, and ELL students. We designed our Primary Recruitment Area (PRA) to attract as diverse a student body as possible. Specifically, our PRA includes substantial portions of the boundaries of the Monongalia County elementary schools with the highest populations of minority and ELL students (North Elementary), as well as the highest population of SES students (Skyview Elementary). In order to minimize the impact on existing public schools, we also include areas with the highest growth and overcrowding (North Elementary and Cheat Lake Elementary) and the areas in between these schools. Reflexive of the region, our PRA is primarily suburban and so, to provide additional diversity, we also include the urban area of downtown Morgantown as well as the rural area of Bruceton Mills in Preston County. We plan to engage these diverse communities through our outreach efforts so that our actual enrollments reflect the diversity of our PRA.

In conclusion, West Virginia Academy is uniquely positioned to innovate with respect to curriculum delivery, provide expanded experiential learning opportunities, and implement a culture of universal accountability that will benefit a highly diverse community of students. Our school will adopt a unique approach to team sports, physical education, and enrichment classes like art and music. Our primary recruitment area is designed to recruit and retain historically underserved populations, and our transportation plan will ensure that students from all backgrounds can attend our school. Lastly, our West Virginia Ambassadors program will provide service learning opportunities, team building, and mentorships that will enhance the rest of their lives.

Curriculum and Instructional Design

The Level System

The concept of setting tracks for students has been deeply embedded in the public school system for decades and, while the concept of levels may sound similar to tracks, the two ideas are critically different. At West Virginia Academy, our position is that all students, whether college bound or not, will need a similar skill set in order to be successful in an increasingly global and technology-driven economy, particularly in the foundational topics of math, reading, and writing. Our approach is to place students at their level to enhance their educational experience, but to not segregate students into altogether different tracks.

Public schools have had college-prep tracks and rudimentary tracks for many years. As early as elementary school students are funneled into talented and gifted (TAG) programs.⁶⁵ By middle school students are divided into different levels of math that follow entirely different paths in later years and offer honors and non-honors classes in several other topics. By high school, students can have entirely different educational experiences within the walls of the same public school and the differences are largely based on the track they are on. In some instances students choose these tracks, while in others these decisions are made by school administrators or by using rubrics based on student performance in prior years.

The difference in the track experience is not just limited to curriculum design and topic. The quality of the instructors is often vastly inferior in the non-college tracks. School administrators function in an environment where they must manage teachers, but there is a severely diminished incentive structure built into public school teacher contracts and the law for teacher salaries. Left with few incentives to reward high performing teachers or correct teachers who are under-performing, the track system is commonly used as a carrot and a stick for public teachers. High performing teachers are typically assigned to the "college-readiness" track students and will often teach the honors and AP classes while the low performing teachers are relegated to the rudimentary tracks.⁶⁶ School administrators apply this method to place the best teachers with the "best" students. So the discrepancy in the educational experience between the two tracks often runs deeper than just the curriculum being taught.

All students are unique individuals who learn and retain information at different rates and this variance applies to different topics and even individual concepts within a topic. We believe the traditional track system is harmful to students in public schools based on current and anticipated future market conditions. This harm is particularly pronounced with students who are "late

⁶⁵ Brunello G (2004) Stratified or comprehensive? Some economic considerations on the design of secondary education. CESifo DICE Rep 4:7–10.

⁶⁶ Samuel Lucas, *Tracking Inequality: Stratification and Mobility in American High Schools* (New York: Teachers College Press, 1999).

bloomers" in their educational development or students who have a period of struggle due to factors outside the classroom, which are often beyond their control. Such temporary challenges can set a child on a different track that might otherwise be appropriate for the child overall, diminishing their future opportunities. Our plan is to implement a robust leveling system to ensure that students are being taught on their level, but not on a different track that segregates them into the "haves and have-nots."⁶⁷ This approach is optimal both for gifted students as well as students who struggle with a particular topic.

We will also use a modified term schedule with two or three week breaks every nine weeks so that students who learn at slower rates in a given topic, or even just at a particular time, can be given the additional support they need to meet standards of excellence within their level throughout the year. This approach to permitting course corrections along the way is vastly superior to a system that allows students to get further and further behind throughout the year and then attempts to compensate with summer courses for students after they have already failed a topic. Additionally, because charter schools are not impeded by the archaic incentive structures and low pay that hinder public schools, students at all levels should be taught by motivated and high quality teachers. Students who are high-achievers in a particular topic will be given the flexibility to progress more quickly by enrolling in accelerated courses. However, the topics will remain constant between accelerated and standard courses as all courses are designed so that each student arrives at the level of college readiness in core topics prior to graduation culminating in potential for higher educational credit. A student that is learning at a faster pace will be able to complete these requirements sooner and then can continue their education with concurrent enrollment college courses or branch out into related AP courses. Additionally, the IB programs during the junior and senior years provide testing with substantial opportunities for earning college credit that is accepted at Universities throughout the world. This approach matches the educational experience to the individual learner rather than the other way around.

At West Virginia Academy, our goal will be for every student to be college-ready prior to graduation with competence in all core topics so that each student has the freedom to choose their own path forward post graduation. We believe these choices belong to students and their families rather than school administrators and that our role as educators is primarily to support students to attain knowledge that will enable them to succeed in an increasingly global economy.

Performance Standards

West Virginia's Academic Program thrives on three vital components:

1. The work and effort of the teachers and staff

⁶⁷ Carol Corbett Burris, Jay P. Heubert, and Henry M. Levin, "Math Acceleration for All," *Educational Leadership*, February 2004, pp. 68-71

2. The work and effort of the students
3. The support of the parents and the community

Our staff and teachers will be trained and properly prepared to teach our students. However, if a teacher is not putting forth sufficient effort to enable the students to achieve mastery in their content area, the administration is committed to rectifying this through staff development, coaching, training, and other methods as described in the school policy.

Likewise, the students will be given a lot of responsibility and asked to exert effort and complete all assigned work so that they can benefit fully from the excellent academic programs of West Virginia Academy. We believe that it is the responsibility of the school to provide effective organizational systems, positive motivation, excellent teachers, and relevant, interesting curriculum for each student so that they can achieve academic success. We are confident that working together, all students can be successful.

We recognize that parental support is key to student achievement. Where possible, West Virginia Academy parents will commit to support the learning process by ensuring their student has a time and place each day for studying, checking on student learning plans, ensuring on-time arrival and minimizing absences. When able, parents will provide healthy food for lunch and engage in positive communication to address questions, concerns, or provide feedback. In order to assist parents, we will be offering before school care, where students will receive a place to complete homework or do other academic and fitness related activities. We will also be offering various after school options to help students with coursework and mentoring as well as build other talents and provide for a variety of experiences.

We recognize that we cannot control student effort, participation, work or parental participation. We feel it is our duty to provide all the tools necessary, and do all we can to motivate students to succeed. Ultimately, we recognize that student effort is controlled by the student and motivated by the parent. After all we can do, academic success will not be the result, if the student and/or parent is unwilling to do their part, but our school will be dedicated to enabling parents and students to succeed in doing their part.

Bridging West Virginia Academy with the surrounding community through outreach strategies for students has the potential to not only improve academic success, but the community in which they reside. Community outreach is an approach that allows for students to teach, research, work, and learn in a community setting. The local community provides an excellent forum for learning to take place, and outreach strategies have the potential to improve different facets of the community. In turn, activities through the West Virginia Academy Ambassador program can help produce materials and products by students in class, these materials can then be disseminated in the local community as a form of community outreach. This allows for learning to occur outside the classroom for all parties involved while also addressing needs in the local community.

Resources

West Virginia Academy's curriculum aligns with the West Virginia Common Core Standards in english language arts, mathematics, social studies, science, and the arts. The Standards for Student Success, Next Generation Content Standards, and Library Media Standards are covered in Homeroom as well as in our West Virginia Academy Ambassador's Program for each student. Our digital literacy class follows the International Society for Technology in Education (ISTE) Standards for students.

Primary School (K-5)	
Homeroom	Daily Learning Plans and Organization, Independent Reading Time; Teacher Read-alouds; West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12; Library Media Standards
Reading/Literature	Reading Mastery Program - Level 1 - 6; MobyMax; West Virginia College- and Career-Readiness Standards for English Language Arts
Physical Education	SHAPE America standards; West Virginia College- and Career-Readiness Standards for Wellness Education
Mathematics	Connecting Math Concepts Level A - F; MobyMax; West Virginia College- and Career-Readiness Standards for Mathematics
English Language Arts	Reading Mastery Language Program - Level 1-6; Core Knowledge; MobyMax; West Virginia College- and Career-Readiness Standards for English Language Arts
Handwriting/ Spelling	Spelling Mastery Level 1 - 6; West Virginia College- and Career-Readiness Standards for English Language Arts
Writing /Reasoning	Writing /Reasoning C - E; West Virginia College- and Career-Readiness Standards for English Language Arts
Science	Core Knowledge, Mystery Science, BrainPop; Next Generation Content Standards and Objectives for Science in West Virginia Schools
History/Geography	Core Knowledge; BrainPop; West Virginia College- and Career-Readiness Standards for Social Studies
Music	Core Knowledge; West Virginia College- and Career-Readiness Standards for the Arts
Arts	Core Knowledge; West Virginia College- and Career-Readiness Standards for the Arts
Digital Literacy	ISTE Standards and Curriculum

Secondary School Middle Years Program (6 - 10)	
Homeroom	West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12; Library Media Standards
Language and Literature	West Virginia College- and Career-Readiness Standards for English Language Arts
Individuals and Societies	West Virginia College- and Career-Readiness Standards for Social Studies
Mathematics	West Virginia College- and Career-Readiness Standards for Mathematics
Design	West Virginia College- and Career-Readiness Standards for Technology and Computer Science
Arts	West Virginia College- and Career-Readiness Standards for the Arts
Sciences	Next Generation Content Standards and Objectives for Science in West Virginia Schools
Physical and Health Education	SHAPE America Standards; West Virginia College- and Career-Readiness Standards for Wellness Education
Language Acquisition	West Virginia College- and Career-Readiness Standards for World Languages
West Virginia Academy Ambassadors Program	West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12

Math Curriculum

SRA Connecting Math Concepts: Comprehensive Edition

Connecting Math Concepts will be used in grades K-5. It is an explicit, research-proven instruction that has been found to effectively help students achieve mastery.⁶⁸ This curriculum introduces critical concepts at the right time to help students retain information and integrate concepts from previous learning. Ongoing assessments and progress monitoring allows

⁶⁸Stockard, J., Wood, TW, Coughlin, C., Khoury, C.R. (2018) The effectiveness of direct instruction curricula: A meta-analysis of a half century of research. Review of Educational Research. Vol 88. No 4, p 479 - 507.
Przychodzin, AM., Marchand-Martella, NE. et al., (2004) Direct instruction mathematics programs: An overview and research summary. Eastern Washington University. Journal of Direct Instruction.

teachers to quickly pinpoint areas of concern and correct errors immediately as the curriculum is being delivered.⁶⁹

Eureka Math

Eureka Math will be used in grades 6-12. This math instruction emphasizes creative problem solving. It was designed specifically to cover all the common core topics. Each lesson includes fluency practice, classwork, exit tickets, and homework problem sets. Topic quizzes, mid-module assessments, and end-of-module assessments all help teachers determine level of master on all given topics.⁷⁰

Our uniform systems of math instruction will permit efficient assessments across classes and levels in order to identify students who need remediation both during and at the end of each term.

English Language Arts Curriculum

Reading Mastery Signature Edition

Reading Mastery will be used in K-5. It is an explicit, systematic approach using direct instruction containing four strands designed to help students learn more efficiently. The Reading Strand addresses all five essential components of reading including, phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It helps students connect decoding, word recognition, and spelling patterns. The Language Arts Strand teaches oral language skills necessary to understand what is said, written, and read in the classroom. The curriculum helps students communicate ideas and information effectively by using various writing strategies and processes successfully. The Literature Strand supports the reading strand by offering a wide variety of literature in various forms and text structures. It gives students opportunities to practice vocabulary and read at their own independent levels. The final strand is Spelling Mastery that includes vocabulary and spelling words that coordinate with the other strands lessons and literature.⁷¹

Core Knowledge Language Arts (CKLA)

Resources and literature from the Core Knowledge Language Arts curriculum will be used in K - 8.⁷²

Reasoning and Writing

⁶⁹ Nelson, Gena, Kathleen Hughes Pfannensteil and Rebecca Zumeta Edmonds, (2019) "Examining the Alignment of Mathematics Instructional Practices and Mathematics Vocabulary between Core and Intervention Materials." Learning Disabilities Research and Practice, 35 (1), 14-24.

⁷⁰ Zuckerbrod, Nancy and Ainsley Rossitto, (2016), "Eureka Math, the Top Pick of Teachers Nationwide", RAND Corporation.

⁷¹ More information on Reading Mastery Signature Edition is available at <https://www.nifdi.org/programs/reading/reading-mastery.html>. (last visited 7/2/2020).

⁷² More Information on Core Knowledge Curriculum is available at <https://www.coreknowledge.org/> (last visited 7/2/2020).

Reasoning and Writing will be utilized in our 6th - 8th grades. It introduces higher-order thinking skills as the foundation for writing skills. Students will be guided through the writing process and developing consistent procedures for writing, editing, and revising their work. Learning how to express thoughts and ideas in a clear and consistent manner.⁷³

Science Curriculum

Core Knowledge Science (CKSci)

The Core Knowledge Science curriculum will be used in K-8. It has been designed to cover the Next Generation Science Standards. This program helps students cover core ideas in life, physical, and earth/space sciences, as well as engineering design. Scientific learning will be connected to other concepts across various disciplines such as mathematics and literature.⁷⁴

IB MYP Sciences Courses

Through the MYP sciences, students will learn critical and creative thinking skills about research and design. It will teach respect and appreciation for other's ideas, as well as gain ethical reasoning skills. MYP Science courses cover Biology, Chemistry, and Physics.⁷⁵

Social Studies

Core Knowledge History and Geography (CKHG)

Core Knowledge History and Geography curriculum will be followed in K-8. It is a comprehensive program covering world and American history and geography. Other topics covered are civics, diverse civilizations, and cultures. Students will be introduced to informational books that give first-person accounts, little known facts, and others' viewpoints to discuss various sides of historical events.⁷⁶

IB MYP Individuals and Societies Courses

Students participating in the MYP program will study individuals and societies, which incorporates disciplines traditionally studied in humanities and other social sciences. Students will study historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies, and environments.⁷⁷

⁷³ More information on the Reasoning and Writing curriculum can be found at <https://www.mheducation.com/prek-12/program/reasoning-writing-2001/MKTSP-USQ05M0.html?page=1&sortby=title&order=asc&bu=seg> (last visited 7/2/2020).

⁷⁴ More Information on Core Knowledge Curriculum is available at <https://www.coreknowledge.org/> (last visited 7/2/2020).

⁷⁵ More information about the IB MYP Sciences Program see https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38378&dataid=21234&FileName=sciences_guide_2014.pdf (last visited 7/2/2020).

⁷⁶ More Information on Core Knowledge Curriculum is available at <https://www.coreknowledge.org/> (last visited 7/2/2020).

⁷⁷ More information about the IB MYP Individuals and Societies Program see https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38367&dataid=21204&FileName=individual_s_and_societies_guide_2014.pdf (last visited 7/2/2020).

Elective (Specials) Classes

Core Knowledge Visual Arts (CKArt)

The Core Knowledge Visual Arts curriculum will be followed in K-8. West Virginia Academy considers the arts as an essential part of knowledge all students should learn. Students will be exposed to fine paintings, great music, and other inspiring examples of visual art. Students will be taught about methods and terminology of the different arts and become familiar with great artists and acknowledged masterpieces.⁷⁸

Health and Physical Education Curriculum

West Virginia Academy has adopted standards set by the Society of Health and Physical Educators (SHAPE America) for health and physical education. Our health curriculum will be based on the Shape America Health Curriculum Builder. This curriculum covers the National Health Education Standards (NHES) and focuses on increasing health literacy in K-12 students.

West Virginia Academy will use the physical education and fitness curriculum called BOKS (Build Our Kids' Success) which follows the NHES standards as well. We join the SHAPE America goal in producing physically literate students. Physical literacy is "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (SHAPE America, 2014)."⁷⁹

Each elementary student will be assigned a weekly physical education class. BOKS is a physical activity program that is focused on the daily health of students. The BOKS Fundamental Fitness curriculum will serve as a guide for our PE teachers throughout the term. The classes will focus on a physical skill of the week and play a variety of games to build that skill. Each lesson will end with a short nutritional tip to help guide student's nutritional choices throughout their life. After a nine-week BOKS program, students were found to have statistically significant improvements in three areas: percent fat, fat weight, and aerobic performance.⁸⁰

Research has found that only 24% of US children and youth meet the guideline of 60 minutes of physical activity every day.⁸¹ West Virginia Academy plans to implement BOKS indoor and outdoor recess templates during our morning, lunch and afternoon recess periods. Students in K-3 will have a morning and afternoon recess for fifteen minutes each. Students in 4-5 will have an afternoon recess for fifteen minutes. All students will have thirty minutes of recess during their lunchtime break. Research has shown that high levels of fighting and conflict can occur

⁷⁸ More Information on Core Knowledge Curriculum is available at <https://www.coreknowledge.org/> (last visited 7/2/2020).

⁷⁹ For more information about SHAPE America see <https://www.shapeamerica.org/>. (last visited 7/8/2020)

⁸⁰ Westcott, Wayne, Kim Puhala, Amanda Colligan, Rita Larosa Loud and Robert Cobbett (2015) "How well does Before-School Exercise "Build our Kid's Success"?". Ace Prosource p3.

⁸¹ The 2018 United States Report Card on Physical Activity for Children and Youth. Available at <https://www.physicalactivityplan.org/projects/reportcard.html> (last visited 7/7/2020)

during recess.⁸² Therefore we are utilizing this time to participate in an organized physical activity following the BOKS Functional Movement program and it will be facilitated by a teacher. Studies have shown that because time in physical education is often limited, the best way to organize the recess periods is to increase physical activity behavior by adding structure, such as provision of equipment and/or games with instruction, prompts or encouragement from teachers as to how to play these games or use the equipment.⁸³ Some of the functional movement skills which will be a focus are kicking, catching, throwing, etc.

Research has also found that as children get older there is a significant drop in physical activity and only 3% of US Secondary schools have established and implemented a comprehensive school physical activity program.⁸⁴ Our older students will also be encouraged to participate in structured games and activities facilitated by the teachers during the lunch recess time. Functional Fitness skills (squat, push up, plank, etc) will be a focus per week at recess. Secondary students will also have PE class once or twice a week that follow the BOKS Middle School curriculum. This curriculum is set up with adolescent behavior in mind. Fitness concepts are “hidden” within games, relays, or obstacle courses. The PE director can then educate students on specific skills and concepts, but the student doesn’t feel singled out or that everyone is watching them.

West Virginia Academy will also provide fitness opportunities in our before- and after-school programs. (See Supplemental Programming)

Instructional Strategies

The lists below are in no way comprehensive, it is just to provide some examples of what strategies our teachers will be trained on and asked to implement in their classes.

The following strategies are built into the Direct Instruction methodology and will be used daily in our core subjects:

- Presentations - presenting information in a clear, explicit way.
- Demonstrations - showing students an example so they can visualize or better understand the concept.
- Practice and Drill - providing ample opportunity to practice the concept.
- Lecture - Teacher gives the information while the students take notes.
- Modeling - providing an example of their work or behavior.
- Whole Group Discussion - asking the whole group a question and the response is given by every student simultaneously.

⁸² Massey WV, Stellino MB, Holliday M, Godbersen T, Rodia R, Kucher G, et al. (2017) The impact of a multi-component physical activity programme in low-income elementary schools. *Health Educ J*.76(5):517–30.

⁸³ P.W. Scruggs, S.K. Beveridge, D.L. Watson. (2003) “Increasing children’s school time physical activity using structured fitness break” *Pediatr Exerc Sci*, 15. pp. 156-169

⁸⁴ The 2018 United States Report Card on Physical Activity for Children and Youth. Available at <https://www.physicalactivityplan.org/projects/reportcard.html> (last visited 7/7/2020)

- Small Group Discussions - asking a smaller group a question and the response is given by every member of the group together.
- Hands-On instruction - students will use physical assignments or activities that engage the student in learning

The following strategies are developed and expanded in our IB program:

- Inquiry - the teacher asks a question and the students discover or create new information by investigating possible answers.
- Problem-based learning - teacher asks questions while the students self-direct their learning to find the solution, at which point they come together in a cooperative group to present their findings in a culminating project.
- Decision-Making - students solve problems by making lists and weighing the various outcomes.
- Discovery - process in which students discover information for themselves through experiments and experiences with little or no help from the teacher.
- Service Learning - students will experience content in real-life situations outside the classroom.
- Literary Circles - Students will read books together and discuss the readings to complete assignments
- Expository - when an expert comes in and explains a concept or gives information. This will typically be a member of the community discussing various topics with the students
- Group Collaborative Learning - when two or more students come together to use their knowledge and experience to solve a given problem.

We will be using the Guided Language Acquisition Design (GLAD) Strategies⁸⁵ to help our English Language Learners (ELL). Some of the strategies include:

- Graphic Organizers: where images and words can be organized in a chart style to help with learning.
- Cooperative Strategies: students work together to complete assignments or work on projects.
- Poetry/chants - creating rhymes and jingles help facilitate learning.
- Living Walls - posters and charts where the students fill in missing pieces as they learn or as they discover them.
- Primary language retell - this strategy encourages students to use their native language and discuss with other students or parents to help get the translation they need to complete assignments or tasks.

Assessment

West Virginia Academy is a data-driven educational institution. In order to gather accurate data from which to make sound instructional decisions, proper assessment procedures will be followed. Direct Instruction has formative assessments built into its methodology on a daily

⁸⁵ For more information about GLAD strategies see <https://begladtraining.com/about> (last visited 7/8/2020)

basis to adjust the pace the material is delivered and identify areas that need to be re-taught. At the end of each unit, teachers will conduct summative assessments to confirm mastery for each member of their class.

West Virginia Academy also understands the valuable feedback that assessments can give to students, parents, teachers, administrators, policy makers, and the community. Assessments provide a means for implementing accountability of the education schools are providing. Therefore, all West Virginia Academy students will be given the West Virginia General Summative Assessment for the grades 3 - 8 with the science component added in 5th and 8th. It will be given during the final weeks of Term 4. Proper accommodations will be provided for any students that qualify for them based on their 504 or IEP plan.

West Virginia Academy wants the standardized test procedure to be a productive and positive experience for our students. Our faculty will be trained in proper protocol and guidance in administering these tests efficiently.

When West Virginia Academy serves students in 11th grade, we will be administering the SAT School Day during the final weeks of the fourth term. We understand the importance of this test in not only providing data but in qualifying for the Promise Scholarship that would benefit students at West Virginia Academy with furthering their education.

West Virginia Academy will administer the West Virginia Alternative Summative Assessment to students with significant learning disabilities, as needed. It will be administered to students in grades 3 - 8 and 11th (in lieu of the SAT School Day exam). The science portion will be added to the 5th, 8th, and 11th grade tests.

West Virginia Academy will administer the West Virginia English Language Proficiency Assessment for the 21st Century, as needed. This assessment measures the proficiency of English Language students in all public schools in the state. It helps to determine the progress EL students are making in listening, speaking, reading, and writing.

During the grades 4, 8, and 12, West Virginia Academy will administer the National Assessment of Educational Progress (NAEP) for those that are assigned. These tests are more comprehensive, including reading, mathematics, science, writing, US History, civics, geography, and the arts. These tests will be administered at the end of the 4th term and accommodations will be provided to students that qualify.

As part of the IB MYP, West Virginia Academy will be administering the eAssessment. This assessment will cover mathematics, language and literature, science, individuals and societies, and interdisciplinary aspects of learning. These assessments will be given during the final term of a student's 10th grade year.

As West Virginia Academy students participate in the DP and CP curriculum, courses typically end with a comprehensive exam. Passing these exams qualify students for credit at a higher education institution.

Promotion Requirements

Primary School (K-5)

Students must meet minimum criteria for promotion each year. Teachers may recommend a student for promotion only if the student meets the following criteria:

1. Students passed all subjects three quarters of the year with at least a C grade.
2. Students attended school a minimum of 160 days (less than 21 absences).
3. Students passed at least the lowest level of the skills classes: reading and mathematics for their grade level, and scored proficient for their grade level on the state end-of-level assessment.
4. Students have not been suspended during the school year.

Teachers may not recommend for promotion any student who does not meet the above criteria. The Student Promotion Advisory board will review all relevant documentation (for each student not recommended for promotion) regarding the student's performance, including but not limited to: grades, attendance, academic achievement records including assessments, work product, and learning plans. The Student Promotion Advisory Board will make a determination if the student qualifies for promotion to the next grade.

In order to recommend promotion, the Student Promotion Advisory Board will ensure that in their estimation, and utilizing concrete data, the student demonstrates sufficient skills and content knowledge to be successful at the next grade level. If, in their best estimation, the student does not demonstrate sufficient skills and content knowledge (as evidenced by grades, test scores and other evaluative measures including but not limited to those listed above) to be successful at the next grade level, the student will not be recommended for promotion and will be offered a seat in the current grade for the subsequent year.

IB MYP Overview

Students in the 6th through 10th grades will participate in the IB MYP. The MYP course objectives are aligned with four equally weighted assessment criteria in each course taken. The general grade descriptors are: overall work quality, conceptual understanding, thinking skills, and transfer of learning. Student performance based on these criteria are evaluated throughout the year and reported based on a seven-point scale at the completion of the course.

IB Grade	Converted Percentage Grade	Description
1	Failing Grade	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	50 - 69	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
3	70 - 76	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	77 - 82	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	83 - 92	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	93 - 98	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	99 - 100	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Students must meet minimum criteria for promotion each year. Teachers may automatically recommend a student for promotion only if the student meets the following criteria:

1. Students passed all courses with a 2 or higher
2. Students attended school a minimum of 160 days (less than 21 absences).
3. Students have not been suspended during the year.

Supplemental resources are available to assist students who are not succeeding in their courses. These may include the OC, mentoring services, or mini courses during term breaks.

Reporting Grades

At the end of each term, students and their caregivers will be emailed their interim report card. These will be displayed with IB marks according to IB standardized assessment criteria. Students with a score of a 1 or 2 in any of their courses will be required to complete remediation and thereby receive help through one of our supplemental resources in that course.

Grades will be reported at the end of the school year (4th term), students will receive two transcripts of completion. One will be in the IB format, showing the marks officially recorded for that year. The second transcript will be displaying percentage marks converted from the 1-7 IB scale (see Converted Percentage Grade).

Grades are weighted in the IB MYP as well as the IB DP/CP for an appropriate Grade Point Average (GPA):

IB Grade	Converted Percentage Grade	Letter Grade	Unweighted Grade Point	IB MYP Weighted (9 - 10)	IB DP/CP Weighted (11 - 12)
7	98 - 100	A+	4.3	4.8	5.3
6	93 - 97	A	4.0	4.5	5.0
5	93 - 90	A-	3.7	4.2	4.7
5	87 - 89	B+	3.3	3.8	4.3
5	83 - 86	B	3.0	3.5	4.0
4	80 - 82	B-	2.7	3.2	3.7
4	77 - 79	C+	2.3	2.8	3.3
3	73 - 76	C	2.0	2.5	3.0
3	70 - 72	C-	1.7	2.2	2.7

2	67 - 69	D+	1.3	1.8	2.3
2	63 - 66	D	1.0	1.5	2.0
2	60 - 62	D-	0.7	1.2	1.7
1	59 and below	F	0.0	0.0	0.0

IB MYP Certificate

Students who complete MYP year 5 (10th grade) will be eligible to receive the IB MYP Certificate. This is the highest standard of achievement in the program.

The IB MYP certificate requires participation in at least the year 5 program (with recommended participation for the final two years), and an IB-validated grade of 3 or higher in:

1. Five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
2. One ePortfolio from a course of study in language acquisition
3. One ePortfolio from a course in physical and health education, arts, or design
4. The personal project

Students must achieve at least 28 points across the certificate's 7 components in order to obtain the IB MYP certificate as well as meet the requirements in the West Virginia Academy Ambassador program.

Graduation Requirements

High School (9th - 12th) Graduation Requirements

The course credits required to graduate from West Virginia Academy include:

- Language Arts: 4 credits (Literature and Language courses; Extended Essay (EE) course)
- Math: 4 credits (Geometry up to Calculus will count for credit)
- Science: 3 credits (Biology, Physics, Chemistry)
- Social Studies: 4 credits (Individuals and Societies courses; Theory of Knowledge (TOK) course)
- Health: 1 credit (Physical and Health Education courses)
- Physical Education: 1 credit (Physical and Health Education courses)
- The Arts: 1 credit (Arts courses)
- Elective Courses: 6 credits

Diplomas and Certificates of Completion

A **Standard Diploma** shall be awarded to students who successfully complete all state and district course requirements for graduation, this is 24 class credits passing with at least a 60% or better.

A **Modified Diploma** shall be awarded to students with significant intellectual disabilities, satisfactorily completing modified graduation requirements as determined by the student's Individualized Education Program (IEP) and Personalized Education Plan (PEP) plan.

A **Certificate of Completion** shall be awarded to students who have completed their senior year, are exiting the school system, and have not met all state or district requirements for graduation.

IB Diploma Programme Overview

Students in 11th and 12th grade will be offered the opportunity to enter the IB Diploma Program (DP) and receive an International Baccalaureate Diploma. This diploma is recognized and respected by some of the world's leading universities. Students who complete this program will be well prepared for effective participation in a rapidly evolving and increasingly global society.

Students in the DP will be required to take one course in each of the five academic areas: Literature and Language, Language Acquisition, Individuals and Societies, Sciences, and Mathematics. A sixth course must be taken in an arts subject area or another course in one of the above academic areas. Each of these courses end in an exam, students who score above a 3 (based on the IB standardized assessment criteria) in any course will receive credit at a higher educational institution for the equivalent course.

There are three other requirements that must be completed in order to qualify for the DP Diploma, they are (1) passing the Theory of Knowledge course (TOK), completing and Extended Essay (EE), and a project completion covering the Creative, Action, and Service (CAS) area.

At least 28 points overall will be needed in order to graduate with the DP Diploma and at least an overall score of at least a 3 for both the TOK course and the EE. Failure to complete or pass either of these courses makes a candidate ineligible for the diploma.

IB Career-Related Programme Overview

Students in 11th and 12th grade will also be offered the opportunity to enter the IB Career-related Programme (CP). This program is recommended for students who have a clear idea of what they would like to pursue as a career and want hands-on learning and experience in that field.

Students are asked to complete at least two courses offered through the DP program. They will then be asked to complete the core CP courses that act as a bridge between the DP courses taken and the career-related study. These courses include:

- Personal and Professional Skills
- Service Learning
- Reflective Project
- Language Development

Students will also complete courses based on their career-related studies. These courses provide the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. West Virginia Academy is looking at working with the National Academies Foundation (NAF)⁸⁶ and Project Lead the Way (PLTW)⁸⁷ to help provide education in the following areas: Science, Technology, Engineering, Finance, Hospitality, and Healthcare.

WV Forward has found the areas of concentration to help job growth in West Virginia by diversifying industry sectors that are ready for growth.⁸⁸ Some of these areas include:

1. Cyber security and IT Sectors
2. Tourism and Livability
3. Finance and Tax
4. Industrial Electricity Options

West Virginia Academy wants to help West Virginia move into the future. We look to join with WV Forward and it's partners in order to increase education offerings for the future workforce.

⁸⁶ For more information regarding the National Academies Foundation see <https://naf.org/> (last visited 7/8/2020)

⁸⁷ For more information about Project Lead the Way see <https://www.pltw.org/> (last visited 7/8/2020)

⁸⁸ For WV Forward Job Growth Opportunities see <https://wvforward.wvu.edu/wv-forward-work> (last visited 7/8/2020)

ACCOUNTABILITY

Part 1: State Accountability System

West Virginia Academy supports the West Virginia accountability system by focusing on outcome-focused, innovative, and accountable learning that prepares students for career and college. West Virginia Standards for Effective Schools, as outlined in WV Policy 2322, identifies seven areas where school's standards need to be aligned to help the state achieve its goals. West Virginia Academy has researched these areas extensively and has identified ways our school is aligned with the State's standards for an effective school.

1. West Virginia Academy has a clear and focused mission. Student success is aimed at (1) gaining a solid core knowledge foundation then (2) using that knowledge to become more internationally minded and changemakers for our state and the world.
2. West Virginia Academy's vision includes striving to recruit, hire, develop, and retain a diverse faculty and staff that are fully committed to each student's academic success and will contribute to our learning community with diligence, competence, and professionalism. Instructional leadership is very important to us and the success of West Virginia Academy.
3. West Virginia Academy's philosophy includes the belief that each student can learn and master material when taught by highly effective educators who are empowered through adequate training and materials. High expectations and student outcomes was the sole motivation for the programs and curriculum we have adopted in our school.
4. West Virginia Academy feels it is a public school's duty to provide a learning culture. Students are entitled to a learning environment that is safe, respectful, and academically rigorous. Diversity is embraced and all are encouraged to speak positively and respectfully to each other.
5. West Virginia Academy has adopted a weekly schedule to maximize efficient learning. Student activities, assemblies, field trips, and other programs, when possible, will be scheduled on an Experience Day. Experience Days will be on Fridays and give the students large amounts of time to work on service learning projects in our school as part of our West Virginia Academy Ambassador program.
6. West Virginia Academy is a data driven school. Formative assessments are built into all our curriculum to help teachers monitor student progress and ensure the students are achieving mastery in their subjects. Students are leveled according to their ability so that mastery is obtainable for each student.
7. West Virginia Academy knows the importance of the family and community's involvement in education. We plan to create an Advisory Committee of Families (ACF) where parents and families of students can come together with the staff to develop programs to increase the success of our school mission. We will be working extensively with members of the community to successfully implement the West Virginia Academy

Ambassador Program. The ACF will also serve as our school's Local School Improvement Council (LSIC).

West Virginia Academy adopts the West Virginia Accountability System (WVAS) as outlined in §126-12-5. School-specific expectations will be measured in order to determine growth and improvement.

Part 2: WVAS Indicators

West Virginia Academy recognizes that in order for the WVAS indicators to be fair, reliable and valid, only students that have attended school for over 135 days (FAY) will be included in the accountability calculations. West Virginia Academy ensures that 95% of all FAY students attending for that school year will be assessed.

Academic Achievement Indicator

All West Virginia Academy students will be given the West Virginia General Summative Assessment (WVGSA) for the grades 3rd - 8th with the science component added in 5th and 8th. Each topic within each grade will provide a specific measure of proficiency (e.g. Reading 3rd grade assessment, Math 5th grade assessment, Science 8th grade assessment). We will then use these measure in the following goals:

Lowest Acceptable Achievement Scores:

By the end of 2022-2023 school year, a least half of the measures (explained above) will exceed the state average proficiency in those categories.

By the end of 2024-2045 school year, 64% of the measures (explained above) will exceed the stage average proficiency in those categories and every other year based on the two year average.

Expected Outcomes of Achievement Scores:

By the end of 2022-2023 school year, 70% of the measures (explained above) will exceed the state average proficiency in those categories.

By the end of 2024-2045 school year, 78% of the measures (explained above) will exceed the stage average proficiency in those categories and every other year based on the two year average.

Aspiration Target for Achievement Scores:

By the end of 2022-2023 school year, 90% of the measures (explained above) will exceed the state average proficiency in those categories.

By the end of 2024-2025 school year, 95% of the measures (explained above) will exceed the stage average proficiency in those categories and every other year based on the two year average.

Growth Indicator

West Virginia Academy's Primary school has adopted the Direct Instruction curriculum and method of teaching for math and reading in grades Kindergarten through 5th grade. Included with this curriculum is a Placement assessment for each level of instruction.

Math

Following NAEP's model of testing 4th Graders, we plan on administering the Connecting Math Concepts, Level E Placement test to all of West Virginia Academy's 4th grade students at the start of Term 1. We will then administer the same placement test to the same group of students at the end of Term 4. The following are goals based on the growth of 4th grade test results.

Lowest Acceptable Growth:

By the end of 2025-2026 school year, the West Virginia Academy 4th grade students that did not pass the test with mastery, will show a growth of at least 5% between the same student taking Connecting Math Concepts, Level E Placement in the 1st term compared to the test taken in the 4th term of the same school year.

Expected Outcomes of Growth:

By the end of 2025-2026 school year, the West Virginia Academy 4th grade students that did not pass the test with mastery, will show a growth of at least 10% between the same student taking Connecting Math Concepts, Level E Placement in the 1st term compared to the test taken in the 4th term of the same school year.

Aspiration Target for Growth:

By the end of 2025-2026 school year, the West Virginia Academy 4th grade students that did not pass the test with mastery, will show a growth of at least 15% between the same student taking Connecting Math Concepts, Level E Placement in the 1st term compared to the test taken in the 4th term of the same school year.

Reading

West Virginia Academy recognizes the value of Reading for student academic success. Reading will be heavily emphasized in our Kindergarten to 2nd grade programs. After completion of 2nd Grade we will assess the students on the growth of their proficiency in reading. All West Virginia Academy students in the 1st grade will be given the Reading Mastery Level 2 Placement test during the first weeks of Term 1. These same students will be given the same placement test again during Term 4 of their 2nd Grade school year. The following are goals based on the growth between the scores on those two tests.

Lowest Acceptable Growth:

By the end of 2025-2026 school year, the West Virginia Academy 2nd grade students that did not pass the test with mastery, will show a growth of at least 5% between the same student taking Reading Mastery Test Level 2 in the 1st term compared to the same test taken in the 4th term of their 2nd grade.

Expected Outcomes of Growth:

By the end of 2025-2026 school year, the West Virginia Academy 2nd grade students that did not pass the test with mastery, will show a growth of at least 10% between the same student taking Reading Mastery Test Level 2 in the 1st term compared to the same test taken in the 4th term of their 2nd grade.

Aspiration Target for Growth:

By the end of 2025-2026 school year, the West Virginia Academy 2nd grade students that did not pass the test with mastery, will show a growth of at least 15% between the same student taking Reading Mastery Test Level 2 in the 1st term compared to the same test taken in the 4th term of their 2nd grade.

Re-Enrollment

West Virginia Academy operates on a 4 term schedule. After students complete the 4th term they will advance to the next grade subject to a favorable decision for promotion from the review board. A re-enrollment packet will be sent home to all West Virginia Academy families in the 3rd term in order to determine who is re-enrolling for the next school year. It is during this time we will assess the re-enrollment goal. Note: Individuals failing to re-enroll because of a move are not included in these calculations.

Lowest Acceptable Re-enrollment Goal:

At the end of the 2024-2025 school year, West Virginia Academy will see 65% of their students re-enroll for the 2025-2056 school year.

Expected Outcomes of Re-enrollment:

At the end of the 2024-2025 school year, West Virginia Academy will see 80% of their students re-enroll for the 2025-2056 school year.

Aspiration Target for Re-enrollment:

At the end of the 2024-2025 school year, West Virginia Academy will see 95% of their students re-enroll for the 2025-2056 school year.

Attendance Indicator

West Virginia Academy recognizes regular attendance as critical to provide students with learning opportunities. Any absence, excused or not, affects a student's learning. Tracking

attendance is vital to fulfilling our mission of successful academic achievement. Students with multiple excused absences will benefit from our OC program (see Online-Component)

According to the US Department of Education, Chronic Absenteeism is said to be 10 or more missing school days in one school year. Truancy is defined as five or more full days of absence in one month or 10 or more unexcused absences within a school year. Negative impacts on students considered chronically absent or truant are low achievement outcomes, non-engaged learning, and poor social behavior.

Lowest Acceptable Attendance Goal:

At the end of 2026, 90% of West Virginia Academy students will be attending 90% or more instructional days.

Expected Outcomes of Attendance Goal:

At the end of 2026, 93% of West Virginia Academy students will be attending 90% or more instructional days.

Aspiration Target for Attendance Goal:

At the end of 2026, 95% of West Virginia Academy students will be attending 90% or more instructional days.

Graduation Requirements

Lowest Acceptable Graduation Requirements:

85% of West Virginia Academy students will graduate from West Virginia Academy by passing all the required classes and earning 28 credit hours.

Expected Outcomes in Graduation Requirements:

93% of West Virginia Academy students will graduate from West Virginia Academy by passing all the required classes and earning 28 credit hours. We expect 80% of West Virginia Academy students will graduate from West Virginia Academy earning one or more certificates in the International Baccalaureate Career-Related Program (CP) to receive college credit. We expect 50% of our students will complete all the requirements to earn the IB Diploma and receive significant college credit.

Aspiration Target for Graduation Requirement:

98% of West Virginia Academy students will graduate from West Virginia Academy by passing all the required classes and earning 28 credit hours. We expect 90% of West Virginia Academy students will graduate from West Virginia Academy earning one or more certificates in the International Baccalaureate Career-Related Program (CP) to receive college credit. We expect 80% of our students will complete the whole program and earn the IB Diploma and receive significant college credit.

Student Success Indicator

The Student Success Indicator includes three factors: Attendance, Behavior, and College- and Career- Readiness (ABC). Attendance Indicator has already been discussed above. See the section IB MYP to read about the college- and career-readiness program at West Virginia Academy. The behavior indicator measures the percentage of students who received zero out-of-school suspensions during the school year. Our behavior goals are as follows:

Lowest Acceptable Behavior Goal:

At least 85% of students enrolled in West Virginia Academy will receive zero out-of-school suspensions during the school year 2025 - 2026.

Expected Outcome of Behavior Goal:

At least 95% of students enrolled in West Virginia Academy will receive zero out-of-school suspensions during the school year 2025 - 2026.

Aspirational Behavior Goal:

99% of students enrolled in West Virginia Academy will receive zero out-of-school suspensions during the school year 2025 - 2026.

SCHOOL OPERATIONS AND CULTURE

Student Culture

West Virginia Academy will be unique in that all grades K-12 will be on one campus separated by a primary and secondary school. Evidence has been found that a K-12 campus can result in increased parental and family involvement, better attendance, improved behavior, healthier social adjustment and sense of belonging, and higher achievement.⁸⁹ Faculty and staff get to know students from a very early age and see their progression through the years. Student profiles are developed over time ensuring each child's needs are met. The school community has a consistent academic program and organization that will just get stronger with time. Lastly, opportunities for leadership and mentorship within the school community builds a strong supportive culture for all students, parents and staff.

Dress Code

West Virginia Academy will require students to wear uniforms any time they are on school grounds (with the exception of Physical Education class) and while on field trips. Uniforms contribute to the school culture and sense of belonging. West Virginia Academy has also researched and determined many other advantages to uniforms in the public school setting:

1. Uniforms save time and money. WVA dress code was developed based on its simplicity. We have chosen as few pieces as necessary to achieve the benefits listed above. Choosing what to wear to school every morning can be a time consuming event and it can also be very expensive to keep up with the latest fashion trends. Parents can save both time and money with the purchase of school uniforms. French Toast is a provider of school uniforms that estimates that a year's supply of long-lasting school uniforms costs around \$150 per student,⁹⁰ but uniforms also allow for a family swap that can reduce this price as well as programs that assist low income families. We would seek to provide as many options for parents as possible to reduce costs. Families will be notified of the frequently discounted prices on pants, polo shirts, sweaters, and other clothing items at stores such as Old Navy, Children's Place, JCPenney, and Walmart that meet the uniform standards. Lastly, uniforms open the door for exchange programs to drive costs down further and also provide better opportunities for discrete assistance to low income families who need school clothes.

2. Safety and Security. With security on everyone's mind, uniforms in the public school are an excellent way to increase student safety. Not only do uniforms help identify our students when on field trips or other outside events; within the school, uniforms readily identify members of our

⁸⁹ Lindner, A., (2009) "The School Climate in a K-12 Single-Campus School as Perceived by Students, Graduates, Parents, and Teachers". Dissertations. 522. <https://digitalcommons.sandrews.edu/dissertations/522>

⁹⁰ French Toast Uniforms. "School uniforms: Why school uniforms." <https://www.frenchtoast.com/why-school-uniforms> (last visited 7/22/2020).

school community, which can be helpful in situations where an unknown visitor may pose a threat to the safety of our students and staff.

3. Uniforms give students a sense of school pride and belonging. Just as fans wear their team's colors to a sports event to show their support. Wearing school uniforms increases loyalty to the school and promotes a sense of belonging and school spirit.

4. Lastly, uniforms reduce distraction and shift the focus to learning. Questions on whether a student will fit in based on their clothing are diminished or eliminated and students will not be concerned about the impact of their clothing on their social lives. This reduces distractions and increases the focus on academics and building positive friendships instead of fashion. The education of students is important to all members of the school community and as such needs to be reflected in dress and appearance.

School uniforms as a requirement are on the rise in public schools for many of the reasons stated above. The National Center for Education Statistics estimated that between the years 2000 and 2016 the percentage of public schools requiring uniforms increased from 12 to 21 percent. Public schools in economically disadvantaged locations are commonly adopting school uniforms. Schools with more than 76% of students eligible for free or reduced-price lunches constitute a greater percentage of schools adopting uniform policies, on average, than schools with lower percentages.⁹¹ The advantages in leveling the playing field for students from affluent and low income families and the benefits in terms of safety may potentially be driving this trend.

Mentoring

As older students excel in various subjects at West Virginia Academy, they will be given mentoring opportunities to assist and tutor those in younger grades through our Academic Extended Courses (AEC) program. Research shows that cross-age mentoring programs integrated in elementary schools can achieve increases in critical thinking skills, improvements in interpersonal skills, and increases in the use of conflict resolution skills.⁹² Studies also found advantages for students participating in such programs, these included higher self-esteem, enhanced learning time, and an increased sense of responsibility. During the three week term breaks, students showing high proficiency in foundational topics will be invited to help in the remediation process for younger students (See Academic Extended Courses). Older students will be asked to assist in art, music, or fitness mini-courses for the younger grades. They will also be given leadership opportunities within the school as teaching assistants, leaders of Ambassador teams, and on School Government. These will all be opportunities for students to work with and mentor each other within our school community.

⁹¹ NCES, "School uniforms." Available at <https://nces.ed.gov/fastfacts/display.asp?id=50> (last visited 7/22/2020)

⁹² Gensemer, P., (2000). "Effectiveness of Cross-Age and Peer Mentoring program." Information Analysis. Available at: <https://files.eric.ed.gov/fulltext/ED438267.pdf> (last visited 7/22/2020)

School Wide Term Themes

West Virginia Academy will operate on a balanced calendar schedule (See Balanced Calendar School Model). Each term has a general theme. Each class will integrate the theme into their instruction for each term. At the end of each term, a culminating event will be available for West Virginia Academy families and the community to attend and learn all about the theme. Students will be actively planning their participation in the culminating events during the term on Experience Days (see Weekly Schedule). The regular scheduling of term themes and culminating activities each term creates customs. Customs are predictable routines associated with events, and every custom is an opportunity to create comradery, building our school culture.

Term 1 - Fall Fest

The theme for Term 1 is "Earth On, Above, and Beneath" and our culminating activity will be Fall Fest. During this term, students at all grade levels will learn various topics addressing our natural features on the Earth (e.g. land masses, oceans, etc), above the earth (i.e. weather and space), and beneath the earth (plate tectonics, earth's layers, etc). Each grade will be responsible for running a booth at the Fall Fest with a game that fits the theme for the term. For example, the fourth grade will be learning the states and capitals during this term, so they may make a large map of the United States and have participants throw bean bags on the map to see what state it lands on. If the participant can tell the state or capital the participant wins a prize. Landing on West Virginia would give participants a bonus prize!

Not only will Fall Fest have grade booths, but each homeroom class will be responsible for making a scarecrow reflecting some aspect they learned that fits the theme. Scarecrows will be displayed and judged. Winners will be announced at Fall Fest.

Term 2 - Cultural Connection

The theme for Term 2 is "Making a Difference" and our culminating activity will be Cultural Connection. This will take place on the last day of Term 2. Cultural Connection is just like it sounds, it is connecting cultures and people all around the world. Students will be learning about various aspects of culture within West Virginia, the United States, and all around the world. Each grade will be assigned a culture to represent at the festival. Students will be asked to volunteer at a booth of their assigned culture at Cultural Connection. Students will also be learning a song that is commonly sung in their assigned region during the holidays. Grades will be performing throughout the Cultural Connection night.

Term 3 - Science Fair

Gravity, Magnetism, Heat, and Energy, these are just some of the topics that follow our Term 3 theme - "Forces in Motion." Students at West Virginia Academy will be exploring forces in their own science fair projects. Students at younger grades will be experimenting as a class and present their findings at the science fair together. The older grades will have their projects

displayed and judged. Winners will be announced at WVA Science Fair, a community event taking place at the end of Term 3. Also at the WVA Science Fair, we will have some interactive science activities for students and community members of all ages.

Term 4: Hall of History

"Knowing the Past, opens doors to the future." (Carter G. Woodson) West Virginia Academy's theme for the fourth term is "Where we've been, and where we are going" and the culminating event is the Hall of History. This event will turn our school into a living history exhibit. Three areas will be represented for each era assigned to the grades.

The younger grades (K-3) will be asked to transform their class by creating gallery walks that represent their era. Gallery walks include several stations with artifacts, pictures, posters, and other items representing the era. The middle grades (4-7) will be assigned one of the same eras as a younger grade class, except their focus will be on specific events that occurred during that era. These students will be making time a timeline with all the events represented in pictures and small descriptions.

The older grades (8+) will be choosing one famous individual from one of the eras to study. They will have the nine weeks to learn all they can about that person, then they will "become" that person for a night. Hall of History will be a community event where everyone will be invited into each classroom and experience the era represented. The older students will be available to talk to and ask questions about their famous person's life and accomplishments. Our goal is to make history come alive in our very school.

Field Trips and Experiential Learning

At West Virginia Academy, we want the time we have with our students to be as fulfilling and effective as possible. We have prioritized our funding, programs, and class schedules to provide growth experiences for our entire school community. Substantial experiential learning opportunities and enrichment programs will provide a foundation our students can build upon to progress toward a lifetime of learning. A study conducted by the University of Arkansas found that culturally enriching field trips are on the decline. Museums are seeing a steep drop in school tours. This study found that students who were randomly chosen to participate in the school field trip displayed: (1) a stronger ability to think critically about the subject being taught, (2) an increase in historical empathy, which is the ability to understand and appreciate what life was like for people who lived in a different time and place, and (3) an increase in tolerance of those with differing opinions, and (4) increased interest in attending museums in the future.⁹³

In addition to studies that demonstrate the importance of these activities, parents and students within our community highly value these experiences. In fact, experiential learning and field trips was the most commonly identified aspect of public education in greatest need of improvement

⁹³ Greene, J.P., Kisida, B., Bowen, D.H., (2013) "The educational value of field trips," Education Next Vol 14 (1) Available at: <https://www.educationnext.org/the-educational-value-of-field-trips/> (last visited 7/22/2020)

among students that took our survey.⁹⁴ For parents experiential learning and field trips was the second most common response.⁹⁵

With these reasons in mind, West Virginia Academy will devote a significant amount of time and resources to give our students more of these valuable experiences. On an assigned Experience Day, every grade level will go on at least one field trip each term. These trips will be directly tied to the curriculum. The funding for the provision of transportation of students within our Primary Recruitment Area will enable our programs to access transportation to field trips more readily during the school day.

Student Behavior Plan: Code of Conduct

Students and staff at West Virginia Academy will conduct themselves in a respectful, honorable manner. Members of our community will respect the mission of West Virginia Academy, and this will be reflected in their conduct and interaction while on school premises.

Core Principles

1. All students and staff members benefit from a learning environment that is free from disruption and harassment, and one that is physically safe and emotionally nurturing. Students at West Virginia Academy will not be allowed to disrupt the learning process.
2. All students are capable of appropriate conduct in the school setting.
3. It is the responsibility of the teachers and administrators to explicitly teach the behaviors that are expected and the behaviors that are unacceptable to each student in each setting at school.
4. It is the responsibility of the student to learn self-discipline and to adhere to the Code of Conduct (See Addendum 3: Code of Conduct).
5. It is the responsibility of the parent to fully participate in the process of teaching the student appropriate conduct and supporting disciplinary measures.

Behavior Model - CHAMPs

West Virginia Academy has adopted the Conversation, Help, Activity, Movement, Participation and Signal model (CHAMPs) as the classroom management, school-wide discipline and behavior model approach. Each teacher will be issued a CHAMPs manual and will be instructed through a 10-video training course to help implement various strategies with specific behavior challenges.

Discipline Plan

Teachers are responsible for teaching appropriate conduct and addressing unproductive behavior. Teachers will follow the CHAMPs model of positive motivation and explicit teaching to

⁹⁴ See Addendum 1, Table 2.2, pp.15-16.

⁹⁵ See Addendum 1, Table 1.3, p.8.

accomplish these goals. 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)
- Expulsion

Students who physically harm other students will not be allowed to remain in the classroom. West Virginia Academy does not have a form of "in-school" suspension. If a student is not able or allowed to attend class due to his/her inability to properly participate or as a result of a discipline referral, a Parent Intervention or a Suspension will occur.

Supplemental Programming

The purpose of public education could be summarized as giving all students the opportunity to succeed without regard to their family's background, socio-economic status, or ethnicity. All students are welcome at West Virginia Academy, but we recognize that certain groups of students have been historically underserved within the public school system in West Virginia including, in particular, low SES, minority, and ELL students. Our school will be unique among charter schools in that we will have access to our own bus transportation fleet. This feature is vital in reaching out to at-risk students who may not have the ability to attend our school without transportation and may not be exposed to culturally enriching experiences unless transportation is provided. We recognize that all students can benefit greatly from academic, athletic, and enrichment programs offered at school. Our organization will be committed to providing all types of learning opportunities to that will enhance the lives of all our students.

West Virginia Ambassador Program

Another unique aspect of WVA will be our Ambassador Program that will foster positive school and community relationships. Over the past twenty years, researchers have noticed that individuals leaving the state of West Virginia are causing a "brain drain" of sorts on the economy. Meaning the individuals that are more educated or more highly skilled are seeking and taking opportunities outside our state compared to the individuals remaining in West Virginia.

West Virginia Academy has researched how we can help turn this trend around and retain our own highly skilled and educated individuals in the state of West Virginia. In 2015, the World Population Review noted that there have been a few counties seeing population growth. The publication noted that "these population gains are also the group to have the least attachment to

the state and culture of West Virginia,"⁹⁶ suggesting these gains may be tenuous. "Place Attachment" is a notion where an individual is tied to a certain place due to the social and familial connections they have with that location. "Home" is an essential part of a person's identity. Factors in helping an individual plant roots include nostalgia for the place they live, the contribution they feel they have in the place they live, and the perceived social benefits they derive.

Currently, there are two West Virginia programs that are succeeding in keeping students in West Virginia and graduating successfully from a higher educational institution. Adventure West Virginia is a group that offers "wilderness-based" opportunities to help students adjust to college life at WVU. This program helps students create connections and memories to outdoor locations all across West Virginia. Research has shown those who participated in this program were much more likely to stay and graduate from WVU within six years.⁹⁷ The other program is the Health Sciences and Technology Academy (HSTA) program which offers mentoring services to underrepresented high school students. Students are required to participate in research projects looking at issues faced by their community. With the help of community mentors, they present and even publish their project findings each year. Of these participants, 89% graduate from college. More astoundingly is that 84% of these graduates stay in West Virginia to work.⁹⁸

Based on these models and similar programs, West Virginia Academy plans to implement the West Virginia Academy Ambassador program. This program is designed to develop the leadership qualities of an Ambassador: representative, advocate, and a leader. West Virginia Academy is committed to academic excellence as well as our students learning how to be effective communicators, creative collaborators, dynamic leaders, and change-makers for their community. The Ambassador Program helps students learn these skills to become effective ambassadors in their community, their country, and the world. At the first of each year students will be assigned to an Ambassador Team, throughout the year they will complete projects, field trips, and activities with that team's purpose in mind. In subsequent years students will rotate to different teams. Teams will have students of all age groups and will encourage cross-age peer mentoring. The four teams are built around the four pillars of education:⁹⁹

1. *Learn to Know: Aurum (Gold) Team*

This Team's focus has two goals: helping our students become (1) patriotic members of society and (2) educated citizens of the world. The younger members (K-3rd graders) of this team will be focusing on Mountaineer Country. They will study the state of West

⁹⁶ Monongalia County, West Virginia Population 2020, World Population Review, found at: <https://worldpopulationreview.com/us-counties/wv/monongalia-county-population/>. (last visited 7/1/2020)

⁹⁷ Michael, J., and Morris-Duerr, V., (2013) "West Virginia Adventure Assessment" Available at <https://studylib.net/doc/13103628/west-virginia-adventure-assessment-created-by-jessica-mic...> (last visited 7/15/2020)

⁹⁸ McKendall, S.B., Kasten, K., Hanks, S., and Chester, A. (2014) "The Health Sciences and Technology Academy: An Educational Pipeline to Address Health Care Disparities in West Virginia." Acad. Med.89(1):37-42.

⁹⁹ For more information regarding the philosophy of the four pillars of education see <https://prezi.com/2nwmli3hdno/the-philosophy-of-the-four-pillars-of-education/> (last visited 7/22/2020)

Virginia and the Appalachian culture and traditions. Field trips, service projects, and activities will help these students connect with the great state of West Virginia. Projects will be designed after similar projects by the Appalachian Studies Association sponsored by Marshall University.

The next age group (4th-7th graders) will be exploring nationalism. A national identity is a collective belief of belonging to the same nation. Students will be focusing on the qualities that separate our nation from others. Five dimensions will be covered: psychological (Ideology), cultural, territorial, political, and historical. This team will also study patriotism and participate in activities to increase their love for the great nation we live in. Field trips, service projects and activities will help these students connect to the USA.

The oldest age group (8th-10th) in this team will be emphasizing global citizenship. A global citizen sees human differences with a worldly perspective. Field trips, service projects, and activities will aim to create students who are democratic, respectful to human rights, peaceful, able to bear responsibility, possessing the ability of critical thinking, and able to bring solutions to problems. Projects and curriculum will be supplemented by the Global Workforce Project.¹⁰⁰

2. Learn to Be: Album (White) Team

We want our students to *be* environmentally aware. Through environmental education students will learn how nature works and how humans impact the world. Our younger students (K-3rd graders) will focus on the 3 R's: Reduce, Reuse, and Recycle. The field trips, projects and activities will be focused on how to reduce trash, how to use less water, electricity, and paper, as well as other eco friendly behaviors. Young students will explore Recycle City and other resources provided by the Environmental Protection Agency.¹⁰¹

The 4th-7th graders will take on West Virginia specific environmental issues. Students will explore ways to rejuvenate West Virginia, sources of renewable energy, and energy efficiency. Field trips, activities, and projects will be inspired by the West Virginia Environmental Council and other organizations promoting environmental protection in West Virginia.

The oldest group of students on this team will take on global environmental issues. They will have a focus in five stages - awareness, responsibility, action, reflection, and implementation. Students will explore the environmental issues of the extinction of species, pollution levels, the consumption of non-renewable resources, and unfair

¹⁰⁰For examples of projects see <http://www.global-workforce.globalization101.org/> (last visited 7/6/2020)

¹⁰¹For examples of projects see <https://www.epa.gov/recycle/reduce-reuse-recycle-resources-students-and-educators> (last visited 7/6/2020)

distribution of earth's natural resources. Curriculum and projects will be pulled from the Journal of Global Environment.

3. *Learn to Do: Argentum (Silver) Team*

We want our students to *do* great things by developing an “entrepreneurial mindset”. This mindset is defined as the ability to sense, act, and mobilize under uncertain conditions. With today's markets in an increasing state of flux due to disruptive innovation and technological advances, it is very possible that the jobs our students will be applying for in the future may not even exist today. Entrepreneurship is not just creating a business, it is a mindset. Innovation, adaptability, creativity, and discovery are essential skills our students will enhance while participating in this project area. Younger members of this team will work on team building exercises and creativity. Their lessons, activities, and projects will be provided by the VentureLab.

The older members of this team will work together to complete five phases throughout the school year. Phases 1 and 2 are understanding the problem area and defining a problem within that area. Areas to explore will be as small as a classroom or home, to the school, to the community, and beyond. Students will define the problem area then discuss various issues within that area that they find. This could be done by surveys of people in the area, observations on fieldtrips, discussions with experts in that area, etc.

Once these phases have been complete the team will then divide out into smaller groups to complete the next phases. Phase 3 is ideation where individual groups will take a problem discovered in phase 1 and 2 and go on to develop a feasible project to help alleviate that problem. Phase 4 includes prototyping and testing. Students will create a prototype of their proposed solution and test them with their target users. Changes and upgrades can be made based on observations and test results. The final phase is implementation, where the groups will finalize their projects and present them to the school and/or community members that could benefit from the solution. Students will learn how the process of ingenuity and innovation work first hand while on this team. Ideas and guidance will be provided by Invention Convention Worldwide.¹⁰²

4. *Learn to Live With: Civilis (Navy Blue) Team*

We want our students to learn how to live in a community and ultimately become a responsible member of society. There is a growing recognition of youth violence in schools. Comprehensive violence prevention programs are needed in schools. The US. News & World Report featured an article that showed 89% of Americans think incivility is a serious problem, and 78% believe the problem has worsened in the past 10 years. Of those responding, 91% said they think the decline in civility contributes to violence, and 84% think that it is eroding values.¹⁰³

¹⁰²For examples of projects see <https://www.nationalinventioncurriculum.org/> (last visited 7/6/2020).

¹⁰³Marks, John. "The American Uncivil Wars," U.S.

The primary students on this team will focus on bullying prevention. Students will participate in the Quest for the Golden Rule, an effective tool in teaching children social skills and bullying prevention techniques. Activities, projects, and curriculum will also be provided by the Bully Busters, a research based school wide intervention program.

Older students on this team will break into smaller "Civility Groups" and come up with a civility project to complete by the end of the year. These projects will be student led researched projects to help our school, community, state, and world become more civil to each other.

Before School Program

Many students require care in the mornings before the 8:00 AM school start time. A before school program will begin at 6:45 AM and run until 7:45 AM (See Before School Schedule). All students participating in the before school program will receive breakfast.

Physical Activity supports child learning. We will provide students with a chance to participate in our BOKS before school program. Participation in physical activity before school has been found to increase student readiness for learning.¹⁰⁴ Students will participate in various BOK Bursts during the morning program. These "bursts" are one to ten minutes and completed sometimes individually, paired, or in a team. Training for these activities will be youth-led with guidance and oversight by faculty and staff, providing kids a health-focused leadership role within the school.

In between the BOK Bursts, students will be engaged in "Wake-up Brain Activities." These activities will provide specific cognitive training to help students become more proficient throughout their school day. Cognitive functions such as memory, attention, and problem-solving will be challenged during these fun wake-up activities.

Afterschool Program

According to the Afterschool Alliance, 69% of West Virginia parents agree that afterschool programs help give peace of mind about their children when they are at work. About half of parents agree that afterschool programs keep kids out of trouble and reduce the participation in risky behaviors. The time between 2pm and 6pm is the peak time for juvenile crime.¹⁰⁵ About 20% of West Virginia children are unsupervised an average of 6.65 hours per week after school.

¹⁰⁶ In response to this area of need, West Virginia Academy will provide after school care until

¹⁰⁴ Hall, Georgia, Kristen Fay Poston, and Stephanie Harris (2015) "Before the School Bell Rings: How a Before-School Physical Activity Program Improves Executive Functions." Afterschool Matters, Fall.

¹⁰⁵ Fight Crime: Invest in Kids. (2019). From Risk to Opportunity: Afterschool Programs Keep Kids Safe When Juvenile Crime Peaks. Available at: www.strongnation.org/articles/930-from-risk-to-opportunity-afterschool-programs-keep-kids-safe (last visited 7/4/2020)

¹⁰⁶ AfterSchool Alliance (2014) "West Virginia after 3PM" Available at <http://www.afterschoolalliance.org/documents/AA3PM-2014/WV-AA3PM-2014-Fact-Sheet.pdf> (last visited 7/4/2020)

6:00 PM Monday through Thursday. Following the end of school at 3:35 PM students participating in the WVA afterschool program will sign-in and receive an afterschool snack. The program is then organized into 3 forty-five minutes segments. Students can sign-up to participate in any or all of the three classes or clubs. If a student is not signed up for a particular club or has participated in a club and is waiting for their parents to pick them up, they will be able to stay in the main room to work on school work and receive homework help from a certified teacher and mentors (See Mentor Program).

West Virginia Academy recognizes the benefit of providing after school programming for our students' academic achievement. Research has shown that high-quality afterschool programs can lead to increases in attendance, better behavior, and higher quality student coursework.¹⁰⁷ Consistent participation in afterschool programming has also been found to help close the achievement gap for low-income students. Youth access to enrichment activities (arts, sports, theater, music, etc) is highly dependent on family income.¹⁰⁸ This opportunity gap results in, on average, low income students falling substantially behind their more affluent peers in academic achievement and diminished earning opportunities into adulthood.¹⁰⁹ A recent report, *America after 3PM*, found that only 19% of West Virginia Children participate in an afterschool program, however 48% would be enrolled if one were available to them.¹¹⁰

West Virginia Academy Afterschool program is a multipurpose program; it will provide opportunities to participate in various afterschool clubs daily (See Afterschool Schedule). Students that participate in the entire afterschool program will typically get an academic club, a fitness club, and an arts themed club. Each club will meet on a regular basis throughout the school year. Time for school support and homework help will be available each day during this program (see Afterschool Schedule).

Each club will be supervised by a teacher or parent volunteers. The Advisory Committee of Families (ACF), teachers, or students will be able to submit a proposal for a club meeting. Included in the proposal will be: when the club is offered, who will be the teacher or parent overseeing the program, and what type of activities they will engage in. The Student Government will read through all proposals, provide feedback and recommendations to the Executive Director, who will give final approval.

¹⁰⁷ Durlak, J. A., & Weissberg, R. P., Pachan, Molly (2010). A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents.

<https://onlinelibrary.wiley.com/doi/abs/10.1007/s10464-010-9300-6> (last visited 7/4/2020)

¹⁰⁸ Duncan, Greg and Richard J. Murnane (2011) "Withering Opportunity? Rising Inequality, Schools, and Children's Life Chances," New York: Russell Sage Foundation.

¹⁰⁹ McCombs, Jennifer, Anamarie Whitaker, and Paul Yoo. (2017) "The Value of Out-of-School Time Programs." Rand Corporation.

¹¹⁰ AfterSchool Alliance (2014) "West Virginia after 3PM" Available at

<http://www.afterschoolalliance.org/documents/AA3PM-2014/WV-AA3PM-2014-Fact-Sheet.pdf> (last visited 7/4/2020)

Afterschool Fitness Club

West Virginia Academy will be offering various sports clubs throughout each term based on the proposals received. These programs will align with our goal of providing fitness activities that students can participate in throughout an active and healthy life. A general fitness class will always be available throughout the year based on the BOKS after school program. This fitness club will provide a type of circuit training for all students to utilize after school. It will be overseen by a trained teacher and guidance will be given to students to ensure training is done properly. The idea is to provide real-life GYM training to help young people get into the habit of proper GYM fitness that will benefit them the rest of their lives. Students will be able to sign up for a 45 minute block with a warm-up, upper-body, core and trunk, Lower-body exercises, stretching and cool down at each session.

Academic Extended Courses

Academic Extended Courses (AEC) will also be included in our afterschool program in the first scheduled time block. Students are invited to the AEC program by teacher request based on academic need. All new 1st - 5th grade students will be invited to participate in AEC after school during the first term break to give them additional support as they learn West Virginia Academy's procedures and curriculum. The OC will be utilized to give students extra practice on subject matter that is in need of improvement. Students may be invited to or excused from AEC during the school year. Participation is based on the academic focus of the term and the progress of the student. This program will be overseen by a certified teacher and last about forty-five minutes. Students in AEC will then be able to join in other segments after completing this class. West Virginia Academy students showing high proficiency in a subject area will be granted the opportunity to mentor within the AEC, giving them valuable service learning experience as well as solidifying their knowledge in those subject areas (See Mentoring).

Other Academic Courses will be offered and they will meet in one of the 45 minutes segments. Such clubs will be based on teacher, student, and ACF suggestions. Some examples include: Science, Chess, Latin, Book, Robotics, Coding, etc.

The Arts Afterschool

The third afterschool block will be focused on the arts. Clubs such as drama, music, dance, creative writing, painting, etc. will be available based on teacher, student, and ACF suggestions. Studies show that students from low-income families receive fewer opportunities for out of school enrichment than students from higher income backgrounds.¹¹¹ West Virginia Academy aims at offering more enrichment opportunities to our low-income students through the afterschool program. Students who qualify for free or reduced lunches will receive significant discounts to encourage enrollment in the afterschool class offerings. Thus giving students a safe, culturally and academically enriching experience after school, and giving parents peace of mind knowing their children are being cared for so they can complete their work day.

¹¹¹ Miller, Rachelle and Marcia Gentry (2010) "Developing Talents Among High-Potential Students from Low-Income Families in an Out-of-School Enrichment Program." *Journal of Advanced Academics*.

Athletics

Childhood and adult obesity rates are a substantial social problem in West Virginia with childhood obesity levels of 20.9% (second highest in the US) and adult obesity levels of 39.5% (highest in the US).¹¹² Also, despite young childhood obesity rates declining nationwide, this rate is actually on the increase in West Virginia.¹¹³ Lifetime participation in physical activity should be the overall goal of physical education and athletics in the primary and secondary education, but most high school athletics programs and team sports devote substantial resources and focus on sports that rarely continue beyond highschool. West Virginia Academy will build its athletics programs around physical activities and team sports that have the greatest carryover into adulthood and will prioritize these sports.

Our athletics programs and budgeting will be guided by our goal to provide students with opportunities to engage in physical activities that are likely to progress into a lifetime of physical exercise beyond primary and secondary school. By way of example, some of the lifetime sports our school will prioritize and compete in include golf, track, volleyball, cross country, basketball, soccer, badminton, biking, tennis, and pickleball. Students will also compete in internal athletic competitions representing their respective teams in the Ambassador Program.

Team sports for competition outside the school will be offered seasonally based on feasibility and student demand. Water sports such as swimming, kayaking, rowing, and canoeing will be offered on occasion as part of field trips. Sports teams representing the school will be offered after school practice time as well as concentrated practice time during the term breaks to get ready for competitions and increase skill levels (See Term Break Schedule). As a public school, our secondary school grade levels will participate in interscholastic sports competitions within the public system at the appropriate division level for sports where our student body expresses a high interest. Programs with reasonable interest among the student body may participate in club sports programs, subject to available funding. This approach ensures that our allocation for resources in athletics will mirror the interests of our student body.

Term Break Overview

West Virginia Academy's unique balanced calendar provides for the reallocation of the 180 instruction days more evenly throughout the year. We have four terms consisting of nine weeks of instruction with two to three week term breaks in between. Our summer has been shortened from the traditional 10 weeks to 5 weeks between school academic years. During each of these term breaks West Virginia Academy will offer various mini-courses to provide enrichment and

¹¹² See <https://stateofchildhoodobesity.org/states/wv/>; Flatley, Report: West Virginia continues to lead nation in adult obesity rate (WV MetroNews, Sept. 12, 2020) <http://wvmetronews.com/2019/09/12/report-west-virginia-continues-to-lead-nation-in-adult-obesity-rate/#:~:text=CHARLESTON%2C%20W.Va.,the%20Trust%20for%20America's%20Health>. (last visited 7/4/2020)

¹¹³ See Stuck, Childhood Obesity Rates Rising in West Virginia (Charleston Gazette-Mail, Nov. 19, 2019) https://www.wvgazettemail.com/news/health/childhood-obesity-rising-in-west-virginia/article_ae09a6b3-8601-5036-b626-b93bf352af89.html (last visited June 27, 2020).

experiential learning while school is out of session. As part of their contract, each teacher will be responsible for creating one mini-course related to their subject area. The course will be available for one term break, however, if the teacher would like to teach more than one term break they will be subsidized for the extra time.

Term break school days will be broken up into three sessions beginning at 8:00 AM. Upon arrival, students will be encouraged to eat breakfast which they can bring, pre-purchase, or will be provided for those that qualify. The morning session will have an academic focus and go until lunch. Students will be encouraged to bring a lunch, pre-purchase one online, or one will be provided for those that qualify. The next session will run until 3:35 PM, after a small break and snack the final session will last until 6 PM and final pickup.

Term Break Mini-Courses

Academic Extended Courses (AEC)

Students who participate in the AEC program will be offered a mini-course that covers their individual needs. Students who need remediation will be able to access the OC as well as work with a teacher to increase skills in our foundational subjects. Students that qualified for the gifted and talented program will be offered mini-courses to stretch and enrich their education. Programs being considered are Destination Imagination and Science Olympiad (See Enrichment Programs).

Also offered during this session will be other mini-courses available to all students to provide further enrichment and fun experiential learning. These may include First Lego League, Cyber Robotics Coding Competition, Geography Olympiad, National Junior Classical League, etc.

Athletics and The Arts

After lunch the mini-courses will be focused on Athletics and the Arts. Sports clinics will be offered in various lifetime sports including golf, track, volleyball, soccer, badminton, biking, tennis, and pickleball. This will also be a time when our competitive sports teams will meet and practice for an extended period to help improve skills and teamwork.

Mini-courses in the Arts will provide a wonderful opportunity for our students to explore their creativity. Drama mini-courses that will end in a play, creative writing courses that end with a book, madrigals or a jazz band that end with a concert, and tap or social dance that end with a performance; all of these are possibilities with this program. We will provide a variety of courses that will enrich the lives of our students.

Enrichment Activities

West Virginia Academy supports a number of enrichment activities and culminating activities throughout the school year. These may include: FallFest, Cultural Connections, Hall of History, Science Fair, Ocean Week, Spirit Week, Speech Festival, Spelling Bee, and others (See School

Culture Section). Students will also participate as a team in the Ambassador's program in various activities and field trips throughout the year (See West Virginia Academy Ambassadors).

Enrichment Programs

Gifted and Talented Students

West Virginia Academy offers leveled courses within the foundational topics (See The Level System). This provides learning in the least-restrictive environment for each of our students. Students will be given placement tests for each foundational topic and placed in the correct class to ensure efficient learning. Students that are "gifted" in a subject will be placed at a higher grade level, thus challenging and supporting learning for all students. Those that qualify as being gifted and talented will be invited to participate in term break mini-courses that will enhance learning and provide opportunity for additional growth (See Individualized Education Plan).

Independent Reading Program (IRP)

West Virginia Academy Independent Reading Program (IRP) is a program that will encourage students to develop a lifelong habit of reading. Independent reading has been shown to be a defining indicator in a student's academic success.¹¹⁴ It is our goal to create enthusiastic independent readers and foster a reading community within our school. Research has shown that students read more, understand more, and are more likely to continue reading when they get to choose what they read.¹¹⁵

West Virginia Academy primary students (K-5) will have time each day for independent reading. Researchers have found that students in more-effective teachers' classrooms spent a larger percentage of reading instructional time actually reading; students in less-effective teachers' classrooms spent more time using worksheets, answering low-level, literal questions, or completing before-and-after reading activities.¹¹⁶ Teachers will guide the students to books at their appropriate level so they can read accurately, fluently, and with understanding. After the reading period, students will have a chance to write (or draw pictures if they are young) about what they read in a reading journal. Students will receive recognition for the number of books read, K-5 students can redeem points earned at the school IRP store.

¹¹⁴ Battye, C., & Rainsberry, M. (2013, September 11). Reading for pleasure puts children ahead in the classroom, study finds. Available at <https://cls.ucl.ac.uk/reading-for-pleasure-puts-children-ahead-in-the-classroom-study-finds/> (last visited 7/9/2020).

Cullinan, B. (2000). Independent reading and school achievement. *School Library Media Research*, 3(1523-4320), 1-24. Available at http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLMR_IndependentReading_V3.pdf (last visited 7/9/2020)

¹¹⁵ Allington, R., & Gabriel, R. (2012). Every child, every day. *Educational Leadership*, 69(6), 10-15.

¹¹⁶ Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2003). Reading growth in high-poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. *Elementary School Journal*, 104, 3-28.

Generally, the goal of this program is to help students in developing the ability to read and learn independently, taking responsibility for their learning and becoming more independent and autonomous both inside and outside the classroom. Secondary school reading challenges will be established with incentives and recognition awards given for books read throughout the school year to encourage participation.

School Calendar and Schedule

Balanced Calendar School Model

West Virginia Academy will adopt a balanced calendar that will permit learning throughout the full calendar year. This calendar includes nine week concentrated times for school learning we refer to as "terms" followed by two to three week breaks where a variety of activities are provided for remediation, advancement, and enrichment. A balanced calendar has been found to help overall student learning and minimize time spent reviewing previously learned subjects.¹¹⁷ This approach also provides a more consistent schedule of receiving essential nutrition for students that are most likely to suffer from lack of proper nutrition.

There are many "year-round" school models. West Virginia Academy has adopted a model that gives students a two to three week break in between terms and an approximately five week break between school years. This schedule provides a more consistent learning environment without large breaks over the summer, but still provides students with the opportunity to participate in summer camps offered by various local youth-serving organizations that give valuable opportunities for learning and growth outside the school.

Summer learning loss has been linked to the traditional school schedule. Many studies have shown that students lose up to three months of learning over the summer break.¹¹⁸ In fact, this "summer slide" is more prominent in low SES and special education students.¹¹⁹ In comparison,

¹¹⁷Alexander, K. Pitcock, S., Boulay, MC (2016)The summer slide: what we know and can do about summer learning loss. Teachers College Press. p.352.

¹¹⁸ Atteberry, A., & McEachin, A. (2016). School's out: Summer learning loss across grade levels and school contexts in the United States today. In Alexander, K., Pitcock, S., & Boulay, M. (Eds). Summer learning and summer learning loss, pp35-54. New York: Teachers College Press.

Michelle Obama.(2015) Retrieved from <https://www.youtube.com/watch?v=cjWycXggq8> (last visited 7/8/2020).

Alexander, K.L., Entwisle, D.R., and Olson, L.S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72, 167 - 180.

Bracey, GW (2002). *Summer loss: The phenomenon no one wants to deal with*. Phi Delta Kappan, 84(1), 12 - 13.

Cooper, H., Nye, B., et a. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Education Research*, 66, 227 - 268.

¹¹⁹ Menard, J., Wilson, AM. (2014) Summer learning loss among elementary school children with reading disabilities. Exceptionality Education International, 2014 - ir.lib.uwo.ca (last visited 7/8/2020).

Kim J. S., Quinn D. M. (2013). The effects of summer reading on low-income children's literacy achievement from kindergarten to grade 8 a meta-analysis of classroom and home interventions. *Review of Educational Research*, 83(3), 386-431. <http://journals.sagepub.com/doi/10.3102/0034654313483906> (last visited 7/8/2020)

Entwisle D. R., Alexander K. L., Olson L. S. (2000). Summer learning and home environment. In Kahlenberg R. D. (Ed.), *A notion at risk: Preserving public education as an engine for social mobility* (pp. 9-30). New York, NY: Century Foundation Press.

several studies have reported that nations with more than 180 days and have calendars that are year-round have out performed American schools.¹²⁰ Research also has found that students benefit from a year a round school model because of the shorter, more frequent breaks, as well as the remediation and enrichment that is available during the breaks.¹²¹

Year-round schools have been found to have health benefits for students. Child weight gain increases during the summer months,¹²² which in turn increases the risk for obesity and negative health problems as adults. It has also been found that during the months of June and July, teens are more likely to begin experimenting with drugs and alcohol.¹²³ While the risks of substance abuse are real and experimentation is possible during any time of the year, the drastic increase during summer months highlights a need for education and preventative measures. Providing year-round school gives students more structured time during the summer, which provides opportunities for physical education and positive constructive activities.¹²⁴

School Calendar

As stated above, West Virginia Academy will be one of just a handful of schools in the state of West Virginia to offer a balanced calendar schedule. We will also closely align our school calendar with the West Virginia University calendar to accommodate those families tied to the university.

Each February, the School Administration will develop the calendar for the following academic year, as well as a proposed for the next year. They will be distributed to staff for input. In March, the two-year calendars will be presented to the Governing Board. In April, the following-year calendar will be published to the parents via the school newsletter. The academic calendar will provide for a minimum of 180 days and 990 instructional hours as per state law.

At the beginning of each school year, every student will be given a copy of the School Calendar for their reference throughout the year. School Calendars will also be available online at www.WestVirginiaAcademy.org. Current school events and updates can be found in the weekly school newsletters and online.

¹²⁰ Massachusetts 2020 (2005) Research report. Time for a change: The promise of extended -time schools for promoting student achievement. Available at <https://files.eric.ed.gov/fulltext/ED534912.pdf> (last visited 7/8/2020)

¹²¹ Pedersen, James (2015). Summer Versus School: The Possibilities of the Year-Round School. Rowman and Littlefield, p.137.

¹²² Baranowski, t., et al (2014) School year versus summer differences in child weight gain: A narrative review. *Childhood Obesity*, 10(1).

Franckle, R., Alder, R., and Davison, K. (2014) Accelerated weight gain among children during summer versus school year and related racial/ethnic disparities: A systematic review. *Preventing Chronic Disease*. 11 (E101).

¹²³ SAMHSA report, (2012). Monthly Variation in Substance Use Initiation Among Adolescents. Available at <https://www.samhsa.gov/data/sites/default/files/NSDUH080/NSDUH080/SR080InitiationSubstanceUse2012.htm> (last visited 7/8/2020).

¹²⁴ Lisa K. P. Olsen, Barry A. Garst & Gwynn M. Powell (2019) Parental Perceptions of Year-Round School Environments, *Journal of Research in Childhood Education*, 33:4, 579-591, DOI: [10.1080/02568543.2019.1646360](https://doi.org/10.1080/02568543.2019.1646360) (last visited 7/8/2020).

Ballinger, C.E., Kneese, C. (2006). School Calendar Reform. Rowman and Littlefield Education. p. 239.

Academic Calendar for 2021 - 2022 School Year

Term Dates

Term 1 August 2 - October 1

Term 2 October 18 - December 17

Term 3 January 10 - March 11

Term 4 April 4 - June 10

July 19 - 23	Staff Training Days	Staff Only
July 26	Meet and Greet (4th - 8th grade)	
July 28	Meet and Greet (K - 3rd grade)	
August 2	First Day of School - All Grades	
September 6	Labor Day	NO SCHOOL
September 24	Parent/Teacher Conferences	Early Release Day
October 1	Fall Fest	
October 4 - 15	Term 1 Break/Mini-Courses	NO SCHOOL
October 18	First Day of 2nd Term	
November 22 - 26	Thanksgiving Break	NO SCHOOL
December 17	Cultural Connection	
December 20 - January 7	Term 2 Break/Mini-Courses	NO SCHOOL
January 10	First Day of Term 3	
January 17	Civil Rights Day	NO SCHOOL
January 21	Hall of History	
March 4	Parent/Teacher Conferences	Early Release Day
March 10 - 11	Science Fair	
March 14 - April 1	Term 3 Break/Mini-Courses	NO SCHOOL
April 4	First Day of Term 4	
May 9 - 20	School Testing Period	
May 23 - 27	Ocean Week	
May 30	Memorial Day	NO SCHOOL
May 31 - June 3	Spirit Week	
June 7	Field Day	
June 8	Last Day of School	Early Dismissal
June 13 - July 1	Summer Mini-Courses	

Weekly Schedule

West Virginia Academy believes that academic growth occurs when there are minimal distractions during the school day, therefore, Monday through Thursday will be devoted to academic subjects. Our weekly schedule offers Experience Days that are typically on Fridays. Experience Days are days for assemblies, field trips, and other school wide events that occur during the day (i.e. science fair, spelling bee, geography bee, internal athletic competitions, etc). These days will also be used for students to work on various assignments and projects relating

to the culminating activities and the West Virginia Academy Ambassador program. Students that are behind in any courses will complete missing assignments during this time until completed instead of participating in the non-academic extra activities.

Daily Schedule

The anticipated start to the school day will be at 8:00 a.m. Those students not involved in before school care will be able to enter the school at 7:45 a.m. Please see the following schedule for specific times:

	M - Th		Fridays		Early Release Days	
	School Begins	School Ends	School Begins	School Ends	School Begins	School Ends
K - 12th Grades	8:00 AM	3:35 PM	8:00 AM	2:35 PM	8:00 AM	12:00 PM
AM Kindergarten (optional)	8:00 AM	11:30 AM	8:00 AM	11:30 AM	8:00 AM	12:00 PM

Secondary School Block Schedule

	Class 1		Class 2	
Times	A Day (M/W)	B Day (T/Th)	A Day (T/Th)	B Day (M/W)
8:00 - 8:25	Homeroom	Homeroom	Homeroom	Homeroom
8:30 - 10:00	1st period	5th period	1st period	5th period
10:05 - 11:35	2nd period	6th period	2nd period	6th period
11:35 - 12:20	Lunch	Lunch	Lunch	Lunch
12:25 - 1:55	3rd period	7th Period	3rd period	7th Period
2:00 - 3:35	4th period	8th Period	4th period	8th Period

Times	Friday Experience Day (Example)
8:00 - 9:00	Homeroom
9:05 - 10:05	Assembly
10:10 - 11:40	Project Rotation 1
11:40 - 12:20	Lunch
12:25 - 1:25	Project Rotation 2
1:30 - 2:35	Project Rotation 3

Term Break Schedule

Times	Term Break Daily Schedule
8:00 - 8:30	Breakfast and Morning Meeting
8:30 - 11:30	Academic Extended Courses
11:30 - 12:20	Lunch_Recess
12:25 - 3:30	Sports Clinic/Mini-Course 1
3:30 - 3:45	Dismissal/Recess
3:45 - 5:45	Sports Clinic/Mini-Course 3
5:45 - 6:00	Clean-up/Dismissal

Before School Schedule

Times	Before School Schedule			
6:45 - 7:00	Arrival - Student/Parent Sign In			
7:00 - 7:15		Breakfast served		
7:15 - 7:30			Yoga/Morning Exercises	Wake-up Brain Activities
7:30 - 7:45				
7:45 - start of school	Clean up and transition to school day			

AfterSchool Schedule

Times	AfterSchool Schedule	
3:35 - 3:45 3:45 - 4:30	Arrival - Student Sign In and Afternoon Snack	Teacher Homework Help/Mentoring
	AEC	
4:30 - 5:15	Fitness Afterschool	
5:15 - 6:00	The Arts Afterschool	

Parent and Community Involvement

We recognize that parental and caregiver support is key for student achievement. We will ask those responsible for the students at West Virginia Academy commit to supporting the learning process by ensuring their student has time each day for studying and a place to study. This may

include enrolling them in our Afterschool program to utilize the help from a certified teacher on their school work and assignments. It is the parent/caregiver's responsibility to ensure on-time arrival and minimal absences during the school year. We will provide transportation to all student within our primary recruitment area. Those that want to attend term break courses will also be able to utilize the transportation services. We will also ask that parents and caregivers are up-to-date on their child's learning plans and engage in positive communication to address questions, concerns, or provide feedback.

Parent/Caregiver Compact

PARENTS/CAREGIVERS AGREE TO:

1. Ensure that my student attends school regularly and on time. Notify the school promptly in the case of my student's absence. As often as possible, schedule appointments outside of school hours.
2. Abide by school policies and procedures regarding student drop-off and pickup.
3. If my student rides the bus, I will provide supervision for my K-3rd grader at all bus stops until the bus arrives for both pick up and delivery.
4. Ensure that my student receives sufficient rest and has a nutritious breakfast and lunch.
5. Ensure that my student arrives at school prepared for class with necessary materials and in appropriate dress uniform.
6. Abide by school policies regarding check-in/check-out procedures and visitor policies.
7. Review my student's homework and sign my student's learning plan each week
8. Provide an environment that will make it possible for students to engage in scholarly pursuits on a daily basis. This should include opportunities for exercise, study, homework, and reading. It may also include instrumental practice.
9. Support my student's education through attendance at school meetings, Parent-Teacher conferences, and Parent Interventions when necessary
10. Support West Virginia Academy by completing parent surveys and volunteer when available.
11. Help your child become a West Virginia Ambassador and have positive experiences in and around West Virginia.
12. Inform and provide constructive input to appropriate staff at West Virginia Academy in a timely manner should I become aware of obstacles to my student's education
13. Abide by other school policies and procedures as outlined in the Parent-Student Handbook and the Acceptance of Policy.

Parent to School Communication

Guidelines

Communication at West Virginia Academy will be positively framed and undertaken in good faith by all parties. Anyone with a question or concern is to take it to the person most able to address it. This allows for all members of the community to feel safe and valued, and to have confidence

that all concerns will be addressed to the point of satisfaction if at all possible. Feedback from all stakeholders is essential for the school to be continually engaged in a process of improvement, and feedback is more likely to be shared freely when stakeholders are confident their feedback will be carefully heard and addressed.

Concerns must be brought by a parent about their own students or their own concerns.

Parents may not represent a group in bringing concerns to the West Virginia Academy Administration or Governing Board, as each parent's concern must be addressed individually and confidentially. In order to preserve the confidentiality of our students, group concerns will not be addressed.

Parent Meetings and Events

Parents are required to attend the following:

- Back-to-School Night*
- Parent Teacher Conferences
- End of Year Culminating Activity for each student

*Back-to-School Night will include far more than the introduction of a child's teacher. We will also be reviewing school policies and procedures, parent involvement, student expectations, Title I parent participation, school curriculum and assessments used, and more.

Other school events parents are invited and encouraged to attend will be: Fall Fest, Cultural Connection, Science Fair, Hall of History, Veteran's Day Program, Memorial Day Assembly, Music Performances, Academic Updates, Ambassador Events, etc.

Parent-Teacher Conferences

WVA Primary School

Parent/Teacher conferences will be held at the end of first and third quarters, in which academic goals are set for each student with input from parents and, at times, students. Parent/Teacher conferences are listed in the school calendar and all parents are expected to attend these conferences. A third parent-teacher conference is held mid-year which is an optional conference that parents or teachers may request.

WVA Secondary School

Parent-teacher conferences will be held twice per year according to the school calendar. Teachers will be at tables in a multi-purpose room and parents will meet with them on a first-come, first-served basis.

Conferences will also be available to schedule at any time parents or teachers feel it would be beneficial.

Comprehensive Needs Assessment

At the conclusion of each school year, end-of-year assessment data is reported and organized into a Comprehensive Needs Assessment (CNA). The CNA includes demographic, attendance, and assessment data. We conduct surveys to the following groups: Parent/Caregiver, Student, Faculty/Staff, and the Community.

The Comprehensive Needs Assessment will be analyzed by the Executive Director and the Governing Board as well as made available to the public. We also will use the information for potential improvement. School Plans are developed with goals, action steps, and budget relationships. School Parent and Family Engagement Policies will be evaluated for effectiveness. School, Parent, and Student Compacts will also be examined by the end of each school year for recommended changes.

West Virginia Academy CNA will be compared to the West Virginia Standards for High Quality Schools (§126-12-4) and used as a guide for self-assessment, decision making, professional development, and strategic planning.

Parent Survey

Each May, a parent survey will be distributed to each family attending West Virginia Academy. The survey is specific to West Virginia Academy, and solicits our parents' views on our programs and staff members. Families will have the opportunity to express their level of satisfaction with all aspects of the West Virginia Academy programs and provide suggestions for improvement. Survey results will be available at the school office, and major points from the survey will be communicated to the parent community via the school newsletter. Survey responses will also be included in annual teacher evaluations and so feedback from parents has both a direct impact on the classroom experience as well as a more general impact on the overall culture of the school.

There is no process for retaining or reporting anonymous written communications and the idiosyncratic nature of such communications prevents our organization from including or considering such communications formal parent feedback process.

School and Family Engagement Policy

Non-custodial parent/guardian

West Virginia Academy abides by the provisions of the Buckley Amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, the school will provide the non-custodial parent access to the academic records and to other school-related information regarding the student. It is the responsibility of the custodial parent to provide the school with an official copy of any court orders relating to access rights for student records and update such orders as they change from time to time. West Virginia Academy is under no

obligation to search out court records to verify or update records provided by a custodial parent or guardian. Non-custodial parents will have access to students during school hours in the same way that custodial parents do (including picking up the student from school), unless documentation to the contrary is presented to the school.

Caregivers

If parents are going on vacation or a child is in the care of a designated caregiver, (i.e. grandparent, aunt, friend, nanny, etc), the caregiver must be added to the student's card so they can pick them up from school or from a bus stop, as applicable. Parents should also leave a "permission to treat" form with the caregiver in case there is a need for medical attention for the student when the parents are not immediately available.

Advisory Committee of Families (ACF)

The Advisory Committee of Families (ACF) is patterned after other parent-teacher organizations and associations. We feel the whole family should be building working relationships with West Virginia Academy faculty and administration. The ACF will also be responsible to help raise discretionary funds for programs and clubs offered at the school. They will organize and create proposals for various clubs including a parent or teacher as leader, details as to when the students will meet, and what type of activities they will engage in during the club time. Proposals will be given to the student leadership to review and make suggestions for the Executive director, who makes the final approval. The ACF will also serve as West Virginia Academy's Local School Improvement Council (See LSIC).

The President of the ACF will be selected by the Board of Governors, typically this will be the Vice President of the prior year. The ACF Vice President will be selected each year by the school administration. Both the President and Vice President will serve as members of the Board of Governors. The Vice President will be assisting the President in his/her duties. The ACF President works with the school as the volunteer coordinator for campus events or activities. The President also organizes parent/volunteer committees as necessary. Individuals who are interested in helping on a school level committee may contact the ACF President to volunteer.

Volunteer Guidelines

West Virginia Academy openly encourages and asks parents and caregivers to volunteer in our school. Parents and caregivers will be asked to contact their child's teacher or the administration staff for ways to serve. It is important that volunteers work together as team members with West Virginia Academy faculty and staff. The following guidelines are helpful in ensuring that volunteer service is a positive experience for parents and is effective for our students.

- Volunteers must sign in and out at the front office, get a Visitors badge, and wear it during the time they are in the building volunteering.
- Volunteer Dress & Behavior - please dress appropriately in business casual attire. The more we show respect for our school, the more respect the students will feel toward the school. West Virginia Academy's dress code is reflective of a high level of respect. We encourage volunteers to reflect this same level of respect in their own appearance when they volunteer at the school.
- Volunteers work under the supervision of staff.
- As a matter of professional ethics, and personal privacy, volunteers do not discuss teacher, student, or school affairs with other people. It is extremely important that confidentiality be upheld at all times. Administrators have the same expectations of confidentiality from volunteers as they do from the West Virginia Academy staff.
- For the protection of students and our volunteers, volunteers must avoid being alone with one or two students at all times while at the school and should only be in the presence of students while accompanied by another adult (i.e. a teacher, administrator, or another volunteer). This policy does not apply to passing encounters, such as when a volunteer is moving from one classroom to another, but volunteers must make sure even passing encounters occur only in a public space such as a hallway or a room with a door that is open at all times. Volunteers should never be in an enclosed room with a child at any time.
- Student Discipline: Volunteers have a responsibility to inform staff right away if there is a problem with student behavior. Volunteers should never discipline students in any way.
- If volunteers are scheduled to work in the classroom with students, they will be asked not to bring young children as they may become a distraction in the classroom. For other meetings or a group work activity, bringing younger siblings may be acceptable.
- Volunteers have no claim to intellectual property created during their volunteer service at West Virginia Academy.

Special Populations and At-Risk Students

West Virginia Academy will use the Direct Instruction method to teach all foundational subjects. It is a method of instruction that consistently shows strong positive effects with children of all ability levels and ages as well as with different subject matters.¹²⁵ Along with this specific instruction we also have several unique programs that will benefit specific groups of students that may be overlooked in the current public school system.

First, West Virginia Academy will include specific programs to benefit the growing population of English Language Learners (ELL), students with disabilities, international students, and students considered at-risk in West Virginia.

¹²⁵ Hattie, John (2009) "Visible learning: A synthesis of over 800 meta-analyses relating to achievement." Published by Rutledge.

The traditional public school model with a longer summer break is particularly challenging for ELL students, who are at risk for experiencing larger summer learning loss than their non-ELL peers. In contrast, West Virginia Academy term will operate on a balanced calendar (see Balanced Calendar School Model) where students attend for nine weeks, then have a two or three week break. During this break, students who need extra support in foundational topics will receive remediation through a combination of live courses and the OC. All ELL students will then start the new term with greater knowledge and increased capacity to participate in their classes.

Second, West Virginia Academy recognizes the struggles and disadvantages facing students with disabilities. These students are among the most frequently absent from school at every grade level. Offering these students supplemental online courses in foundational topics will enable these students to continue their education despite medical set-backs, giving these students the confidence to continue their studies in an in-person class when they are able.

Third, West Virginia Academy is aware of the growing number of international students drawn to the state of West Virginia and the Morgantown area in particular. These students often experience a culture shock and need to pick up quickly on the subtleties of American culture, such as body language, signs of respect, and the overall pace of life, all of which may differ from their native culture. West Virginia Academy will be the first school to offer the International Baccalaureate Middle Years Program that specifically incorporates learning about international cultures and differences. West Virginia Academy faculty and staff will be trained in a global approach to education, thus being better equipped to teach international students at our school.

Fourth, at-risk students often experience low-academic performance, lack of interest in academics, and feeling disconnected to the school culture. West Virginia Academy has programs in place to address each of these concerns for at-risk students. Our student dress code helps foster unity despite differences in socioeconomic status. At-risk learners will benefit from remediation courses between terms so they can keep up with rigorous academic material. These students will also receive food and other extracurricular opportunities during our term breaks. Helping at-risk students academically and socially will give this population of students confidence to participate in their courses throughout the term. The West Virginia Academy Ambassador program will also address the disconnect at-risk students feel to their school community. Group projects, experiences, and practices will help facilitate comradery and friendships among students.

STUDENT RECRUITMENT, ENROLLMENT, AND RETENTION

Primary Recruitment Area

West Virginia law mandates that each public charter school identify a Primary Recruitment Area (PRA).¹²⁶ Our PRA is a reflection of our purpose as a non-profit charitable organization to improve education in West Virginia by establishing a charter school and sharing our successes with willing parties within the public education system. A substantial aspect of our mission as an organization is to provide educational opportunities that are not currently available in our community to address unmet educational needs of traditionally underperforming and historically underserved groups.¹²⁷ While our school is open and welcoming to all interested students in our community without regard to individual circumstance, ability, or membership in a protected class, we recognize that certain demographics of students have been historically underserved within the existing public school system including, in particular, minority students, english language learners, and students from low income families.

Our PRA is a strategically important geographic region as we plan to focus special recruitment efforts in this area on an annual basis,¹²⁸ enrollment preferences will be given to students in this area,¹²⁹ and we will also offer transportation to all students residing in this area. In order to place systematic recruitment emphasis among historically underserved student populations and remove economic barriers for such students,¹³⁰ we identified the geographic region for our PRA from the schools where the largest populations of historically underserved students in the Morgantown MSA reside. In Monongalia County, our PRA encapsulates the entire boundary of the elementary school with the largest population and proportion of minorities and english language learners (North Elementary School), a substantial portion of the school with the highest population of students from low income families (Skyview Elementary), as well as substantial portions of the two schools with the highest rate of overcrowding based on square footage per student (North Elementary and Cheat Lake Elementary). Further, our PRA encompasses part of the boundary of the Bruceton School in Preston County, which provides additional diversity within the student base by adding students from a rural location and addresses a significant need for students in that area, particularly as our school expands into the high school years. Other school boundaries are incorporated (Suncrest Elementary and

¹²⁶ See W. Va. Code §18-5G-11(a)(4) and (5).

¹²⁷ These goals of our organization align precisely with the recommendations stated under W. Va. Code Sec. 18-5G-8(b)(5) and Rule 3300, 5.4.c.3.A that part of the mission of any charter school should be to serve underperforming students and historically underserved groups. See also WVDE Rule 3300 § 9.2.d.2.

¹²⁸ WVDE Policy 3300 § 9.2.c.2.

¹²⁹ WVDE Policy 3300 § 9.2.b.4 and 9.2.b.5.B.

¹³⁰ See WVDE Policy 3300 § 9.2.a.3.C.

Eastwood Elementary) in order to capture areas of significant growth and to designate a contiguous and straightforward PRA boundary.

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

While West Preston is technically geographically closer, the travel time is shorter to the Bruceton School based on available routes because it is located along the I-68 corridor. Additionally, the Bruceton School has a significant unmet need with respect to student transportation because its students north of the I-68 reside much further from Preston High school than students in West Preston. For example, high school students from the Bruceton area may board a bus as early as 6:05am and then spend over an hour and a half on the bus before arriving at Preston High at 7:40am.¹³¹ An abbreviated process is followed for the evening route home, but high school students still face a 10 hour day of school and travel and these travel times greatly exceed the recommendations for student transportation times under West Virginia regulations.

The drive to Morgantown from most places in Bruceton Mills is approximately 30 minutes and transportation can be provided to that area, including with multiple stops, in significantly less time than it takes to get those same students to Preston High School. We understand that many students in the Bruceton School boundaries already seek variances to attend high schools in Morgantown, but in the absence of transportation many of the historically underserved students are precluded from this option. Additionally, the Bruceton School boundary is contiguous with the boundaries for the PRA schools in Monongalia County, which provides for a seamless and understandable PRA across both counties. Lastly, the Bruceton School has a larger population of students that qualify for free and reduced lunches than the average for Monongalia County and so including the Bruceton school in our PRA increases our ability to serve historically underrepresented students.¹³²

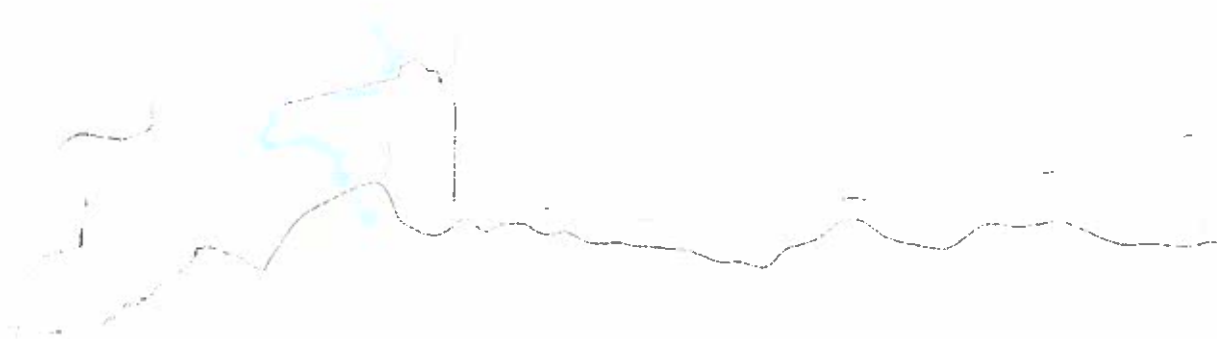
For the reasons stated above, our PRA encompasses the entire boundary of North Elementary, as well as substantial portions of the boundaries for Skyview Elementary, Cheat River Elementary, and the Bruceton School. Then, in order to encapsulate a contiguous area, the

¹³¹ Compare Preston County Bus Schedule, Bus routes #55 and #34, available at <http://preston-k12.wvnet.edu/bce/wp-content/uploads/sites/5/2019/08/19-20-BRUCETON-BUS-SCHEDULE.pdf> (last visited 7/4/2020).

¹³² See Bruceton School Statistics: Bruceton School Free and Reduced Lunch Assistance (elementaryschools.org). Available at <https://elementaryschools.org/directory/wv/cities/bruceton-mills/bruceton-school/540117000901/#section-5> (last visited 7/18/2020).

PRA also captures the area between these schools following major roads and natural boundaries for clarity and ease of understanding among parents. Drawing the PRA in this manner brings in a small portion of Suncrest Elementary and a substantial portion of Eastwood Elementary, both of which are high growth areas.

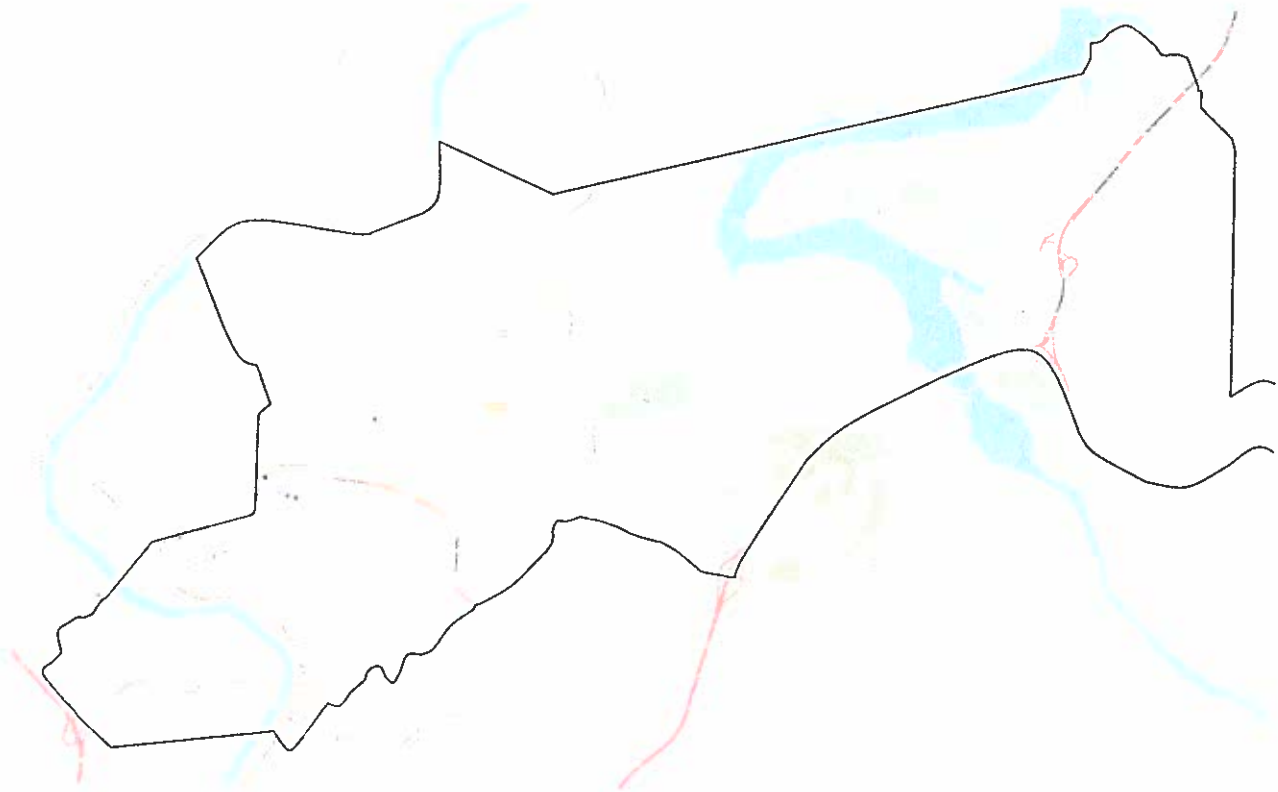
The expansive nature of our proposed PRA also diminishes the projected disruption on existing schools by encompassing areas with large populations of historically underserved students from many different geographic locations and primarily from areas of growth and documented overcrowding. This approach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



The NW corner of the PRA is located where West Run meets the Monongahela River and then the Western border proceeds South from there connecting to Van Voorhis, Pattenon Drive, and Dent Run Boulevard. The Southern Border covers the southern edge of incorporated Westover and then downtown Morgantown and proceeds along Mileground Road and Cheat Road to the I-68 and then along the I-68 to the Hazelton Rd Exit in Preston County. The Eastern Boarder runs primarily along Hanlin Rd. in Preston County to the NE corner ¼ mile north of the intersection with North Preston Highway and Wayne Brown Rd. From there, the Northern border runs East along a line that is ¼ mile north of, and parallel to, the North Preston Highway and then along a line that is ½ mile north of, and parallel to, the I-68 to the Cheat Lake area. The line then proceeds north to Cheat Lake Park and then East again along the lake in a line and then east passing the northern border of the University High property. Lastly, the line continues along the Monongahela river to the starting point at West Run. This boundary is more particularly described in the footnote below.¹³³

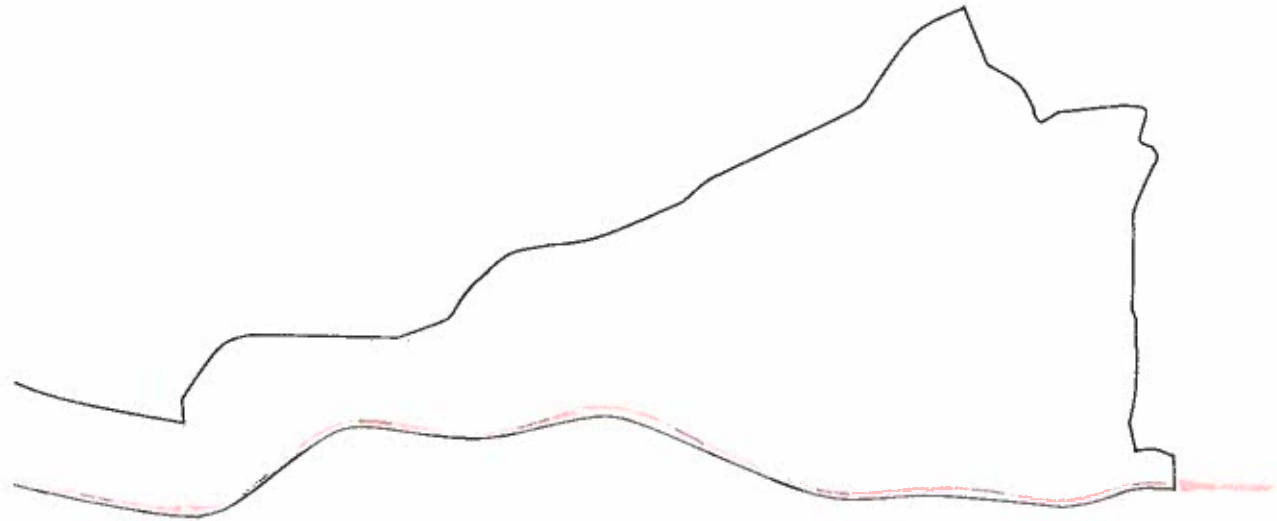
¹³³ **PRA Boundary Description:** The PRA boundary line begins at the intersection of Pattenon Dr. and Monongahela Blvd. (US 19 WV 7) and then proceeds in a straight line to the south and west across the Monongahela River to the intersection of Dent Run Boulevard and Main Street in Granville. The line continues along Dent Run (to the SW and

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



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

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



Lastly, consistent with West Virginia law, our PRA may be adjusted from time to time in the advancement of our educational mission.¹³⁴ Consistent with Policy 3300, any such changes would be made as of January 1 of the year preceding the academic year in which such changes are effective.¹³⁵ For example, if the actual location of the charter school is outside the PRA, the PRA will almost certainly be expanded to include the area immediately around the school. We note that most of the potential sites for the school identified by our organization at this juncture are inside the PRA specified above.

Outreach Strategies

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

¹³⁴ W. Va. Code § 18-5G-11(a)(4).

¹³⁵ WVDE Policy 3300 § 9.2.a.3.A.

West Virginia Academy already began its outreach strategy in earnest when the organization was originally formed at the end of 2019 by establishing its website (www.westvirginiacademy.org) that provides information to parents and others with a potential interest in the school as well as in charter schools in West Virginia more generally. This website has been enhanced using Search Engine Optimization techniques designed to attract relevant search traffic including by parents, educators, and students with an interest in a charter school in West Virginia generally and in Monongalia County specifically. Importantly, our website is the top result at the top of page 1 when conducting a web search on google for "West Virginia Academy" and our site is the fourth result from the top on page 1 for "West Virginia Charter School."¹³⁶ This latter search result beats out many articles specifically addressing the West Virginia Charter School law by national charter school organizations and local news media (WV MetroNews and the WV Gazette-Mail, respectively) and places just one spot below an article on the topic of the charter school legislation enactment posted to the West Virginia Educators Association website.

Additionally, our organization established a Facebook page and LinkedIn profile to provide a social media presence that enhances our visibility. We have conducted modest initial advertising campaigns within the Greater Morgantown Area to raise awareness about our organization and its mission through social media.

Our additional outreach efforts will be reasonable under the circumstances and our website and social media presence provide an efficient and accessible location online for families in the Morgantown MSA that want to know more after hearing about our organization via word of mouth or traditional advertising, but our outreach efforts will go beyond this online presence. The effectiveness of our web presence will provide synergies with traditional local advertising that we plan to conduct. We anticipate that such traditional outreach efforts that may likely include a combination of the following: .

1. Advertise in sports programs and theater playbills, which, by way of example, may include:
 - a. Black Bears Baseball team
 - b. Morgantown Theater Company
 - c. MT Pockets Theater
 - d. West Virginia Public Theater
 - e. West Virginia University Basketball
 - f. West Virginia University Football
 - g. West Virginia University Soccer
2. Distribution of flyers and pamphlets through booth rentals at local events, which may include:
 - a. Westover Farmers Market
 - b. Star City Shack Quack Family Festival

¹³⁶ These search results were gathered on June 29, 2020 and we note that placement in search engine results will typically fluctuate gradually over time.

- c. Granville Halloween Festival
 - d. Maple Days
 - e. Spring, Summer, and Fall Arts Walk
 - f. West Virginia's Birthday Celebration
 - g. Annual New Deal Festival in Arthurdale
 - h. Med Express Kids Day
 - i. Preston County Music and Art Festival
 - j. Wild and Wonderful Country Fest
 - k. Mon County Fair
 - l. Mountaineer Week
 - m. WVU Coliseum Trunk or Treat
 - n. Suncrest Towne Center's Halloween Trick or Treat
3. Place posters and ads in family-friendly venues, such as:
- a. Barnes and Noble story time
 - b. The Shack
 - c. Star City Library
 - d. LaunchPad Trampoline Park
 - e. Spark! Imagination and Science Center
 - f. CTA Highflyers
 - g. Morgantown Public Library
 - h. West Virginia University Child Learning Center
 - i. Playworks Child Development Center
 - j. Moments of Joy Learning Center
 - k. Kinder Haus Child Care
 - l. Storybook Daycare
 - m. WVU Nursery School
 - n. Suncrest Early Learning Center
4. Place ads and feature articles in various news media outlets, these may include:
- a. Dominion Post
 - b. Times- West Virginia
 - c. WMMN AM 920
 - d. Preston County News and Journal
 - e. WV Living
 - f. Morgantown Magazine
 - g. Morgantown Community Newcomers Club
 - h. WVU Magazine
 - i. WBOY
 - j. The State Journal
5. Official announcements on the Monongalia County Board of Education website explaining that a charter school will be opening in the Fall of 2021 and directing parents to our website for additional information including the process for applications and enrollment.

A mix of a combination of the traditional outreach approaches listed above along with social media advertisements targeting our Primary Recruitment Area should provide a balanced approach to outreach and raise awareness among Monongalia County parents and families. To the extent that progress with respect to COVID-19 permits more personalized contact and outreach efforts, we may mobilize supporters to pursue direct marketing efforts. Marketing efforts will be focused within the PRA and we will likely also dedicate specific outreach efforts focused on attracting historically underserved groups.

Importantly, the charter laws and regulations require that “authorizers shall provide or publicize to parents and the general public information about charter schools with primary recruitment areas wholly or partially contained in the county as an enrollment option to the same extent and through the same means that the county provides and publicizes information about non-charter public schools in the county.”¹³⁷

The authorizer also will conduct outreach efforts to publicize the charter school to parents of the school to the same extent and through the same means that the authorizer publicizes information about non-charter public schools in the area. These publicity efforts should include, but are not limited to: (i) publishing a prominently-placed announcement on each districts’ homepage indicating that our charter school is opening, providing information about the offerings of the school, the PRA, the timelines for applications and enrollments, and providing a prominently displayed link directing interested families to our organization’s website for additional information; (ii) administering an automated phone call message to all of parents in the county once a year notifying them when the application process has opened for the charter school and providing information about how they can apply if they so choose, (iii) a dedicated page displaying the charter school as one of the public schools from each district in a manner that is no less prominent than the display of the districts’ current non-charter public schools.

Application Procedures and Timelines

West Virginia Academy will ensure a fair and transparent application and enrollment process. This process is essentially the same every year, except that the timelines for the first year of enrollment vary from subsequent years as directed under West Virginia charter school regulations.

In the first year, the application will be available starting January 14, 2021 and will remain open for sixty (60) days until the application deadline of March 15, 2021. In subsequent years, new enrollment and re-enrollment applications will be available for sixty (60) days from the first week of December until January 31st. Returning students are automatically enrolled upon submitting an application during this period and are not subject to the lottery process in subsequent years.

¹³⁷ See W. Va. Code §18-5G-11(a)(2) and WVDE Policy 3300 § 9.2.c.5.

In the event that all applicants cannot be enrolled because total new applications exceed the available slots based on the maximum enrollment within any specific grade level, then a lottery process will be conducted to determine which applicants will be enrolled. If needed, the lottery will be conducted in a public setting as required by rule. In the first year, the lottery will be conducted by either April 1, 2021 or April 15, 2021.¹³⁸ The lottery process for first-time applicants in subsequent years, if needed, will be conducted by February 15 of each year.¹³⁹ The lottery process shall be conducted in the manner specified below (see Enrollment Lottery and Preferences) and shall result in every applicant either being enrolled to the school or otherwise assigned a specific placement on the wait-list for their respective grade.

In the event that the minimum level of applications are not received to achieve economic viability for the Fall of 2021 by the deadline for applications then the charter school will not open in the Fall of 2021 and, as determined by the board of governors, will either: (i) delay its initial year to the Fall of 2022 contingent upon achieving sufficient enrollments for economic viability, or (ii) terminate its charter if the board determines that an additional year would be futile to achieving minimum enrollment levels. If a one year delay results, then the charter school will serve grades K-9 so that all applicants in the 2020-2021 cycle will be served.

Fair Lottery Process and Preferences

Currently enrolled students returning for another year of school will receive the top preference for enrollment in every case and shall not be included in any lottery for enrollment. After all returning students are enrolled, then new applicants will be considered for enrollment to the extent that there are spots available. If all students in the Preliminary Enrollment Pool do not exceed the total number of available spaces in any grade, then all applicant students shall be enrolled for the upcoming academic year as of the date of the lottery and the lottery shall be cancelled. If the Preliminary Enrollment Pool exceeds the total number of available spots for any grade, then a lottery process will proceed for all students in the Preliminary Enrollment Pool.

Lottery List Organization

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

¹³⁸ See WVDE Policy 3300 § 9.3.b.2 and 9.3.b.2.A, respectively. The default deadline is April 15, 2021, but under part 9.3.b.2.A, the deadline for determining enrollments may be moved to April 1, 2021 if the number of student enrollment applications statewide does not exceed the statutory limit. As such, our initial application will indicate a due date of March 15, 2021, but this due date may be extended to March 30, 2021 if the final deadline is April 15th.

¹³⁹ See WVDE Policy 3300 § 9.3.b.3.

The preference numbers are assigned based on the following order of priority:

1. Members of the same household of any currently enrolled student or accepted student;¹⁴⁰
2. Children of Governing Board members and full-time employees of our charter school (not to exceed 5% of total enrollments in one year);
3. Applicants who were wait-listed in the prior year's enrollment cycle that were never offered a spot in the prior academic year;
4. Applicants who reside in the Primary Recruitment Area;

The above preferences are consistent with and largely mirror the requirements under West Virginia law.¹⁴¹ The preference for members of the same household has priority over all other preferences and is immediately applied to all other members of the household upon the admission of one member of the household, so this particular preference can change at any time during the lottery process whereas the other preferences are set in place before the lottery process.¹⁴²

Once this list is compiled in the Lottery Excel Spreadsheet with the entire Preliminary Enrollment Pool, a random number generator will be used to assign a random number to each applicant and this number will be filled into the "Random Order Number" cell and then the applicants will be sorted into grade levels and re-ordered based on each student's respective Random Order Number. This ordering will occur prior to the lottery meeting and the list of all applicant students by grade and in Random Order Number will be posted at the lottery.

Lottery Day Process

At the lottery, a random number generator will be used to identify the starting number within each grade and students will be re-ordered based on this number selected by grade. For example, if there were 60 applicants for the third grade and the random number generator selected the number 35, then the 35th third grade applicant on the list would be given the Applicant Grade Rank of 1, the 36th third grade applicant will be given the Applicant Grade Rank of 2, the 37th third grade applicant would be given the Applicant Grade Rank of 3, and so on (i.e. the 1st applicant on the list would be given the 27th Applicant Grade Rank in this example). This Applicant Grade Rank will be entered into the unpopulated cell by this same name for each student in each grade.

¹⁴⁰ We note that WVDE Policy 3300 § 9.2.b.6.A describes this preference as a "sibling" preference, but we use the term "member of the same household" rather than sibling to encompass all instances where children share a household (i.e. siblings, half siblings, step siblings, siblings through adoption, or foster children) as we deem the interests of the children and parents in each of these different households to be substantially similar.

¹⁴¹ See W. Va. Code §18-5G-11.

¹⁴² For example, if a third grade applicant and a first grade applicant are members of the same household and the third grade applicant is selected during the lottery process, then the first grade applicant is immediately placed in the top preference group for the first grade selections because the first grade student is a member of the same household of an accepted student.

After all applicants in the Preliminary Enrollment Pool in all grades are assigned an Applicant Grade Rank, the applicants will then be stratified within their respective grade based first on their Initial Preference Number and then based on their respective Applicant Grade Rank.¹⁴³

Applicants will then be selected one by one by grade starting with the grade with the most spots available and whenever two or more grades have the same number of spots available, applicants will be selected from the grade with the fewest total applicants. The order of grades based on the fewest applicants will be established before the lottery and if two grades have the same number of applicants then the higher grade will go first. The order of grades will be posted at the lottery along with the list.

When an applicant is selected then that applicant will be removed from the “applicant” list and added to the “enrolled” list. Additionally, if there are other applicants that are members of the selected applicant’s household, then those other applicants will also be selected and moved from the applicant list to the enrolled list so long as the respective grade has not reached its maximum enrollment number. Individuals who had a member of their household selected that were not admitted because their respective grade had reached its maximum enrollment number will have their “Updated Preference Number” changed to 1.

Once all spots have been filled for all grades, a Wait-List shall be compiled. The non-selected applicants will be assigned to a Wait-List for each grade in the order based on their Updated Preference Number and then their Random Order Number. When all applicants from the Preliminary Enrollment Pool have been admitted or assigned to the Wait-List, the lottery shall conclude.

Following the lottery, all selected applicants will be notified via email and admitted students will be given the opportunity to “opt-out” if they no longer wish to enroll in the school. As students opt-out or otherwise withdraw from enrollment at the school, persons from the Wait-List are offered enrollment, beginning with the first on the list. The waitlist order otherwise does not change, except that household member preferences can apply to alter the waitlist order each time a student is selected from the waitlist.

After the application deadline has passed, applications will remain open until the first day of school in the fall semester and applicants who apply after the deadline will be added to the Wait-List in the order that such applications are received after applicants who were assigned to the Wait-List via the lottery process.

¹⁴³ See WVDE Policy 3300 §§ 9.3.b.8.B.3 and 9.3.b.8.B.4.

Enrollment Process

School Entrance Requirements

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

West Virginia Academy will determine school enrollment targets for each grade. These will be made in collaboration with the authorizer and board of governors and will be reevaluated annually. Once the enrollment target for each class has been set, those targets will remain for the duration of the school year.

Class Size target ranges at West Virginia Academy will be:

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

Ongoing Enrollment

Completion of an Intent to Enroll and Acceptance of Policy by a student that is not currently enrolled during the application period will constitute an application for enrollment. Applications will be accepted online and through mail to the school office on an ongoing basis and must be received by the deadline posted (March 15th 2021 for the first year of enrollment, January 31st each year thereafter). Applications will be placed in the Preliminary Enrollment Pool and will follow the process outlined for enrollments (see Enrollment Lottery Process and Preferences).

Vacancies:

If a vacancy occurs in any class during the school year, the spot may be filled by offering placement to the first student on the Wait-List for the grade in which the vacancy has occurred. This new student will then be contacted as soon as the seat becomes available but will not be allowed to begin school until the following Monday morning. An email will be sent out to the faculty each weekend with a list any new students. Parents will be asked to arrive 30 minutes before the start of school with their new student(s) on the Monday morning following their notification. Parents will submit required paperwork and forms at that time. The student must be withdrawn from the previous school at the time of enrollment. New students will take pre-assessment tests before they receive their schedule. If the new student is unable to begin on the first Monday following their notification, they will be given the option to start the

subsequent Monday. If the student is still unable to begin, the seat will be passed to the next student on the waiting list. If a student on the waitlist doesn't not get a chance to enroll in the school the students on the Wait-List will receive a preference. (see Enrollment Lottery Process and Preferences)

Re-Enrollment

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

Student Retention

Retention is an important aspect of any charter school as returning students provide stability and advance the school's culture and allow for improvement over time. Additionally, retention is important to the financial viability of any charter school over the long term. DePaul University has created a successful framework for student retention and advancement within its institution. Referred to as the "4 Ps of Student Retention," this approach has been studied and found to be one of the most strategic and comprehensive strategies for student retention at the college level.¹⁴⁴ West Virginia Academy will adapt and use these strategies to help retain our student population in the charter school setting.

1. **School Profile.** A school profile contains information about the student body, facilities available, and academic achievement, among others. West Virginia Academy aims to be honest and upfront about the students we are seeking to attract and the environment we are seeking to create. Our promotional materials are consistent about what we will expect from our students as well as what they can expect from us. Our marketing and promotion mission is to give parents and stakeholders a clear vision of our school and programs. In an era of school choice, parents have an array of elementary and secondary education options available to them. At West Virginia Academy, we realize that when families choose to attend our school, they are choosing our school culture and profile. Individuals who are not interested in our methodology and approach will not apply and thereby self-select out of our school. As we attract students that will thrive in our unique educational environment and diligently tailor our programs to the needs of the students we attract, optimal student outcomes will naturally follow.
2. **Progress.** Success tends to foster more success. Our methodology for content delivery using DI extensively in the primary school levels operates on the principle that mastery

¹⁴⁴ Kalsbeek, D.H., Cortes, C.M., (2013). Improving Outcomes through the 4 Ps of Student Retention Framework. Available at <https://pdfs.semanticscholar.org/9a86/2445eeee4b2dd1925cd7b0176b79be9019fcf.pdf> (last visited 7/9/2020).

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

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

3. **Processes.** Researchers found that school processes which promote teacher ownership of the school's direction (i.e. shared school goals, school-wide decision making, fit of plans with school needs, and empowering principal leadership) exerted a stronger influence on school cohesion and teacher efficacy in the classroom.¹⁴⁵ Research has also shown that the quality of teaching can have a direct and lasting influence on student outcomes.¹⁴⁶ As indicated in our vision, West Virginia Academy will "strive to recruit, hire, develop, and retain a diverse faculty and staff that are fully committed to each student's academic success and will contribute to our learning community with diligence, competence, and professionalism for a collaborative school culture."¹⁴⁷ The relationship between effective teaching and effective leadership is vital in providing a positive school culture. We will hire school leadership and faculty that will promote the school process we have established and follow the school's intended direction. As the school culture evolves, students will be inspired by our teachers and leaders experiencing a positive educational experience that will influence the rest of their lives.

¹⁴⁵ John A. Ross, Anne Hogaboam-Gray & Peter Gray (2004) Prior Student Achievement, Collaborative School Processes, and Collective Teacher Efficacy, *Leadership and Policy in Schools*, 3:3, 163-188, DOI: [10.1080/15700760490503689](https://doi.org/10.1080/15700760490503689)

¹⁴⁶ Hsin-Hsiang, L., & Mao-neng Fred, L. (2015). Principal leadership and its link to the development of a school's teacher culture and teaching effectiveness: A case study of an award-winning teaching team at an elementary school. *International Journal of Education Policy & Leadership*, 10(4), 1-17. Retrieved from <http://journals.sfu.ca/ijep/index.php/ijep/index> (last visited 7/9/2020)

¹⁴⁷ See West Virginia Academy School Vision section

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

4. **Promise.** Being clear about our expectations and direction increases the likelihood that students who attend our school, and their families, will support and join us in our mission. When expectations are set early on and then met through the operation of the school, students who selected our school based on the profile we have communicated will want to stay year after year. A critical priority for West Virginia Academy is establishing many traditions and routines from the very start. Traditions teach children how to be part of a community, build a sense of belonging and self esteem, and enable children to see themselves as valued members of a community.¹⁴⁸ Learning about each other through WVA traditions such as Cultural Connection, Spirit Week, and Show What You Know Assemblies will support our sense of community. Culminating events such as Fall Fest, Hall of History and Ocean Week mark our comings and our goings and affirm our common interests in the time we spend together.

The leveling system within our methodology places students in various classes throughout the day. Providing clear expectations and teaching practices that support children within each classroom setting is vital for a positive learning environment throughout the school. Each school classroom will be organized in a similar manner, students will feel comfortable in each room knowing how it operates and the management style within. Schoolwide teacher expectations and routines build positive relationships among students.¹⁴⁹

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

¹⁴⁸Woodfin, Libby (2000). Familiar Ground: Traditions that Build School Community. Northeast Foundation for Children, Inc. p.80.

¹⁴⁹ Sugai, G. & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), Handbook of positive behavior support (pp. 207-326). New York: Springer.

Withdrawal

Procedures:

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

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

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

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

GOVERNANCE AND COMPLIANCE

Governing Board

The board of governors is composed of a group of parents with expertise in primary, secondary, and higher education as well as finance, law, and accounting. Our governing board is dedicated to the advancement of education both in Monongalia County and throughout West Virginia. West Virginia Academy Ltd., is a West Virginia non-profit 501(c)(3) corporation with a volunteer governing board.

List of Current Governing Board Members

John Treu, President and Board Chair

Professor John Treu brings a diverse experience base in higher education, law, and accounting. Dr. Treu is an Assistant Professor and the Assistant Department Chair of Accounting in the Chambers College of Business and Economics at West Virginia University. He teaches tax law and accounting to undergraduate, graduate, and law students. His research has been published in some of the top journals in the disciplines of accounting and law. Prior to joining academia, Dr. Treu practiced as a tax and business lawyer for over five years in the Salt Lake City and Washington DC areas. He assisted business clients with the creation of business entities, taxation, contract law, lending, estate planning, non-profit, and employment law. Other relevant prior experiences include working as a tax associate at a Big 4 accounting firm, founding an online continuing education company for tax professionals, and serving as corporate counsel and a member of the board of directors of a non-profit entity.

Dr. Treu earned an LL.M. in taxation at the New York University School of Law, a Juris Doctor at the S.J. Quinney College of Law at the University of Utah, and an undergraduate degree in accounting from Brigham Young University. As the founder and incorporator of West Virginia Academy, Ltd., he joins as a member of the initial board of directors and will also serve as president of the organization on a voluntary basis. Dr. Treu was educated in public schools from kindergarten through high school and his children have attended North Elementary School in Morgantown.

Address:

E-mail:

Phone:

Areas of Expertise: School administration/leadership; Law; Human Resources; Finance; Business Operations; Mission-Specific;

Dr. Treu is a "future parent" (his children will attend the school) , resides in the community, is not involved in any education-related law-suit and has completed a criminal background check.

Susan Dull, Treasurer and Board Member

Susan Dull, CPA, MPA, provides a tremendous wealth of knowledge in non-profit accounting and taxation, having practiced for forty years in public accounting. A substantial body of her work as a CPA included advising non-profit organizations, charities, private foundations, healthcare associations, and schools. She recently retired from her position as a senior tax manager in the Morgantown, West Virginia office of Dixon Hughes Goodman, LLP. She also worked for over 14 years combined at Big 4 accounting firms Ernst & Young and KPMG, including as a tax manager in the Washington National Tax practice office. She is experienced in tax compliance and consulting with respect to Federal and State operations of U.S. corporations, tax-exempt organizations, partnerships, fiduciaries and individuals.

Susan Dull earned her Masters of Professional Accountancy from Indiana University-Purdue University Indianapolis, and her undergraduate degree in accounting from the University of Central Florida. She joins as a founding member of the board of directors of West Virginia Academy, Ltd., and will also serve the organization as an officer in the role of Treasurer. Her children attended public schools in Morgantown.

Address:

E-mail:

Phone:

Areas of Expertise: Finance; Human resources; Business operations; Other: Non-profit fundraising.

Susan is not a future parent, she does reside in the community. She is currently not involved in any education-related lawsuit. She has completed a criminal background check for our organization.

Heidi Treu, Secretary and Board Member

Heidi Treu, MPH, and Certified Teacher, provides a rich and diverse background in teaching and program development for primary and secondary education. Her primary areas of teaching expertise are in health and science at the middle school levels, but she has also taught and developed programming in various other topics and levels. She taught English at an international school in Bolivia working with 3rd and 4th grade students. She has developed programming and curriculum at the pre-K and primary education levels that integrates health and science into an interdisciplinary instruction format for core topics. She has also taught music and piano lessons professionally and served as a volunteer leading congregational children's choirs in the Morgantown and the New York City areas. She has taught middle school and junior high school as a licensed educator in both the public school and charter school

settings and, as such, provides a diverse and credible perspective on the challenges and opportunities in child education.

Heidi Treu earned a Master of Public Health degree at the University of Utah School of Medicine. While completing her graduate degree she worked at Thrasher Research Fund, a non-profit entity that funds medical research to improve the lives of children worldwide. She assisted in medical research programs with this organization in Ghana. She completed her undergraduate degree in secondary education with an emphasis in health education and a minor in geography at Brigham Young University. Heidi's children have attended public schools in Morgantown.

Address: [REDACTED]

E-mail: [REDACTED]

Phone: [REDACTED]

Areas of Expertise: School administration/leadership; Special Populations; Mission-Specific

Mrs. Treu is a "future parent" (her children will attend the school) and resides in the community, she is not involved in any education-related lawsuit. She has also completed a background check and was cleared.

Whitney Morgan, Board Member

Whitney Morgan, J.D., brings a unique and critical perspective on legal and educational issues as well as matters impacting the state of West Virginia children. She is a licensed attorney in West Virginia and an educator and clinician at West Virginia University College of Law. Her legal background is primarily in land use law, contracts, city planning, and local government law. Her responsibilities with the College of Law primarily involve teaching and supervising law students in classroom and clinical settings to provide real world experiences as part of law students' educational development. She is also a member of the Mountain State Land Use Academy and serves as a member of the board of directors for charities focused on the betterment of West Virginia.

Address: [REDACTED]

E-mail: [REDACTED]

Phone: [REDACTED]

Areas of Expertise: Law; Human Resources; Business operations; Other: Land-use

Dr. Morgan is a "future parent" (her children will attend the school) and resides in the community. Currently she is not involved in an education-related lawsuit. She has completed a criminal background check for our organization.

Sirisha Dodda, Board Member

Sirisha Dodda is well experienced in information technology and engineering. She has recently worked for the NASA Educator Resource Center giving her vital experience in training educators on robotics programming and competitions. Previous responsibilities she had in the NASA program was to support schools in setting up their own STEM programs. She gave workshops and educated students and teachers all over West Virginia in STEM programming. Siri has lived in Morgantown over 13 years and has a daughter in the Monongalia County School District.

Address: [REDACTED]

E-mail: [REDACTED]

Phone: [REDACTED]

Areas of Expertise: Mission-specific; Other: STEM

Mrs. Dodda is a “future parent” (her children will attend the school) and lives in the community. She is not involved in any education-related lawsuit and has not completed a criminal background check for our organization.

Organizational Documents and Board Policies

West Virginia Academy was organized as a West Virginia non-profit corporation on December 26, 2019 for the purpose of improving primary education, broadly defined, in West Virginia through the establishment of a charter school. On January 31, 2020, the organization held a meeting where its initial governing board was established, the articles of incorporation were ratified, and original bylaws were adopted. The Articles of Incorporation and Bylaws that are in effect as of the filing of this application are attached as Addendum 4, parts a and b. Additionally, West Virginia Academy has been approved as a 501(c)(3) public charity by the Internal Revenue Service (see 501(c)(3) exempt status determination letter at Addendum 4, part c). As such, the structure of our organization as a non-profit West Virginia corporation with 501(c)(3) status and a voluntary board of governors is directly aligned with the requirements under West Virginia law for charter schools.¹⁵⁰

Our board of governors have adopted a conflicts of interest policy that applies to all members of the organization (see Addendum 4, part d). This policy is designed to ensure the purpose of the organization is carried out without disruptions arising from conflicts of interest.

School Ethical Standards and Policies

The ethical standards, policies, and procedures in this section are the initial policies adopted by the Governing Board with respect to various matters involving the governing board, staff,

¹⁵⁰ See W. Va. Code § 18-5G-2(1)(A).

students, and families. The objective of these policies is to foster an environment of accountability and professionalism. However, in large part, these policies represent living documents that will be revised and improved from time to time to respond to the needs of our school community.

Organization Policies Applicable to Governing Board and Staff

At-Will Employment Statement

Employment by West Virginia Academy, Ltd will be at-will. Any procedure or practice, whether set forth herein, or not, will be employed at the discretion of the Governing Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice. Nothing contained herein creates any expectation of continued employment.

Employee Code of Conduct

West Virginia Academy will ensure that each teacher understands the obligations associated with being an educator in the state of West Virginia. The Employee Code of Conduct document will be signed and each employee will keep a copy for their reference.

One of the key elements of West Virginia Academy's vision is to create a primary and secondary school culture that fosters leadership qualities and strength of character in each student. WVA students will develop good character to the extent that they see it modeled daily by the important role models in their lives. Thus, it is vital that the West Virginia Academy staff demonstrate good character in word and in deed at all times. Staff will impart to students principles of good citizenship and societal responsibility, both by direct teaching and by personal example. Staff members will strive to be perfectly honest and utterly reliable. Students will develop confidence in the staff as they witness them treating others with respect, dignity, kindness, and fairness.

Students will learn positive methods of conflict resolution and problem solving as they observe the West Virginia Academy staff utilizing positive, cooperative, democratic methods to work through everyday challenges. Staff member behavior will always reflect these high standards.

Staff members will also refrain from physical contact with students in almost every setting. Most physical contact by staff members with students is inappropriate for staff members. Exceptions are handshakes and "high fives" or incidental contact that may be appropriate while participating or instructing in physical education classes. Staff will never attempt to restrain or redirect a student by utilizing physical force. Exceptions to the limitations on physical contact may exist when: 1) the safety of the student or another student is in jeopardy and it is clear to the staff member that physical intervention is necessary to prevent injury to the student or others, or 2) in the rare instance when an administrator is conducting a Search/Seizure based on apparent illegal activity that may present a serious risk to a member of the community.

Staff members will maintain confidentiality, consistent with the law, regarding students and colleagues.

Staff members will not discuss topics that may be considered crude or offensive to students or others. Staff members will not violate generally accepted community standards of decency. Staff members will take care to refrain from using slang that may be offensive to students' religious beliefs, socio-economic status, or ethnic backgrounds.

Staff will never direct students to keep information from their parents regarding what happens in a classroom, at the school, or regarding something the teacher has said. Requesting students keep any such information confidential from their parents is a severe violation of staff policies and is justification for immediate removal.

Behavior that does not meet the high standards outlined above for staff conduct will result in an administrative conference and possible loss of employment.

The reasons for termination or discipline listed above are general guidelines and are not all-inclusive. The Governing Board will retain the right to terminate employment with or without cause, and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

At its discretion, the School, operating through its Board of Directors and the School Executive Director, may establish policies, guidelines, and regulations for the operation of the School. When the School, at its discretion, determines that progressive disciplinary steps or warnings, or evaluations of staff are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment or any expectation of any particular process or disciplinary procedure.

West Virginia Academy Safe School Environment and Code of Conduct

Acknowledgement

The school strives to provide a safe and nurturing learning environment for students and staff. With regard to providing a safe school environment:

1. I understand that I am expected to maintain a high ethical and professional standard in their interaction with both adults and minors this includes: exhibiting professional behavior by showing positive examples of preparedness, communication, fairness, punctuality, attendance, language, and appearance as well as contribute, cooperate, and participate in creating an environment in which all employees/students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development.
2. I understand that I am prohibited from using physical discipline (including corporal punishment) in any way for the behavior management of students, except insofar as restraint

may be necessary to prevent a student from inflicting harm on themselves or others, in which case a detailed written record of the incident is to be made. I understand that clear professional boundaries must exist between minors and adults.

3. I understand that I must schedule one-on-one counseling sessions or meetings with minors at times and locations that promote accountability, in an open room setting without closed doors, and only if readily observable by others who may be in the room or hallway, and meet accepted standards of propriety. Discussions involving information that needs to remain confidential, such as violations of academic integrity or student performance/assessments, should be held in the presence of another adult faculty or staff member.

4. I agree that I shall not engage in any form of unlawful, unacceptable or offensive behavior with students, parents/legal guardians, staff or visitors to the school which may include, but is not limited to:

(a) verbal harassment, such as derogatory comments, jokes, or slurs;

(b) visual harassment, such as derogatory or sexually explicit videos, internet sites, printed materials, books, magazines, posters, cards, calendars, cartoons, graffiti, drawings, notes, or gestures;

(c) sexual advances or other physical conduct or contact of a sexual nature;

(d) physical harassment, such as inappropriate touching, hitting, kicking, grabbing or any other form of aggressive, abrasive or harassing physical contact;

(e) other behavior deemed offensive or inappropriate by school administration.

5. I understand that unless the school has a parent or legal guardian's knowledge and consent in the form of a written permission slip, I am never to drive students in my personal vehicle. When authorized to do so, I will operate my vehicle in accordance with the law. This limitation shall not apply: (i) with respect to any student who is a member of my household, or (ii) in very rare instances where there is a medical emergency where a student requires immediate medical care.

6. I understand that extra-curricular activities, school programs, or special instruction sessions shall not be conducted by only one adult without additional adult presence and/or must be conducted at times and locations that promote accountability, in an open room setting without closed doors, and only if readily observable by others who may be in the room or hallway, and meet accepted standards of propriety.

7. I understand that I should not be alone in locker rooms or other dressing rooms with a single student or small groups of students without another adult present. I understand that I must avoid these areas while students are changing unless student behavioral issues warrant the presence of an adult, in which case the behavioral issues should be promptly resolved and I should remain in the location no longer than necessary. I understand that at least 2 (two) staff members should always be present during these times.

8. I will immediately intervene in any code of conduct violation that has a negative impact on students, in a manner that preserves confidentiality and the dignity of each person.

Expectation of Privacy Statement

Faculty and Staff will understand that security cameras and audio recording equipment may be present in classrooms and common areas throughout the school. Except within restrooms or changing rooms, there will be no expectation of privacy on West Virginia Academy premises, including but not limited to vehicles, buildings, classrooms, lockers, desks, mailboxes, computers, or other furniture, equipment, or fixtures.

Non-Disclosure Agreement

Employment at the school requires access to information that is confidential or otherwise considered by the federal government, state government, school, community, parents, guardians or students to be privileged and confidential. Confidential information may be received and maintained by staff under a promise of confidentiality to perform many job duties while employed at the school. Maintaining the confidentiality of such information will be the responsibility of the user of the information. Staff members who access confidential information will undertake this responsibility as a condition of employment. An agreement will be signed that shall govern the conditions of disclosure by the school of certain "Confidential Information" including, but not limited to, student names, student information, Individualized Education Plans (IEP's), school records, staff information, staff records, financial information, data, trade secrets and any and all intellectual property relating to the school, its operations, staff and student body.

Work Product Agreement

Faculty and Staff will neither gain nor retain ownership rights to the work product of the material provided to them, used, or created by them in conjunction with any school project. Employees will understand that the school has sole ownership of the work product and may use the results of those efforts in any manner appropriate including licensing such work product to others.

Guidance for Staff with WVA Children

Preferences for enrollment are given to children of staff members. This will contribute to the family culture we seek to create at West Virginia Academy. There will be guidelines for staff members whose children attend West Virginia Academy:

- Staff will never give their keys to their children.
- Children of staff will not be allowed in the teacher lounge or workroom.
- Children of staff will not use the school staff computers, including teacher laptops.
- Children of staff members will be supervised by their parents before and after school, unless participating in the before school or afterschool programming under the supervision of another staff member.
- Children of staff members will not remain in the school unsupervised after school. West Virginia Academy will not be responsible for the student's safety or security outside of the regular school day in-session time or within the context of specific programming.

- Children of staff members typically will not be assessed or instructed by their parent staff member, although exceptions are permitted where non-parent staff are not readily available (i.e. if the staff member is the only instructor for a specialized topic).

Drug-Free Workplace Policy

West Virginia Academy will be committed to a safe, productive and drug-free work environment and will promote the general health and well-being of all employees. This commitment is jeopardized when employees illegally use, manufacture, possess, distribute or sell drugs in the workplace, on the school premises, or within half a mile of the school premises. Therefore, in order to achieve the objectives of safety, productivity, health, and well-being in the workplace, West Virginia Academy will establish the following policy:

1. It is a violation of Company policy for any employee to manufacture, possess, sell, trade or offer for sale illegal drugs and alcohol or otherwise engage in the illegal use of drugs and alcohol on the job, on the school premises, or within half a mile of the school premises.
2. It is a violation of Company policy for anyone to report to work under the influence of alcohol or illegal drugs.
3. It is a violation of Company policy for anyone to use prescription drugs illegally.
4. It is a violation of Company policy for anyone to report to work if they are taking prescription drugs that, according to their physician or pharmacist, might affect their ability to perform their duties in a safe and effective manner.

Anti-Nepotism Provision

West Virginia Academy prohibits nepotism in employment matters and shall avoid creating circumstances in which the actuality or appearance of favoritism, conflicts of interest, or management disruptions exist.

In the interest of fair hiring practices and to avoid workplace nepotism within West Virginia Academy, the following will be adhered to in matters directly involving employment, assignment, promotion, compensation, discipline, suspension or dismissal of relatives. A relative of a West Virginia Academy employee or governing board member (hereinafter a "related party") may be employed at the charter school provided the requirements under this policy are met. The hire of the related party can only occur following a fair and impartial recruitment process that includes:

- a determination that the related party is the best (or only) person available, qualified, or eligible for the position;
- an employment application that provides a space for the disclosure of a relation to any WVA school employee or board member (the disclosures of relatives employed at WVA and/or members of the board is a material provision of the employment application and accurate disclosure is a condition of employment); and
- board approval of the hire after analyzing the prospective hire and confirming that the hire is necessary and appropriate under the circumstances (if the party is

related to a governing board member then that related board member shall abstain from voting on the hire and shall leave the room while the hire is discussed).

Any related party shall not be placed in a position in which that individual would be in direct supervisory relationship with their relative or immediate family member and assessments of performance can never be conducted by a related party.

Equal opportunity

West Virginia Academy is an Equal Opportunity employer in that it will follow WV Policy 4200 which declares: "Equal educational opportunity to all students and employees or potential employees regardless of their sex, race, color, religion, handicapping condition, age, or national origin and its application by county school systems to all curricular areas; textbooks and instructional materials; guidance, counseling and testing; extracurricular activities; facilities and employment."

Employment policies and practices such as salaries, hiring, promotion, etc will be provided without discrimination on the basis of sex as well as on the basis of race, color, religion, handicapping condition, age or national origin.

School Reporting Requirements

The School Executive Director and WVA Board President will submit a Certification of Compliance annually affirming compliance with the provisions of this policy and submit the following forms:

1. Student Fee Schedule with Spend Plan
2. School Fee Policy
3. School Fee Waiver Policy
4. Notice of Fee Waiver Criteria provided by the LEA to student's parents

The Executive Director will also submit documentation annually of:

1. number of students enrolled as of October 1
2. number of students granted fee waivers
3. dollar amount of fees waived
4. number of students who worked in lieu of fee waivers
5. dollar amount of fees collected from students
6. dollar amount of fees collected from students for curricular activities
7. dollar amount of fees collected from students for co-curricular activities
8. dollar amount of fees collected from students for extracurricular activities

WV-MAP

West Virginia Academy is committed to helping students achieve academic success in all categories, including standardized testing. In order to fully assist students in achieving success, West Virginia Academy will adopt proper testing program regulations that are in compliance with

§126-14-4. All faculty and staff administering exams will understand that any unethical testing practices could result in suspension or revocation of license (§126-14-8).

West Virginia Academy is committed to follow all state regulations for administering all state standardized tests we administer in our school as explained in §126-14-5. The All faculty and staff involved with the testing materials will read the *WVBE Testing Code of Ethics*. West Virginia Academy administration is responsible to have testing materials prepared several days prior to the first day of testing. Prior to administration tests will be stored in a secure, locked location where students, parents, or the public cannot gain access (§126-14-7). West Virginia Administration will return all testing materials within allotted time ensuring that all necessary data is provided for state reporting.

The Guidelines for Participation in West Virginia State Assessments will be followed. The School Executive Director will read and sign the *WVBE Principal's Secure Materials and Test Procedures Agreement*. The Primary/Secondary School Director will act as the building level coordinator and will make sure all WV-MAP assessments and international assessments, pilot tests, or field tests are sanctioned by the WVDE. The Operations Manager will be responsible for reviewing, signing, and returning the *WVBE Building Level Coordinator's Secure Materials and Test Procedures Agreement*.

Faculty and staff involved in administering the test are considered examiners and technology specialists. Training for administration of the tests will be given five instructional days prior to the beginning of testing each year. They will verify that all assessments within the WVMAP, pilot tests, and field tests are sanctioned by the WVDE, are secure tests by reviewing, signing and returning the *WVBE Examiner's/Scribe's Secure Materials and Test Procedures Agreement* or the *WVBE's WVDE/District/School Technology Personnel Secure Materials and Test Procedures Agreement*.

Donations, Gifts & Sponsorships Policy

The purpose of this policy is to establish a West Virginia Academy (WVA) policy and procedure governing the acceptance, valuation, and recognition of all types of donations, gifts, and sponsorships for WVA. This policy is intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with all state and federal laws. WVA encourages and supports community and business partnerships that enhance and supplement the public education system.

WVA is committed to work effectively with donors and sponsors to provide donation receipts, as required by law, and to facilitate the donor's charitable intent to the extent that the intent of the donation is in harmony with WVA goals and the law, and is appropriately approved. WVA is ultimately responsible for the accounting, custody, expenditure, and allocation of all monies, including those that are obtained through donations, gifts, and sponsorships. WVA is accountable for and should comply with all federal and state laws and rules, regardless of the source of funds. WVA also desires to protect students, parents, teachers, and school

administrators from over-commercialization and restrictions or requirements that are coercive, distracting, or disruptive to the education processes, threatening to the health and welfare of students, or lacking in educational merit. WVA reserves the right to decline or restrict donations, gifts, and sponsorships at both WVA and individual school levels. This policy applies to all WVA administrators, licensed educators, staff members, students, organizations, volunteers, and individuals who receive, authorize, accept, value, or record donations, gifts, or sponsorships for WVA.

It is expected that in all dealings, WVA and school employees should act ethically, consistent with WVA's ethics training, West Virginia Board of Education Policies 5050 (West Virginia Commission for Professional Teaching Standards), Code of Conduct for Public Servants (W. Va. Code § 6B-1-1 through §6B-3-11), and State procurement law (W. Va. Code §5A-3-10).

1. "Public funds" are defined as money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including LEAs or other public bodies [W. Va. §5A-1-1]. All monies received through donations, gifts, or sponsorships are considered public funds.
2. All funds, property, or goods donated become public funds and the property of WVA, and should be used for the purpose for which they were donated and in accordance with State and WVA policies.
3. WVA recognizes that fundraising efforts, donations, gifts, sponsorships, and public support vary among schools. WVA is committed to appropriate distribution of unrestricted funds and the management of donations and gifts to ensure that the educational opportunities for all students are equal and fair.
4. WVA is committed to principles of gender equity and compliance with Title IX guidance. WVA commits to use all facilities, unrestricted donations and gifts, and other available funds in harmony with these principles. WVA reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. The benefits derived from donations and gifts should be equitable for all students, comply with Title IX, and otherwise should be in harmony with West Virginia law with respect to non-profit entities.
5. The collection of funds or assets associated with donations, gifts, or sponsorships should comply with WVA cash receipts policies. The expenditure of any public funds associated with donations, gifts, or sponsorships should comply with WVA cash disbursement policies.
6. Donations, whether in-kind, cash, or otherwise, should be complete transfers of ownership, rights, privileges, and/or title in or to the donated goods or services and become the exclusive property of WVA upon delivery.
7. WVA employees may not direct operating expenditures to outside funding sources to avoid WVA procurement rules (operating expenditures include equipment, uniforms, salaries or stipends, improvements or maintenance for facilities, etc.).
8. WVA employees must comply with WVA procurement policies and procedures, including complying with obtaining competitive quotes; bid splitting; and not accepting gifts, gratuities, or kickbacks from vendors or other interested parties.

9. Donations and gifts should be accounted for at an individual contribution level.
10. Donations, gifts, and sponsorships should be directed to WVA, WVA program(s), school, or school program(s). Donations, gifts, and sponsorships should not be directed at specific WVA employees, individual students, vendors, or brand name goods or services.
11. Donated funds should not compensate public employees, directly or indirectly.
12. If donations or gifts are offered in exchange for advertising or other services, an objective valuation should be performed and a charitable receipt should be issued by the foundation or the business administrator.
13. Donations or gifts should not be accepted that advertise or depict products that are prohibited by law for sale or use by minors, such as alcohol, tobacco, or other substances that are known to endanger the health and well-being of students.
14. Donations, gifts, and sponsorships given by vendors to specific programs (e.g., drama, sports teams) As required by state law, donations should only be accepted where there is no expectation or promise, expressed or implied, of remuneration or any undue influence or special consideration. WVA employees are not permitted to accept personal payment or gratuities in any form from a vendor or potential vendor as a precondition for purchase of any product or service.
15. Donations and gifts over \$250 should be provided with an acknowledgment of the contribution from WVA for IRS purposes. The acknowledgment should be in the form of a receipt issued by the foundation or business administrator.
16. Types of Donations, Gifts, and Sponsorships
 - a. Products
 - i. WVA may accept donated products which carry the donor company's name, trademark, logo, or limited advertising on the product (e.g., cups, T-shirts, hats, instructional materials, furniture, office equipment, etc.). These items should be valued at fair market value at the time of the contribution. If advertising or other services are offered in exchange for the donation or gift, this may alter the contribution amount.
 - b. Cash Donations
 - i. Cash donations are welcomed and may be accepted from private individuals, companies, organizations, clubs, foundations, and other appropriate entities. All cash donations should be received in compliance with WVA's cash receipts policies.
 - ii. Cash donations may be used to fund or enhance programs, facilities, equipment, supplies, services, etc.
 - iii. Cash donations may not be used to hire regular classroom teachers, thereby altering the staffing ratios. However, classroom assistants, coaching assistants, or specialists of any kind, including individuals who may hold educator licenses, may be hired using the funds received. Donations to fund such positions should be made to a program, school, division, or department—not directly to individuals—and employment should be processed through WVA's Human Resources Department and Payroll Department. WVA or school administration reserves the right to

decline or restrict these types of donations if they create inequitable environments in the school or inequities that violate Title IX or other laws, are not economically in the best interest of WVA, interfere with educational goals, or for any other reason determined by WVA or school.

- iv. Cash donations should not be used to augment an employee's remuneration beyond the remuneration associated with the salary schedule of the employee's position.

- c. Donor and Business Partner Recognition

- i. Donor and business partner recognitions may be placed on equipment, furniture, and other donated gifts that are not considered capital or fixed assets. Non-permanent recognition may be placed on WVA buildings or structures.
- ii. Principals may authorize banners, flyers, posters, signs, or other notices recognizing a donor or school business partner. Such materials should feature the school-business partnership and not promote or endorse the business named.

- d. Equipment, Supplies, or Goods

- i. WVA may accept donated equipment, supplies, or goods for use in WVA school programs. These items should be valued at the fair market value at the time of the contribution. If advertising or other services are offered in exchange for the donation or gift, this may alter the valuation amount.

17. Approval and Acceptance of Donations, Gifts, and Sponsorships

- a. Donations, gifts, and sponsorships valued at more than \$250, whether individually or in the aggregate at one time, should be documented on the WVA "Donation, Contribution, or Sponsorship" form. This form should be completed prior to, or contemporaneous with, the acceptance of money or goods, and should be retained in WVA or school accounting records. A copy of the completed form should be sent to the foundation or business administrator, and a receipt for charitable contribution purposes should be issued to the donor.
- b. Approval levels are as follows:
 - i. Money, goods, supplies, or in-kind donations, gifts, or sponsorships valued at \$250-\$10,000 should be documented on WVA "Donation, Contribution, or Sponsorship" form and be approved by the Executive Director or applicable WVA department or division supervisor prior to acceptance.
 - ii. Money, goods, supplies or in-kind donations, gifts, or sponsorships valued at \$10,000-\$50,000 should be documented on WVA "Donation, Contribution, or Sponsorship" form and be approved by the business administrator and superintendent prior to acceptance.
 - iii. Money, goods, supplies or in-kind donations, gifts, or sponsorships valued at more than \$50,000 should be documented on WVA "Donation, Contribution, or Sponsorship" form and be approved by WVA board prior to acceptance.

18. All donations or gifts for construction, maintenance, facilities renovation or improvement, and other capital equipment purchases should be approved in writing by the business administrator, the superintendent, and the board. Prior to the initiation of a large capital drive or specific fundraising drive, the following should be provided to the business administrator for evaluation and recommendation to the superintendent:
 - a. Prospective construction, maintenance or renovation plans and estimated costs
 - b. Proposed naming opportunities
 - c. Proposed donation or gift timeline
 - d. Loans or financing agreements
 - e. Maintenance or upkeep requirements and costs
 - f. Assurances of compliance with Title IX
19. The superintendent should make a recommendation to the board. The board reserves the right to tentatively approve plans, pending donations, gifts, equity, or other conditions.
20. WVA should only grant naming opportunities that are consistent with the mission and educational objectives of WVA. Decisions regarding naming opportunities are within the sole discretion of the board.
21. To avoid disruption of students' instructional activities, schools should not be used for distribution of partisan, religious, or commercial advertisements, fliers, bulletins, newspapers, etc.; nor should such items be placed on vehicles parked on school grounds.
22. Principals may permit the school distribution of fliers, bulletins, newspapers, etc. with information regarding nonprofit community youth programs such as Boy Scouts of America, Girl Scouts of America, county and municipal programs, and little league-type recreation programs.
23. Students and employees of WVA, including teachers and administrators, should not act as agents for commercial agents during school hours or contract time.
24. An WVA employee's participation in a private, but education-related, activity should be separate and distinguishable from the employee's public employment. WVA employees may purchase advertising space to promote private or non-school-sponsored events in the same manner as the general public. WVA employee's employment and experience can be used to demonstrate qualifications. The advertisement should clearly state that the activity is not school sponsored.

Organization Policies Applicable to Students

Student Privacy

In order for West Virginia Academy to be compliant with HIPPA and FERPA federal guidelines, all student records will be treated as confidential. No student records will be distributed outside of West Virginia Academy, unless written permission is given by the parent/guardian. Student information may be shared within the school on a limited, need-to-know basis.

With regard to student schoolwork, it is allowable to have volunteers and other students correct student work. Volunteers must be instructed in writing, and verbally by the classroom teacher, on the importance of student confidentiality. Students will correct work in class, utilizing the red/blue pen system (students take the tests or work the assignment in pencil, then pencils are put away and red/blue pens are taken out. Errors are circled in red, correct answers are given a checkmark, and corrections are made in blue ink following the correcting session.) Students may exchange papers to correct each other's work so long as the process for exchanging varies from assignment to assignment.

Any unneeded paperwork that has student names or identifying data on it should be shredded. Paperwork that includes student names or identifying data will never be thrown away in the garbage or recycled in the regular recycling containers.

Attendance Policy

1. It is vital to West Virginia Academy's success that students attend school each day. WVA has a goal of 95% attendance school-wide. Academic goals will only be achieved if our students attend school regularly.
2. If a student is unable to attend school, a parent or guardian must call the school on the day of the absence before 8:35 AM to report the absence. If a parent does not call the absence will be considered unexcused and the student will be considered truant.
3. Any student that has unexcused absences for more than ten days in a row will be removed from enrollment.
4. Attendance will be kept each day at West Virginia Academy, and will be reported to the administration by each teacher. Administration will track daily attendance and will report any extended absences to the School Executive Director.
5. Defining excused and unexcused absences will be in compliance with W.Va. Code §18-8-1 and §18-8-2, and attendance in W.Va. 126CSR42, WVBE Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510); provided, however, that no county may require more than a parental excuse for absences resulting from a documented chronic medical condition or a documented disability as defined in §126-81-4.9 and §126-81-4.10.
6. If a student has 8 unexcused absences (not necessarily consecutive) without prior written approval of the student's application for Extenuating Circumstances, the Director will send a letter outlining that the student has been placed on Attendance Warning status and reporting to the parent the number of absences the school has recorded.
7. If a student has 10 unexcused absences (not necessarily consecutive) without prior written approval of the student's application for Extenuating Circumstances, the School Executive Director shall send a letter to the parents informing them the student has been placed on Attendance Probation, the result of which may be loss of priority enrollment the following year.
8. Absences may affect a student's grade according to the class disclosure in Jr. High and depending upon work missed in the elementary grades.

9. If a student needs to be absent from school for a special purpose that is known to the family in advance, the parents need to fill out a "Scheduled Absence Request" and submit it to the school administration. Only when these forms are filled out and accepted by administration will a student be allowed to make up missed schoolwork. If a student has missed enough days to not qualify for 95% attendance, administration may not approve the absence as excused.
10. When parents complete a Scheduled Absence Request, it is the parents' responsibility to:
 - a. email the teacher and notify them of the planned absence
 - b. check the student's learning plan for homework and schoolwork assignments
 - c. email the teacher to clarify any homework or classwork assignments
 - d. collect the student's books and materials needed to complete the work

Truancy - Failure to Attend School

West Virginia is a compulsory education state. Students are required by law to attend school each day. If a student chronically fails to attend school, defined by West Virginia Academy as missing more than five days per school year with no communication from the parent regarding the absence, WVA may report the student is truant.

Equal Education Opportunity

West Virginia Academy is an Equal Opportunity employer in that it will follow WV Policy 4200 which declares: "No student is to be denied equal opportunity for participation in any program of the public school on the basis of sex, race, color, religion, handicapping condition, age or national origin." West Virginia Academy will provide all students equal access to equal opportunities for participating in any courses we offer. All course offerings will be available to both male and female students.

Exemptions to Dress Code

The school administrator will be allowed to grant an exemption from complying with the dress code requirements to a student for extenuating circumstances or religious reasons. The administrator will carefully consider all requests for exemptions, and grant those which meet the standard of necessity. For instance, unusual medical circumstances might constitute an exemption, as may a religious requirement such as the wearing of a headpiece. The administrator is directed to develop individual dress guidelines which, insofar as is possible, approximate the approved dress code for each student who receives an exemption from the dress code due to extraordinary circumstances.

Student Code of Conduct

Students will be instructed on the Student Code of Conduct at the beginning of each year. For the specific code see Addendum 3: Code of Conduct. West Virginia Academy's Code of Conduct is based on the following core principles:

1. All students and staff members benefit from a learning environment that is free from disruption and harassment, and one that is physically safe and emotionally nurturing. Students at West Virginia Academy will not be allowed to disrupt the learning process.
2. All students are capable of appropriate conduct in the school setting.
3. It is the responsibility of the teachers and administrators to explicitly teach the behaviors that are expected and the behaviors that are unacceptable to each student in each setting at the school.
4. It is the responsibility of the student to learn self-discipline and to adhere to the code of conduct.
5. It is the responsibility of the parent to fully participate in the process of teaching the student appropriate conduct and supporting disciplinary measures.

The goals of West Virginia Academy's Code of Conduct:

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 as opposed to punishment 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.

Organization Policies Applicable to Entire WVA Community

Drug-Free School Policy

West Virginia Academy is committed to a safe, productive and drug-free learning environment and will promote the general health and well-being of all members of its school community including faculty, staff, students, as well as families of these parties. This commitment is jeopardized when any member of the community's illegal use, manufacture, possession, distribution or sale of drugs on the school premises or within half a mile of the school premises. Therefore, in order to achieve the objectives of safety, productivity, health, and well-being in our school community, West Virginia Academy will establish the following policy:

5. It is a violation of Company policy for any person to manufacture, possess, sell, trade or offer for sale illegal drugs or alcohol or otherwise engage in the illegal use of drugs or alcohol on the school premises or within half a mile of the school premises.
6. It is a violation of Company policy for anyone to be on the school premises or within half a mile of the school premises under the influence of alcohol or illegal drugs.

7. It is a violation of Company policy for anyone to use prescription drugs illegally on the school premises or within half a mile of the school premises.

It is a violation of Company policy for anyone to be on the school premises or within half a mile of the school premises if they are taking prescription drugs that, according to their physician or pharmacist, might affect their ability to function in a safe and effective manner.

Technology Usage Policy

The Governing Board recognizes the need for a policy governing the use of the electronic information resources by students and staff. Responsibility will be delegated to School Administration for implementing the policy according to established guidelines.

Internet Safety and Acceptable Use references the use of electronic information software and hardware resources made available to staff and students by the West Virginia Academy, and includes student or staff members' personal electronic devices accessing the school's network. These resources include, but are not limited to, voice mail, electronic mail, the Internet, wireless transmission and other network files or accounts provided to staff or students, computer hardware, including computers, computer processors, computing devices, wireless hardware and software, printers, scanners, copiers and all other peripheral and computer networking equipment. Staff and student use of electronic information resources will be in support of education and/or research and will be consistent with the educational objectives of WVA. While access to all materials on a worldwide network cannot be controlled, Internet access in the school will be filtered and monitored on an ongoing basis.

Terms and Conditions of This Policy

1. Acceptable Network Use

- a. Staff and students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.
- b. Staff and students who formally publish school related information on the Internet must have proper approvals and abide by school publishing guidelines and procedures.
- c. Staff and students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and always using appropriate language.

2. Unacceptable Network Use

- a. Staff and students may not intentionally transmit or receive material in violation of law or school policy. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devices. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethically or otherwise objectionable.
- b. Staff and students may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, including disruptive or unauthorized

wired, BlueTooth, wireless transmissions, or activities of any kind that do not conform to the rules, regulations and policies of West Virginia Academy.

- c. Staff and students may not use the network for product advertisement or political lobbying.
- d. Staff and students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the school is prohibited.
- e. Staff and students may not intentionally harm or destroy school data, the network, or network performance. This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the school network to illegally access other systems.
- f. Staff and students may not post or transmit photographs, videos or other works of students or staff on the Internet or through communication channels (photographed or recorded at the school, in association with the school, or at school events of any kind) or other electronic files of any kind without the permission of the staff member's direct supervisor or student's academic administrator, and those person(s), parent(s)/ legal guardians or staff members who are the subject, or are incidental participants, involved or contained in electronic file(s).

3. Expectation of Privacy

- a. Staff and student files, disks, documents, etc., which have been used or created with school electronic resources are not considered private. Staff and students have no expectation of privacy in hardware or software, files, disks, documents, websites, blogs or any other electronic medium that are created, stored, downloaded, accessed and/or used in any form on the West Virginia Academy network, servers, Internet connections or other computer components owned or on the premises of West Virginia Academy.
- b. Likewise, staff and students shall have no expectation of privacy regarding electronic mail transmissions which have been created, received, or sent with school resources.

4. Discussion/Submission

- a. A parent or legal guardian will participate in a discussion with his/her student regarding proper behavior and use of the network as outlined in this policy.
- b. Staff and students may be required to submit a new Staff/Student Signature of Agreement Form each year or upon special request.

5. Disciplinary Action

- a. Signatures indicate that the staff member or student (and parent/legal guardian) has carefully read, understood, and agreed to abide by these terms and conditions regarding proper behavior and use of the network. Signatures on the Staff/Student Signature of Agreement Form are legally binding.
- b. Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from

school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.

- c. Staff who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or termination of employment with the school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.
- d. Staff members are required to return all school supplies and equipment, including technology equipment, issued to them or in their possession in the event their employment is terminated by either party, for any reason, before the former staff member's final check will be issued.

Volunteer Policy Agreement

The talents and services provided by volunteers is critical to West Virginia Academy accomplishing its Mission. All volunteers will be asked to read and sign the following agreements:

1. Non-Disclosure Agreement
2. Work Product Agreement
3. Safe School Environment and Code of Conduct Acknowledgement

FERPA: The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that West Virginia Academy, with certain exceptions, will obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, West Virginia Academy may disclose appropriately designated "directory information" without written consent. Parents will be given the chance to opt-out of the directory at any time.

West Virginia Academy has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Electronic mail address
- Photographs
- Degrees, honors and awards received
- Dates of attendance
- Grade level

The primary purpose of directory information will allow West Virginia Academy to include this type of information in certain school publications. Examples include:

- Honor roll or other recognition lists
- Graduation programs
- The annual yearbook
- A playbill, showing your student's role in a dramatic production

- Sports activity sheets

Directory information may also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, colleges, potential employers, and companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with names, addresses and telephone listings of students unless parents have advised the LEA in writing that they do not want their student's information disclosed.

West Virginia Academy will provide a " FERPA Form" annually as part of the registration materials thus allowing parents to restrict the disclosure of directory information.

Religious or Other Opt-out Policy

Parents will be able to exercise their ability to opt-out their student of any activity they determine is in conflict with their religious or cultural tenets. If it is a classroom activity (such as a book you don't wish your student to read), parents may exercise this opt-out by speaking with the classroom teacher. If it is a school-wide or ambassador activity, parents may opt-out after first observing the activity and then submitting a Request for Waiver of Participation Form (available at the main office). Administration will review the request to ensure that religious freedoms or exercise of rights of conscience are not infringed. Alternative activities may be required.

Protection of Pupil Rights Amendment (PPRA)

Statute: 20 U.S.C. § 1232h. Regulations: 34 CFR Part 98.

PPRA applies to the programs and activities of a State Educational Agency (SEA), Local Educational Agency (LEA), or other recipients of funds under any program funded by the U.S. Department of Education. It governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight protected areas:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or 5
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors. The rights under PPRA transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

LEAs must provide parents and eligible students effective notice of their rights under PPRA. The notice must explain that an LEA is required to obtain prior written consent from parents before students are required to submit to a survey that concerns one or more of the eight protected areas listed above, if the survey is funded in whole or in part by Department funds. For surveys that contain questions from one or more of the eight protected areas that are not funded in whole or in part with Department funds, LEAs must notify a parent at least annually, at the beginning of the school year, of the specific or approximate date(s) of the survey and provide the parent with an opportunity to opt his or her child out of participating. LEAs must also notify parents that they have the right to review, upon request, any instructional materials used in connection with any survey that concerns one or more of the eight protected areas and those used as part of the educational curriculum. (A model PPRA general notification for use by LEAs is enclosed and may also be obtained on FPCO's website at

<https://studentprivacy.ed.gov/legal-basics>

PPRA requires LEAs to work with parents to develop and adopt policies on the following items:

- The right of parents to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students and the procedure for granting a request by a parent for such access;
- Arrangements to protect student privacy that are provided by the LEA in the event of the administration of a survey to students containing one or more of the eight protected items of information noted above (including the right of parents to inspect, upon request, a survey that concerns one or more of the eight protected items of information);
- The right of parents to inspect, upon request, any instructional material used as part of the educational curriculum for students, and the procedure for granting a request by a parent for such access;
- Administration of physical exams or screenings of students;
- The collection, disclosure, or use of personal information (including items such as a student's or parent's first and last name, address, telephone number or social security number) collected from students for marketing purposes, or to sell or otherwise provide the information to others for marketing purposes, including the LEA's arrangements for protecting student privacy in the event of collection, disclosure, or use of information for these purposes; and
- The right of parents to inspect, upon request, any instrument used in the collection of personal information for marketing or sales purposes before the instrument is administered or distributed to a student and the LEA's procedure for granting a parent's request for such access.

LEAs must notify parents of their rights under PPRA and of these policies at least annually at the beginning of the school year. LEAs must also notify parents within a reasonable period of time if any substantive change is made to the policies. (This notification requirement may be included in the general notification of rights under PPRA.) In addition, an LEA must "directly" notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys listed below and provide an opportunity for parents to opt their child out of participation in the specific survey or activity. The notification must be provided at least annually at the beginning of the school year and must provide the specific or approximate dates during the school year when activities described below are scheduled, or expected to be scheduled. If the LEA is unable to identify the specific or approximate dates of the activities or surveys requiring specific notification at the beginning of the school year, it must provide this notification to parents once the activity or survey is scheduled. Parents should be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out, as well as be provided with an opportunity to review any pertinent surveys. A model specific notification for use by LEAs is attached and may also be obtained on the Web site noted at the end of this guidance. LEAs must offer an opportunity for parents to opt their child out of participating in the following activities:

- The administration of any survey concerning one or more of the eight protected areas listed above if it is not funded in whole or in part with Department funds. (LEAs must obtain active consent, and may not use an opt-out procedure, if the survey is funded in whole or in part with Department funds);
- Activities involving the collection, disclosure, or use of personal information collected from students for marketing purposes, or to sell or otherwise provide the information to others for marketing purposes; and
- Any non-emergency, invasive physical examination or screening that is 1) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and 3) not necessary to protect the immediate health and safety of the student, or of other students. This law does not apply to any physical examination or screening that is permitted or required by State law, including physical examinations or screenings permitted without parental notification.

PPRA does not preempt applicable provisions of State law that require parental notification.

Also, requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;

3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

Insurance

West Virginia Academy plans to work with Charter School Insurance Alliance to provide the specific and required insurance for our school. The insurance will include:

- Automobile Liability
- Financial Protection for Directors' & Officers
- Professional Liability Insurance
- Employee Benefits Liability
- Employment Practices Liability
- General Liability
- Molestation/Abuse coverage
- Property Damage
- Worker's Compensation

West Virginia Academy recognizes that employee benefits play an important role in employee retention. Our financial budget provides for employee health insurance, retirement plans, life insurance, as well as long and short term disability.

Student Document Retention

Student records will be maintained and archived in accordance with the guidelines of the West Virginia Education Information System (WVEIS)¹⁵¹ and West Virginia Policy 4350. When general school records or student work are deemed unnecessary and it is not required that the school archive them, staff shall ensure that any record containing student or staff names and/or confidential information are placed into appropriate locked bins for secure destruction.

Medical Log Records will be kept for individuals 3 years after a student reaches the age of 18 and then securely destroyed.

For details on all other document retention information, refer to the chart below:

¹⁵¹ WVEIS Website is available at <https://wvde.us/data-management-information-systems/education-data/> (last visited 7/22/2020)

Description	Retention Period	
	West Virginia Academy	WVEIS
ACCOUNTING RECORDS		
Cash Collection Records	Audit+ 3years	
Bank Records	Audit+ 3years	
Annual Financial Statements	Permanent	5 years online
Appraisal Records	Current until revised	
Disposal Records	Audit+ 3years	
Inventory of fixed assets - current file	Current	5 years online
Inventory of fixed assets - current file	Audit+ 3years	
Reports of lost, damage, or stolen property	Audit+ 3years	
Investment and Deposit Records	Audit	
Tax Records	Audit+ 3years	
Audit Reports	Permanent	
PURCHASING RECORDS		
Bid Documents	Current + 3 years	
Performance, payment, litigation and maintenance bonds on construction contracts	Completion of project + 6 years	
Schedule of prevailing wages on construction contracts	Completion of project + 3 years	
Purchase documents	Current + 3 years	5 years online
PAYROLL RECORDS		
Annual employee paid to date compensation reports - Fiscal year basis	25 years	
Principal increment schedules	25 years	
All other Payroll Records	At least 4 years	
Retirement Reports - annual earnings records	50 years	5 years online
All other Retirement Reports	At least 4 years	
IRS Forms and Social Security Reports	At least 4 years	
PERSONNEL RECORDS		
Application form, contract, personnel file, etc	25 years	

Advertising for hiring personnel and records concerning any personnel decision	1 year	
Gender/ethnic makeup of staff by building	3 years	5 years online
Workers Compensation Data	The latter of 7 years or settlement +4 years	
Employment applications - no hires	1 year unless renewed	
Medical/Benefit Records	Latter of 3 years or plan expiration + 1 year	
BUDGET RECORDS		
Budget preparation instructions, worksheets	Audit +3 years	
Proposed budget approved by State Board	Audit +3 years	5 years online
Final budget reports	Audit +3 years	5 years online
Budget supplement and transfer requests - signature page	Audit	
Budget supplement and transfer requests - budget journal entries	Audit + 3 years	5 years online
Bond levy computation schedules	Audit + 3 years	
Certificate of Assessed Valuation	10 years	
Levy order and rate sheet	10 years	
Municipal Bond Commission letter on bonds	Audit + 3 years	
TRANSPORTATION		
Accident Reports	Latter of 6 years after accident or 3 years after student reaches 18 years of age	
Bus operator staff development records	3 years	
Bus fleet inventory records - current file	Current	5 years online
Bus fleet inventory records - printed reports	Audit + 3 years	
Bus inspection reports	3 years	
Bus Schedules, co-curricular and extra curricular trip logs and reports	3 years	
Commercial driver's license (CDL) records	Current	
Driver physical exam reports	3 years	
Student transportation reports	3 years	

STATE AND FEDERAL GRANTS		
Categorical State and Federal Aid Reports	Audit + 3 years	
Child Nutrition Program Records	Current + 3 years	
Audit questions (exceptions), all related documents	Latter of audit + 3 years or until resolved	
Budget supplement and transfer requests	Audit + 3 years	
Medicaid billing information and payment reports	7 years	
GENERAL CORRESPONDENCE		
Routine correspondence	Local option	
Legal or significant policy issues	Period required by subject matter of correspondence	
OTHER EDUCATIONAL RECORDS		
Student Club Minute Books	10 years	
Athletic Records	5 years	
Athletic claim and accident reports	Latter of 6 years after accident or 3 years after student reaches 18 years of age	
Vending machines and concession stands	Audit + 3 years	
Faculty Senate Records	Audit + 3 years	
Faculty Senate Minute Book	10 years	
Child Nutrition Records	Current + 3 years	

Compliance for Special Populations

Comprehensive School Counseling Program

West Virginia Academy's philosophy places a high value on personalization. Each student comes to school with unique talents, skills and abilities. Individualized instruction will be adapted to accommodate each child's unique circumstances. Our Comprehensive School Counseling Program aims to support our students by giving them opportunities for academic achievement, ensuring mental health support, reinforcing healthy emotional choices, and advocating for their individual needs. The framework of our school counseling program is patterned after the The

ASCA National Model: A Framework for School Counseling Programs.¹⁵² It will consist of the following four components: define, manage, delivery and assess.

1. **Define:** West Virginia Academy will follow the ASCA Mindset and Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student Standards.¹⁵³ These standards identify specific attitudes, knowledge, and skills students should be able to demonstrate. Our faculty will use these standards to assess the growth and development of each student, then create programs that help students achieve their highest potential.
2. **Manage:** The Student Services Manager will oversee the success of the Comprehensive School Counseling plan. This individual will work with an Advisory Council to help guide the implementation of the program within West Virginia Academy. The Advisory Council will consist of four individuals: the Student Services Manager, the Curriculum Specialist, The Secondary School Director, and the School Nurse. The Student Services Manager will work with each of the other members of the council to address each of the three domains in the School Counseling program.
 - a. In the Academic Development Domain the Curriculum Specialist will work to ensure that the ASCA Mindset and Behavior Standards align with the curriculum strategies and activities and they support and maximize each student's ability to learn.
 - b. In the Career Development Domain the Secondary School Director to help students (1) understand the connection between school and the working world; and (2) plan for and make a successful transition to a post secondary education or future career path.
 - c. In the Social/Emotional Development Domain the School Nurse will help the Student Services Manager to give guidance on how students can manage emotions and apply healthy interpersonal skills.
3. **Delivery:** Student services will be provided directly and indirectly. Direct services include instruction, appraisal and advisement, and individual/small group counseling. Indirect services include those that are provided as a result of the advisory council's interactions with students as well as with other staff such as consultations, collaboration, and referrals. Importantly, our counselors will always fulfill additional roles relating to curriculum deployment, teaching, or administration in a way that provides for consistent interaction with students in settings outside the office.

¹⁵² For more information regarding the ASCA National Model, refer to:

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf (last visited 7/9/2020).

¹⁵³ American School Counselor Association (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. Alexandria, VA: Author. Available at: <https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf> (last visited 7/9/2020)

4. **Assess:** At the end of each school year the advisory council will meet to complete a performance appraisal. Essential components of performance appraisal include evidence of:
- a. Design of a school counseling program.
 - b. Data-informed annual goals along with the measured impact of direct services delivery.
 - c. Data-informed classroom, small-group and closing-the-gap activities and interventions.
 - d. Calendars reflecting appropriate use of time aligned with ASCA National Model recommendation of 80% of time in direct and indirect services to students.
 - e. Collection and analysis of results data from classroom, small-group and closing-the-gap activities and interventions.

English Language Learners

West Virginia Academy will establish an environment in which all languages and cultures are respected and promoted. WVA will use the Partial Bilingual Immersion approach for educating English Language Learners (ELL) students in our school. This approach uses the primary language of learners as much as resources allow. ELL students will be instructed with their non-ELL peers, as such teachers will be instructed and trained on how to integrate particular teaching strategies to ensure the best learning environment by all students. Additionally, an important aspect of the WVA Ambassador program will be open discussions of cultural differences in order to help develop students' abilities in recognizing and responding to prejudice and engaging in tolerant and civil interactions with one another.

Academic gains in learning have been found generally higher for ELL students enrolled in direct instruction (DI) interventions.¹⁵⁴ All WVA teachers will be trained in the DI methodology as well as the Guided Language Acquisition Design (GLAD) strategies. GLAD is an instructional approach that provides a variety of strategies to help bilingual students learn content while acquiring necessary language skills simultaneously. The 35 strategies are grouped into four goal-oriented categories, namely: focus and motivation, input of new knowledge, guided oral practice, and reading and writing development. Along with these instructional strategies, the OC will help to give extra practice and remediation to assist ELL students in their studies. It has been shown that Hispanic and Asian students who use computers for math, show higher math performances when compared with their English-speaking peers.¹⁵⁵ The OC will assist in all the foundational topics, including mathematics.

¹⁵⁴ Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Wills, H., Longstaff, J., Walton, C. (2007). Use of Evidence-Based, Small-Group Reading Instruction for English Language Learners in Elementary Grades: Secondary-Tier Intervention. *Learning Disability Quarterly*, 30(3), 153–168. <https://doi.org/10.2307/30035561>

¹⁵⁵ Kim, S., & Chang, M. (2010). Does Computer Use Promote the Mathematical Proficiency of ELL Students? *Journal of Educational Computing Research*, 42(3), 285–305. <https://doi.org/10.2190/EC.42.3.c>

As part of WVA Partial Bilingual Immersion approach we have integrated the English Language Proficiency (ELP)¹⁵⁶ Standards. The ELP standards were created to ensure English Language Learners (ELL) are successful in school. These standards provide a strategic set of language functions, namely what the students do to accomplish content specific tasks. They also provide language forms, such as vocabulary, grammar, and discourse specific to the content area. ELP standards have been integrated into West Virginia Academy's curriculum at each grade level. For example, Reader's Theater is an aspect of 4th through 8th grade literature curriculum that was added as a means of developing fluency through repeated readings. Researchers have found that ELL students made significant growth in all aspects of fluency: accuracy, automaticity and prosody and were more engaged being able to practice and apply new skills more effectively.¹⁵⁷

Student with Exceptionalities

Students with exceptionalities include those with disabilities as well as students that are qualified as gifted. West Virginia Academy supports West Virginia in providing full educational opportunities for all students in the state. West Virginia Academy will be compliant and implement proper procedures and policies as dictated in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), West Virginia State Code, Chapter 18, Article 20 and regulations for the Education of Students with Exceptionalities (2419).

Process for Identifying Students with Exceptionalities

West Virginia Academy will utilize the following procedure to identify students with exceptionalities. The WVA School nurse will conduct developmental screenings for all students entering Kindergarten as well as any students entering the WV public school system for the first time. The results will determine if there are any problems with hearing, vision, speech, and language. If WVA receives a parent/guardian request for an additional screening for any of our students between the age of 6 to 17, the requested screening will be completed within 30 days of receiving the request. If a need is discovered during the screening, the student will be referred for further evaluation.

As consistent with WV Policy 3520, the Student Assistance Team (SAT) will be led by WVA School Nurse (chairperson). The SAT will also include the Student Services Manager as well as any appropriate educators that are involved with the student's education.

Functions of the SAT consist of:

¹⁵⁶ For a list of the West Virginia English Language Proficiency (ELP) Standards with correspondences to K-12 English Language Arts, Math, Science, and Literacy see https://wvde.state.wv.us/federal-programs/resources/documents/ELPStandards-6thproof_NearlyFinal.pdf (last visited 7/9/2020).

¹⁵⁷ Coronado, C., Gelrud, K., Rodriguez, SP., (2017) Developing ELL Students' Fluency Through Direct Instruction and Repeated Readings using Reader's Theater. Available at <https://cui.dspace.direct.org/handle/11414/3289> (last visited 7/09/2020)

1. Receive training in referral procedures for multidisciplinary evaluations, alternative education placements, disciplinary procedures and other school processes as appropriate for ensuring student progress and maintenance of a safe school environment;
2. Collect and maintain data on the activities of the team, including dates of meetings and the results of its recommendations;
3. Conduct the problem-solving process that includes designing and monitoring implementation of interventions and/or reviewing interventions designed by other school teams;
4. Receive and process written referrals from outside sources suspecting a student may need special education, including referrals and requests for initial evaluations made by parents; and
5. Initiate initial evaluation for special education and related services for students, when warranted based on the outcome of interventions.¹⁵⁸

The SAT will also serve as the Evaluation Team as well as the individualized education program team. These individuals will be trained and use evaluation procedures in accordance with IDEA 2004 and West Virginia Code §18-20-1 to determine whether a student is gifted or has a disability. Once the evaluation is deemed complete, WVA will convene an Eligibility Committee (EC) meeting to determine whether the student needs (or continues to need) special education services. The EC consists of the parent/guardian, Student Services Manager, School Nurse, current educators of the student involved, and Curriculum (reading) Specialist. The EC's responsibility will be to prepare the Eligibility Committee Report which includes: the specific exceptionality determined, information on how this affects the student's learning, and what services and special considerations for which the student is eligible.

Students with Disabilities

For student who are suspected as having a specific learning disability (SLD), the EC will also conduct a SLD Report. West Virginia Academy's multi-level instruction will help in meeting the needs of each student's unique learning style. All students are able to achieve and maximize their abilities in the classroom. The Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities be provided a full educational opportunity through free appropriate public education (FAPE) in the least restrictive environment (LRE) and by using validated practices, material and technology in that environment. The student's general education teacher as well as the Curriculum Specialist will continuously monitor the progress of each student that qualifies for special considerations. Instructional support and adjustments will be made to maximize the learning within the general education classroom setting.

Students identified as having a specific learning disability (SLD), a team report will be established. Included in the report will be the following guidelines:

¹⁵⁸ Functions directly pulled from WV Policy 2419. Available at <https://wvde.state.wv.us/osp/Policy2419September2014.pdf> (last visited 7/9/2020).

1. Whether the student has a specific learning disability;
2. The basis for making the determination, including an assurance that the determination has been made in accordance with required evaluation procedures specified in Chapter 3, Section 4;
3. The relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning; and
4. The educationally relevant medical findings, if any;
5. Whether (a) the student does not achieve adequately for the student's age or to meet state approved grade-level standards; and (b) the student does not make sufficient progress to meet age or state-approved grade-level standards; or (c) the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards or intellectual development;
6. The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional/behavioral disorder; cultural factors, environmental or economic disadvantage; or limited English proficiency on the student's achievement level;
7. If the student has been provided Support for Personalized Learning.¹⁵⁹

Individualized Education Programs

After determining eligibility with the above process, the EC will then function as the IEP team in planning the special education and related services designed to provide access to and progress in the general curriculum.

West Virginia IEP meetings will be conducted within thirty days of determined eligibility. Subsequent reviews of each IEP will occur at the start of each new school year and as requested by the general education teacher or parent/guardian.

IEP Team Members will include:

1. Parent of student involved;
2. Student (when necessary);
3. Student Services Manager;
4. General Education Teachers for the current school year;
5. Curriculum Specialist or Student Nurse (when necessary)

During the IEP meetings the IEP team will complete all necessary forms provided by WVDE.¹⁶⁰ The team will also address the student's academic, developmental, and functional needs as well as their strengths, parental concerns regarding their child, and the results of the most recent evaluation. The student's goals/objectives will be evaluated and adjusted to ensure the student is advancing appropriately, making progress in the general education curriculum, having

¹⁵⁹ Written SLD Team Report requirements can be found at <https://wvde.state.wv.us/osp/Policy2419September2014.pdf> (last visited 7/10/2020)

¹⁶⁰ These can be found at <https://wvde.state.wv.us/osp/compliance/IDEAProcessForms.html> (last visited 7/10/2020).

equitable opportunity to participate in extracurricular/nonacademic activities, and engaging with other students with or without disabilities. Amendments can be made to the IEP plan as outlined by the amendment process, if such amendments change services from a service provider that provider must sign off on the change.

Special Education

If a student is found to need special education services in order to achieve annual goals, the IEP team will look at all direct and indirect services available within the general classroom setting. Other related services will also be offered, when necessary, through outside sources. WVA Student Services Manager will work with the parent/guardian of the student to provide transportation to and from the necessary services. West Virginia Academy Students with disabilities' Individualized Education Programs (IEP), individualized health care plans, and Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112 Plans (504 Plan) that require bus modifications will work with the Transportation Manager to receive all necessary support required for transporting the student to and from school. Operators of such buses shall assist and supervise students with disabilities. Operators will also complete first aid/CPR training as well as all other training as required in Policy 2422.7. Each year operators will receive follow-up training.

The WVA year-round model will also benefit students with disabilities that are entitled to Extended School Year (ESY) Services. Such students will be able to participate in any/all of the WVA Term Break programming available.

West Virginia Academy will strive to educate all students within the general classroom setting or the least restrictive environment (LRE). Modifications, supplementary aids, and other services deemed necessary in an IEP will be utilized within the LRE as much as possible. Students that qualify for Level III needs are beyond our capabilities at West Virginia Academy.

Gifted Students

The current definition of the term "gifted" is "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities".¹⁶¹

In order for a WVA student to be considered gifted they must meet the following criteria:

1. A score of 146 - 159 is considered highly gifted on the Wechsler Intelligence Scale for Children® Fifth Edition (WISC®-V);
2. At least one of the four core curriculum areas of academic achievement at the 90th percentile rank or higher as measured by an individual standardized achievement test, or at least one of the four core curriculum areas of classroom performance demonstrating exceptional functioning as determined during the multidisciplinary evaluation; and

¹⁶¹ Provided by the National Association for Gifted Children, Available at <https://www.nagc.org/> (last visit 7/09/2020)

3. The need for specially designed, differentiated instruction and/or services beyond those normally provided in the general classroom. Differentiated instruction for gifted students may include enrichment of the content emphasizing the development of higher-level thinking, including critical thinking, creative thinking, and problem solving skills and/or acceleration of content while the student remains in the chronologically appropriate grade. Related services may include, for example, guidance and counseling, independent study and distance learning.¹⁶²

West Virginia Academy will use collaboration, consultation, and mentorships to deliver special education services for those gifted students. WVA teachers will be assigned to a team where leveling (differentiated) instruction will be provided at each foundational topic area. Teachers will be trained and have access to the Curriculum Specialist to consult with in providing accommodations in the general classroom setting for a gifted student. Classroom curriculum modifications will be implemented based on the Six Gifted Education Programming Standards.¹⁶³ These standards will provide the Curriculum Specialist appropriate student outcome goals to determine if the student is receiving adequate academic support within the classroom and make modifications as necessary.

West Virginia Policy does not mandate identification for gifted and talented education programs, therefore, the gifted and talented programs will be made available to all students interested in joining. Those that qualify for gifted services as part of their IEP will be invited to participate in the gifted and talented programs after school free of charge. Other students who wish to opt-in to the afterschool programs will need to pay a program fee.

Food Services

Access to nutritious meals is an essential component for students to achieve their full potential in education. Household food insecurity at any age is a predictor of lower vocabulary, reading, math and English scores in early adolescence.¹⁶⁴ In compliance with the West Virginia Feed to Achieve Act, we will provide two nutritious meals per day. Families who choose to participate in WVA Food Services Program will need to follow the directions provided on the National School Lunch Program (NSLP) parent information page. These include: 1) Complete and submit a family Free/Reduced Lunch form, 2) Set up an account online at <https://www.schoolcafe.com/> for all West Virginia Academy students in the family, and 3) Order and provide payment for date-specific lunches on the site calendar. The site tracks families and automatically calculate free/reduced lunch pricing for eligible families. All school meals will be ordered online

¹⁶² Criteria directly pulled from WV Policy 2419. Available at <https://wvde.state.wv.us/osp/Policy2419September2014.pdf> (last visited 7/9/2020).

¹⁶³ The Six Gifted Education Programming Standards can be found at <https://www.nagc.org/sites/default/files/standards/Intro%202019%20Programming%20Standards%281%29.pdf> (last visited 7/10/2020)

¹⁶⁴ Aurino E, Fledderjohann J, Vellakkal S.(2019) Inequalities in adolescent learning: Does the timing and persistence of food insecurity at home matter? *Econ Educ Rev*;70:94–108. Available from: <https://www.sciencedirect.com/science/article/pii/S0272775718302073> (last visited 7/10/2020)

and in advance and extra food will generally not be available for purchase on campus, although a small percentage of extra meals will be purchased for students who forget to bring lunch from home. West Virginia Academy does not seek to cover costs unrelated to food services through its administration of its NSLP and the program will be run at cost.

The Food Service Manager will oversee the delivery and distribution of all school meals. The Student Leadership class will regularly survey the student body to determine student meal preferences so that meals among the healthy options offered that are more appealing to students are available more often. The Student Leaders will learn about the NSLP guidelines and standards, then work with the Food Service Manager to help plan out the school meal menus within those guidelines.

Breakfast

West Virginia Academy will participate in the National School Breakfast Program during (1) our Before School Program and (2) the Breakfast After the Bell program. Breakfast will be offered each school day starting at 7:00 AM for those participating in the Before School Program. Prepayment options will be available online through the School Cafe website. Students that qualify for free and reduced breakfast will be able to pre-select breakfast on the days they will be attending the program. Students can also choose to bring a breakfast from home and enjoy it during the program time.

Breakfast will also be offered in our Breakfast After the Bell Program. Students who are not participating in the Before School Program will be able to select the grab and go breakfast option. This quick-grab breakfast can be taken to their homeroom class and enjoyed after the bell. These will be offered at the free/reduced/full prices consistent with the school lunch program. If a student wishes to bring a breakfast option from home, they are welcome to enjoy it during the homeroom class each morning. Faculty will encourage the options brought from home to follow the national nutritional standards. As part of West Virginia Academy's Innovative Breakfast Delivery Strategies, students who are taking the bus to school will be encouraged to participate in this After the Bell Program. This will increase the percentage of students ready for learning on a full stomach.

Lunch

Lunch often can be the largest meal a student eats during the day or the only one given to them during the day.¹⁶⁵ WVA parents are expected to provide a nutritious lunch option for their student(s) each day. They may do this in one of two ways: (i) send a lunch to school with their student or (ii) sign up for the school lunch program. We provide daily lunches that are similar to bag lunches as a convenience to families through the National School Lunch Program. This program is designed to provide a healthy, mid-day, low-cost meal option for our families.

¹⁶⁵ McGuire, S. (2011). Institute of medicine. 2009. school meals: Building blocks for healthy children. Washington, DC: The national academies press. *Advances in Nutrition* (Bethesda, MD.), 2(1), 64-65

Parents who send lunch to school with their students should ensure that the lunch is nutritious. We will recommend that parents provide a lunch that contains recommended foods for growing children, including fresh fruits and vegetables. Lunches that consist of a bag of chips and a sweet drink are not considered nutritious. Sometimes older students are left with the responsibility of packing their own lunch and they choose items that are not nutritious or substantial enough to get them through the afternoon. Some parents have felt this is a natural consequence and use this as a way to teach their child responsibility. WVA will encourage parents to find other ways to teach those important lessons so that their child's education does not suffer. It is the parent's responsibility to ensure the student has healthy food in their lunch each day. Supervising lunch staff will encourage students to eat their lunch during the allotted time.

Beverages

NSLP orders will include milk through the Special Milk Program (SMP). Parents who provide lunch will also be able to pre-order milk for their students by the month or year prepaid. There will be no refunds for student absences. No soda will be allowed at school. No drinks with red dye will be allowed at school (as they can stain surfaces and carpets). Drinks containing stimulants of any kind, including caffeine or herbal stimulants, will not be allowed at school.

Afterschool Snacks

WVA will also participate in the Smart Snacks component of the NSLP. Students who participate in the AfterSchool Programming are eligible to receive the afternoon snacks. Snacks provided will meet Federal requirements and pricing will be included in the AfterSchool Program rates.

Meals During Term Breaks

West Virginia Academy will participate in the Summer Food Service Program (SFSP). This is the carryover program for when school is not in session. During each term break schedule breakfast and lunch will be available as well as afternoon snacks. Parents will need to pre-order the meals through the School Cafe website or provide a meal for their child.

Additional Programs for Low Income Families

Any unused food that is appropriate for redistribution will be first made available for those who could benefit from taking it home. This will be done discreetly. After those individual students are cared for, if there is still extra food available it will then be offered for any students who participate in our AfterSchool Program to take. All other leftover food will be donated to a local food pantry.

Depending on the demographic of our students, there may likely be many grants and programs at the federal, state, and local levels that will be available for low income students and their families providing food at dinner time and over term breaks when not participating in programming at the school. WVA will participate in these programs to the extent that funding for such programs is approximately sufficient to cover the costs of the same. By way of example,

Pantry Plus More is a local organization that provides nutrition assistance for low income families with school age children and WVA would be a willing partner with Pantry Plus More in deploying its programming for qualifying students.¹⁶⁶ There are also a number of grants as well as federal and state sources of funding that students may be eligible to receive and WVA would seek out these opportunities for our students in need.

Special Considerations and Food Allergies

West Virginia Academy will provide the utmost care and caution when allowing outside foods to be provided to students. Students with special dietary needs and food allergies will be considered at all times when outside foods are provided in a general setting. Personalized Health Plans will be created for students with special considerations and food allergies. These plans will be contained in red health folders and given to all teachers that are responsible for that individual at meal times. All policies regarding personal information will be secure and protected, but also readily accessible to faculty and staff who are overseeing food consumption.

Transportation Services

West Virginia Academy will provide transportation for all of its students in the form of bus transportation for students that live within the Primary Recruitment Area (PRA) and reimbursements for students outside the PRA that must use alternative forms of transportation to arrive at school. School buses for the provision of transportation that are purchased will be in accordance with the West Virginia Minimum Requirements for Design and Equipment of School Buses.¹⁶⁷

Personnel

Operations Manager

WVA Operations Manager will be responsible for ensuring the effective and efficient school site operation, including, facilities, field trips, and safety. It will be their responsibility to assist the Executive Director in hiring all transportation personnel. This individual will also purchase and maintain automobile insurance coverage as per WV Code §18-5-13. It will also be their duty to ensure that transportation to any off-site school activities, such as field trips and experiential learning activities, are safe, compliant, and coordinated efficiently. WVA will be very active in this space and effective coordination of these activities fulfills a vital role in achieving our mission and objectives as a school.

Transportation Director

West Virginia Academy's Transportation Director will work directly with the Operations Manager to ensure the transportation safety of all students. This individual will train all operators and attendants on W. Va. 126CSR99, Policy 4373, Expected Behavior in Safe and Supportive

¹⁶⁶ Our organization has not See <https://www.pantryplusmore.org/information/>

¹⁶⁷ See WVDE Policy 4336, Attachment A.

Schools (Policy 4373) in providing proper discipline on buses. Then keep track and record appropriate licenses and training required for all operators, including first aid/CPR training as well as all other training as required in Policy 2422.7; and subsequent follow-up training. For students with disabilities the WVA Transportation Director, Student Services Manager, and parent/guardian will work together to provide all necessary transportation to and from school as directed in their IEP (See Students with Disabilities).

Bus Routes and assignments will be organized by the Transportation Director in accordance with state regulations. Throughout the year, the Transportation Director will continue to monitor the efficiency of the routes and will address any concerns or problems regarding various routes and stops. The Director will also confirm student participation in any emergency evacuation drills and follow up with the operator bus inspections to verify the checklists and maintenance is in compliance with §126-92-24. Lastly, the Transportation Director will ensure all transportation information is gathered and submitted through WVEIS, including: (i) the Bus Fleet Report that will be submitted through WVEIS by June 30th of each year, (ii) the transit times for all students transported to and from school will be entered by the end of the second month of school and updated as necessary, (iii) any bus accident reports will be entered in a timely manner, and (iv) any other required reporting through this system.

Bus Operators

All operator candidates shall be initially certified by the WVDE Office of School Facilities and Transportation as designee of the State Superintendent of Schools (State Superintendent) at the request of the WVA Executive Director to regularly employ them. The candidate shall successfully complete a minimum of 40 hours of non-driving instruction with a WVDE-certified operator trainer. Instruction shall be in person from a WVDE-certified operator trainer, online training modules, or a combination thereof and shall include Policy 5902, Policy 4373, and W. Va. 126CSR28, Policy 2525, West Virginia's Universal Access to a Quality Early Education System. The candidate shall then successfully complete a minimum of 12 hours on-the-road training including two hours of night driving in the operation of bus with a WVDE-certified operator instructor on board and no student passengers.

Bus Operators will meet all criteria specified in §126-92-17 as well as the physical qualifications located in §126-92-18. Operators will complete a physical examination prior to each school year ensuring they pass all the items outlined §126-92-19. WVA will provide complete driver training, certification, and criminal history record check for each operator. If transportation of a student with disabilities is required operators will complete first aid/CPR training as well as all other training as required in Policy 2422.7. Each year operators will receive follow-up training. At least annually, operators will be monitored and evaluated for performance by the Operations Manager. Evaluations will include verbal discussions with the operator, ride with the operator, review of bus video, or any combination thereof. The Rx/OTC policy template will be used to make sure that any prescribed drug, any over-the-counter medication, or combination of drugs being taken will not adversely impact their job performance. Operators will be trained to administer epinephrine auto-injectors (EpiPens) by the certified school nurse (Registered

Nurse-RN), as directed in W. Va. Code §18-5-22c and Policy 2422.7, if the county board elects to adopt such policy. EpiPens are the only medication which counties may elect to allow school nurse RNs to delegate and train operators to administer during an emergency situation.

Bus Operators will be required to make the appropriate inspection of the bus and complete specified duties as outlined in §126-92-24 prior to every assigned trip, thus ensuring the safe transport of all passengers. Other regular inspections and maintenance will be done regularly by a certified mechanic as outlined in §126-92-26. Bus operators will work with the Foods and Transportation Director to compile all required monthly reports. They will be submitted to the Executive Director no later than three working days following the last day of the school month.

School Bus Attendants

According to the American School Bus Council, students are about 70 times more likely to get to school safely in a school bus than riding in a car.¹⁶⁸ While the bus ride is safe from accidents, inside the school bus is becoming a "hotspot" for poor student behavior and lack of emotional safety.¹⁶⁹ Bus operators are responsible for driving safely as well as addressing concerns of harassment, bullying, illnesses, and other forms of behavior during the ride.¹⁷⁰ Another problem exists, on the school bus students with negative behavior are documented; however, school bus operators are rarely updated or included in discipline or decision making by the school administration.¹⁷¹ Parents and school administration expect students to be transported in a safe and civil manner daily, but research shows that students feel significantly less safe on the commute to and from school on a daily basis than in other settings.¹⁷²

West Virginia Academy will address this important issue by assigning a School Bus Attendant to each bus route. This individual will ride the bus and be in charge of any passengers riding the bus. The attendant will be trained in W. Va. 126CSR99, Policy 4373, Expected Behavior in Safe and Supportive Schools (Policy 4373) to provide discipline on buses. Attendants will also be trained on some bus procedures in case of an emergency.

The Bus Attendant will verify the safety of all entering and exiting the bus. They will keep note of all students at each stop and ensure younger riders have a parent/guardian present to receive them. Parents will provide written guidance to the attendant regarding any special care a student may need while riding the bus. The Attendant will monitor student behavior while on the

¹⁶⁸ American School Bus Council. (2017) Safety Features of the School Bus. Available at <http://schoolbusfacts.com/wp-content/uploads/2017/01/SafetyFeatures.pdf> (last visited 7/10/2020).

¹⁶⁹ Brown JR, Karikari I, Abraham S, Akakpo T. (2018) Left Off the Route: A Qualitative Examination of Urban Bus Drivers Wanting to be Players in the Bully Prevention Solution [published online ahead of print, 2018 Jul 1]. *J Interpers Violence*. doi:10.1177/0886260518787204

¹⁷⁰ Way, S. M. (2011). School discipline and disruptive classroom behavior: The moderating effects of student perceptions. *The Sociological Quarterly*, 52(3), 346–375. doi:10.1111/j.1533-8525.2011.01210.

¹⁷¹ Atkinson, C. (2009). Strategies for discipline problems on the school bus. *School Bus Fleet*. Retrieved from <http://www.schoolbusfleet.com/Channel/SchoolBusSafety/Articles/2009/09/Strategies-for-Discipline-Problems-on-the-School-Bus.aspx> (last visited 7/10/2020).

¹⁷² Walters, G.D., Kremser, J. and Runell, L., (2020). The fear of being bullied on the school bus: Perceptions, correlations, and sex differences. *International Journal of Bullying Prevention*. doi.org/10.1007/s42380-020-00066-3

bus and notify the Managing Directors of any violations. Student discipline will be the responsibility of the Managing Director along with the Bus Attendant. If the action warrants suspension from the bus, the parent/guardian will be notified by the Managing Director. A suspended student will be readmitted to the bus only after the Managing Director has met with the student and the parent/guardian to resolve the issue. If a student has been recommended for discipline three times in one year by the attendant, the student's rights to transportation services may be suspended for the remainder of the year.

Curricular and Extracurricular Trips

West Virginia Academy plans to utilize the buses for curricular and extracurricular trips on a regular basis. All guidelines outlined in §126-92-14 will be evaluated and followed prior to each trip. The Operations Manager will file a report through the WVEIS at the end of each month on curricular and extracurricular trip.

Student Conduct on Buses

Students will be taught and regularly reminded of proper conduct on buses as outlined in §162-92-7.

Assurances

- ☒ The charter school will not be a home school or a virtual school.
- ☒ The charter school will not espouse any religious preference or engage in any religious practices in the charter school who would not be excluded at a non-charter public school.
- ☒ The charter school will comply with all federal requirements, including, but not limited to, federal nutrition standards, the Civil Rights Act of 1964 (Pub.L. 88-352, 78 Stat. 241 (1964)); the McKinney Vento Homeless Assistance Act, U.S.C. 11431 et seq.; the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Pub.L. 108-446; the Americans with Disabilities Act of 1990 (ADA), Pub.L. 101-336, 104 Stat. 328 (1990); and Section 504.
- ☒ In accordance with Section 504 and the ADA, no otherwise qualified individual with a disability seeking to engage in a major life activity shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination by a charter school. Charter school's educational program, admissions, employment policies, or operations.
- ☒ The charter school will, under no circumstances, charge tuition.
- ☒ The charter school will only impose fees that are imposed by non-charter local public schools.
- ☒ The charter school will not, whether through the enrollment process or general operation of the school, put in place requirements or practices that would exclude any child from enrollment

at all, create, maintain, and implement a service plan and provide accommodations for each student determined to be eligible for such services.

☒ The charter school will timely comply and respond to requests received pursuant to the Freedom of Information Act (W.Va. Code §29B-1-1, et seq.).

☒ The governing board will conduct its business in compliance with The Open Governmental Meetings Act.

☒ The charter school will adhere to the same immunization requirements that are applicable to non-charter public schools.

☒ The charter school will adhere to the same compulsory school attendance requirements that are applicable to non-charter public schools.

☒ Students attending the charter school will receive the same minimum number of days or an equivalent amount of instructional time per year as required of students attending non-charter public schools under W.Va. Code §18-5-45.

☒ The charter school will comply with the West Virginia Student Data Accessibility, Transparency and Accountability Act as set forth in W.Va. Code §18-2-5h and W.Va. 126CSR94, Policy 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data (Policy 4350).

☒ Pursuant to W.Va. Code §18-5G-3(c)(11), contractors and service providers, and employees of the same, will be prohibited from making direct contact with students and will not be permitted unaccompanied access to school grounds when students are present until it can be verified that such individuals have not previously been convicted of a qualifying offense pursuant to W.Va. Code §18-5-5(c).

☒ Pursuant to W.Va. Code §18-5G-3(c)(8), the charter school will use the West Virginia Education Information System (WVEIS) to report all data required by statute or policy or the charter contract.

☒ Pursuant to W.Va. Code §18-5G-3(c)(10), the charter school will meet the same accounting and financial reporting requirements required of non-charter public schools, including, but not limited to, participation in the State Auditor's financial transparency website.

☒ Pursuant to W.Va. Code §18-5G-11(a)(6), the charter school shall not discriminate against any person on any basis which would be unlawful, under state or federal law, for non-charter public schools in the school district.

☒ Provided, this prohibition shall not be construed to limit a charter school from establishing any of the limited set of enrollment preferences allowed in W.Va. Code §18-5G-1 et seq. and this policy.

☒ The charter school will propose a process for resolving disputes with the authorizer that the authorizer agrees with. Consider instances of data integrity and validity, compliance with applicable law, and school quality determinations that the authorizer may make over the course of the school's charter.

☒ The charter school will adhere to the same building codes, occupancy requirements, regulations, and facility fees that apply to non-charter public schools under Chapter 18 of the W.Va. Code, including, but not limited to, West Virginia State Fire Marshal inspections and certificate of occupancy certificate requirements.

☒ The charter school shall obtain all required occupation and operation certificates and licenses prior to the first instructional day for students.

☒ Assurance that no elected official is receiving, or will receive, monetary compensation if the charter school proposed in the charter school application is authorized.

By checking each of these boxes, I assure that the charter school meets and will continue to meet these requirements and uphold the law.

West Virginia Academy, Ltd.



By: John Treu

Its: President and Chairperson of Board

7/29/2020

Date

HUMAN CAPITAL

School Executive Administrators

School Executive Director

The Executive Director will be an extraordinary individual that is ready to lead the school, oversee the implementation of its vision, build a rich heritage of education, and prepare the organization for the future. The Executive Director is a full time compensated position that reports directly to the Board of Governors. The Executive Director will directly manage a team of academic, operations, programs, and community engagement professionals and is ultimately responsible for the school's staff. It is anticipated that the Executive Director will also assume the role of President of the organization and have all of the rights and responsibilities associated with that office as specified in the Bylaws.¹⁷³

The Executive Director is responsible for the entire operation of the school and serves as the key external representative on behalf of the school to the school community, the communities in the Morgantown MSA, and the Monongalia County and Preston County School Districts. This individual will be a proven leader with a commitment to West Virginia Academy's mission and vision of providing a well-rounded education composed of academic excellence, character, leadership and community awareness. They will also be an exceptional manager, motivating leader, and strong relationship builder, ideally with demonstrated success in a similarly-situated school or organization.

The Executive Director will work with the West Virginia Academy Board of Governors, Primary School Director, Secondary School Director, teachers, Advisory Committee of Families (ACF), and community leaders in the following specific areas:

1. Executive Leadership - As the school's President and Chief Executive Officer, key responsibilities include:
 - Embody, advocate for, and execute the mission, vision and strategic direction of West Virginia Academy;
 - Support the Board's strategic planning process by proposing relevant priorities and implementing key annual action plans that align with the school's multi-year strategic plan;
 - Support and supervise the primary and secondary director, and, by extension, indirectly supervise and support all educational and support staff;

¹⁷³ See Addendum 4, Part B, Section 4.07.

- Foster a positive atmosphere within the school by creating a trusting, collaborative, open, and respectful feeling amongst staff generally and professional relationships between individual staff members;
 - Serve as the staff's primary liaison to the Board of Governors bringing updates, concerns, recommendations, resource requirements, and major issues to the board's attention in a timely manner; and
 - Reinforce the Board's governance and fiduciary responsibilities by participating in monthly board meetings; preparing monthly administrative reports; and developing recommendations for board consideration that combine the best interests of students and the needs of WVA with the focus and direction the Board desires.
2. **Operations** - The Executive Director will supervise key operational staff directly and develop and oversee all administrative and organizational support activities including:
- Human Resource policies and procedures;
 - Technology (including planning, support, and all other administrative aspects);
 - Facilities including custodial, maintenance, and cafeteria operations;
 - Vendor management including physical supplies and required services;
 - Coordination and development of balanced calendar; and,
 - Community outreach and routine fundraising activities.
3. **Financial Management** - The Executive Director will manage the day-to-day finances of the organization including the following specific responsibilities:
- Develop an annual budget for board approval;
 - Manage an annual operations budget ensuring fiscal stewardship and sustainability for the organization including timely accounts payable;
 - Facilitate, prepare for, and attend annual audits and implement any audit findings;
 - Provide financial reports to the Board of Governors, Monongalia County School District, and other agencies as mandated by law and relevant policies;
 - Inform the Board of Governors of general fundraising needs and requirements;
4. **Compliance** - The Executive Director is directly responsible for ensuring that the school is in compliance with all federal, state, and district laws and policies as well as adhering to best practices in matters of risk management. Specific Compliance duties include:
- Ensuring all legal and contractual obligations are met;
 - Filing all necessary reports, claims, and forms to Monongalia County School District, West Virginia Department of Education, and other governing bodies;
 - Ensuring the school's facilities meet health and safety requirements;
 - Protecting the school, employees, and board by ensuring all prudent insurance policies are in place at sufficient levels;
 - Developing and following safety and risk management best practices (including volunteer risk management, cybersecurity, and all other building safety risks); and,
 - Assisting the Board in preparing for formal board approval all relevant and prudent school policies and related procedures.

5. External Relations - The Executive Director is the school's key spokesperson and primary public face to both the extended school community and external stakeholders.

As such, key responsibilities include:

- Provide regular communications with families and other stakeholders;
- Attend various school and community events;
- Nurture positive relationships with all community leaders including donors, elected officials, business owners, and residents of Morgantown;
- Maintain positive relationships with and explain and clarify information received from various agencies including Monongalia County School District, West Virginia Department of Education, and other trade and governing bodies;
- Work with the Board of Governors to establish fundraising goals, cultivate donors, and secure charitable contributions.
- Oversee the organization's website, electronic communications, and social media properties to present and protect the school's brand; and,
- Implement such marketing and communications plans as may be necessary to continue attracting a diverse and sufficient student population to the school and supporting all necessary development efforts.

Teacher Recruitment

There is a tremendous benefit to establishing a charter school in Morgantown, WV due to the access of recent college graduates from the surrounding universities. In 2018-2019 school year alone, the College of Education at West Virginia University had 112 students take the exams to become certified teachers. We plan on drawing from the local graduates as much as possible by attending WVU Career and Internship Fairs. We also plan to partner with Fairmont State University and collaborate with their Professional Development School (PDS) Partnership to host student teachers in our school, successful candidates may then be offered future positions.

Just four hours away from Morgantown is the University of Virginia (Curry). Currently their Educational Administration and Supervision Program is ranked 6th in the Nation. We plan to recruit heavily for our top administration positions from this school. They have an Educators Expo and Interview Fair every February where we will attend, interview and recruit graduates from this program.

As an IB School, we will also be joining the Mid-Atlantic Association of IB World Schools. This Association helps not only helps with training and collaboration among teachers, it also hosts a job network site where qualified individuals from all over the world can see and apply for open positions.

As a charter school we also have access to the National Alliance for Public Charter Schools. This Alliance has a large job board site for all charter schools around the United States. Teachers interested in specifically working at a charter school will be able to apply for open positions at our school.

School Staff Structure

Primary and Secondary School Directors

Grades K-5 benefit from the leadership of a Primary School Director and the older grades will be guided and directed by the Secondary School Director. These individuals will be considered Managing Directors and work directly under the direction of the Executive Director in advocating for the education of children attending the school and executing the mission, vision, and strategic direction of West Virginia Academy. These inspiring leaders will help to foster a positive atmosphere by creating a trusting collaborative, open, and respectful feeling amongst staff generally and professional relationships between individual staff members. These positions may likely also serve as officers of the organization, as determined by the Board of Governors.

174

Key responsibilities include:

- Help to cultivate leadership in other faculty and staff by hosting and setting the agenda for staff meetings; as well as moderate the team meetings and communicate with administration regarding team discussions and decisions and sure that minutes of meetings are kept and distributed to team members and administration;
- Oversee the before school and after school programs, scheduling, enrollment and organization;
- Responsible for the term break programs, including monitoring, scheduling, enrollment, and building usage;
- Assist in the coordination and development of the school calendars and primary/secondary school scheduling;
- Monitor student achievement; assist in hiring and evaluating school staff and faculty;
- Assist primary/secondary teachers in school management by overseeing and advising on the CHAMP curriculum.
- Act as the building level coordinator and will make sure all WV-MAP assessments and international assessments, pilot tests, or field tests are sanctioned by the WVDE.
- Responsibility for reviewing, signing, and returning the *WVBE Building Level Coordinator's Secure Materials and Test Procedures Agreement*.
- Serve on the Advisory Council for the School Counseling Comprehensive Program; assist in Career Development domain;
- Note: the Secondary Director will also oversee the International Baccalaureate Programs and work with the curriculum specialist in training and recognizing student achievements within the program.

Business and Account Manager

The Business and Accounting Manager will work under the direction of the Executive Director in performing a variety of technical, complex, specialized accounting and analytical duties in the

¹⁷⁴ See Addendum 4, Part B, Article IV..

areas of budgetary analysis and development, accounting and financial management, payroll and other business functions including student accounts, tax reporting, and attendance accounting. The Business and Account Manager will serve as the Treasurer for the organization with the powers and responsibilities as set forth in the organization's Bylaws.¹⁷⁵

Key Responsibilities include:

- Oversee the updates and distribution of human resource policies and procedures;
- Assisting the Executive Director in developing an annual budget for board approval, then assisting and ensuring sustainability for the organization fiscal responsibilities;
- Assist in the facilitation and preparation of the annual audits;
- Aid in providing financial reports to the Board of Governors, Monongalia County School District, and other agencies as mandated by law and relevant policies;
- Assisting in protecting the school, employees, and board by ensuring all insurance policies are in place and at sufficient levels.

In order to ensure proper internal controls with respect to the Business and Account Manager's functions, another qualified staff member shall be trained in all accounting functions and shall perform all the duties of the Business and Account Manager during time off and intermittently throughout the year to assist with reporting duties at busier periods.

Student Services Manager

The Student Services Manager will be certified according to WVBE Policy 5202 and act as the school counselor; being ultimately responsible in implementing and overseeing the Comprehensive School Counseling Program as explained in WVBE Policy 2315. This individual will also be trained in special education policy and laws from the county board¹⁷⁶ to ensure that the students receiving special education services and Section 504 accommodations achieve academic success, across all subjects, as measured by achievement of IEP goals, benchmark assessments and grades, and state exams. This person will report directly to the Primary and Secondary School Managers.

Key responsibilities include:

- Drive student achievement for students receiving special education services;

¹⁷⁵ See Addendum 4, Part B, Section 4.10.

¹⁷⁶ W. Va. Code §18-20-2 (c) states: The county board shall provide a four-clock-hour program of training for any teacher aide employed to assist teachers in providing services to exceptional children under this article prior to the assignment. The program shall consist of training in areas specifically related to the education of exceptional children, pursuant to rules of the state board. The training shall occur during normal working hours and an opportunity to be trained shall be provided to a service person prior to filling a vacancy in accordance with the provisions of section eight-b, article four, chapter eighteen-a of this code. And (d) The county board annually shall make available during normal working hours to all regularly employed teachers' aides twelve hours of training that satisfies the continuing education requirements for the aides regarding

- Advise and counsel students regarding academic, educational, and short-term social and emotional problems;
- Responsible for ensuring school is in compliance with all state and federal law governing special education compliance;
- Consults, facilitates, and maintains communication with parents, teachers, administrators, and pertinent agents on specific student and parent academic and educational matters including academic modifications and/or accommodations;
- Develop effective IEPs and Section 504 Service Agreements that translate into measurable results for students;
- Develop Functional Behavior Assessments (FBAs);
- Develop, implement, and monitor Positive Behavior Support Plans (PBSPs);
- Ensure special education documents are implemented with fidelity across all settings;
- Mentor and coach students on self-regulation and organization skills;
- Provide ongoing communication with teachers and administrators that strengthens the support systems for students receiving special education services;
- Manage relationship with related service partners (Psychologist, Speech, Occupational Therapist, Physical Therapist) and therapeutic support staff (TSS, STS, BSC);

Information Technology Specialist

The Information Technology Specialist will report directly to the school's Executive Director. They will be responsible for creating a media center which is the hub of learning in the school, developing a school library media program which emphasizes the integrated use of technology, and instructing students and staff in effective use of the media center, information and technology literacy skills, and use of equipment while providing leadership and guidance for effectively integrating technologies with instruction.

Key responsibilities include:

1. Develop a school library media program that addresses 21st century skills, including learning and innovation, and information, media, and technology literacy;
2. Oversee and Maintain the Online Component (OC) system to ensure it is up to date and working properly;
3. Assist the Executive Director in planning, supporting, and other administrative aspects of technology in the school and classroom;
4. Maintain and assist in technology in the school and classroom; including teaching secondary students digital literacy and design courses;
5. Maintain frequent and timely communication with stakeholders through an effective online school library media program presence and other formats such as presentations, e-mail, newsletters, reports, and articles;
6. Prepare a program budget that supports the school library media program goals;
7. Collect and analyze data to periodically evaluate the school library media program for continuous improvement against measurable goals and communicate program results with administrators, staff, and the community;

8. Implement and maintain automated catalog, circulation system, and textbook check-out services, including student obligations and responsibilities for material.
9. Lead colleagues through staff development programs that incorporate best practices in the use of information resources, multimedia technology applications, and online learning.
10. Work as an instructional partner by collaborating with teaching staff in preparing and delivering lessons that incorporate effective use of information resources and build information literacy and reading skills.
11. Establish annual and long-term measurable goals for the school library media program that are aligned with the district and school mission and objectives.
12. Develop policies and procedures that ensure maximum accessibility, efficient operation, effective services and facility use. This includes policies and procedures for physical access, electronic access, selection, acquisition, circulation, resource sharing, and materials challenges.
13. Cooperate and network with other libraries, librarians, and agencies to provide expanded access to resources for students and teachers.
14. Instruct students and staff in information and technology literacy skills, including reading for understanding, the research process, engaging inquiry, collaboration, critical thinking, developing multiple literacies, and understanding copyright, fair use, and licensing of intellectual property.
15. Create and maintain a school library center that provides a teaching and learning environment that is inviting, safe, readily accessible, and conducive to student learning.

Curriculum Specialist

The Curriculum Specialist will be an inspiring educator with a passion for systems and instruction. Reporting to the Primary and Secondary School Directors, the Curriculum Specialist will be responsible for maintaining the curriculum knowledge management systems, and leading the development, editing, quality control, and implementation of high quality curricula and associated professional development. The ideal candidate will have an unwavering commitment to ensure that students receive quality instruction, make accelerated educational progress, and reach or exceed their academic goals.

Key Responsibilities include:

- Curriculum Development and Implementation of the Core Knowledge Curriculum and the International Baccalaureate Curriculum.
- Be trained in and a trainer of the Direct Instruction Method.
- Maintain 180 day curricular plans for each class and ensure instructional material is consistent with Common Core State Standards (CCSS) and provide individualized instruction in order to adapt the curriculum to the needs of students.
- Use data, CCSS knowledge, and internal reviews to make recommendations for how to develop curricular goals.
- Improve and edit curricula on an annual basis to ensure the program is meeting intended objectives.

- Develop and maintain a collection of resources appropriate to the curriculum, students, and teaching and learning styles inherent within the school community;
- Observe and offer training and support to all teaching staff.
- Serve on the Advisory Council for the School Counseling Comprehensive Program; assist in Academic Development domain.
- Actively pursue opportunities to continue to learn best practices in academic content through research, professional development, and other learning opportunities
- Curriculum Professional Development by planning and executing preservice teacher training.
- Provide content knowledge support to school leaders through professional development.
- Train school leaders, when appropriate, on academic program practices tied to our curriculum.

Faculty Senate

All permanent, full-time professional educators employed at West Virginia Academy will be members of the WVA Faculty Senate. During the pre-service training at the beginning of each year the Executive Director will conduct a meeting to elect a chair, vice chair, and secretary of the Faculty Senate for that school year. These individuals will serve on the Local School Improvement Council to help support continuous improvement. The Faculty Senate President serves as a School Administrator while they are in office. The Faculty Senate President is appointed by election by the Faculty Senate and serves a term of up to three years. The Faculty Senate President will report directly to the Executive Director. The Faculty Senate will operate and follow the duties outlined in §18-5A-5.

Local School Improvement Council (LSIC)

The ACF will serve as the LSIC for West Virginia Academy. The ACF President will serve as the chair of the LSIC. Once a year the LSIC will conduct a public meeting to discuss West Virginia Academy's academic progress and performance. Other items to discuss in the meeting are outlined in §126-12-11.

Service Providers

1. National Institute for Direct Instruction
2. Core Knowledge Foundation
3. International Baccalaureate organization
4. BeGlad- EL strategies
5. CHAMPs Safe and Civil schools - At risk, behavioral
6. Destination Imagination - Gifted and Talented
7. Science Olympiad - Gifted and Talented
8. Schoology for grading
9. School Cafe - food service program

10. Canvas for the OC
11. Mobymax
12. Mystery Science
13. BrainPop, Jr, ELL

Operations Capacity

Operations Manager

The Operations Manager is a non-credentialed position on the administration team. The Operations Manager will be responsible for ensuring the effective and efficient school site operations. They will ensure that the school's families and visitors experience a high-quality customer experience with every interaction and in line with our values and mission. The Operations Manager will report to the Executive Director, they will be the non-instructional leader of the school.

The Operations Manager will oversee child nutrition, facilities, field trips, and safety. They will also support key compliance projects and manage school operations team members, including front office staff, School Nurse, Facilities Coordinator, and the Transportation and Food Services Manager. This position requires a results-driven, systems-oriented leader with interpersonal and project management skills.

Key Responsibilities include:

1. Oversee all office operations and ensure all students, families, staff and visitors are treated in a manner that reflects the values of West Virginia Academy
2. Oversee the Front Office Manager and ensure regular attendance reports are submitted to WVEIS on time, accurately and in compliance.
3. Oversee implementation and compliance of the attendance and truancy protocols.
4. Support the student recruitment efforts.
5. Oversee the staff member responsible for the cumulative records. Ensure accuracy and compliance in the handling of all school records in accordance with FERPA for both entering and exiting students.
6. Oversee the volunteer procedures at the site. Ensure staff are trained and follow the procedures.
7. Ensure that site is safe and secure and in compliance, including management of site safety plan (100% emergency drills completed on time, safety plan updated annually, and annual safety inspection passed) to include the coordination of site emergency drills. Liaise with local emergency response departments as needed.
8. In the absence of the School Nurse, coordinate site health services.
9. Oversee the Athletics/Activities Coordinator to ensure processes are being followed and planning is occurring in a timely manner.

10. Oversee all facilities related tasks including acting as the liaison with the landlord, city officials and other entities as required for school operations; traffic flow and procedures; coordination of on-site events; etc.
11. In conjunction with the Lead Custodian, establish cleanliness guidelines and schedules and ensure they are implemented and continued on a regular basis.
12. Ensure that field trips are safe, compliant, and coordinated. Oversee Transportation and Food Services Manager in transportation management for field trips and other school activities.
13. Assist in hiring transportation operators that meet all the standards laid out in policy 126-92-17;
14. Manage the Food Services Manager. Ensure NSLP policies and procedures are being followed.
15. Responsible for updating the Parent/Student Handbook in preparation of each new school year.
16. Oversee distribution of interim report cards and end of year transcripts.
17. Support planning, preparation and administration for standardized tests
18. Participate with administration in the design of the school master schedule.
19. Other duties as assigned.

Facilities Coordinator

The Facilities Coordinator will be responsible for coordinating or direct services, maintaining assigned facilities for West Virginia Academy. Priorities include ensuring the facilities, equipment, and vehicles are well-maintained, safe, secure, clean, and properly branded; assisting with event preparation; and soliciting the use of WVA facilities for revenue and achieving earned income objectives, while overseeing all aspects of this process. They will also be responsible to maintain and clean the school property.

Key Responsibilities include the following:

- Oversee vendor relations for assigned facilities to include ongoing monitoring of service and contract compliance (i.e., cleaning, security, lawn care, etc.), responsible for building vendor relations and communication, recognition of vendors for their service, and strengthening vendor affiliation to the organization.
- Coordinate and ensure that preventive maintenance is executed including direct services and vendor services (HVAC, lawn/grounds, lawn equipment, and other equipment, etc). Audit facilities to identify needed improvements. Fill in gaps for vendors as needed.
- Turf management of lawn, fields, surrounding grounds as assigned. Ensure any other facilities' grounds are maintained via direct or contracted services.
- Oversee building and equipment safety and security for assigned facilities. Includes coordination of alarm management; management of key distribution and key inventory, alarm codes, and collecting keys from departing employees or earned income users; and ensuring accurate and compliant emergency evacuation routes are developed, posted, and communicated to staff.

- Will be the first recipient of building alarm notifications for assigned facilities and will ensure staff are properly trained on assigned facilities alarm usage.
- Maintain vehicular maintenance on any assigned vehicles. Coordinate preventive maintenance schedule or repairs.
- Consult with the Operations Manager for needed support in facilities areas.
- Ensure facility signage, vehicle signage, and sponsorship signage is well-maintained and represents the Emerald brand. Communicate with supervisor and Director of Communications on any identified needs and coordinate communication to determine what repairs or replacement is needed and ensure improvements are made.
- Parking coordination
- Lead and assist with facility preparation for various events, including sports tournaments, meetings, earned income rentals, and other events. Including set up, breakdown, field preparation such as striping fields, clean-up, etc.
- Develop and manage a hospitality work crew for sporting and other events as needed. Including setup and cleanup of events. Responsible for concession operations and staff. Will ensure appropriate staff is identified and operate the concessions as needed, inventory is maintained, and earned income is accounted for and deposited per organizational policy.
- Procurement for facility related supplies, materials, equipment, and inventory management, while maintaining budget expectations.
- Develop and maintain sports facility open/close schedule and identify individuals for opening and closing of sports facilities as needed. Maintain system and process ongoing.
- Maintain and oversee cleaning of the building.

Front Office Manager

The Front Office Manager will play a central role in ensuring that both students and families have a wonderful experience at West Virginia Academy and have everything they need to succeed. In addition to serving as the coordinator of school administrative systems and routines, the Office Manager functions as the primary contact for all of the school's constituents and the first impression for those entering the building. In this role, the Office Manager must be able to communicate effectively with students, teachers, families, trustees, donors, and visitors. The Office Manager reports to the Operations Manager.

Key responsibilities include:

- Greet and check-in all West Virginia Academy visitors in the front office, and help ensure safety of students and staff.
- Ensure that the Front Office is kept tidy and professional.
- Answer the main school phone line and direct calls/take messages as needed.
- Draft and distribute all school-related communication, including mailings, electronic communication, and phone/robo-calls to students, families, and staff.

- Collect and record all cash receipts for the locker deposits, uniform payments, student lunch payments and other fees and extracurricular fundraising and submit weekly to the finance office
- Support the Operations Manager in implementation and operationalization of school systems.
- Copy and distribute bathroom passes to Lead Teachers
- Create lists of awards (Honor Roll, Attendance Awards, Class Awards, and Advisory Awards), create awards, and import awards into the Student Information System (SIS) each term.
- Order and track all front office supplies, including all storage and closets, and receive/distribute all incoming mail and packages
- Execute other administrative duties as assigned by the Operations Manager or other member of the School Executive Administration.
- Serve as school attendance coordinator: make daily phone calls to families when students are absent, including following up with families of students who have been absent on consecutive absences, and manage student attendance records. Ensure adherence to network wide attendance policies and compliance with student attendance regulations
- Collaborate with School Officers to ensure smooth enrollment and un-enrollment of students
- Input all student data and collaborate with the Operations Manager to manage record requests

School Nurse

The School Nurse works under the Operations Director to provide services for effective health programming for all students attending West Virginia Academy. The School Nurse will assist parents and professionals in meeting the health needs of children and youth with an awareness of all district requirements and West Virginia State Board of Education policies. The School Nurse will work with the Curriculum Specialist in developing prevention programs such as drug awareness and pregnancy prevention. They will work with the School Counselor and Special Education Manager to develop IEP's and 504 plans. The School Nurse must have at least a Bachelor's Degree in Nursing (BSN) and a Certification in School Nursing (CSN).

Key responsibilities include:

- Serve as an advocate for all children and youth.
- Consult and collaborate with educators, parents, children, and other professionals or agencies to improve student outcomes.
- Provide direct professional nursing services, illness, and emergency care to students and staff in response to the nursing assessment and in accordance with professional standards, school policy, and procedures and state law regarding nurse practice.
- Maintains confidentiality regarding all school and health-related issues.

- Evaluates health status of students by means of maintaining school health and immunization records.
- Follow-up and enforce established West Virginia Department of Public Health immunization requirements.
- Assess the health needs and accommodations of students with regard to their individual health issues.
- Develop, implement, and evaluate Individual Health Plans and Individual Emergency Plans as necessary.
- Maintain and distribute health alerts to those with a need to know and to build crisis folders.
- Acts as a resource person for parents and students to secure needed medical, vision, dental, or other treatment information using appropriate follow-up measures.
- Interpret and act as a liaison between local schools and representatives of the medical profession, between parents, and school personnel regarding health-related issues.
- Coordinate activities for emergency care for illness and/or injury for the prevention of communicable diseases.
- Protect students and staff by attention to environmental health factors.
- Perform parent interviews regarding student's health and complete Health History summaries for students with Individual Education Plans and Section 504 Plans.
- Supervise the student's self administration of necessary medications at school per physician orders and school policies.
- Participate in the formulation, yearly review, and revision of the total school health program.
- Teach the secondary education health classes.
- Serve on the Advisory Council for the School Counseling Comprehensive Program; assist in Social/Emotional Development domain.
- Establish, monitor, and assess records to ensure that the goals of the health program have been met.
- Implement federal, state, and county health-related mandates.
- Maintain confidentiality following all federal, state, and local laws, including, but not limited to HIPAA and FERPA.
- Plan and perform vision and hearing screenings as followed up health care as required by state guidelines.
- Complete required yearly federal, state, and county health reports.
- Act in concert with legal requirements and ethical codes of the profession.
- Report all violations of rules and regulations to the Operations Manager.
- Engage in professional growth including continuous inquiry, professional development practices, application, and sharing of research-based practices.
- Demonstrate cultural competence and behaviors consistent with the core values, visions, and mission of West Virginia Academy.

Foods and Transportation Director

West Virginia Academy's Foods and Transportation Director has two major responsibilities: Transportation Supervisor and Food Service Coordination. The Foods and Transportation Manager will have a background in nutrition, food, and/or food service management or completed the WVDE-approved training as provided by the OCN. They will also have completed the USDA Food Safety Training.

As a Transportation Director key responsibilities include:

- Ensuring the implementation of Policy 4336;
- Hiring transportation operators that meet all the standards laid out in policy 126-92-17;
- Track and record appropriate licenses and training required for all operators, including first aid/CPR training as well as all other training as required in Policy 2422.7; and subsequent follow-up training.
- As all operators of the buses will be in charge of any passengers riding the bus. The manager will train and verify understanding of all operators on W. Va. 126CSR99, Policy 4373, Expected Behavior in Safe and Supportive Schools (Policy 4373) in providing proper discipline on buses.
- Confirm student participation in emergency evacuation drills at least twice a year, with the first drill completed by October 31st and the second by April 30th.
- Assist in the transportation of West Virginia Academy Students with disabilities that live within the primary recruitment area.
- Follow up with operator bus inspections to verify the safety of all passengers transported on the school buses and check the list provided in §126-92-24 is completed in a timely manner.

As the Food Services Manager, key responsibilities include:

- Overseeing the nutritional needs of the students at West Virginia Academy by administering, planning, directing, assessing, implementing, and evaluating the child nutrition program;
- Verification that the child nutrition program meets the nutritional and educational needs of students;
- Collaborate with the health and physical education faculty to implement a wellness policy according to the federal requirements. Making sure this policy will includes: promotion of student wellness, prevention and reduction of childhood obesity, specific goals for nutrition promotion and education, physical activity, and other school-based activities, and description of public involvement, public updates, policy leadership and evaluation plan;
- Check and verify that school meals and other foods and beverages available at West Virginia Academy during the day are consistent with federal and state standards;
- Create and enforce policies for food and beverage marketing that allow marketing and advertising of those foods and beverages that meet federal nutrition standards;

Staffing Plans, Hiring, Management, and Evaluations

Employment Agreements

Employment by West Virginia Academy is at-will, meaning any procedure or practice, whether set forth herein, or not, is employed at the discretion of the Governing Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice.

Employment at West Virginia Academy requires access to information that is confidential or otherwise considered by the federal government, state government, school, community, parents, guardians or students to be privileged and confidential. Confidential information may be received and maintained by staff under a promise of confidentiality to perform many job duties while employed at the school. Maintaining the confidentiality of such information is primarily the responsibility of the user of the information. Staff members who access confidential information undertake this responsibility as a condition of employment. This Agreement shall govern the conditions of disclosure by the school of certain "Confidential Information" including but not limited to student names, student information, Individualized Education Plans (IEP's), school records, staff information, staff records, financial information, data, trade secrets and any and all intellectual property relating to the school, its operations, staff and student body.

School employees enjoy days off and vacations according to the school calendar throughout the school year. West Virginia Academy Employment Agreements outline 180 instructional days per year during which staff need to be in attendance at school. If West Virginia Academy is to reach its goals and achieve its mission, it is critically important that the staff consistently attend school on scheduled school days. Vacations and days off for recreational purposes should be scheduled during school term breaks and holidays. We believe that as a rule, educators should attend school every day school is in session unless sickness prohibits attendance.

Background Checks

All applicants are asked in the employment application to disclose any criminal history they have. A licensed or non-licensed educator who is arrested, cited or charged with any offense must report the arrest, citation, or charge within 48 hours or as soon as possible to the licensed educator's supervisor and Executive Director. The Executive Director or designee shall report conviction, arrest, or offense information received from a licensed educator to the state Superintendent within 48 hours of receipt of information from the educator.

Employees who are not currently certified as teachers are required to provide their fingerprints electronically within two (2) weeks of accepting an offer of employment for a criminal background check. The West Virginia State Board of Education requires a background check for all school employees when they begin employment with the school. Fingerprints are taken at an

authorized site. The Business Manager will be responsible to provide authorized site information. Personal information and fingerprints may be retained for ongoing monitoring and comparison against future submissions to the state, regional or federal database and latent fingerprint inquiries.

An employee may request to review any results of this inquiry, however, W. Va. Code § 33-12-37 does permit West Virginia Academy to provide a copy of those results. Before a determination is made, an employee will be afforded a reasonable amount of time to challenge the completeness and accuracy of the record through the procedures established by West Virginia Academy as well as contacting the WV State Police Criminal Investigation Bureau (CIB), the State Identification Bureau (SIB) associated with any results that are outside of West Virginia, or the Federal Bureau of Investigation (Nationwide Criminal History Response Information).

Until the completion of the background check, employees will be denied unsupervised access to minors. Employees will provide a list of all criminal convictions which contains a description of the crimes and the particulars of the convictions and employment is contingent upon the criminal background check not identifying any undisclosed crimes.

Staff Evaluations and Continuous Improvement

West Virginia Academy educators will receive coaching several times throughout the year, which may include written and/or verbal feedback from the Curriculum Specialist or another member of the executive team. Evaluations may occur at any time during the year with or without notice.

All teaching staff will be evaluated at least annually using the West Virginia Academy Teacher Evaluation for their corresponding level. These evaluations will generally occur during the last term of the school year and will be performed by the School Primary Director or the School Secondary Director, depending on the teacher's responsibilities.

Evaluations will include assessments in four categories as follows:

- **WVA Teacher Evaluation(s):** An overall score between 1-5 based upon the teacher evaluation document will be assigned to each employee by the School Primary or Secondary Director.
- **Academic Achievement:** Each teacher will earn a score related to student academic achievement. Student achievement data including WVGSA results, Core Knowledge Assessment scores (grades 2-5), IB MYP scores (grades 6-10), and SAT (gain scores) will be used to calculate an overall student achievement score. The score will be between 2-5, with 5 representing outstanding student gains of more than 1 year's progress in 1 year's time for 50% of students or more, 4 representing excellent student gains of 1 year's progress in 1 year's time for 90% of students or more, 3 representing

satisfactory student gains of 1 year's progress in 1 year's time for 80% of students, 2 representing any other level of student achievement.

- **Professionalism:** All teachers will be given a score related to professionalism and compliance with school policies and procedures. Attendance at meetings and trainings including punctuality will be considered in this score. Scores will be between 3-5 with 5 representing outstanding professional conduct meaning attendance which meets or exceeds school goals, 95+% on-time arrivals to school, copies and other expenses within budget, and general compliance with staff policies and procedures. A score of 3 will be given to all staff members who do not fit in either of the preceding categories (4 or 5).
- **Parent Satisfaction:** Each teacher will be given a score based upon the parent satisfaction survey. Score will range from 3-5, with 5 representing teachers whose average score for overall satisfaction was 90-100%, 4 representing teachers whose average score for overall satisfaction was 80-89%, and 3 representing teachers whose average score for overall satisfaction was 70-79%

The scores identified in these different categories of teacher evaluations will be used to calculate merit pay and incentive raises.

Merit Pay

One of the important differentiating features of public charter schools is the possibility of innovating with respect to teacher incentives. Teacher pay in public schools is tied almost exclusively to the teacher's education level and years of teaching. However, foundational principles of effective management indicate that "you get what you measure" and so thinking critically about the measuring stick applied to teacher incentives is an important process for optimizing student outcomes.

For West Virginia public educators, pay incentives are based almost exclusively on their education level and their time in the job and, while experience and education are important predictors of success, neither of these factors tie directly to student outcomes nor do either of these measures demand accountability on the part of teachers in general. Outstanding teachers will arise in any system as many teachers are intrinsically motivated to such an extent that the incentive structure is immaterial to their output, but extrinsically motivated individuals tend to flourish primarily when the incentives are aligned with organizational goals. Even very intrinsically motivated individuals will tend to perform a little better when the extrinsic incentives are aligned with the desired outcomes of their organization and so incentive structures matter. Thus, in order to maximize the effectiveness of any organization it is very important to align the incentive structures with the desired outcomes, but there are virtually no means of implementing incentives that can promote effective teaching and administration within the public education system in West Virginia.

West Virginia Academy intends to implement merit pay that more closely aligns with student outcomes and organizational goals. Merit pay will be based initially on a combination of (i) instructional quality as measured by teacher evaluations by administration, (ii) student academic achievement as measured by outcomes on standardized and other assessments, (iii) professionalism, cordiality, and service as determined by attendance at meetings, engagement as a member of teams, and participation in teacher training as measured or aggregated by the curriculum specialist and business manager, and (iv) parent satisfaction as measured by the parents of students instructed by the teacher. These factors will be quantified annually into a Merit Pay Score that will be used for disbursing incentive raises and merit pay bonuses.

We will continue to think critically about how our teacher's spend their time to maximize student achievement and ensure that incentive structures are aligned with optimal performance. Education level and time in teaching will set the initial salary level for our teachers, but then all incentive raises and bonuses will be based on the teacher's annual Merit Pay Score. Additionally, other incentives may be tied to work related to extra-curricular activities or term breaks. Effort and cordiality among our faculty are factors that measure into overall teacher performance. Teachers that under perform in our system will be supported with opportunities for improvement and our base pay will be competitive with neighboring states to attract top talent and motivate all of our teachers to continuously improve. We plan to place more funding in teacher salaries and classrooms by maintaining a flatter organizational structure, but we will also seek external sources of funding in support of these goals. We believe such a structure will improve teacher job satisfaction as the expectations will be clearly stated up front and teachers will be supported to achieve higher expectations.

Merit Pay Policy:

1. All full-time instructional staff members are eligible to receive merit pay.
2. Part-time teachers may receive merit pay as the Governing Board directs.
3. The amount of incentive raises that each employee receives will be calculated and included in the October payroll check.
4. Employees will be eligible for merit bonus pay based upon the performance of their work during the prior school year.
5. The amount of merit bonus pay each employee receives will be kept confidential.
6. The factors considered in determining merit pay are: WVA Teacher Evaluation, student achievement, business office score, and parent satisfaction survey results.
7. Any staff member who does not return to their position, or another full-time position at WVA the following year may not receive merit pay, subject to the discretion of the Governing Board.
8. Support staff and administration may receive bonus pay annually, as determined by the Governing Board. The support staff bonus schedule will be recommended by the School Director and approved by the Governing Board.

Merit Pay Scores are based on end-of-year evaluations. Scores will be weighted as follows:

- WVA Teacher Evaluation—25%

- Academic Achievement of Students—30%
 - Professionalism—20%
 - Parent Satisfaction—25%
1. The School Executive Director and Business Manager will determine the Merit Pay dollar levels/Merit Pay Score correspondence, with at least three levels established. Additional tiers within levels may be established.
 2. Each teacher will receive merit pay based upon his/her tier and level. Because there is a set pool of funds that are utilized for Merit Pay, there are several variables that will determine the exact amount of Merit Pay teachers will receive, including the number of eligible teachers who qualify each year and the amounts of the Administrative and Support Staff bonuses, which are drawn from the same pool. Merit Pay amounts cannot be set until the scoring is completed and the administration knows which teachers will be returning for the following year. Although the exact amounts are not set until that time and are based in part on funding and the budget, Merit Pay Bonuses for teachers will not be less than \$1000 for the lowest tier/level. In the first year of teaching where an evaluation has not been performed, teachers will receive a standard merit pay bonus of \$500.

Professional Learning

West Virginia Academy recognizes the education and training involved in becoming a certified teacher in the state of West Virginia. These programs provide teachers with the coursework and training to meet general state requirements. West Virginia Academy also recognizes the unique perspective an individual has after studying a specific area and working to gain real-world experience. Both have added benefits for the students that attend WVA.

West Virginia Academy has adopted the policy that in the West Virginia Academy Secondary Program we will hire teachers that are not certified and licensed as long as such teachers have at least a bachelor's degree in the content area in which they are teaching. Hired instructors that fall under this category will comprise no more than 35% of the teachers at the school. They will have three years to complete an alternative program to gain their alternative educator license by following the requirements outlined in the West Virginia Alternative Certification (AC) and West Virginia Policy 5901.

Educators teaching in the West Virginia Academy Primary School will be required to have a valid teacher license. If an educator is hired and participates in the West Virginia AC program. They will act as an instructor and work under a certified teacher until their license is completed and valid. There can only be one instructor per grade.

Required Training

West Virginia Academy offers two weeks of training prior to the start of every school year. All of the teaching staff are required to be certified each year in the following areas:

1. Direct Instruction programs (primary level)
2. IB MYP programs (secondary level)
3. IB DP/CP programs (secondary level)
4. CHAMPs classroom management
5. WVA Transitions and Procedures
6. Data Collection and Reporting

Classroom teachers must also be certified in the following areas:

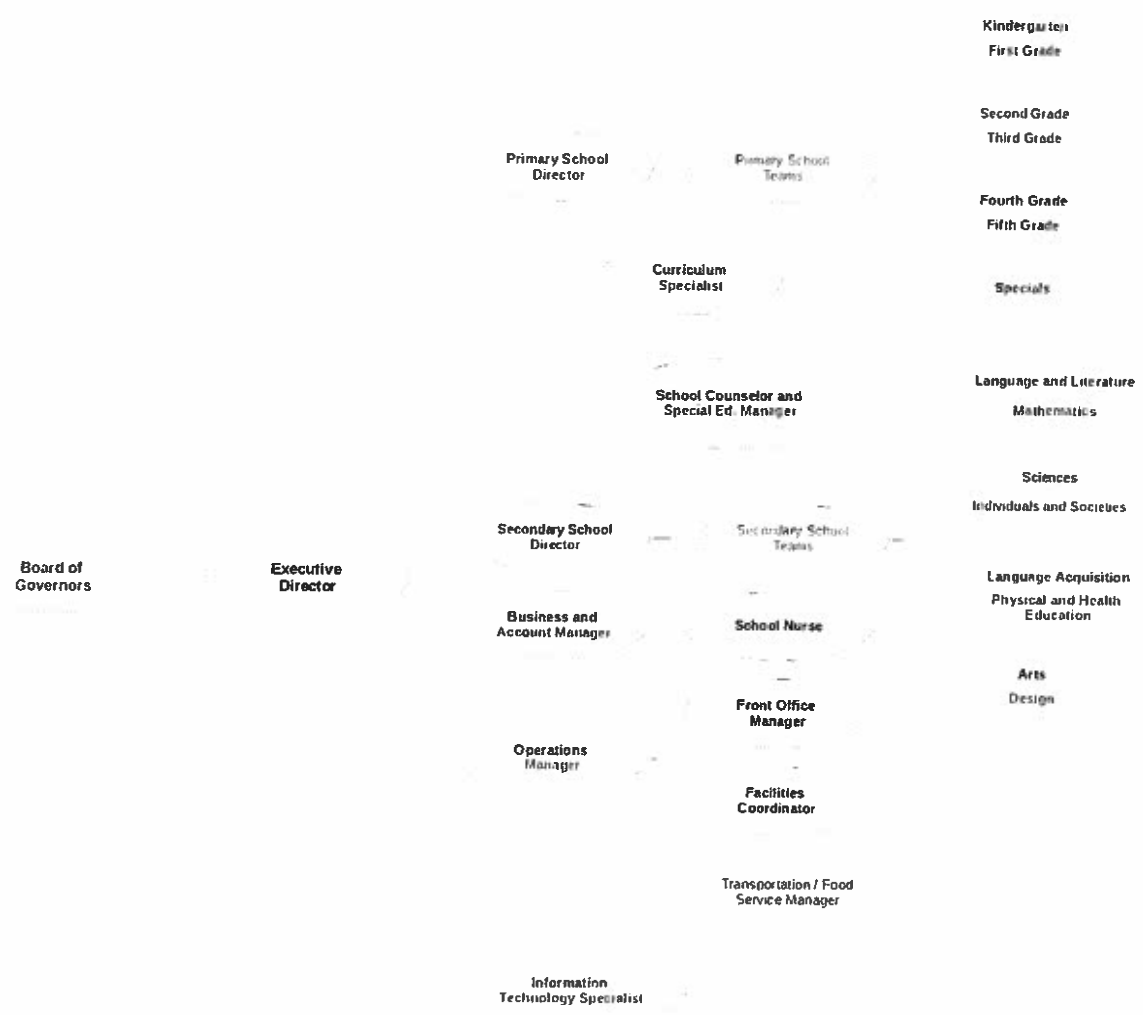
1. Core Knowledge subjects (primary levels)
2. IB MYP subjects (secondary levels)
3. IB DP subjects (secondary levels)
4. IB CP subjects (secondary levels)
5. Direct Instruction methods
6. CHAMPs Classroom Management
7. State and National testing ethics
8. State required trainings (compliance)

OC Trainings

Faculty and Staff at West Virginia Academy will be able to access training available (at no cost to the employee) on the OC during term breaks. Certificates in the above areas are available. It is the teacher's responsibility to ensure they complete the certificates needed each year. Upon completion, certifications will be emailed to the employee for their records and a copy in the employee's file for West Virginia Academy's reference.

Alternative Trainings: Any teaching employee who would like additional training in a specific area may attend certification training held by other state or national organizations. These training must be approved by the School Executive Director and will be subject to available funding and assessed need.

Organization Structure



FACILITIES

Our governing board has made significant initial progress toward the attainment of a facility including analyzing the WVDE building regulations in depth, receiving counsel on zoning restrictions for various potential sites being vetted, as well as pricing for leases and buildings that may be added to our site. Given the very short time frame between when the final charter agreement will be entered into and the opening day for the school, construction of a permanent building is simply not feasible for our charter school for the first year or two. Many charter schools lease land or buildings for the first five years or so and then transition to a permanent building after establishing steady enrollments and a track record of success and stability. We will adopt this approach through one of two potential avenues that we are actively pursuing. We anticipate that our organization will be in a position to enter into contracts for a site immediately upon the execution of a charter agreement and the receipt of the minimum number of applications for viability. Status updates on key steps in our progress of procuring a facility will be provided to the Authorizer from time to time over the next six months. This section documents our progress and outlines the direction of our efforts, but does not disclose potential sites as negotiations for those sites are ongoing and need to remain confidential at this time.

We are pursuing two potential avenues for the procurement of a facility and have priced out the more expensive of these options in our budget. The first avenue would be to lease an existing building within or near Morgantown that requires only minor renovations and has sufficient outdoor space to conduct our activities. Modular classrooms could be used to supplement the existing building space in the event that the space does not already suit the needs of our school, including growth, which will likely be the case. We would enter into a five year lease for such a property with the goal of progressing toward the construction of a permanent facility at the end of this period. The facilities that meet this description within or near Morgantown typically do not have the 15 usable acres for a highschool and so an exception would need to be granted on account of the site being urban by the WVDE to permit our use of such a facility as we expand into highschool grades.¹⁷⁷ The second avenue we are considering would be to purchase land outside of Morgantown that meets the requirements for acreage for a highschool and then utilize modular facilities in the short term while permanent buildings are constructed on the facility over time.

Under either scenario, capital outlays for permanent buildings or renovations would be modest during the first five years while the school is expanding enrollments and then increase dramatically in years 6 through 10. After the first five years, our expansionary period into the high school grade levels will conclude and, because foundation funds are based on the prior year enrollment levels, our cash position will strengthen after the end of this expansion. Also, completing the initial 5 year renewal period will demonstrate greater stability in the eyes of potential lenders for purposes of financing more permanent capital improvements.

¹⁷⁷ See WVDE Policy 6200 Sec. 203.03 and 203.4, respectively.

We support the efforts of the WVBE and WVDE that seek to ensure that every child in the state has access to educational facilities that are safe, healthy, and well suited to meet West Virginia Academy's programs. Working with a certified facility planner, West Virginia Academy will execute the planning process, project specifications, and a more detailed financial sustainability plan. The West Virginia Academy buildings will provide the following accommodations according to the Uniform Federal Accessibility Standards:

1. Accessibility ramps and doorways that are ADA compliant
2. Safe area for loading and unloading of buses and other means of transportation
3. Restrooms, drinking fountains, and lavatories that are appropriately equipped and ADA compliant
4. Special furniture for students with orthopedic, mobility, or other physical challenges to permit easy use
5. Switches, controls, hardware, and fire protection systems that are easily used and understood by student
6. Food service facilities designed to meet the individual needs of students
7. Non-skid floor covering or carpet which is mold and microbial resistant
8. Lockable cabinets for securing medications
9. Appropriate ceiling tile which is mold and microbial resistant

West Virginia Academy will make sure that the kindergarten program will have a segregated blacktopped area as well as a grassy area with climbing equipment and swings. The rest of the primary grades, grades 1st - 5th will have their own grassy area with appropriate climbing equipment and field space for play. The playground will meet the standards of the Handbook of Playground Safety and be ADA compliant.

West Virginia Academy Secondary School will have a separated blacktop area that will serve as a field game area to accommodate the various clubs and athletics offered. We note that our athletic offerings require substantially less flat space than a typical junior high or high school and some aspects of our programs, such as biking, golf, and cross country running, will actually benefit from elevation changes within the property site. This provides a substantially greater degree of flexibility in terms of identifying a site for our school than would be the case for a typical non-charter school serving middle school and high school grade levels.

West Virginia Academy plans to use multiple buildings to accommodate the large range of grades. Walks between each building will be compliant with ADA standards. As per the West Virginia State Fire Code, all school facilities will have fire hydrants at specified locations to achieve the best fire insurance assessment. The type of hydrant will be determined in consultation with the local fire department.

A list of the requirements for offices, workrooms, and classrooms as well as square footages are included in the table below. These specifications have been designed to meet the basic

requirements under West Virginia regulations for building space, except that the physical education space exceeds the regulatory requirements. This is because square footage for classrooms and offices can be easily added incrementally using modular facilities to meet demand, but a large gym space cannot be.

West Virginia Academy Facility Details

Description	Number Needed	430 Student Enrollment (Sq. Ft.)	Number Needed	860 Student Enrollment (Sq. Ft)
ADMINISTRATION		2815		3725
Man Trap	1	100	1	100
Waiting area	1	200	1	300
General Office	1	200	1	400
Work Room	1	200	1	300
Communications room	1	75	1	75
Conference Room	1	250	1	250
Executive Office	1	180	1	180
Managing Director	1	150	2	300
Other Administrators	4	480	5	600
Central Storage& Books/Supplies	1	100	1	100
Administrative Storage (Vault/Records Room)	1	100	1	100
Mailboxes	1	80	1	80
Public Restrooms	2	200	2	400
Faculty Restrooms	2	120	2	120
School Counselor/Special Education	1	120	1	120
Nurse office/Clinic	1	260	1	300
FOOD SERVICE		2795		6085
Dining Space (3 lunch periods)	1	1600	1	4800
Satellite Prep and Production	1	440	1	460
Satellite Serving Area	1	250	1	260
Ware Washing	1	225	1	225
Dry Storage	1	80	1	100
Freezer 2-door reach in	1	100	1	120

Refrigerator/Cooler 2x2 door reach-in	1	100	1	120
LIBRARY/MEDIA		2590		4580
Design/Media Room	1	1440	1	2880
Circulation/Office	1	150	1	300
Storage	1	200	1	200
Breakout - small group instruction	2	800	3	1200
PHYSICAL FACILITIES		1620		2305
Mechanical Room	1	400	1	800
Electrical Room	1	200	2	400
Electrical Closet	1	30	2	60
Janitor's Closet	2	60	2	60
Custodian Office and controls with toilet	1	150	1	150
Paper/supply storage	1	100	1	100
Chemical Storage	1	100	1	100
Maintenance Storage	1	300	1	300
Outdoor storage	1	50	1	75
Network Systems Room	1	200	1	200
Network Closets (as necessary)	1	30	2	60
CLASSROOMS - PRIMARY		11320		30630
Kindergarten classrooms	2	2000	4	8000
Kindergarten bathroom	2	20	4	80
Workroom/Storage	6	600	10	6000
1st - 5th grade classes	10	7200	20	14400
Primary Restroom	10	200	20	400
Small Instruction Area	1	450	2	900
Music Rooms	1	750	1	750
Storage room - lockable	1	100	1	100
CLASSROOMS - SECONDARY		5370		11330
Mathematics	1	840	2	1680
Language Acquisition	1	840	2	1680
Individuals and Societies	1	840	2	1680
Language and Literature	2	840	4	3360
Science	1	840	2	1680
Art classrooms	1	840	1	840

2 large restrooms	2	80	2	160
Faculty Lounge	1	250	1	250
Physical Education Space		9300		9400
Physical Education Space / GYM	1	8000	1	8000
Shower/Drying Rooms	1	300	1	300
Instructor	1	100	2	200
Stage	1	800	1	800
Equipment Storage Room	1	100	1	100
Total Sq. Ft.		35810		68055

West Virginia Academy Outdoor Details

West Virginia Academy plans on purchasing and maintaining its own fleet of transportation buses. Students that live within the PRA will be eligible for bus transportation. This is a critical part of fulfilling our mission to provide accessible education for historically underrepresented students and provide important experiential learning opportunities for all of our students. West Virginia Academy's Transportation manager will ensure the implementation of Policy 4336. All operators of the buses will be in charge of any passengers riding the bus. The operators will be trained on, understand, and follow W. Va. 126CSR99, Policy 4373, Expected Behavior in Safe and Supportive Schools (Policy 4373) to provide discipline on buses (See Transportation Services). The following details incorporate the necessary parking for buses along with play areas for the various levels of grades we will offer initially.

Description	Sq Ft	Amount	Minimum Sq. Ft.	Amount	Expected Sq. Ft.
Kindergarten Play Area	4800	1	4800	1	4800
Primary Play Area	4800	1	4800	1	4800
Secondary Play Area	4800	1	4800	1	4800
Parking Spaces					
1 per Faculty	180	39	7020	67	12060
Guests	180	7	1260	12	2160
Disabled Spots	250	3	750	3	750
Bus Parking	900	4	3600	6	5400
TOTAL SQ. FT.			26130		31790

While we recognize the critical importance of a facility to the realization of an effective charter school, disclosure of potential sites in this application at this early stage would disrupt the

bargaining power for our organization to enter such agreements and could adversely impact the landscape for obtaining a facility. So we have elected not to include specific details with respect to potential building sites in this application. However, much of the specifics in terms of our plan for a facility have already been determined or are dictated by regulation, as described above. We will apply the standards established in this section for any site for West Virginia Academy.

Several potential sites have been located for our charter school, but completing major steps to progress toward a facility will require greater certainty in terms of the issuance of a charter by the Authorizer. Substantial steps in this direction have included: (i) conducting a detailed analysis of state regulations for required square footage, (ii) making several visits to potential sites and properties including pricing out land costs as well lease arrangements for existing buildings, (iii) an in-depth analysis of zoning restrictions and land use within Morgantown and Monongalia County including the process for any necessary approvals, and (iv) discussions with contractors and facility providers for pricing and feasibility of renovations and expansions to existing buildings, modular build-out costs, and modifications to ready land for use by a school. The information obtained thus far as part of this process have been incorporated into our budgeting estimates for our facility.

Our progress toward the procurement of a building will continue through the fall, but the final contract for a facility cannot be completed until later in the approval process. For example, substantial funding to ready a site or enter into a binding lease for an existing site, whether from a loan or a donation, will likely not be available until the charter is issued and sufficient applications for enrollment have been received for viability. In spite of this limitation, initial site studies and options to enter into a purchase contract or lease can be obtained prior to that time so that the process can proceed expeditiously upon receipt of approval. This will be the focus of our organization in the fall while this application proceeds through the approval process. We will pursue an option to buy land or an option to enter into a lease arrangement for an existing facility, which will be contingent upon the issuance of a charter and obtaining sufficient enrollments. When this agreement is entered into, we will provide an update to the Authorizer along with pricing, specifications, and any bids we've obtained for necessary construction or renovations. We recognize that final approval of our charter would be contingent upon our obtaining an acceptable site and a feasible plan for a facility and so securing a site will be the primary focus of our governing board over the next six months ahead of the final approval of our charter and completion of our charter contract.

FINANCIAL PLAN

Our financial plan includes our proposal for our start-up year as well as a multi-year operating budget for four additional years that allows our organization to achieve our mission. Our standard operating procedures, roles, and responsibilities for staff are articulated in the “Staffing Plans, Hiring, Management, and Evaluation” section of this application, and we incorporate that information here by reference. We estimated enrollments at 901 students in the “Demand and Estimated Enrollments” section of this application, however, because enrollments can vary from grade to grade and different maximum enrollments apply at different grade levels, we prepared our five year budget based on the expected initial enrollment of 860 students and then add 110 new students each year as grades 9 through 12 are added one grade at a time over that period. Our contingency budget uses precisely half this enrollment amount, which represents the minimum enrollment required for the financial viability of the school in the absence of additional grants or donations based on our projections.

Five-Year Budget

Our standard five year budget is based on our expected enrollment number of 860 students in the initial year that grows to 1190 students by the fifth year as high school grade levels are added. This summary provides the detail for all estimated revenues and expenses and provides an overall financial summary in table format.

Revenues

State foundation funding is the largest source of revenues and, consistent with the charter school law, we calculated per-pupil foundation revenues based on 90% of the county's total basic foundation allowance (Step 8 of the Public School Support Plan (PSSP) divided by the county's adjusted net enrollment for state aid funding purposes) less 1% for the county board oversight fee.¹⁷⁸ We use our initial estimated enrollment for the first year calculation and then use the estimated enrollment from the prior year for years two through five as directed by regulation.¹⁷⁹ To be conservative, we do not include any state aid for “increased enrollment funding” in our calculations.

The next largest source of revenues arises from federal funding under various programs. The largest source is funding for free/reduced price meals for students, then IDEA funds, and then Title I and Title II funding. We base our estimates for IDEA, Title I, and Title II funding using the average per pupil funding from Monongalia County to estimate these amounts.

The next most significant source of revenues arises from various state funding sources including state aid for teacher benefits and grants for special education (PEIA/RHBT State

¹⁷⁸ See Policy 3300 Sec. 12.2.a.

¹⁷⁹ See Policy 3300 Sec. 12.2.b and 12.2.c.

Funding), and program support (Tools for Schools, Alternative Education Programming, Project Aware, Truancy Diversion, ESL funding). The funding from these sources is estimated based on the Monongalia County share per pupil from these sources.

The next most significant source of funding arises from various other grants and sources of fundraising, which include charter-specific grants, donations, and funds for supplemental programming for low-income students. We estimated the charter school grants and donations very conservatively based on grants and fundraising for charter schools from other states we've analyzed that are 501(c)(3) entities. We estimate our supplemental programming grants for low income students conservatively based on a review of revenue sources for similar programs within our community. Lastly, we include supplemental program revenues from fees for students that are not entitled to grant funding for these programs.

A summary of our estimated revenues from all sources over five years is presented below:

West Virginia Academy - Estimated Revenues

		Year 1	Year 2	Year 3	Year 4	Year 5	
District and state revenue		Amount					
Per pupil income (Foundation Funding)	Per student	\$5,232	\$ 4,499,388	\$ 4,499,388	\$ 5,074,891	\$ 5,650,394	\$ 6,225,897
Special ed	Per student	\$163	\$ 18,223	\$ 20,760	\$ 23,345	\$ 25,980	\$ 28,666
Tools for Schools State Funding	Per student	\$25	\$ 21,810	\$ 24,599	\$ 27,389	\$ 30,178	\$ 32,968
Alternative Education Programming	Per Student	\$18	\$ 15,222	\$ 17,169	\$ 19,116	\$ 21,063	\$ 23,010
Project Aware	Per student	\$3	\$ 2,640	\$ 2,978	\$ 3,316	\$ 3,653	\$ 3,991
Truancy Diversion	Per student	\$9	\$ 7,577	\$ 8,546	\$ 9,515	\$ 10,484	\$ 11,453
ESL Funding	Per student	\$1	\$ 972	\$ 1,096	\$ 1,220	\$ 1,345	\$ 1,469
PEIA/RHBT State Funding			\$ 348,105	\$ 373,891	\$ 399,676	\$ 425,462	\$ 451,248
Total District and State Revenue			\$ 4,913,937	\$ 4,948,426	\$ 5,558,468	\$ 6,168,559	\$ 6,778,701

Federal Revenue

Title I	Per student	\$233	\$ 78,172	\$ 89,052	\$ 100,142	\$ 111,445	\$ 122,965
Title II	Per student	\$49	\$ 42,338	\$ 47,753	\$ 53,168	\$ 58,584	\$ 63,999
Title III	Per student	\$156	\$ 10,733	\$ 12,227	\$ 13,749	\$ 15,301	\$ 16,883

IDEA	Per student	\$1,694	\$ -	\$ 191,283	\$ 217,907	\$ 245,044	\$ 272,703
Free/Reduced Price Meal Funding			\$ 208,330	\$ 234,977	\$ 261,624	\$ 288,270	\$ 314,917
Total federal revenue			\$ 339,572	\$ 575,292	\$ 646,591	\$ 718,645	\$ 791,466
Total Revenues Ex-Fundraising/Other			\$ 5,253,509	\$ 5,523,718	\$ 6,205,059	\$ 6,887,204	\$ 7,570,167

Grants & Fundraising

Federal Charter School Program Grant (CSP)			\$ -	\$ 20,000	\$ 22,000	\$ 24,000	\$ 26,000
Charter School Specific Grants			\$ -	\$ 60,000	\$ 70,000	\$ 80,000	\$ 90,000
Supp. Program Grants (Afterschool/Breaks)	% Students		\$ 137,356	\$ 154,925	\$ 172,493	\$ 190,062	\$ 207,631
Donations and gifts			\$ 50,000	\$ 55,000	\$ 60,000	\$ 65,000	\$ 70,000
Total Grants & Donations			\$ 187,356	\$ 289,925	\$ 324,493	\$ 359,062	\$ 393,631

Other Revenues

Supp. Program Revenues (Afterschool/Breaks)	% Students		\$ 161,595	\$ 182,264	\$ 202,933	\$ 223,602	\$ 244,272
Total Other Revenues			\$ 161,595	\$ 182,264	\$ 202,933	\$ 223,602	\$ 244,272

TOTAL REVENUE			\$ 5,440,864	\$ 5,813,642	\$ 6,529,552	\$ 7,246,266	\$ 7,963,798
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Expenses

Our most significant expense item is compensation. Positions are set based on our programming needs and growth from year to year. For each employee, we estimate base salaries using market rates with a modest merit pay included and then add payroll taxes (FICA, Medicare, Unemployment, Disability, Workers Comp.) as well as benefits under the state's programs (PEIA) including health insurance, dental, life insurance, long and short term disability, and retirement through a TIAA 503(b) plan. We set our costs for these benefits at the level of the published employer costs for these programs for the 2019-2020 academic year. We note that our calculations represent the contract base salaries with raises along with only modest merit pay bonuses.

SALARIES, TAXES AND BENEFITS									
Position	Year 1			Year 2			Year 3		
	FT E	Total		FT E	Total		FT E	Total	
INSTRUCTIONAL LEADERSHIP STAFF									
Executive Director	\$90,000	1	\$90,000	1	\$91,800	1	\$93,636	1	\$95,509
Primary School Director	\$70,000	1	\$70,000	1	\$71,400	1	\$72,828	1	\$74,285
Secondary School Director	\$65,000	1	\$65,000	1	\$66,300	1	\$67,626	1	\$68,979
School Counselor/Special Education	\$55,000	2	\$110,000	2	\$112,200	2	\$114,444	2	\$116,733
Curriculum Specialist	\$65,000	1	\$65,000	1	\$66,300	1	\$67,626	1	\$68,979
TOTAL			\$400,000		\$408,000		\$416,160		\$424,483

TEACHERS									
Classroom Teacher salaries & bonuses	\$45,000	26	\$1,170,000	28	\$1,285,200	30	\$1,404,540	32	\$1,528,140
Instructors	\$30,000	13	\$390,000	15	\$459,000	17	\$604,889	19	\$604,889
TOTAL			\$1,560,000		\$1,744,200		\$1,935,144		\$2,133,028

OTHER									
Information Technology Specialist	\$40,000	2	\$80,000	2	\$81,600	2	\$83,232	2	\$84,897
School Nurse	\$30,000	1	\$30,000	1	\$30,600	1	\$31,212	1	\$31,836
TOTAL			\$110,000		\$112,200		\$114,444		\$116,733

FINANCE & OPERATIONS									
Operations Manager	\$60,000	1	\$60,000	1	\$61,200	1	\$62,424	1	\$63,672
Business/Account Manager	\$50,000	1	\$50,000	1	\$51,000	1	\$52,020	1	\$53,060

Transportation and Food Services											
Manager	\$45,000	1	\$45,000	1	\$45,900	1	\$46,818	1	\$47,754	1	\$48,709
Facilities Manager	\$35,000	1	\$35,000	1	\$35,700	1	\$36,414	1	\$37,142	1	\$37,885
Front Office											
Manager	\$30,000	1	\$30,000	1	\$30,600	1	\$31,212	1	\$31,836	1	\$32,473
Head Janitor	\$20,000	1	\$20,000	1	\$20,400	1	\$20,808	1	\$21,224	1	\$21,649
Bus Operator	\$32,000	2.5	\$80,000	2.5	\$81,600	3	\$99,878	3	\$101,876	3	\$103,913
Front Staff	\$24,000	.5	\$12,000	.5	\$12,240	.5	\$12,485	1	\$25,469	1	\$25,978
Custodian	\$16,000	1	\$16,000	1	\$16,320	1	\$16,646	1	\$16,979	1	\$17,319
TOTAL			\$348,000	\$354,690	\$378,706	\$399,014	\$406,994				

Total Salaries	\$2,418,000	\$2,619,360	\$2,844,454	\$3,073,258	\$3,297,088
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Number of employees					
Total number of employees	62	66	71	76	80
Total number of full-time employees	54	58	62	66	70

Payroll Taxes						
FICA	6.20%	\$149,916	\$162,400	\$176,356	\$190,542	\$204,419
Medicare - employer	1.45%	\$35,061	\$37,981	\$41,245	\$44,562	\$47,808
State unemployment	1.50%	\$36,270	\$39,290	\$42,667	\$46,099	\$49,456
FUTA (Federal unemployment)	0.00%					
State disability	0.80%	\$19,344	\$20,955	\$22,756	\$24,586	\$26,377
Worker's compensation insurance	1.00%	\$24,180	\$26,194	\$28,445	\$30,733	\$32,971
Total payroll taxes		\$264,771	\$286,820	\$311,468	\$336,522	\$361,031

Benefits - employer contribution						
Health	\$7,152	\$386,184	\$435,530	\$488,845	\$546,402	\$608,493
Dental	\$68	\$3,645	\$4,111	\$4,614	\$5,157	\$5,743

Life	\$15	\$810	\$914	\$1,025	\$1,146	\$1,276
Long-term disability	\$50	\$2,700	\$3,045	\$3,418	\$3,820	\$4,254
Short-term disability	\$150	\$8,100	\$9,135	\$10,253	\$11,460	\$12,763
503(b)	6%	\$53,460	\$60,291	\$67,671	\$75,639	\$84,235
Total Benefits		\$454,899	\$513,026	\$575,826	\$643,624	\$716,764

Our employment contracts will include a provision permitting our board of governors to authorize additional bonuses and raises through the merit pay system that will be subject to the availability of funds from year to year. Additional merit-based pay is reflected in discretionary spending in the amount of 12% of total compensation.

The next most significant expense item is for facilities. Our plan with respect to facilities is to purchase a large parcel of land with approximately 20-25 acres and utilize multiple buildings on a combined campus. In the first year we will primarily use modular buildings that can be planned as of the date enrollments are set and then prepared and made ready ahead of the first day of classes. We also plan to add a permanent gym/stage facility for the first year. Because the size and scope of this facility will not be dependent on the size of enrollments, the preparation work can begin earlier in the year and so that there will be sufficient time for planning and constructing this permanent facility by the start of classes. Our estimate is based on market research on real estate prices for large tracts of land on the edges of Morgantown. We also utilize initial estimates from modular educational facility providers and a steel building provider for the gym/stage space.

We note that for financial accounting purposes, the expense for the building and improvements would be reflected as a combination of interest expense and depreciation and based on straight line depreciation with declining interest expense, these expenses would be higher in early years and then decline over time. However, our budgeting is concerned primarily with identifying our cash position and we anticipate financing the purchase of the land and improvements using a 10 year loan at 5% interest with a fixed monthly payment schedule amortized over the life of the loan. Given this arrangement, we reflect the "facility expense" in our budget based on the total annual payments on the loan for the property over 12 months. The detail for the estimated facility expenses and the monthly loan payments are as follows:

West Virginia Academy: Estimated Facility Expenses (860 Enrollment)		
Modular Facilities		
Square Footage (excl. gym)		60,055
Cost of Building	(\$15 per sq foot)	\$900,825.00
Installation	(\$33 per sq foot)	\$1,981,815.00

Permanent Gym/Stage (8000 sq. ft)			
GYM materials	80x100		\$230,000
Foundation/Install	\$33 per sq foot		\$264,000
Land and Improvements			
Land price			\$400,000
Pavement Space			34,770
Land Prep Sq. Ft			91,045
Grading/Prep All Land	(\$2 per sq ft)		\$182,090.00
Paving/Gravel	(\$3 per sq ft)		\$92,970.00
Total Cost			\$4,051,700.00
Financing Costs			
Capitalized Construction Interest			\$33,764.17
Loan Closing Costs			\$12,256.39
Loan Principle			\$4,097,720.56
Monthly Amortization (10 yr. period, 5% interest)			\$43,462.68

The annualized facility expense for the first year based on the estimated loan payments is \$521,552.21. Utilities are estimated at \$0.175 per square foot per month. As enrollment increases over time, additional modular facilities would be added, particularly in the first 2-3 years. Permanent facilities will be completed after that time using annual surplus funds so increased enrollments would not necessarily increase facilities expenses other than utilities and maintenance. However, to be conservative with our budgeting, we hold the facilities expense constant on a per student basis throughout our growth phase in the first five years, which is reflected in our budget as increasing facilities expenses proportional to student enrollment growth.

Another large expense includes the provision of food for students including breakfast, lunch, and a snack. We calculate total food costs using an estimate from our third-party provider as well as based on federal funding for free and reduced-price meals and snacks. We setimated our School Days to be 200, representing about half of our school enrolled in the mid-term programming which includes breakfast, lunch and a snack. Our estimated costs and revenues are provided in the table below:

West Virginia Academy Estimated Food Services Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	860	970	1080	1190	1300
School Days	200	200	200	200	200
Collection Rate from Parents	75%	75%	75%	75%	75%

Number of Lunch Meals					
Full price lunch meals served	104,920	118,340	131,760	145,180	158,600
Reduced price meals served	10,320	11,640	12,960	14,280	15,600
Free meals served	56,760	64,020	71,280	78,540	85,800

Number of Breakfast Meals					
Full price breakfast meals served	10,492	11,834	13,176	14,518	15,860
Reduced price breakfast meals served	2,064	2,328	2,592	2,856	3,120
Free meals served	11,352	12,804	14,256	15,708	17,160

Fees for Meals/Snacks					
Breakfast (Full Price)	\$ 1.84	\$ 1.84	\$ 1.84	\$ 1.84	\$ 1.84
Breakfast (Reduced Price)	\$ 0.30	\$ 0.30	\$ 0.30	\$ 0.30	\$ 0.30
Lunch (Full Price)	\$ 3.41	\$ 3.41	\$ 3.41	\$ 3.41	\$ 3.41
Lunch (Reduced Price)	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40
Snack (Full Price)	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75
Snack (Reduced Price)	\$ 0.15	\$ 0.15	\$ 0.15	\$ 0.15	\$ 0.15

School Food Cost					
Lunch	\$ 586,520	\$ 661,540	\$ 736,560	\$ 811,580	\$ 886,600
Breakfast	\$ 43,991	\$ 49,617	\$ 55,244	\$ 60,871	\$ 66,498
Snack	\$ 129,000	\$ 145,500	\$ 162,000	\$ 178,500	\$ 195,000
Total	\$759,511	\$856,657	\$953,804	\$1,050,951	\$1,148,098

Parent Contribution					
Breakfast Full	\$19,305.28	\$21,774.56	\$24,243.84	\$26,713.12	\$29,182.40
Breakfast Reduced	\$ 619	\$ 698	\$ 778	\$ 857	\$ 936
Lunch full	\$ 357,777	\$ 403,539	\$ 449,302	\$ 495,064	\$ 540,826
Lunch reduced	\$ 4,128	\$ 4,656	\$ 5,184	\$ 5,712	\$ 6,240
Snack full	\$ 78,690	\$ 88,755	\$ 98,820	\$ 108,885	\$ 118,950
Snack reduced	\$ 1,548	\$ 1,746	\$ 1,944	\$ 2,142	\$ 2,340
Total possible parent contribution	\$442,143	\$498,696	\$555,250	\$611,803	\$668,356
Collected parent contribution	\$331,607	\$374,022	\$416,437	\$458,852	\$501,267

Net School Food Cost (Before Fed. Funding)					
	\$427,903	\$482,635	\$537,367	\$592,099	\$646,831

Federal Funding for Provision of Free/Reduced Price Meals					
Breakfast - Reduced Price	\$3,179	\$3,585	\$3,992	\$4,398	\$4,805
Breakfast - Free	\$20,888	\$23,559	\$26,231	\$28,903	\$31,574
Lunch - Reduced Price	\$31,063	\$35,036	\$39,010	\$42,983	\$46,956
Lunch - Free	\$104,438	\$117,797	\$131,155	\$144,514	\$157,872
Snack - Reduced Price	\$6,192	\$6,984	\$7,776	\$8,568	\$9,360
Snack - Free	\$42,570	\$48,015	\$53,460	\$58,905	\$64,350
Total Funding for Free/Reduced Price	\$208,330	\$234,977	\$261,624	\$288,270	\$314,917

Food					
Net School Food Cost (After Federal Funding)	\$219,573	\$247,658	\$275,743	\$303,828	\$331,913

The remainder of the expenses are largely self explanatory and fit into the general categories of classroom resources, school-related services, operational expenses, non-instructional contracted services, and financial expenses (excluding financing for the building as discussed above). To be conservative in calculating our expenses, we estimate that 100% of our Title II funding will be spent on outside consultants in support of our students that qualify our school for this funding. We note that school food costs are included in the expenses net of school lunch fees and that grants for school lunch are included in the Federal grants section. Our estimated expenses are provided in the following table with a detailed discussion of our methodology for estimating transportation costs below the table.

West Virginia Academy - Estimated Expenses

Expense	Funding rules	Funding rate	Year 1	Year 2	Year 3	Year 4	Year 5
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Classroom

Text books and materials (new students)	Per student	\$ 50	\$ 43,000	\$ 5,610	\$ 5,722	\$ 5,837	\$ 5,953
Text books and materials (all students)	Per student	\$ 15	-	\$ 14,841	\$ 16,854	\$ 18,943	\$ 19,321
Classroom supplies	Per student	\$ 5	\$ 4,300	\$ 4,947	\$ 5,618	\$ 6,314	\$ 6,440
Assessment material and services	Per student	\$ 60	\$ 51,600	\$ 59,364	\$ 67,418	\$ 75,770	\$ 77,286
Educational software	Fixed	\$ 5,200	\$ 5,200	\$ 5,304	\$ 5,410	\$ 5,518	\$ 5,629
Events and assemblies	Per student	\$ 15	\$ 12,900	\$ 14,841	\$ 16,854	\$ 18,943	\$ 19,321
Library books	Per student	\$ 10	\$ 8,600	\$ 9,894	\$ 11,236	\$ 12,628	\$ 12,881
Art supplies	Per student	\$ 25	\$ 21,500	\$ 24,735	\$ 28,091	\$ 31,571	\$ 32,202
Music supplies	Per student	\$ 50	\$ 43,000	\$ 49,470	\$ 56,182	\$ 63,142	\$ 64,405
Phys ed supplies	Fixed	\$ 2,200	\$ 2,200	\$ 2,244	\$ 2,289	\$ 2,335	\$ 2,381
Total classroom			\$ 192,300	\$ 191,250	\$ 215,675	\$ 241,000	\$ 245,820

Contracted professional services: instructional

Consultants -non-Title II	Fixed	\$ 2,500	\$ 2,500	\$ 2,550	\$ 2,601	\$ 2,653	\$ 2,706
Consultants - Title II	Title II	NA	\$ 42,338	\$ 47,753	\$ 53,168	\$ 58,584	\$ 63,999
Total contracted professional services: instructional			\$ 44,838	\$ 50,303	\$ 55,769	\$ 61,237	\$ 66,705

School-related services

Per Student Field Trip Costs (Non-Travel)	per student	\$ 18	\$ 15,480	\$ 17,460	\$ 19,440	\$ 21,420	\$ 23,400
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Student Scholarships (529 Plans)	per student	\$ 20	\$ 17,200	\$ 19,400	\$ 21,600	\$ 23,800	\$ 26,000
School food program cost (net of revenues)		NA	\$ 427,903	\$ 482,635	\$ 537,367	\$ 592,099	\$ 646,831
Bus Transportation		\$ 136,179	\$ 136,179	\$ 138,903	\$ 141,681	\$ 144,515	\$ 147,405
Family Travel Reimbursements	per household	\$150/\$200	\$ 63,539	\$ 71,596	\$ 79,653	\$ 87,860	\$ 95,918
Nursing supplies	Fixed	\$ 200	\$ 200	\$ 204	\$ 208	\$ 212	\$ 216
Total school-related services			\$ 660,501	\$ 730,198	\$ 799,949	\$ 869,906	\$ 939,769

Operational expenses

General liability/umbrella/directors and officers/bond	Fixed	\$ 20,000	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
Telephone and internet	Fixed	\$ 5,000	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Office supplies	Per student	\$ 75	\$ 64,500	\$ 74,205	\$ 84,272	\$ 94,713	\$ 96,607
Photocopier lease	Fixed	\$ 6,000	\$ 6,000	\$ 6,120	\$ 6,242	\$ 6,367	\$ 6,495
IB Accreditation & Fees	Fixed	\$ -	\$ 13,500	\$ 9,500	\$ 9,500	\$ 17,500	\$ 13,500
Staff recruitment	Fixed	\$ 600	\$ 600	\$ 612	\$ 624	\$ 637	\$ 649
Supp. Program Materials (Afterschool/Breaks)	10% of Rev.		\$ 16,160	\$ 18,226	\$ 20,293	\$ 22,360	\$ 24,427
Student recruitment	Fixed	\$ 3,000	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247
Fundraising expenses	Fixed	\$ 600	\$ 600	\$ 612	\$ 624	\$ 637	\$ 649
Postage and shipping	Per student	\$ 3	\$ 2,580	\$ 2,968	\$ 3,371	\$ 3,789	\$ 3,864
Printing and copying	Per student	\$ 5	\$ 4,300	\$ 4,947	\$ 5,618	\$ 6,314	\$ 6,440
Meeting supplies and food	Per FTE	\$ 175	\$ 9,450	\$ 10,150	\$ 10,850	\$ 11,550	\$ 12,250
Payroll processing	Per EE	\$ 125	\$ 7,750	\$ 8,250	\$ 8,875	\$ 9,500	\$ 10,000
Bank charges	Fixed	\$ 500	\$ 500	\$ 510	\$ 520	\$ 531	\$ 541
Travel	Per FTE	\$ 100	\$ 5,400	\$ 5,800	\$ 6,200	\$ 6,600	\$ 7,000
Total operational expenses			\$ 159,340	\$ 170,461	\$ 186,122	\$ 210,211	\$ 212,732

Contracted professional services: non-instructional

Accounting/audit	Fixed	\$ 20,000	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
Legal	Fixed	\$ 2,500	\$ 2,500	\$ 2,550	\$ 2,601	\$ 2,653	\$ 2,706
IT support	Fixed	\$ 1,500	\$ 1,500	\$ 1,530	\$ 1,561	\$ 1,592	\$ 1,624
Total contracted prof. svcs: non instructional			\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,978

Facilities expenses

Facility expenses	Fixed	NA	\$521,552	\$588,262	\$654,973	\$721,683	\$788,393
Utilities	Fixed		\$138,832	\$156,590	\$174,347	\$192,105	\$209,863
Maintenance / cleaning supplies	Fixed		\$ 5,216	\$ 5,883	\$ 6,550	\$ 7,217	\$ 7,884
Total facility expenses			\$665,600	\$750,735	\$835,870	\$921,005	\$1,006,139

Financial expenses

Depreciation		NA	\$ 81,727	\$ 94,411	\$ 105,856	\$ 52,317	\$ 55,026
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Interest Expense			\$ 30,000	\$ 20,000	\$ 15,000	\$ 10,000	\$ 10,000
Escrow set aside	Fixed	\$100K total	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Total financial expenses			\$ 131,727	\$ 134,411	\$ 140,856	\$ 82,317	\$ 85,026

TOTAL EXPENSES			\$ 1,878,305	\$ 2,051,837	\$ 2,259,211	\$ 2,411,144	\$ 2,582,171
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Our transportation expenses merit additional discussion and detail. We fund transportation to and from our school for all of our students either in the form of bus transportation to students from within our PRA or a family travel reimbursement that can offset driving or public transportation expenses. It is not common for charter schools to provide transportation, but we make this a priority as it helps us accomplish the WVA charter school mission and to ensure that historically underserved populations of students are not excluded. We first estimate the number of students who will ride the bus, which will be available to all students who reside within our PRA. Our enrollment estimates suggest that 41% of our total enrollment will be sourced from within our PRA and bus ridership information from Monongalia County indicates that just under 85% of students in public schools utilize the bus. Taken together, we estimate that 35% of our students will opt to ride the bus to our school and the remainder of households would be entitled to a family travel reimbursement.

The family travel reimbursement is in the amount of \$150 a year for households with one child and \$200 for households with more than one child. We estimate average family sizes based on our survey responses and calculate the total reimbursement amount. We note that some families may elect not to seek the reimbursement or may otherwise donate the reimbursement back to the school, but to be conservative we included 100% of the estimated reimbursement amounts in our costs.

Our budget contemplates providing bus services to the 35% of our students that we estimate will utilize the bus (301 students total). We extensively analyzed the public school bus routes for the schools in our PRA and also conducted our own field research to identify passable roads and safe locations for bus stops and, based on this analysis, we estimate that we need to run five bus routes twice daily with an average of 30 miles per route plus additional mileage for field trips. We are able to identify substantial cost savings in the provision of bus transportation over the methods employed in Monongalia County based on our school needs. For example, our buses will be stored at our school, eliminating substantial travel time, mileage, fuel costs, and wages paid for travel to and from a remote transportation center. Our buses will complete only a single route to each location in our PRA rather than multiple routes to the same places because our school services all grade levels. Lastly, we will acquire pre-owned buses that are 3-5 years old with 40,000 to 50,000 miles of usage, which results in substantial cost savings as bus values depreciate dramatically in the early years of use. Based on these identified efficiencies and then

taking costs for maintenance, fuel, and insurance into account, we estimate our average cost per route per day at \$136, excluding wages for bus operators.

In the event that the actual number of students sourced from the PRA is substantially higher than we estimate and, therefore, significantly more students request transportation than is reflected in our estimates, then a portion of this cost would be absorbed by a corresponding reduction in Family Travel Reimbursements. Additionally, to avoid substantial increases in capital outlays for a larger fleet of buses, we may elect to have two different start times for our school with one half of the students within our PRA beginning at one time and the other half beginning at a later time. Students outside the PRA would be assigned a start time by region to ensure that half the total student body starts at each time. For example, we could hold a single class period with the first half of our students and half of our teachers beginning at 7:40am with the remainder of the students and teachers joining at 8:25am and then repeat this class period with the other half of the students and teachers in the afternoon for a staggered end time. This approach would permit most of our buses to complete two AM and two PM routes, although we note that only one route would be permitted to certain areas, such as the Bruceton Mills area, due the travel distance. Using this alternative approach, we could provide bus transportation to as much as two-thirds of our students before additional buses would need to be purchased and, as noted, at least a portion of the additional fuel costs, mileage on the buses, and wages for bus drivers would be absorbed by a reduction in Family Travel Reimbursements.

Taken together, the following table provides the detail on all estimated revenues and expenses over a five year period:

West Virginia Academy Financial Plan & Five Year Budget (860 Students)

	Year 1	Year 2	Year 3	Year 4	Year 5	5 year total
Revenue						
Revenues						
District and state revenue	\$ 4,913,937	\$ 4,948,426	\$ 5,558,468	\$ 6,168,559	\$ 6,778,701	\$ 28,368,091
Federal revenue	\$ 339,572	\$ 575,292	\$ 646,591	\$ 718,645	\$ 791,466	\$ 3,071,565
Other Revenue	\$ 161,595	\$ 182,264	\$ 202,933	\$ 223,602	\$ 244,272	\$ 1,014,666
Total Revenue (Excl. Fundraising)	\$ 5,415,104	\$ 5,705,982	\$ 6,407,992	\$ 7,110,807	\$ 7,814,439	\$ 32,454,323
Revenue Per Student						
	\$ 6,297	\$ 5,882	\$ 5,933	\$ 5,975	\$ 6,011	
Expenses						
Compensation						
Salaries	\$ 2,418,000	\$ 2,619,360	\$ 2,844,454	\$ 3,073,258	\$ 3,297,088	\$ 14,252,160
Payroll taxes and Benefits	\$ 719,670	\$ 799,845	\$ 887,294	\$ 980,147	\$ 1,077,796	\$ 4,464,752
Total Compensation	\$3,137,670	\$3,419,205	\$3,731,748	\$4,053,405	\$4,374,884	

Net Revenue less Compensation	\$ 2,277,434	\$ 2,286,777	\$ 2,676,244	\$ 3,057,401	\$ 3,439,555	\$ 13,737,411
Facility						
Occupancy costs	\$ 521,552	\$ 588,262	\$ 654,973	\$ 721,683	\$ 788,393	\$ 3,274,863
Other facility costs	\$ 144,048	\$ 162,472	\$ 180,897	\$ 199,322	\$ 217,747	\$ 904,486
Total facility expense	\$ 665,600	\$ 750,735	\$ 835,870	\$ 921,005	\$ 1,006,139	\$ 4,179,348
Net Revenue less Comp, Facility	\$ 1,611,834	\$ 1,536,042	\$ 1,840,374	\$ 2,136,397	\$ 2,433,415	\$ 9,558,062
Other Expenses						
Classroom Expenses	\$ 192,300	\$ 191,250	\$ 215,675	\$ 241,000	\$ 245,820	\$ 1,086,046
Contracted prof. svcs.: instruction	\$ 44,838	\$ 50,303	\$ 55,769	\$ 61,237	\$ 66,705	\$ 278,852
School-related services	\$ 660,501	\$ 730,198	\$ 799,949	\$ 869,906	\$ 939,769	\$ 4,000,323
Operational Expenses	\$ 159,340	\$ 170,461	\$ 186,122	\$ 210,211	\$ 212,732	\$ 938,865
Contracted prof. svcs.: non-instruction	\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,978	\$ 124,897
Depreciation	\$ 81,727	\$ 94,411	\$ 105,856	\$ 52,317	\$ 55,026	\$ 389,337
Dissolution escrow	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 100,000
Total Other Expenses	\$ 1,182,705	\$ 1,281,102	\$ 1,408,341	\$ 1,480,140	\$ 1,566,031	\$ 6,918,320
Net Revenue pre-Grants/Fundraising	\$ 429,129	\$ 254,940	\$ 432,033	\$ 656,257	\$ 867,384	\$ 2,639,742
Grants & Donations	\$ 187,356	\$ 289,925	\$ 324,493	\$ 359,062	\$ 393,631	\$ 1,554,466
Yearly Surplus (deficit)	\$ 616,484	\$ 544,864	\$ 756,526	\$ 1,015,319	\$ 1,261,014	\$ 4,194,208
Discretionary Allocations						
New Programming (5-9% of surplus)	\$30,824	\$32,692	\$52,957	\$81,226	\$113,491	\$311,190
Additional Merit Pay	\$290,160	\$314,323	\$341,334	\$368,791	\$395,651	\$1,710,259
Additional CAPEX	\$200,000	\$200,000	\$300,000	\$500,000	\$650,000	\$1,850,000
Net Surplus (deficit)	\$95,500	-\$2,151	\$62,235	\$65,303	\$101,873	\$322,760

Based on our proposed budget, our organization would be financially viable and also have sufficient surplus funds for substantial discretionary allocations to new programming, additional merit pay, as well as substantial additional capital expenditures to complete permanent buildings on our campus. This period represents a growth phase that will conclude at the end of the five year window and so our financial position will improve in the subsequent periods as our period of growth ends. When enrollment levels are steady year over year rather than increasing, the foundation funding will match actual enrollments as opposed to lesser prior year enrollments and this will improve our financial position after the first five years.

Five-Year Contingency Budget

The methodology for our five year contingency budget based on an enrollment of 430 students is essentially the same as for our expected budget, except with half the level of enrollment. In this budget proposal, administrative functions are combined across fewer staff and we also retain a leaner support staff and fewer teachers consistent with the lower enrollment level. That said, the amount of teachers, administrators, bus routes, and our projected building size are all more than 50% of our estimated budget for the larger enrollment figure due to regulatory requirements, the reasonable likelihood of identifying staff with cross-competencies, fewer opportunities for economies of scale, and logistical realities. We include the same tables as in our estimated budget and in the same order below.

West Virginia Academy - Estimated Revenues (430 Students)

		Year 1	Year 2	Year 3	Year 4	Year 5	
District and state revenue		Amount					
Per pupil income (Foundation Funding)	Per student	\$5,232	\$ 2,249,694	\$ 2,249,694	\$ 2,537,445	\$ 2,825,197	\$ 3,112,948
Special ed (less than 20%)	Per student	\$163	\$ 9,112	\$ 10,380	\$ 11,673	\$ 12,990	\$ 14,333
Special ed (20% - 59%)	Per student	\$0	\$ -	\$ -	\$ -	\$ -	\$ -
Special ed (more than 60%)	Per student	\$0	\$ -	\$ -	\$ -	\$ -	\$ -
Special ed funding			\$ 9,112	\$ 10,380	\$ 11,673	\$ 12,990	\$ 14,333
Tools for Schools State Funding	Per student	\$25	\$ 10,905	\$ 12,300	\$ 13,694	\$ 15,089	\$ 16,484
Alternative Education Programming	Per Student	\$18	\$ 7,611	\$ 8,585	\$ 9,558	\$ 10,532	\$ 11,505
Project Aware	Per student	\$3	\$ 1,320	\$ 1,489	\$ 1,658	\$ 1,827	\$ 1,996
Truancy Diversion	Per student	\$9	\$ 3,788	\$ 4,273	\$ 4,757	\$ 5,242	\$ 5,727
ESL Funding	Per student	\$1	\$ 486	\$ 548	\$ 610	\$ 672	\$ 735
PEIA/RHBT State Funding			\$ 193,392	\$ 206,285	\$ 219,177	\$ 238,517	\$ 251,409
Total District and State Revenue			\$ 2,476,307	\$ 2,493,552	\$ 2,798,573	\$ 3,110,065	\$ 3,415,136

Federal revenue

Title I	Per student	\$233	\$ 39,086	\$ 44,526	\$ 50,071	\$ 55,723	\$ 61,482
Title II	Per student	\$49	\$ 21,169	\$ 23,877	\$ 26,584	\$ 29,292	\$ 32,000
Title III	Per student	\$156	\$ -	\$ -	\$ -	\$ -	\$ -
IDEA	Per student	\$1,694	\$ -	\$ 95,642	\$ 108,954	\$ 122,522	\$ 136,351
Free/Reduced Price Meal Funding			\$ 104,165	\$ 117,488	\$ 130,812	\$ 144,135	\$ 157,459
Other			\$ -	\$ -	\$ -	\$ -	\$ -
Total federal revenue			\$ 164,420	\$ 281,532	\$ 316,421	\$ 351,672	\$ 387,292
Interest and other revenue			\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues Ex-Fundraising			\$ 2,640,727	\$ 2,775,085	\$ 3,114,994	\$ 3,461,737	\$ 3,802,428

Grants & Fundraising

Federal Charter School Program (CSP) Grant			\$ -	\$ 10,000	\$ 11,000	\$ 12,000	\$ 13,000
Charter School Specific Grants			\$ -	\$ 30,000	\$ 35,000	\$ 40,000	\$ 45,000
Supp. Program Grants (Afterschool/Breaks)	% Students		\$ 68,678	\$ 77,462	\$ 86,247	\$ 95,031	\$ 103,815
Donations and gifts			\$ 30,000	\$ 35,000	\$ 40,000	\$ 45,000	\$ 50,000
Total Grants & Donations			\$ 98,678	\$ 152,462	\$ 172,247	\$ 192,031	\$ 211,815

Other Revenues

Supp. Program Revenues (Afterschool/Breaks)	% Students		\$ 80,798	\$ 91,132	\$ 101,467	\$ 111,801	\$ 122,136
Total Other Revenues			\$ 80,798	\$ 91,132	\$ 101,467	\$ 111,801	\$ 122,136

TOTAL REVENUE			\$ 2,739,405	\$ 2,927,547	\$ 3,287,240	\$ 3,653,768	\$ 4,014,243
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SALARIES, TAXES AND BENEFITS																
Position	Year 1			Year 2			Year 3			Year 4			Year 5			
	FT E	Total		FTE	Total		FTE	Total		FT E	Total		FT E	Total		
INSTRUCTIONAL LEADERSHIP STAFF																
Executive Director	\$90,000	1		\$90,000	1		\$91,800	1		\$93,636	1		\$95,509	1		\$97,419
Assistant School Director	\$70,000	1		\$70,000	1		\$71,400	1		\$72,828	1		\$74,285	1		\$75,770
School Counselor/Special Education	\$55,000	1		\$55,000	2		\$56,100	2		\$57,222	2		\$58,366	2		\$59,534
Curriculum Specialist	\$65,000	1		\$65,000	1		\$66,300	1		\$67,626	1		\$68,979	1		\$70,358
TOTAL			\$280,000			\$285,600			\$291,312			\$297,139			\$303,081	

TEACHERS											
Classroom Teacher											
salaries & bonuses	\$45,000	14	\$630,000	15	\$688,500	16	\$749,088	17	\$811,824	18	\$876,770
Instructors	\$30,000	7	\$210,000	8	\$244,800	9	\$280,908	10	\$318,362	11	\$357,203
TOTAL			\$840,000		\$933,300		\$1,029,996		\$1,130,186		\$1,233,973

OTHER											
Information											
Technology Specialist	\$40,000	1	\$40,000	1	\$40,800	1	\$41,616	1	\$42,448	1	\$43,297
School Nurse	\$30,000	0.5	\$15,000	0.5	\$15,300	0.8	\$23,409	1	\$31,836	1	\$32,473
TOTAL			\$55,000		\$56,100		\$65,025		\$74,284		\$75,770

FINANCE & OPERATIONS											
Operations Manager	\$60,000	1	\$60,000	1	\$61,200	1	\$62,424	1	\$63,672	1	\$64,946
Business/Account Manager	\$50,000	1	\$50,000	1	\$51,000	1	\$52,020	1	\$53,060	1	\$54,122
Front Office Manager	\$30,000	1	\$30,000	1	\$30,600	1	\$31,212	1	\$31,836	1	\$32,473
Head Janitor	\$20,000	1	\$20,000	1	\$20,400	1	\$20,808	1	\$21,224	1	\$21,649
Bus Operator	\$32,000	1.5	\$48,000	1.5	\$48,960	1.5	\$49,939	2	\$67,917	2	\$69,276
Front Staff	\$24,000	1	\$12,000	1	\$12,240	1	\$12,485	1	\$25,469	1	\$25,978

Custodian	\$16,000 -		1	\$8,323	1	\$8,490	1	\$8,659
TOTAL	\$220,000	\$224,400	\$237,211	\$271,668	\$277,103			

Total Salaries	\$1,395,000	\$1,499,400	\$1,623,544	\$1,773,277	\$1,889,927			
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Number of employees								
Total number of employees		35	37	40	44	46		
Total number of full-time employees		30	32	34	37	39		

Payroll Taxes								
FICA	6.20%	\$86,490	\$92,963	\$100,660	\$109,943	\$117,175		
Medicare - employer	1.45%	\$20,228	\$21,741	\$23,541	\$25,713	\$27,404		
State unemployment	1.50%	\$20,925	\$22,491	\$24,353	\$26,599	\$28,349		
FUTA (Federal unemployment)	0.00%							
State disability	0.80%	\$11,160	\$11,995	\$12,988	\$14,186	\$15,119		
Worker's compensation insurance	1.00%	\$13,950	\$14,994	\$16,235	\$17,733	\$18,899		
Total payroll taxes		\$152,753	\$164,184	\$177,777	\$194,174	\$206,946		

Benefits - employer contribution								
Health	\$7,152	\$214,547	\$240,292	\$268,076	\$306,316	\$339,018		
Dental	\$68	\$2,025	\$2,268	\$2,530	\$2,891	\$3,200		
Life	\$15	\$450	\$504	\$562	\$642	\$711		
Long-term disability	\$50	\$1,500	\$1,680	\$1,874	\$2,142	\$2,370		
Short-term disability	\$150	\$4,500	\$5,040	\$5,623	\$6,425	\$7,111		
503(b)	6%	\$29,700	\$33,264	\$37,110	\$42,404	\$46,931		
Total Benefits		\$252,722	\$283,048	\$315,775	\$360,820	\$399,341		

The detail for the estimated facility expenses under our contingency budget along with the monthly loan payments are as follows:

Estimated Facility Expenses (430 Enrollment)			
Modular Facilities			
	Square Footage (excl. gym)		27810
	Cost of Building (\$15 per sq foot)		\$417,150.00
	Installation (\$33 per sq foot)		\$917,730.00
Permanent Gym/Stage (8000 sq. ft)			
	GYM materials 80x100		\$230,000.00
	Foundation/Install \$33 per sq foot		\$264,000.00
Land and Improvements			
	Land price		\$400,000
	Pavement Space		27,030
	Land Prep Sq. Ft		54,840
	Grading/Prep All		
	Land (\$2 per sq ft)		\$109,680.00
	Paving/Gravel (\$3 per sq ft)		81,090.00
	Total Cost		2,419,650.00
Financing Costs			
	Capitalized Construction Interest		\$20,163.75
	Loan Closing Costs		\$7,319.44
	Loan Principle		\$2,447,133.19
Monthly Amortization (10 yr. period, 5% interest)			\$25,955.64

West Virginia Academy Estimated Food Service Budget

		Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment		430	485	540	595	650
School Days		200	200	200	200	200
Collection Rate from Parents		75%	75%	75%	75%	75%

Number of Lunch Meals						
Full price lunch meals served		52,460	59,170	65,880	72,590	79,300
Reduced price meals served		5,160	5,820	6,480	7,140	7,800
Free meals served		28,380	32,010	35,640	39,270	42,900

Number of Breakfast Meals						
Full price breakfast meals served		5,246	5,917	6,588	7,259	7,930
Reduced price breakfast meals		1,032	1,164	1,296	1,428	1,560

served						
Free meals served		5,676	6,402	7,128	7,854	8,580

Fees for Meals/Snacks						
Breakfast	Full Price	\$ 1.84	\$ 1.84	\$ 1.84	\$ 1.84	\$ 1.84
Breakfast	Reduced price	\$ 0.30	\$ 0.30	\$ 0.30	\$ 0.30	\$ 0.30
Lunch	Full price	\$ 3.41	\$ 3.41	\$ 3.41	\$ 3.41	\$ 3.41
Lunch	Reduced price	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40
Snack	Full price	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75
Snack	Reduced price	\$ 0.15	\$ 0.15	\$ 0.15	\$ 0.15	\$ 0.15

School Food Cost						
Lunch		\$ 293,260	\$ 330,770	\$ 368,280	\$ 405,790	\$ 443,300
Breakfast		\$ 21,995	\$ 24,809	\$ 27,622	\$ 30,435	\$ 33,249
Snack		\$ 64,500	\$ 72,750	\$ 81,000	\$ 89,250	\$ 97,500
Total		\$379,755	\$428,329	\$476,902	\$525,475	\$574,049

Parent Contribution						
Breakfast Full		\$9,652.64	\$10,887.28	\$12,121.92	\$13,356.56	\$14,591.20
Breakfast Reduced		\$ 310	\$ 349	\$ 389	\$ 428	\$ 468
Lunch full		\$ 178,889	\$ 201,770	\$ 224,651	\$ 247,532	\$ 270,413
Lunch reduced		\$ 2,064	\$ 2,328	\$ 2,592	\$ 2,856	\$ 3,120
Snack full		\$ 39,345	\$ 44,378	\$ 49,410	\$ 54,443	\$ 59,475
Snack reduced		\$ 774	\$ 873	\$ 972	\$ 1,071	\$ 1,170
Total possible parent contribution		\$221,072	\$249,348	\$277,625	\$305,901	\$334,178
Collected parent contribution		\$165,804	\$187,011	\$208,219	\$229,426	\$250,634

Net School Food Cost (Before Federal Funding)		\$213,952	\$241,318	\$268,683	\$296,049	\$323,415
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Funding for Provision of Free/Reduced Price Meals						
Breakfast - Reduced Price		\$1,589	\$1,793	\$1,996	\$2,199	\$2,402
Breakfast - Free		\$10,444	\$11,780	\$13,116	\$14,451	\$15,787
Lunch - Reduced Price		\$15,532	\$17,518	\$19,505	\$21,491	\$23,478
Lunch - Free		\$52,219	\$58,898	\$65,578	\$72,257	\$78,936
Snack - Reduced Price		\$3,096	\$3,492	\$3,888	\$4,284	\$4,680
Snack - Free		\$21,285	\$24,008	\$26,730	\$29,453	\$32,175
Total Funding for Free/Reduced Price Food		\$104,165	\$117,488	\$130,812	\$144,135	\$157,459

Net School Food Cost (After Federal Funding)		\$109,787	\$123,829	\$137,872	\$151,914	\$165,957
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West Virginia Academy Estimated Expenses (430 Students)

Funding rules	Funding rate	Year 1	Year 2	Year 3	Year 4	Year 5
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Classroom

Text books and materials (new students)	Per student	\$ 50	\$ 21,500	\$ 2,805	\$ 2,861	\$ 2,918	\$ 2,977
Text books and materials (all students)	Per student	\$ 15	\$ -	\$ 7,421	\$ 8,427	\$ 9,471	\$ 9,661
Classroom supplies	Per student	\$ 5	\$ 2,150	\$ 2,474	\$ 2,809	\$ 3,157	\$ 3,220
Assessment material and services	Per student	\$ 60	\$ 25,800	\$ 29,682	\$ 33,709	\$ 37,885	\$ 38,643
Educational software	Fixed	\$ 5,200	\$ 5,200	\$ 5,304	\$ 5,410	\$ 5,518	\$ 5,629
Events and assemblies	Per student	\$ 15	\$ 6,450	\$ 7,421	\$ 8,427	\$ 9,471	\$ 9,661
Library books	Per student	\$ 10	\$ 4,300	\$ 4,947	\$ 5,618	\$ 6,314	\$ 6,440
Art supplies	Per student	\$ 25	\$ 10,750	\$ 12,368	\$ 14,045	\$ 15,785	\$ 16,101
Music supplies	Per student	\$ 50	\$ 21,500	\$ 24,735	\$ 28,091	\$ 31,571	\$ 32,202
Phys ed supplies	Fixed	\$ 1,800	\$ 1,800	\$ 1,836	\$ 1,873	\$ 1,910	\$ 1,948
Total classroom			\$ 99,450	\$ 98,991	\$ 111,271	\$ 124,002	\$ 126,482

Contracted professional services: instructional

Consultants - not grant dependent	Fixed	\$ 1,500	\$ 1,500	\$ 1,530	\$ 1,561	\$ 1,592	\$ 1,624
Consultants - Title II	Title II	NA	\$ 21,169	\$ 23,877	\$ 26,584	\$ 29,292	\$ 32,000
Consultants - grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total contracted professional services: instructional			\$ 22,669	\$ 25,407	\$ 28,145	\$ 30,884	\$ 33,623

School-related services

Per Student Field Trip Costs (Non-Travel)	per student	\$ 18	\$ 7,740	\$ 8,730	\$ 9,720	\$ 10,710	\$ 11,700
Student Scholarships (529 Plans)	per student	\$ 20	\$ 8,600	\$ 9,700	\$ 10,800	\$ 11,900	\$ 13,000
School food program cost (net of revenues)		NA	\$ 213,952	\$ 241,318	\$ 268,683	\$ 296,049	\$ 323,415
Bus Transportation		\$ 90,123	\$ 90,123	\$ 91,925	\$ 93,763	\$ 95,639	\$ 97,552

Family Driving Reimbursements	per driving family	\$150/\$200	\$ 31,669	\$ 35,873	\$ 39,927	\$ 43,930	\$ 47,984
Nursing supplies	Fixed	\$ 200	\$ 200	\$ 204	\$ 208	\$ 212	\$ 216

Total school-related services			\$ 352,283	\$ 387,749	\$ 423,102	\$ 458,441	\$ 493,867
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Operational expenses

General liability/umbrella/directors and officers	Fixed	\$ 20,000	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
Telephone and internet	Fixed	\$ 5,000	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Office supplies	Per student	\$ 75	\$ 32,250	\$ 37,103	\$ 42,136	\$ 47,356	\$ 48,304
Photocopier lease	Fixed	\$ 6,000	\$ 6,000	\$ 6,120	\$ 6,242	\$ 6,367	\$ 6,495
IB Accreditation & Fees	Fixed	\$ -	\$ 13,500	\$ 9,500	\$ 9,500	\$ 17,500	\$ 13,500
Staff recruitment	Fixed	\$ 600	\$ 600	\$ 612	\$ 624	\$ 637	\$ 649
Program Materials (Afterschool/Breaks)	10% of Program Revenues		\$ 8,080	\$ 9,113	\$ 10,147	\$ 11,180	\$ 12,214
Student recruitment	Fixed	\$ 3,000	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247
Fundraising expenses	Fixed	\$ 600	\$ 600	\$ 612	\$ 624	\$ 637	\$ 649
Postage and shipping	Per student	\$ 3	\$ 1,290	\$ 1,484	\$ 1,685	\$ 1,894	\$ 1,932
Printing and copying	Per student	\$ 5	\$ 2,150	\$ 2,474	\$ 2,809	\$ 3,157	\$ 3,220
Meeting supplies and food	Per FTE employee	\$ 175	\$ 5,250	\$ 5,600	\$ 5,950	\$ 6,475	\$ 6,825
Payroll processing	Per employee	\$ 125	\$ 4,313	\$ 4,563	\$ 4,969	\$ 5,500	\$ 5,750
Bank charges	Fixed	\$ 500	\$ 500	\$ 510	\$ 520	\$ 531	\$ 541
Travel	Per FTE employee	\$ 100	\$ 3,000	\$ 3,200	\$ 3,400	\$ 3,700	\$ 3,900
Total operational expenses			\$ 105,532	\$ 109,450	\$ 117,738	\$ 134,648	\$ 134,287

Contracted professional services: non-instructional

Accounting/audit	Fixed	\$ 20,000	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
Legal	Fixed	\$ 2,500	\$ 2,500	\$ 2,550	\$ 2,601	\$ 2,653	\$ 2,706
IT support	Fixed	\$ 1,500	\$ 1,500	\$ 1,530	\$ 1,561	\$ 1,592	\$ 1,624
Consultants - not grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants - grant dependent	Fixed	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total contracted professional services: non instructional			\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,978
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Facilities expenses

Facility expenses	Per student	NA	\$311,467.73	\$351,306.63	\$391,145.52	\$430,984.42	\$470,823.31
Utilities	Fixed		\$73,052.40	\$82,396.31	\$91,740.22	\$101,084.13	\$110,428.05
Maintenance / cleaning service	Fixed			\$ -	\$ -	\$ -	\$ -
Total facility expenses			\$384,520	\$433,703	\$482,886	\$532,069	\$581,251

Financial expenses

Depreciation		NA	\$ 43,143	\$ 49,096	\$ 57,871	\$ 29,892	\$ 33,490
Interest Expense			\$ 15,000	\$ 10,000	\$ 7,500	\$ 5,000	\$ 5,000
Escrow set aside	Fixed	\$50,000 over time	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Total financial expenses			\$ 68,143	\$ 69,096	\$ 75,371	\$ 44,892	\$ 48,490

TOTAL EXPENSES			\$ 1,056,598	\$ 1,148,875	\$ 1,263,482	\$ 1,350,404	\$ 1,443,979
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West Virginia Academy Estimated Budget Summary (430 Students)

Year 1	Year 2	Year 3	Year 4	Year 5
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5 Year Total /
Average

Revenue

Revenue

District and state revenue	\$ 2,476,307	\$ 2,493,552	\$ 2,798,573	\$ 3,110,065	\$ 3,415,136	\$ 14,293,634 Total
Federal revenue	\$ 164,420	\$ 281,532	\$ 316,421	\$ 351,672	\$ 387,292	\$ 1,501,336 Total
Other revenue	\$ 80,798	\$ 91,132	\$ 101,467	\$ 111,801	\$ 122,136	\$ 507,333 Total
Total revenue Ex-Fundraising	\$ 2,721,525	\$ 2,866,217	\$ 3,216,460	\$ 3,573,538	\$ 3,924,563	\$ 16,302,304 Total

\$ Per Student	\$ 6,329	\$ 5,910	\$ 5,956	\$ 6,006	\$ 6,038	Average \$ 6,048
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Expenses**Compensation**

Salaries	\$ 1,395,000	\$ 1,499,400	\$ 1,623,544	\$ 1,773,279	\$ 1,889,927	\$ 8,181,149 Total
Payroll taxes and benefits	\$ 405,474	\$ 447,233	\$ 493,554	\$ 554,994	\$ 606,287	\$ 2,507,542 Total

Net Revenue less Compensation	\$ 921,050	\$ 919,584	\$ 1,099,362	\$ 1,245,265	\$ 1,428,350	\$ 5,613,612 Total
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Facility

Occupancy costs	\$ 311,468	\$ 351,307	\$ 391,146	\$ 430,984	\$ 470,823	\$ 1,955,728 Total
Other facility costs	\$ 73,052	\$ 82,396	\$ 91,740	\$ 101,084	\$ 110,428	\$ 458,701 Total
Total facility expense	\$ 384,520	\$ 433,703	\$ 482,886	\$ 532,069	\$ 581,251	\$ 2,414,429 Total
Net Revenue less Comp, Facility	\$ 536,530	\$ 485,881	\$ 616,477	\$ 713,197	\$ 847,098	\$ 3,199,184 Total

Other Expenses

Classroom Expenses	\$ 99,450	\$ 98,991	\$ 111,271	\$ 124,002	\$ 126,482	\$ 560,196 Total
Contracted professional services:						
instructional	\$ 22,669	\$ 25,407	\$ 28,145	\$ 30,884	\$ 33,623	\$ 140,727 Total
School-related services	\$ 352,283	\$ 387,749	\$ 423,102	\$ 458,441	\$ 493,867	\$ 2,115,442 Total
Operational Expenses	\$ 105,532	\$ 109,450	\$ 117,738	\$ 134,648	\$ 134,287	\$ 601,656 Total
Contracted professional services: non instructional	\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,978	\$ 124,897 Total
Depreciation	\$ 43,143	\$ 49,096	\$ 57,871	\$ 29,892	\$ 33,490	
Dissolution escrow	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 50,000 Total

Net Revenue pre-Grants/ Fundraising	\$ (120,548)	\$ (219,291)	\$ (156,619)	\$ (100,139)	\$ (10,629)	\$ (607,226) Total
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Grants & Donations	\$ 98,678	\$ 152,462	\$ 172,247	\$ 192,031	\$ 211,815	\$ 827,233 Total
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Yearly Surplus (deficit)	\$ (21,870)	\$ (66,829)	\$ 15,627	\$ 91,892	\$ 201,186	\$ 220,007 Total
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**Discretionary
Allocations
New Programming
(5% of surplus)**

	\$0	\$0	\$0	\$0	\$0
Additional Merit Bonuses	\$27,900	\$29,988	\$32,471	\$35,466	\$37,799
Additional CAPEX	\$0	\$0	\$0	\$0	\$0

Net Surplus (deficit)	-\$49,770	-\$96,817	-\$16,844	\$56,427	\$163,388	\$56,384	Total
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<i>Payroll taxes and benefits % salaries</i>	29%	30%	30%	31%	32%
<i>Compensation % revenue</i>	66%	68%	66%	65%	64%

As shown above, our organization would operate approximately at break even over the first five year period with initial enrollment of 430 students. Funding for additional programs and new capital expenditures would be dependent on additional fundraising and grants during this time. We do note that in year six our financial position would strengthen as our growth period concludes and we receive foundation funds consistent with actual enrollments rather than lesser prior year enrollments. We would initiate spending on capital expenditures on more permanent structures starting at that time if donations and grants were not otherwise sufficient to begin earlier.

While our contingent budget was calculated using conservative estimates as we use very low estimates for charter school grants and other sources of funding compared to charter schools in other areas, it is possible that unexpected additional costs could arise along the way that are not offset by such additional funding. A number of strategies are available to address this uncertainty. Our school could reduce its rate of expansion in years 2-5 or implement the alternative cost savings approaches (i.e. alternative bus approach with two start times) as needed to offset such unexpected additional costs. Additionally, our plan is for our modular buildings to be temporary while more permanent structures are built over time, but the useful life of these modular structures exceeds the ten year period over which the loans would be repaid and so delaying capital expenditures and using modular facilities for a longer period of time would be a permissible, albeit less than ideal, approach to offsetting significant unexpected additional costs.

CLOSURE PROCESS

In the unlikely event that a closure occurs, West Virginia Academy has created a process to ensure all affected members are treated fairly and the procedure is conducted as smoothly as possible. The process is divided into three stages: (1) the first weeks immediately following the announced decision of closure, (2) the remainder of the school year, and (3) the time period following the end of student classes.

Stage 1

The first 24 to 48 hours after the final decision has been made to close the school is when stakeholders will be given written notice of the reasons for closure. West Virginia Academy will hold a meeting for parents, staff, and the community to discuss the reasons for closure and the procedure for the remainder of the year. West Virginia Academy will also provide detailed financial information to the county board including the time frame of the school's financial wrap-up activities.

Stage 2

Stage 2 of the closure is between stage 1 and the end of the final school year. During this time West Virginia Academy will contact all debtors, creditors and terminate all contracts as of the end of the school year. West Virginia Academy will provide the county an up-to-date inventory and a plan for liquidating fixed assets. According to government requirements, the assets purchased with state or federal funds will be separated and disposed of correctly.

The Business/Account Manager will prepare a monthly cash flow projection through the end of the fiscal year, including essential expenditures, payment in full for staff, payroll taxes, pension funds, and benefits, as well as any lost revenue related to decreases in enrollment, reductions in charitable contributions, and loss of grant revenue.

West Virginia Academy will continue to teach and provide an educational experience for all of our students. Schedules in academic venues will continue to provide the strongest educational experience until the last day of school. .

The administrative staff will work on placement for each student for the following year including securing and transferring permanent student records. Information regarding progress on the closure process will continue through the weekly school newsletters to parents, students, and stakeholders.

Stage 3

Stage 3 starts after the last day of the classes ends. Property that is used in the day to day operations of the school will then be sold, all debts will be paid, and any remaining funds or

assets of the organization will be transferred to the County Boards of Education, divided proportionally based on the county residence of the students that attended in the most recent three year period. In conducting the sale of assets, the same care should be given to preserve public assets as is the case for operations while the school is open. Administrators should use good business judgement in the disposition of assets. Administrative staff will continue to work on placement and transfer of student records until completed. Final transcripts will be given to each West Virginia Academy student and the contact information for a student records custodian. The treatment of student records must adhere to the Family Educational Rights and Privacy Act, as well as to any state or local laws or regulations. Permanent academic records for current and past students will be delivered to the authorizer and housed with the county board of education for the county where the student resided while attending WVA and, for students completing grades K-11, academic records will also be sent to the school where the student elects to attend after the closure.

ADDENDUM 1: Survey Report

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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 they would enroll their 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.

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.

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 through 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	10	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 homeschooled 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.

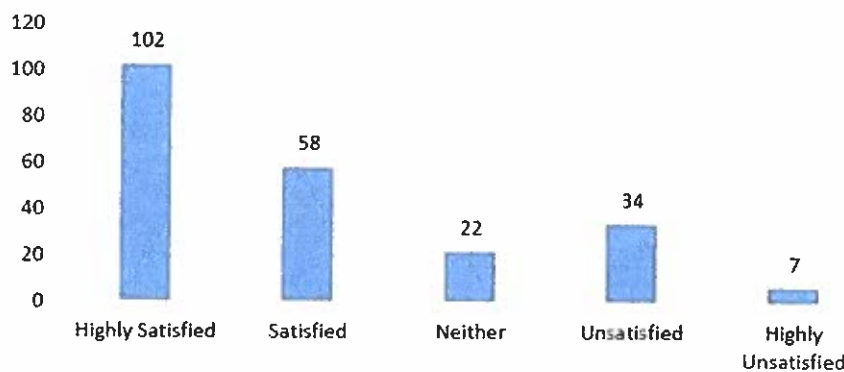
⁶ For example, a respondent that is the parent of one student currently enrolled in high school likely would have also had a student in Public Middle School within the last five years and, depending on the age of the student, possibly would also have had a student in Public Elementary School within the 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://wvdeis.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).

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.

Figure 1.1
Satisfaction Level with Schooling from All Sources
Among Survey Respondents (Total Responses)



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.

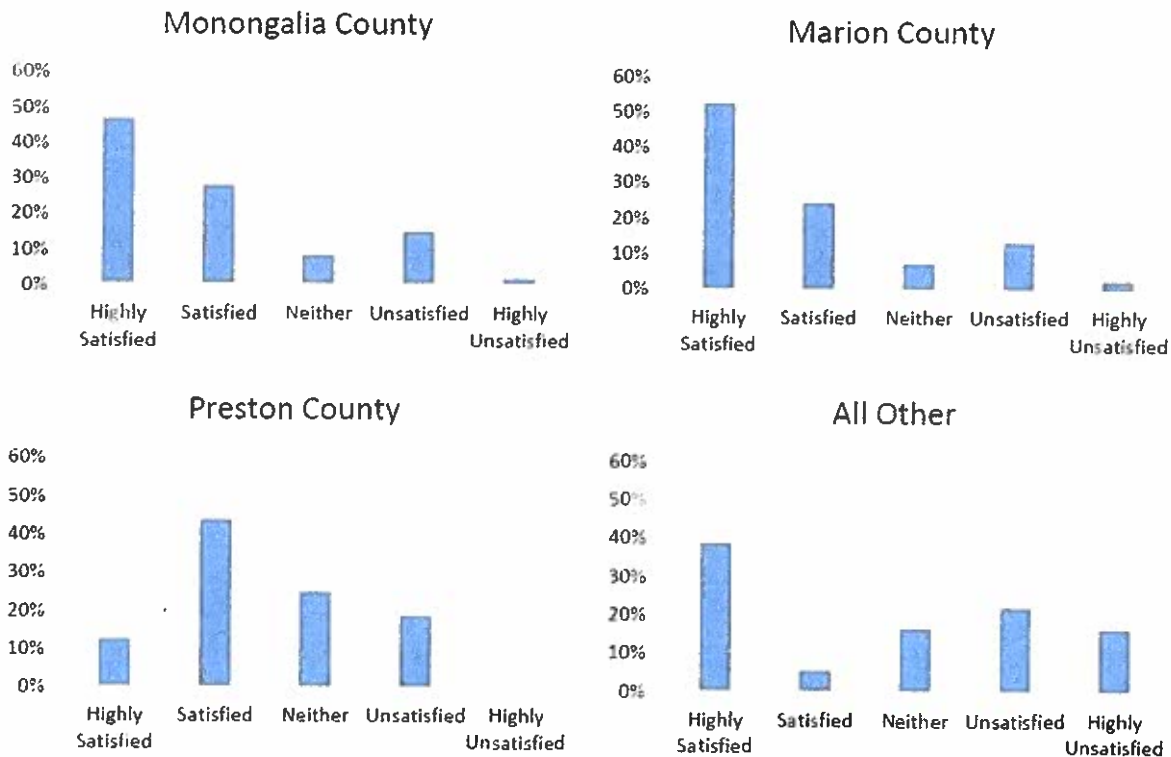
Satisfaction rates for respondent parents varied based on the number of children under 18 residing in their home. The largest group of respondents were the "two child" home parents (accounting for 40% of all respondents to this question) and these respondents expressed the greatest satisfaction. Respondents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

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.

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/>

<p align="center">Table 1.4 Respondents' Feelings About A Charter School Being Established in Their Community</p>								
	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.

<p align="center">Table 1.5 Factors Impacting Respondents' Feelings About A Charter School Being Established in Their Community</p>	
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)

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 (3 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	
Yes	19	20.0%	19	24.4%	4	26.7%
No	51	53.7%	43	55.1%	3	20.0%
Not Sure	25	26.3%	16	20.5%	8	53.3%
Initial Projected Charter Enrollment	2076		1926		1093	
					5065	

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 they 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.

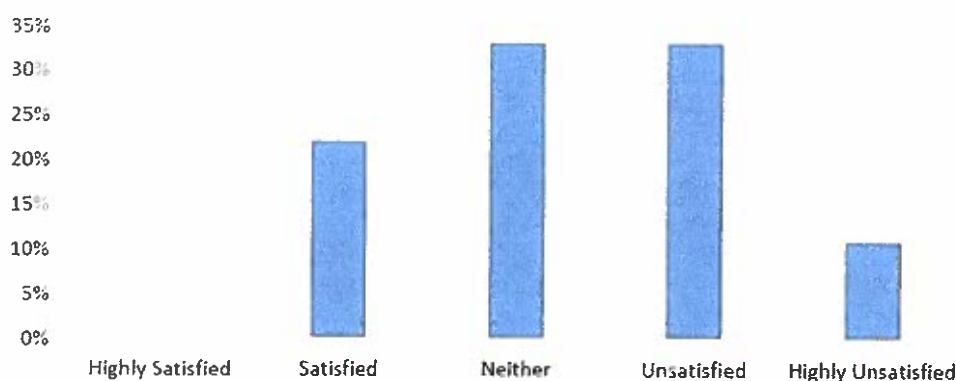
Table 2.1 presents the experience of student respondents with various education options, it being noted that Facebook does not allow children under 13 to set up a profile and so student respondents were much more heavily weighted toward middle school and high school than the parent respondent population.

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.

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

Figure 2.1
Satisfaction Level with Schooling from All Sources
Among Student Survey Respondents (Total
Responses)



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%

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.

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	3	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.

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

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

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)?

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

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

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: Code of Conduct

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 and/or begin expulsion proceedings according to the Suspension/Expulsion 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 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/infracton record, development of a behavior modification plan, suspension, reassignment, expulsion, dismissal, or an other appropriate measure. Law enforcement will be informed of all acts that constitute suspected criminal activity. The Office of Civil Rights will be notified of all acts that may be violations of civil rights.

Parent Notification

When a report of negative, degrading or bullying behavior leads to the creation of an office infracton 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.

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

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.

Valuables, Electronic Devices and Games

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)
- Expulsion

Students who physically harm other students will not be allowed to remain in the classroom. West Virginia Academy does not have a form of "in-school" suspension. If a student is not able or allowed to attend class due to his/her inability to properly participate or as a result of a discipline referral, a Parent Intervention (see VI. Code of Conduct: Parent Intervention Guidelines) or a Suspension will occur.

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.

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



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.

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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 05 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

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.

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ADDENDUM 6: Daily Schedules by Grade

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 - 3:35 (1/2 day mornings available)

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
8:00 - 8:35	Homeroom (AM)	Picture Book - aligned with school wide theme	Instruction - 30 days, Experience - 8	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience - 14
8:40 - 9:15	Reading	Reading Mastery - Reading Strand	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
9:15 - 9:30	Recess/PE	Next Generation Wellness Standards	Lessons 1 - 56	Lessons 57 - 90	Lessons 91 - 125	Lessons 126 - 160
9:30 - 10:30	Math	ConnectEd	WE.K.1, WE.K.2, WE.K.3, WE.K.4, WE.K.5, WE.K.6, WE.K.7	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 World	Units: Wellness, Forces/Motion, Plants, Unit: Colonial Towns and Townspeople	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	Expository Social Studies Books	Fiction Books	Poetry
1:45 - 2:25	Read Aloud Library	Reading Master - Literature Strand	Expository Science Books	Expository Social Studies Books		
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

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		
DAILY TOPICS	LESSONS	STANDARDS	DAILY TOPICS	STORYBOOKS	STANDARDS	DAILY TOPICS	STORYBOOKS	STANDARDS	DAILY TOPICS	STORYBOOKS	STANDARDS
21	Big City World	Read: Little Elliot, Big City; Talk about similarities and differences between city (urban) and country (rural) Read: Landmarks; Display pictures of famous landmarks and find shapes within them Read: Stellasaurus; teach Nodurnal - what animals are nocturnal	22	Eye Doctor	Read: Patricia's Vision: The Doctor Who Saved Sight 2.14, WE.K, 11DSS.K, 2.14, VAK.2.9 DSS.K.2.7	21	Plants Move	Read: Plants Can't Sit Still	23	Wild	Exploring the Wild
22	Famous World		23	Pediatrician		22	Many types of trees	Read: Mrs. Pearsuckle's Tree Alphabet	24	Monsters	Read: How to Catch a Monster
26	World at night		24	Bus Driver	Read: The Little School bus	23	Being Different	Read: The Curvy Tree	25	Castles	Read: Max's Castle
World of Possibilities	Read: The Big Ideas of Buster Beekes; Talk about what they want to be or do when they grow up. During this unit - discuss what these animals need to survive	S.K.GS.3, S.K.GS.6	25	Astronaut	Read: Penguinaut	COLORS	What's Your Favorite Color	Read: What's your Favorite Color	26	Dragons	Read: There's no such thing as a Dragon; talk about print, non-print, and electronic resources - i.e. books, newspapers, magazines, computer apps, music etc
ANIMALS			26	Fire Fighter	Read: This is a FireFighter	24	Favorite	Read: Red - A Crayon Story; Discuss how colors make them think of experiences, or feel something for each color	27	Technology	Read: When Charlie McButton Lost Power
28	Bugs	Read: Some Bugs; Discuss importance of bugs in crops and pollination	27	Night Job	Read: Night Job	25	Red	Read: Who Eats Orange; Discuss how colors make them think of experiences, or feel something for each color	28	Day Dreamers	Read: Day Dreamers
29	Pets	Read: Memoirs of a Hamster; Have the students talk about their pets	28	Librarian	Read: Tinyville Town: I'm A Librarian	26	Orange	Read: Yellow Copter; Discuss how colors make them think of experiences, or feel something for each color	29	Imagine	Read: Imagine
30	Jungle Animals	Read: The One and Only Ivan; Discuss primates - monkey, apes, gorilla, orangutan, chimp, etc	29	Construction	Read: Roadwork	27	Yellow	Read: Green; Discuss how colors make them think of experiences, or feel something for each color	30	Hero inside us all	Read: My Name is Not Alexander
31	Frogs/Pigs	Read: Rabbit; Talk about the life cycle of a frog Read: Mama Dug a Little Den; Discuss where animals live in different environments, what do they have to survive	30	Artist	Read: Noisy Paint Box	28	Green	Read: Baby Bear Sees Blue; Discuss how colors make them think of experiences, or feel something for each color	31	Preparation leads to success	Read: Max and Maria
32	Arctic Animals	Read: Through the Forest in Fall; Display jungle animals and forest animals - sort them into the right habitat	31	Keep Trying	Read: Most Magnificent Thing	29	Blue	Read: Positively Purple; Discuss how colors make them think of experiences, or feel something for each color	32	TESTING WEEK	
33	Forest Animals		32	Determination	Read: Flight School	30	Purple	Read: Pete the Cat: I Love my White shoes; Discuss how colors make them think of experiences, or feel something for each color	33	Don't have to be Perfect	Read: The Good Egg
34	Baby animals	Read: Hatch; Match babies to mothers	CELEBRATIONS AROUND WORLD			31	White	Read: Brown Bear, Brown Bear, What do you See; Discuss how colors make them think of experiences, or feel something for each color	34	All of us can be good	Read: The Bad Seed
35	Farm Animals	Read: I am Cow, Hear me Moo; What do we do with wool? Talk about the importance of sheep. What about cows? What do we get from farm animals	33	France	Read: The Story of Santa Clause - Tom Paxton	32	Brown	Read: The Black book of Color; Discuss how colors make them think of experiences, or feel something for each color	35	Be accepting of who you are	Read: Eraser
36	Australian Animals	Read: If I were a Kangaroo; Discuss Australia and what other animals are only found there. Read: Mrs. Pearsuckle's Bird Alphabet; Compare and contrast different birds	34	Mexico	Read: The Legend of the Ponsettle	33	Black		36	You have purpose	Read: Scribble Stones
37	Birds		35	Africa	Read: Kevin's Kwanzaa	SAVE THE WORLD'S OCEAN			37	Too Cool for School	Read: The Cool Bean
			36	Israel	Read: There was an Old Lady who Swallowed a Dried!	34	Energy	Read: Energy; Physical Science for Kids	38	SOCIAL STUDIES	
			37	Germany	Read: Pick a Pine Tree	35	Renewable Energy	Read: Energy Island	39	America	Read: America: A Patriotic Primer
			38	India	Read: Lots of Lights: A Story of Diwali	36	Earth's Energy	Read: Baby Loves Green	40	American Landmarks	Read: Good Night America

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	
DAILY TOPICS		DAILY TOPICS		DAILY TOPICS		DAILY TOPICS	
LESSONS		STORYBOOKS		STORYBOOKS		STORYBOOKS	
STANDARDS		STANDARDS		STANDARDS		STANDARDS	
39	Australia	Read: Six White Boomers		37	Taking Care of the Earth	41	Americas Birthday
	Italy	Read: The Legend of Old Befana			Count creatures in the Sea		Read: Red, White and Boom
	Canada	Read: Night before Christmas			Midnight Zone		Read: L is for Liberty
	Culture Connection	Read: Say Hello - Linda Davick			Ocean and Sky		WEST VIRGINIA SPIRIT WEEK
40	Italy	Read: The Legend of Old Befana		44	Sea creatures in the Read: 1, 2, 3, Sea	42	Freedom
41	Canada	Read: Night before Christmas		45	Midnight Zone	WEST VIRGINIA SPIRIT WEEK	
42	Culture Connection	Read: Say Hello - Linda Davick		46	Ocean and Sky Read: Ocean Meets Sky		
						43	Coal Country Read: Boys of the Deep

HANDWRITING - KINDERGARTEN

TERM 1 - EARTH: ON, ABOVE, BELOW

DAY	FOCUS LETTERS	STANDARDS
1	Practice Drawing Straight lines across the page	ELA.K.2, ELA.K.3, ELA.K.4, ELA.K.5, ELA.K.37
2	Number 1	
3	Capital E	
4	Capital F	
5	Capital H	
6	Number 4	
7	Capital I	
8	Capital L	
9	Capital T	
10	Lowercase i	
11	Lowercase l	
12	Lowercase t	
13	Practice drawing curvy lines	
14	Number 0	
15	Number 3	
16	Capital B	
17	Capital C	
18	Number 6	
19	Capital D	
20	Capital G	
21	Capital J	
22	Capital O	
23	Capital P	
24	Capital Q	
25	Capital S	
26	Capital U	
27	Lowercase a	
28	Number 9	
29	Lowercase b - bar first	
30	Number 5	

TEACHER TASKS

- Have students get notebook and ready
- Talk about how to write the number/letter
- Ask student to make 10 perfect
- Student circles best one
- Ask some students to make their best one on board
- *Have student say sound while writing

TERM 2 - MAKING A DIFFERENCE

DAY	FOCUS LETTERS	STANDARDS
31	Lowercase c	ELA.K.2, ELA.K.3, ELA.K.4, ELA.K.5, ELA.K.37
32	Lowercase d - donut first	
33	Number 8	
34	Lowercase e	
35	Lowercase f	
36	Lowercase g	
37	Lowercase h	
38	Lowercase j	
39	Lowercase m	
40	Lowercase n	
41	Lowercase o	
42	Lowercase p	
43	Lowercase q	
44	Lowercase r	
45	Lowercase s	
46	Lowercase u	
47	Practice slant lines	
48	Number 7	
49	Capital A	
50	Capital K	
51	Capital M	
52	Capital N	
53	Capital R	
54	Capital V	
55	Capital W	
56	Capital X	
57	Capital Y	
58	Capital Z	
59	Lowercase k	
60	Lowercase v	
61	Lowercase w	
62	Lowercase x	
63	Lowercase y	
64	Lowercase z	

STANDARDS

DAY	FOCUS LETTERS	STANDARDS
65	Practice First names	ELA.K.2, ELA.K.3, ELA.K.4, ELA.K.5, ELA.K.37
66	Practice Last names	
67	Practice first and last name	
68	Word Family -at	
69	Word Family -ap	
70	Word Family -ar	
71	Word Family -an	
72	Word Family -ay	
73	Word Family -in	
74	Word Family -it	
75	Word Family -op	
76	Word Family -ot	
77	Word Family -ug	
78	Word Family -all	
79	Word Family -ell	
80	Word Family -ill	
81	Word Family -ing	
82	Digraphs - ch	
83	Digraphs - sh	
84	Digraph - th	
85	Digraph - wh	
86	Digraph - qu	
87	Digraph - ng	
88	Blends - bl	
89	Blends - br	
90	Blends - cl	
91	Blends - cl	
92	Blends - cr	
93	Blends - dr	
94	Blends - fr	
95	Blends - tr	
96	Blends - fl	
97	Blends - gl	
98	Blends - gr	
99	Blends - pl	

FOCUS LETTERS

DAY	FOCUS LETTERS	STANDARDS
100	Blends - pr	ELA.K.2, ELA.K.3, ELA.K.4, ELA.K.5, ELA.K.37
101	Blends - sl	
102	Blends - sm	
103	Blends - sp	
104	Blends - st	
105	Blends - str	
106	Blends - spl	
107	Blends - spr	
108	Sight words - if	
109	Sight words - that	
110	Sight Words - is	
111	Sight words - on	
112	Sight Words - can	
113	Sight words - he	
114	Sight Words - his	
115	Sight Words - hit	
116	Sight Word - for	
117	Sight Word - had	
118	Sight Word - has	
119	Sight Word - us	
120	Sight Word - and	
121	Sight Word - came	
122	Sight word - she	
123	Sight Word - little	
124	Sight word - got	
125	Sight word - me	
126	Sight word - my	
127	Sight word - not	
128	Sight Word - was	
129	Sight Word - him	
130	Sight Word - red	
131	Sight word - run	
132	Sight Word - said	
133	Sight Word - the	
134	Sight Word - now	

HISTORY/GEOGRAPHY - KINDERGARTEN

CORE KNOWLEDGE CURRICULUM (CKLA)

MYSTERY SCIENCE (MS)

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	
HISTORY/GEOGRAPHY		HISTORY/GEOGRAPHY		HISTORY/GEOGRAPHY		HISTORY/GEOGRAPHY	
UNIT 1: NATIVE AMERICANS CKLA: Introduction to the Native Americans CKLA: Lakota Sioux and the Buffalo CKLA: Where's Minona CKLA: Little Bear Goes Hunting? CKLA: Bear, Gull and Crow CKLA: Lenape, People of the Seasons CKLA: Native American Alphabet CKLA: Native Americans Today CKLA: Culminating Activities Little Rabbit of the Eastern Woodlands Little Rabbit Goes Fishing Una and Len of the American Southwest Una and Len Celebrate Spring Hiki and the Pacific Northwest Hiki Goes Fishing Hiki and the New Totem Pole BrainPop Jr Native Americans: Cherokee BrainPop Jr Native Americans: Iroquois BrainPop Jr Native Americans: Chief Joseph BrainPop Jr Native Americans: Pueblo		UNIT 2: CHRISTOPHER COLUMBUS CKLA: Spice Seekers CKLA: Ferdinand and Isabella CKLA: 1492 CKLA: Not the Indies CKLA: Further Adventures of Christopher CKLA: Colonies in Native American Lands CKLA: Voyage of Mayflower CKLA: Wampanoag CKLA: Thanksgiving CKLA: Culminating Activities Christopher Columbus: A young Adventurer Christopher Has an Idea Christopher Sails West The Voyage West Exploring the Americas The Pilgrims Search for a New Home On Board the Mayflower Pilgrims Work Hard to Survive American Independence Taken to America BrainPop Jr Native Americans: Thanksgiving BrainPop Jr American History: Christopher Columbus		UNIT 3: COLONIAL TOWNS BrainPop Jr: Social Studies: 13 Colonies CKLA: The Country Family CKLA: Trip to Town CKLA: The Breadmakers CKLA: Cloth Makers CKLA: Dressmakers, Tailors, Hatters, Cobblers CKLA: Elves and the Shoemaker CKLA: House Builders CKLA: The Blacksmith CKLA: Little Gray Pony CKLA: Stone Soup CKLA: Culminating Activities		UNIT 5: PRESIDENTS AND AMERICAN SYMBOLS CKLA: Washington DC CKLA: Dishonest Story about an Honest Man CKLA: Clever General CKLA: George Washington CKLA: Thomas Jefferson CKLA: Abraham Lincoln CKLA: Teddy Roosevelt CKLA: Barack Obama CKLA: Carving Mount Rushmore CKLA: Culminating Activities	
SS.K.16, SS. K.17, DSS.K- 2.7, DSS.K- 2.8, DSS.K- 2.9, DSS.K- 2.10, DSS.K- 2.11, DSS.K- 2.12, DSS.K- 2.13, DSS.K- 2.14, DSS.K- 2.15, DSS.K- 2.16, DSS.K- 2.17		SS.K.16, SS.K. 17, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, DSS.K-2.16, DSS.K-2.17		SS.K.16, SS. K.17, DSS.K- 2.7, DSS.K- 2.8, DSS.K- 2.9, DSS.K- 2.10, DSS.K- 2.11, DSS.K- 2.12, DSS.K- 2.13, DSS.K- 2.14, DSS.K- 2.15, DSS.K- 2.16, DSS.K- 2.17		SS.K.18, SS. K.19, SS.K-20, SS.K.20, SS.K. 22, DSS.K- 2.7, DSS.K- 2.8, DSS.K- 2.9, DSS.K- 2.10, DSS.K- 2.11, DSS.K- 2.12, DSS.K- 2.13, DSS.K- 2.14, DSS.K-	

SCIENCE - KINDERGARTEN**CORE KNOWLEDGE CURRICULUM (CKLA)****MYSTERY SCIENCE (MS)****TERM 1 - EARTH: ON, ABOVE, BELOW****UNIT 1: WEATHER AND THE SUN**

CKLA Domain 8: Seasons and Weather

CKLA: What's the Weather Like

BrainPopJr: Weather: Temperature

MS Weather Watcher Mystery 1: Weather Conditions

CKLA: Meteorology

MS: Mystery 2: Severe Weather and Preparation

CKLA: Grasshopper and Ants

MS Mystery 3: Weather Forecasting and Seasonal Patterns

MS Mystery 4: Local Weather and Patterns

CKLA: Winter, Spring, Summer Autumn

BrainPopJr: Weather: Seasons

BrainPopJr: Weather: Fall

BrainPopJr: Weather: Spring

BrainPopJr: Weather: Summer

BrainPopJr: Weather: Winter

CKLA: Culminating Activities

BrainPopJr: Space: Sun

BrainPopJr: Space: Earth

MS Spinning Sky: Mystery 1 Sun, Shadow, daily patterns

MS Mystery 2: Sun Shadows, and Daily Patterns

MS Mystery 3: Sun and Daily Patterns

UNIT 3: LIVING THINGS/CKLA FARM

BrainPop Jr Animals: Classifying Animals

CKLA: Old MacDonald,

CKLA: Moo, Moo Here, Cluck, Cluck There

CKLA: Oink, Baa Baa

CKLA: All kinds of Crops, Little Red Hen

CKLA: Farm to Market - Culminating Activities

BrainPop Jr: Social Studies -Communities: Rural, Suburban

BrainPop Jr: Social Studies -Communities: Homes

MS Plants and Animal Secrets: Mystery 2: Animal Needs: Shelter

MS Mystery 3: How can you find animals in the woods?

BrainPop Jr Habitats: Forests

MS Mystery 4: How do animals make their homes in the forest?

BrainPopJr: Habitats: Rainforests

BrainPopJr: Habitats: Arctic

BrainPopJr: Habitats: Desert

BrainPopJr: Habitats: Grasslands

STANDARDS

SS.K.10, SS.K.11, SS.K.13, S.K.GS.7, S.K.GS.8, S.K.GS.9, S.K.GS.10, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, DSS.K-2.16, DSS.K-2.17

SS.K.6, SS.K.8, SS.K.11, SS.K.12, S.K.GS.3, S.K.GS.4, S.K.GS.5, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, DSS.K-2.16, DSS.K-2.17

TERM 2 - MAKING A DIFFERENCE**UNIT 1: FEELINGS**

BrainPopJr Health Feelings Anger

BrainPopJr Health Feelings Bullying

BrainPopJr Health Feelings Conflict Resolution

BrainPopJr Health Feelings Emotions

BrainPopJr Health Feelings Friends

BrainPopJr Health Feelings Mindfulness

BrainPopJr Health Be Well: Determination

UNIT 2: COMMUNITY HELPERS

Brainpop Jr: Social Studies: Community Helpers

BrainPopJr Health: Be Well - Go to Doctor

BrainPopJr Health: Be Well - Go to Dentist

UNIT 3: GEOGRAPHY

Brainpop Jr: Social Studies: Reading Maps

<https://www.nationalgeographic.org/activity/mapping-classroom/><https://www.nationalgeographic.org/activity/places-park/>

BrainPopJr Science Space: Earth

<https://www.nationalgeographic.org/activity/exploring-maps-and-models/>

Brainpop Jr: Social Studies: Continents and Oceans

<https://www.nationalgeographic.org/activity/land-water-and-animals-in-a/><https://www.nationalgeographic.org/activity/sun-earth-and-cardinal-directions/>

CKLA: Where do you Live?

CKLA: Finding your Way around

CKLA: Let's Explore North America

CKLA: Mexico/Canada

CKLA: South America

CKLA: Africa

CKLA: Asia

CKLA: Australia/Antarctica

CKLA: Culminating Activities

<https://www.nationalgeographic.org/activity/locate-yourself-map-america/>**STANDARDS**

SS.K.8, DSS.K-2.1, DSS.K-2.2, DSS.K-2.3, DSS.K-2.4, DSS.K-2.5, DSS.K-2.6, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, DSS.K-2.16, DSS.K-2.17

SS.K.9, SS.K.10, SS.K.11, SS.K.12, SS.K.13, S.K.GS.10, DSS.K-2.2, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, DSS.K-2.16, DSS.K-2.17

TERM 3 - FORCES IN MOTION		TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING	
UNIT 1: FIVE SENSES		UNIT 1: TAKING CARE OF THE EARTH STANDARDS	
CKLA: My Senses are Amazing	STANDARDS SS.K.11, DSS. K-2.1, DSS.K- 2.2, DSS.K-2.4	CKLA: Introducing the Earth	SS.K.6, SS.K.8, SS.K.11, SS.K. 13, S.K.GS.4, S.K.GS.5, S.K. GS.6, S.K.GS. 9, S.K.GS.10, S.K-2.ETS.1, S. K-2.ETS.2, S.K- 2.ETS.3, DSS. K-2.4
CKLA: Sense of Sight	, DSS.K-2.5, DSS.K-2.7, DSS.K-2.8,	CKLA: Garbage	
CKLA: Sense of Hearing	DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14,	CKLA: Natural Resources	
CKLA: Sense of Smell	DSS.K-2.15, DSS.K-2.16, DSS.K-2.17	BrainPopJr: Science Conservation - Natural Resources	
CKLA: Sense of Taste		CKLA: Reduce, Reuse, Recycle	
CKLA: Sense of Touch		CKLA: Recycle	
CKLA: Ray Charles		BrainPopJr: Science Conservation - Reduce, Reuse, Recycle	
CKLA: Helen Keller		CKLA: Composting	
CKLA: Culminating Activities		CKLA: Pollution	
BrainPopJr Health: Bodies Senses		CKLA: Air Pollution	
BrainPopJr Health: Be well: Washing Hands		BrainpopJR Science Weather: Water Cycle	
BrainPopJr Health: Be well: Colds and Flu		CKLA: Willy the Water Drop	
BrainPopJr Health: Be well: Exercise		CKLA: Goodbye Good Old Earth	
BrainPopJr Health: Food Eating Right		CKLA: Culminating Activities	
BrainPopJr Health: Food Food Groups		UNIT 3: OCEAN ZONES	SS.K.10, S.K. GS.3, S.K.GS. 4, S.K.GS.5, S. K.GS.6, S.K. GS.9, S.K.GS. 10, S.K-2.ETS. 1, S.K-2.ETS.2, S.K-2.ETS.3, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14,
BrainPopJr Health: Food Sugar		BrainpopJR Science Habitats: Ocean Habitats	
UNIT 2: FORCES IN MOTION		BrainPopJr Science Animals Fish	
MS: Force Olympics Mystery 1: Pushes and Pulls	SS.K.11, S.K. GS.1, S.K.GS. 2, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, DSS.K-2.16, DSS.K-2.17	https://www.nationalgeographic.org/activity/how-people-affect-ocean-animals-and-plants/	
MS Mystery 2: Pushes, Pulls, and Work Words		https://www.nationalgeographic.org/activity/healthy-beaches/	
BrainPopJr: Science Forces: Pushes and Pulls		https://www.nationalgeographic.org/media/underwater-world/	
MS Mystery 3: Motion, Speed, Strength		MS Mini-lesson why is the ocean salty	
MS Mystery 4: Speed and Direction of Force		UNIT 4: USA	
MS Mystery 5: Direction of Motion and Engineering		Brainpop Jr Social Studies: US Symbols	SS.K.9, SS.K. 10, SS.K.12, SS.K.13, DSS. K-2.7, DSS.K- 2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, DSS.K-2.16, DSS.K-2.17
MS Mystery 6: Forces and Engineering		Brainpop Jr Social Studies: Statue of Liberty	
UNIT 2: CKLA PLANTS			
CKLA: Introduction to plants			
CKLA: Plant Parts	S.K.GS.3, S.K. GS.4, S.K.GS. 5, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.11, DSS.K-2.12, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, DSS.K-2.16, DSS.K-2.17		
CKLA: Life Cycle of a Plant			
CKLA: Gigantic Turip			
CKLA: Polly the Honeybee's Flower Tour			
CKLA: Fruits of Polly's Labor			
CKLA: Johnny Appleseed			
CKLA: Deciduous Trees			
CKLA: Evergreen Trees			
CKLA: Plants and People			
CKLA: George Washington Carver			
CKLA: Culminating Activities			

SPECIALS - KINDERGARTEN

TERM 1 - EARTH: ON, ABOVE, BELOW					TERM 2 - MAKING A DIFFERENCE				
MUSIC									
UNIT	ELEMENTS OF MUSIC	SONGS	ART		UNIT	ELEMENTS OF MUSIC	SONGS	ART	
ORIENTATION	Through participation, become familiar with some basic elements of music (rhythm, melody, harmony, form, timbre, etc)	Teach: Signing time - Days of the Week,							
WEATHER	Recognize steady beat; begin to play a steady beat Listen to "Weather" related songs discuss what weather they describe WEATHER SONGS: Blown in the wind - Peter, Paul and Mary. Heatwave - Martha and the Vandellas. Here Comes the Sun - The Beatles, Sunshine on My Shoulder - John	Keep the rhythm to the weather songs	Observe how colors can create different feelings and how certain colors can seem "warm" (red, orange, yellow) or "cool" (blue, green, purple) Observe the use of color In: -Pieter Bruegel, <i>The Hunters in the Snow</i>			Recognize short and long sounds Discriminate between fast and slow Discriminate between loud and soft singing Discriminate between obvious differences in pitch: high and low Recognize that some phrases are the same and some are different	Teach: Signing Time - Magic Words, Feelings		LINE Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
OUR WORLD	Recognize some beats have accents (stress) Move responsively to music (marching, walking, hopping, swaying, etc)	Teach: Signing time - Beautiful Day Teach: Signing - The Zoo Train	-Helen Frankenthaler, <i>Blue Atmosphere</i> -Paul Gauguin, <i>Tahitian Landscape</i> -Pablo Picasso, <i>Le Gourmet</i>		COMMUNITY HELPERS CELEBRATIONS AROUND THE WORLD				Observe different kinds of lines in: Katsushika Hokusai, <i>Tuning the Samisen</i> Henri Matisse, <i>Purple Robe and Anemones</i> Joan Miro, <i>People and Dog in the Sun</i>

TERM 3 - FORCES IN MOTION				TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING			
UNIT	LISTENING AND UNDERSTANDING	SONGS	ART	UNIT	LISTENING AND UNDERSTANDING	SONGS	ART
WELLNESS	Recognize the following instruments by sight and sound:	Teach: Signing Time - Look at my Hands, Silly Pizza Song		NUMBERS	Sing unaccompanied, accompanied, and in unison	Teach: Signing Time - The Counting Song	Looking at and Talking about Works of Art
FORCES AND MOTION			SCULPTURE Recognize and discuss the following as sculptures:	LET'S GO ON AN ADVENTURE		Teach: Signing Time - My Great Backyard	Pieter Bruegel, <i>Children's Games</i>
PLANTS			-Northwest American Indian totem pole				
COLORS		Teach: Treeshooters - Photosynthesis	-Statue of Liberty	SOCIAL STUDIES		The Bear Went over the Mountain	Mary Cassatt, <i>The Bath</i>
SAVE THE WORLD'S OCEAN		Twinkle Twinkle Little Star	Mobiles: Alexander Calder's <i>Lobster Trap and Fish Tail</i>	SPIRIT WEEK		If You're Happy and you Know it	Winslow Homer, <i>Snap the Whip</i>
		London Bridges: Row, Row, Row your Boat					Diego Rivera, <i>Mother's Helper</i>
							Henry O. Tanner, <i>The Banjo Lesson</i>

STANDARDS
DSS.K-2.1, DSS.K-2.2, DSS.K-2.3, DSS.K-2.4, DSS.K-2.6, DSS.K-2.7, DSS.K-2.8, DSS.K-2.9, DSS.K-2.10, DSS.K-2.13, DSS.K-2.14, DSS.K-2.15, MU.K-2.1, MU.K-2.2, MU.K-2.3, MU.K-2.4, MU.K-2.5, MU.K-2.6, MU.K-2.7, MU.K-2.8, MU.K-2.9, MU.K-2.10, MU.K-2.11, MU.K-2.12, MU.K-2.13, MU.K-2.14

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
8:00 - 8:35	HOMEROOM	Learning plan, Welcome time Reading Mastery - Reading Strand	Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience - 14
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: Orientation, Weather, Our World, Animals	Units: Three World Religions, Different Lands, Similar Stories, Early Explorers and Settlers, Units: Feelings/Manners, Jobs/Hard Work, Around the World	Units: From Colonies to Independence, A New Nation-American Independence Units: Wellness, Forces/Motion, Plants, Colors, Oceans	Units: Frontier Explorers, Exploring the West, West Virginia History Units: Numbers, Adventure, Our History, Spirit Week
1:00 - 1:30	Specials	Music, Art, PE, Computers	WE.1.8, WE.1.9, WE.1.10, WE.1.11, WE.1.12, WE.1.13, WE.1.14	Expository Social Studies Books	Fiction Books	Poetry
1:30 - 1:45	Recess	Next Generation Wellness Standards		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
1:45 - 2:25	Read Aloud Library	Reading Master - Literature Strand	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
2:25 - 3:15	Science	Mystery Science and Core Knowledge Curriculum	Field Trip: WVU Planetarium	Field Trip: Botanical Gardens	Field Trip: Evergreen Heritage Center	Field Trip - Morgantown History Museum
3:15 - 3:35	Homeroom/Dismissal					
FRIDAYS	Experience Days	West Virginia Academy Ambassador Program				

HOMEROOM - 1ST GRADE

HOMEROOM AM (30 min)

Daily Learning Plan (15 min)
Carpet time (10 min) Hello song, yesterday/today/tomorrow, weather check, announcements; saying for the week

HOMEROOM PM (25 Min)

Carpet time (10 min) read book and discuss
Activity related to focus topic (10 min)

HOMEROOM DISMISS (15 min)

Get organized (5 min) backpack, papers, homework, etc
Carpet time (10 min) Good things and bad things about the day.

Magic School Bus

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	STANDARDS
SAYINGS FOR THE TERM A dog is man's best friend	SAYINGS FOR THE TERM Great oaks from little acorns grow	SAYINGS FOR THE TERM A.M. and P.M.	SAYINGS FOR THE TERM Let the Cat out of the bag	LM.S.1 DSS.K-2.1
April showers bring May flowers	Look before you leap	An apple a day keeps the doctor away	The More the merrier	LM.1.1.1 DSS.K-2.2
Better safe than sorry	A place for everything and everything in its place	Fish out of water	Never leave till tomorrow what you can do today	LM.1.1.2 DSS.K-2.3
Do unto others as you would have them do unto you	Practice makes perfect	Hit the nail on the head	Sour grapes	LM.1.1.3 DSS.K-2.4
The early bird gets the worm	It's raining cats and dogs	If at first you don't succeed, try, try again	There's no place like home	LM.PD.1.1 DSS.K-2.5
	Where there's a will there's a way	Land of Nod	Wolf in Sheep's Clothing	LM.S.2 DSS.K-2.6
ORIENTATION Meet your teacher, classroom orientation	HISTORY OF THE EARTH Chapter Book: Voyage to the Volcano	HUMAN BODY Chapter Book: Search for Missing Bones	HABITATS Chapter Book: Arctic Adventure	LM.1.2.1 DSS.K-2.7 LM.1.2.2 DSS.K-2.8 LM.1.2.3 DSS.K-2.9 LM.1.2.4 DSS.K-2.10
Introduce Learning Plan, Classroom rules	Dinosaur Detective	Giant Germ	Fishy Field Trip	LM.1.2.5 DSS.K-2.11
Teach about carpet time routine	Easy Reader: Flies with the Dinosaurs	Easy Reader: Has a Heart	Shark Escape	LM.1.2.6 DSS.K-2.12
Meet your friends		Missing Tooth	Wild Whale Watch	LM.1.2.7 DSS.K-2.13
Assign classroom jobs for the term		Fights Germs	Easy Reader: Shark Adventure	LM.PD.1.2 DSS.K-2.14
Read: What Should Danny Do? School Day	EARLY EXPLORERS Easy Reader: First Thanksgiving	Comes to its Senses	Getts Crabby	LM.S.3 DSS.K-2.15
Safety Drill	LIVING THINGS Chapter Book: Truth about Bats	MAKES THINGS MOVE Chapter Book: Amazing Magnetism	EARTH'S CHANGES Chapter Book: Rocky Road Trip	LM.1.3.1 DSS.K-2.16 LM.1.3.2 DSS.K-2.17 LM.1.3.3 DSS.K-2.18
WEATHER AND SUN Chapter Book: Twister Trouble	Penguin Puzzle	Electric Storm		SS.1.2
Easy Reader: Weathers the Storm	Butterfly Battle	Color Day Relay	Easy Reader: Get's Recycled	SS.1.5 SS.1.6 SS.1.3 SS.1.6
Rides the Wind	Food Chain Frenzy	Easy Reader:		SS.1.7 SS.1.8 SS.1.9
Lost in the Snow	Insect Invader			
Sleeps for the Winter	Easy Reader: Flies from the Nest	AMERICAN INDEPENDENCE Easy Reader: Builds the Statue of Liberty		
Read the Wild Leaf Ride	In the Bat Cave			
	Get's Caught in a Web			
ASTRONOMY Chapter Book: Space Explorers	CONTINENTS, MAPS, COUNTRIES Chapter Book: Polar Bear Patrol			
Easy Reader Read: Blasts into Space	Expedition Down Under			
Read: Takes a Moon Walk	Easy Reader:			

HISTORY - 1st Grade

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	
UNIT 1: Early World Civilizations	STANDARDS SS.1.4, SS.1.6, SS.1.8	UNIT 1: Three World Religions	STANDARDS SS.1.1, DSS.K-2.1, DSS.K-2.2	UNIT 1: From Colonies to Independence	STANDARDS SS.1.1, SS.1.3, SS.1.4, SS.1.5	UNIT 1: Frontier Explorers	STANDARDS SS.1.5, SS.1.6, SS.1.7, SS.1.8, SS.1.9
Father and his Son in Mesopotamia		What is Religion		Thirteen Colonies		Daniel Boone and the Opening of the West	
Writing in Mesopotamia		History of Judaism		Boston Tea Party		Crossing the Appalachian Mountains	
Religion in Babylon		Flight from Egypt		Colonies Unite		Jefferson and Monroe	
People of the Nile		History of Christianity		Paul Revere		Louisiana Purchase	
Writing in Ancient Egypt		History of Islam		American Revolution Begins		Lewis and Clark	
Amor-Ra and the Gods of Ancient Egypt		Culminating Activities		Colonial Leaders Meet Again		Lewis and Clark - Journey Begins	
Approaching the Great Pyramid		UNIT 2: Early Explorers and Settlers	STANDARDS SS.1.5, SS.1.6, SS.1.7, SS.1.8, SS.1.9	Benjamin Franklin		Discovery and Danger on Prairie	
The Sphinx		The Conquistadors		George Washington		Sacagawea	
Story of Hatshepsut		Queen Elizabeth and the Lost Colony		Washington DC and American Symbols		Red Cedars and Grizzly Bears	
Tutankhamun, Part 1		English Travel to Virginia		Brainpop Jr George Washington		Rivers and Mountains	
Tutankhamun, Part 2		John Smith and Powhatan		UNIT 2: A New Nation - American Independence	STANDARDS SS.1.1, SS.1.3, SS.1.4, SS.1.5	To the Pacific and Back	
Culminating Activities		Enslaved People in the Colonies		Introduction		Culminating Activities	STANDARDS SS.1.5, SS.1.7, SS.1.8, SS.1.9
Brainpop Jr - Ancient History Ancient Egypt		The Pilgrims Arrive in Plymouth		New World		UNIT 2: Exploring the West	
UNIT 2 - Early Civilizations of the Americas	STANDARDS SS.1.4, SS.1.6, SS.1.8	The Puritans		Taxing Time: Boston Tea Party		Daniel Boone	
Maya - A Harvest and a Hurricane		Culminating Activities		Shot Heard Round the World		Louisiana Purchase	
Maya - Journey to Baikal		Brainpop Jr - Social Studies 13 Colonies		Declaring Independence		Lewis and Clark	
Maya - King Pakal's Tomb		UNIT 3: Different Lands, Similar Stories	STANDARDS SS.1.1, SS.1.2, SS.1.6	Legend of Betsy Ross		Sacagawea	
Maya - The Festival of the First Star		Introduction		George Washington - Commander in Chief		Brainpop Jr Johnny Applesseed	
Aztec - Legend of the Eagle and the Serpent		Cinderella		Will This War Ever end?		Brainpop Jr Lewis and Clark Expedition	
Aztec - The Floating Gardens of Xochimilco		Girl with the Red Slippers		Young Nation is Born		UNIT 3 - WEST VIRGINIA HISTORY	STANDARDS SS.1.1, SS.1.3, SS.1.5, SS.1.10
Aztec - In the Palace of an Emperor		Billy Beg		Never Leave Until Tomorrow What You Can Do Today		Reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps.	
Aztec - Cortes Letter		Tom Thumb		Building a Nation with Words and Ideas		Locate and identify the following on a map: West Virginia, United States, Geographic features (e.g., mountains, bodies of water, etc.)	
Inca - Who Were the Inca?		Issun Boshi: One-Inch Boy		Liberty and Justice for All		Recognize and recite the state motto.	
Inca - The Runner		Little Red Riding Hood		What do the Flag, Bell and Eagle have in Common		Investigate the common occupations of people in West Virginia.	
Inca - Machu Picchu		Hu Gu Po		Culminating Activities		Locate students' hometown and county on a West Virginia map.	
Culminating Activities		Tselane					

HISTORY - 1st Grade

TERM 1 - EARTH: ON, ABOVE, BELOW BrainpopJR Ancient History: Maya Civilization	TERM 2 - MAKING A DIFFERENCE Culminating Activities STUDY ASSIGNED COUNTRY	TERM 3 - FORCES IN MOTION Brainpop Jr Social Studies: US Symbols Brainpop Jr Social Studies: Statue of Liberty	TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING Describe the cultural life of West Virginia as reflected in games, toys and various art forms.
	STANDARDS SS.1.2, SS.1.4, SS.1.6		

SCIENCE - 1ST GRADE

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
UNIT 1: WEATHER AND THE SUN BrainPopJr: Weather: Temperature MS Weather Watcher Mystery 1: Weather Conditions MS: Mystery 2: Severe Weather and Preparation MS Mystery 3: Weather Forecasting and Seasonal Patterns MS Mystery 4: Local Weather and Patterns BrainPopJr: Weather: Seasons BrainPopJr: Weather: Fall BrainPopJr: Weather: Spring BrainPopJr: Weather: Summer BrainPopJr: Weather: Winter MS Weather and Seasons: Mystery 5: Sunlight, Warming and Engineering BrainPopJr: Space: Sun MS Weather and Seasons: Mystery 5: Sunlight, Heat, Earth's Surface BrainPopJr: Space: Earth MS Spinning Sky: Mystery 1 Sun, Shadow, daily patterns MS Mystery 2: Sun Shadows, and Daily Patterns MS Mystery 3: Sun and Daily Patterns UNIT 2: ASTRONOMY CK - Introduce Space and Sun CK - The Earth and Sun MS Mystery 4: Daylight and Seasonal Patterns CK - Stars CK - Stargazing and Constellations	UNIT 1 - HISTORY OF THE EARTH (CK) CK - Our home Earth CK - The Earth Inside- Out Part 1 CK - The Earth Inside- Out Part 2 CK - The Earth Inside- Out Part 3 CK - Minerals CK - Three types of Rocks CK - Fossils CK - Dinosaurs UNIT 2: LIVING THINGS MS Plants and Animal Superpowers- Mystery 1 Animal Structures and Survival Brainpop JR: Science, Migration MS Mystery 2: Animal behavior and Offspring MS Mystery 3: Camouflage and Animal Survival Brainpop JR: Science, Camouflage MS Plants and Animal Secrets: Mystery 1 Animal Needs: food BrainpopJr Science Food Chain MS Mystery 6: Animal Needs and Changing Environment UNIT 3 - CONTINENTS, COUNTRIES, AND MAPS (CK) CK - Finding your way around Brainpop Jr: Social Studies: Reading Maps https://www.nationalgeographic.org/activity/reading-classroom/ https://www.nationalgeographic.org/activity/maps-part/ BrainPopJr Science Space: Earth	UNIT 1: HUMAN BODY CK - Everybody has a body CK - The body's framework BrainpopJr Health Bones CK - Marvelous Moving Muscles BrainpopJr Health Muscles CK - Chew, Swallow, Squeeze, Churn BrainpopJr Health Digestive System CK - Control Center - Brain CK - Dr. Weilbody's Heroes CK - Five Keys to Health CK - Pyramid Pantry CK - Complicated Network CK - Culminating Activities BrainPopJr Health: Be well: Washing Hands BrainPopJr Health: Be well: Colds and Flu BrainPopJr Health: Be well: Exercise BrainPopJr Health: Food Eating Right BrainPopJr Health: Food Food Groups BrainPopJr Health: Food Sugar UNIT 2: MAKE THINGS MOVE BrainpopJr: Science Forces Gravity MS Force Olympics: Mystery 5: Direction of Motion and Engineering BrainpopJr: Science Forces Simple Machines	UNIT 1 - ANIMALS AND HABITATS (CK) CK - What is a Habitat CK - Animals in the Arctic Habitat CK - Animals of the Sonoran Desert Habitat CK - Animals of the East African Savanna Habitat CK - Animals of the Deciduous Forest Habitat CK Animals of the Tropical Rainforest Habitat CK - Animals of the Freshwater Habitat CK - Animals of the Saltwater Habitat CK - Habitat Destruction and Endangered Species CK - Culminating Activities BrainpopJR Conservation - Extinct and Endangered Species https://www.nationalgeographic.org/media/underwater-world/ BrainpopJR Science Habitats: Freshwater Habitats BrainpopJR Science Habitats: Ocean Habitats BrainPopJr Science Animals Fish MS Mini-lesson why is the ocean salty UNIT 2 - EARTH'S CHANGES BrainPopJr Science Land - Soil Changes BrainPopJr Science Land - Fast Land Changes BrainPopJr Science Land - Slow Land Changes BrainpopJr Land - Fossils BrainPopJr: Science Conservation - Natural Resources BrainPopJr: Science Conservation - Reduce, Reuse, Recycle

SCIENCE - 1ST GRADE

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
MS Mystery 5: Stars and Daily Patterns		https://www.nationalgeographic.org/activity/exploring-maps-and-models/ Brainpop Jr: Social Studies: Continents and Oceans	Ms Force Olympics: Mystery 2: Pushes, pulls and Work Words MS Force Olympics: Mystery 5: Direction of Motion and Engineering	https://www.nationalgeographic.org/activity/how-people-affect-ocean-animals-and-plants/ https://www.nationalgeographic.org/activity/healthy-beaches/
CK - The Moon		https://www.nationalgeographic.org/activity/land-water-and-animals-map/ https://www.nationalgeographic.org/activity/sun-earth-and-cultural-directions/	UNIT 3: Scientific Method Brainpop Jr Science - Be a Scientist : Scientific Method Brainpop Jr Science - Be a Scientist: Making Observations Observe and look around - draw pictures of nature Ask Questions Brainpop Jr Science - Be a Scientist: Making and Testing Predictions Formulate hypothesis - if...then... statement Brainpop Jr Science - Be a Scientist: Engineering and Design process Design an experiment to test hypothesis Brainpop Jr Science - Be a Scientist: Tally Charts and Bar Charts	
CK - History of Space Exploration and Astronauts		CK - North America, US CK - North America, Canada and Mexico CK - South America		
CK - Exploration of the Moon		CK - Europe		
CK - Solar System, Part 1		CK - Africa and Asia		
CK - Solar System, Part 2		CK - Australia and Antarctica		
CK - Culminating Activities		CK - Fun Facts		
INSPIRE SCIENCE (IS) AND CORE KNOWLEDGE (CK)		CK - Culminating Activities	Results Conclusion	

SPECIALS - 1ST GRADE

TERM 1 - EARTH: ON, ABOVE, BELOW

VISUAL ART

Unit 1: Art from Long Ago

Help children see how art has been an important human activity since early times

Cave Paintings

Art of Ancient Egypt

Great Sphinx

Mummy Cases - Tutankhamen's Coffin

Bust of Queen Nefertiti

MUSIC

Unit 1: Elements of Music

Become familiar with basic elements of music: rhythm, melody, harmony, form, timbre, etc

RHYTHM

Recognize a steady beat, moving to a beat, play a steady beat, recognize accents

Move responsively to music - march, walk, hop, sway

Recognize short and long sounds

Long versus short sounds

High and low sounds

Loud and soft sounds

Sing unaccompanied, accompanied, and in unison

Familiarize Children with other types of dance, square dance, tap dancing, etc

SONGS

Make New Friends

TERM 2 - MAKING A DIFFERENCE

VISUAL ART

Unit 2: Elements of Art

Color: recognize the idea of "warm" colors and "cool" colors

Primary colors: Red, Yellow, Blue

Secondary colors: Green, Purple, Orange

Observe Color in paintings:

Claude Monet, *Tulips in Holland*

James A McNeill Whistler, *Arrangement in Black and Gray (Whistler's Mother)*

Diego Rivera, *Phala*

Line: identify and use different lines

Straight, zigzag, curved, wavy, spiral, thick, thin

Observe in Paintings:

Jacob Lawrence, *Parade*

Henri Matisse, *The Swan*

Georgia O'Keeffe, one of her *Shell* paintings

MUSIC

Unit 1: Elements of Music

MELODY

Melody that is moving up or moving down

Hum the Melody while listening to music

Echo short rhythms and melodic patterns

Play simple rhythms and melodies

Recognize like and unlike phrases

Recognize that music has timbre or tone color

TERM 3 - FORCES IN MOTION

VISUAL ART

Unit 2: Elements of Art (continue)

Shape: Recognize basic geometric shapes

Square, rectangle, triangle, circle, oval
look in natural, man-made objects, and paintings:

Jacob Lawrence, *Parade*

Grant Wood, *Stone City, Iowa*

Texture: Provide opportunities for students to experience both tactile and visual texture

Describe qualities of texture in natural objects and in works of art

Smooth, Rough, bumpy, scratchy, slippery, etc

Native American Baskets - pomo basket

Edgar Degas, *Little Fourteen-Year-Old Dancer (Dressed Ballet Dancer)*

Albrecht Durer, *Young Hare*

MUSIC

Unit 2: Listening and Understanding Music

Expose children to a wide range of music

MUSICAL TERMS AND CONCEPTS

Composers - someone who writes the music

Wolfgang, Amadeus Mozart

Ludwig van Beethoven

Johann Sebastian Bach

Frederic Chopin

Orchestra - Become familiar with the families of instruments in the orchestra
strings, brass, woodwinds, percussion

TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING

VISUAL ART

Unit 3: Portrait and Still Life

Recognize as a portrait or self-portrait

Leonardo da Vinci - *Mona Lisa*

Francisco Goya, *Don Manuel Osorio Manrique de Zuniga*

Vincent van Gogh, *Self-Portrait*

Recognize as a still life -

Vincent van Gogh, *Irises*

Paul Cezanne, studies with fruit, *Apples and Oranges*

Recognize as a mural - painting on a wall

Diego Rivera, *History of Medicine in Mexico*

MUSIC

Unit 2: Listening and Understanding Music

Music can tell a story

OPERA

Understand that opera combines music, singing and acting

Listen to selections from Humperdinck's *Hansel and Gretel*:

- "Brother Come Dance with Me"

- "I Am the Little Sandman"

- "Children's Prayer."

BALLET

Understand that ballet combines music and movement, often to tell a story

Listen to Tchaikovsky's *Nutcracker Suite*

STANDARDS

MU.K-2.1

MU.K-2.2

MU.K-2.3

MU.K-2.4

MU.K-2.5

MU.K-2.6

MU.K-2.7

MU.K-2.8

MU.K-2.9

MU.K-2.10

MU.K-2.11

MU.K-2.12

MU.K-2.13

MU.K-2.14

VA.K-2.1

VA.K-2.2

VA.K-2.3

VA.K-2.4

VA.K-2.5

VA.K-2.6

VA.K-2.7

VA.K-2.8

VA.K-2.9

VA.K-2.10

There's a Hole in the Bucket
For He's a Jolly Good Fellow
On Top of Old Smokey

Michael, Row the Boat Ashore

Understand that music is written down in a special way and become familiar with the following notation -
whole note, half note, quarter note

SONGS

Over the River and Through the Woods
Dry Bones
Billy Boy
Frere Jacques
Other songs from country studying

Know that the leader of the orchestra is called the conductor

Listen to Sergei Prokofiev, *Peter and the Wolf*

INSTRUMENTAL MUSIC

Listen to Paul Dukas, *The Sorcerer's Apprentice*

SONGS

La Cucaracha
Oh Dear, What can the Matter Be?
Oh, John the Rabbit
Oh Susanna
She'll Be comin Round the Mountain

American Musical Traditions

JAZZ

Jazz was developed in America, with African and African American roots, that jazz musicians improvise

Louis Armstrong

Duke Ellington

SONGS

America the Beautiful
Take Me Out to the Ball Game
When the Saints Go Marching In
Yankee Doodle
Skip to My Lou

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
8:00 - 8:25	Homeroom AM	Learning plan, Welcome time	Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience - 14
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

HOMEROOM - 2ND GRADE

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	
MAGIC TREE HOUSE		DISGUSTING CRITTER SERIES		MY WEIRD SCHOOL		GERONIMO STILTON BOOKS	
HOMEROOM AM (30 min)	Daily Learning Plan (15 min)	Midnight on the Moon	The Worm	Back to School, Weird Kids Rule	https://www.mysticmagical.com/	DSS K-2.1	LM.S 1
	Carpet time (10 min) Hello song, yesterday/today/tomorrow, weather check, announcements					DSS K-2.2	LM.2.1.1
HOMEROOM PM (25 Min)	Teacher Read Aloud	Polar Bears Past Bedtime	The Rat	Miss Daisy Is Crazy	Gerontimo Stilton #37: The Race Across America	DSS K-2.3	LM.2.1.2
	Activity related to book	Twister on Tuesday	The Slug	My Weird School - Fast Facts on Geography		DSS K-2.4	LM.2.1.3
				My Weird School - Fast Facts on Space, Humans and Farts	Gerontimo Stilton #21 The Wild, Wild West		
						DSS K-2.5	LM.PD.2.1
HOMEROOM DISMISS (15 min)	Get organized (5 min) backpack, papers, homework, etc	HEROES IN TRAINING	The Fly			DSS K-2.6	LM.S.2
	Carpet time (10 min) Good things and bad things about the day.	Zeus and the Thunderbolt of Doom	The Toad			DSS K-2.7	LM.2.2.1
			Head Lice			DSS K-2.8	LM.2.2.2
			The Spider		Ordinary People Change the World Series	DSS K-2.9	LM.2.2.3
		Poseidon and the Sea of Fury	The Bat			DSS K-2.10	LM.2.2.4
			The Cockroach		I am Abraham Lincoln	DSS K-2.11	LM.2.2.5
			The Mosquito		I Am Harriet Tubman		
			FLAT STANLEY		I Am Rosa Parks	DSS K-2.12	LM.2.2.6

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

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SCIENCE - 2ND GRADE

TERM 1 - EARTH: ON, ABOVE, BELOW	TERM 2 - MAKING A DIFFERENCE	TERM 3 - FORCES IN MOTION BLOCKS	TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING
UNIT 1: WEATHER AND THE SUN	UNIT 1: LIVING THINGS	UNIT 1: HUMAN BODY - BUILDING BLOCKS	UNIT 4: OUR CHANGING EARTH
STANDARDS	STANDARDS	STANDARDS	STANDARDS
BrainPopJr: Weather: Temperature SS.2.11	Students will plan and conduct an investigation to determine if plants need sunlight and water to grow. Students will develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. Students will make observations of plants and animals to compare the diversity of life in different habitats.	SS.2.GS.5 CK - The Amazing Human Body SS.2.GS.6 CK - Anton van Leeuwenhoek SS.2.GS.7 CK - Cells and Tissues SS.2.12 CK - Organs CK - Digestive System CK - Excretory System CK - Nutrients CK - Well-Balanced Diet CK - Healthy Human Body CK - Culminating Activities BrainPopJr - Health Food Groups BrainPopJr - Health Eating Right BrainPopJr - Health Digestive system BrainPopJr - Health Colds and Flu	Students will use information from several sources to provide evidence that Earth events can occur quickly or slowly. Students will compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Students will develop a model to represent the shapes and kinds of land and bodies of water in an area. Students will obtain information to identify where water is found on Earth and that it can be solid or liquid. MS Mystery 2 - Rocks, Sand, Erosion MS Mystery 3 - Erosion, Earth's Surface Landforms MS Mystery 4 - Erosion and Engineering BrainPopJr - Landforms BrainPopJr - Fast Land Changes BrainPopJr - Slow Land Changes
MS Mystery 3: Weather Forecasting and Seasonal Patterns MS Mystery 4: Local Weather and Patterns BrainPopJr: Weather: Seasons BrainPopJr: Weather: Fall BrainPopJr: Weather: Spring BrainPopJr: Weather: Summer BrainPopJr: Weather: Winter MS Weather and Seasons: Mystery 5: Sunlight, Warming and Engineering	CK - Insects BrainPopJr: Insects CK - Which came first - chicken or egg CK - Life cycle of Frog CK - Life cycle of Butterfly CK - Water Cycle BrainPopJr - Water Cycle BrainPopJr - Butterflies BrainPopJr - Frogs BrainPopJr - Trees BrainPopJr - Plant Life Cycle BrainPopJr - Plant Adaptations MS - Plant and Animal SuperPowers - Mystery 5 - Plant Survival and Engineering MS - Plant and Animal SuperPowers - Mystery 5 - Plant Movement and Survival CK - Life Cycle of Plant CK - Life cycle of Tree UNIT 2: GEOGRAPHY OF AMERICAS CK - Using Maps BrainPop Jr- Social Studies: Reading Maps BrainPop Jr Science Space: Earth BrainPop Jr Social Studies: Continents and Oceans CK - US and Canada CK - Mexico CK - Central America CK - South America	SS.2.14 WE.2.1 WE.2.2 WE.2.3 WE.2.4 WE.2.11 WE.2.14 WE.2.15	SS.2.3 SS.2.12 SS.2.14 SS.2.GS.8 SS.2.GS.9 SS.2.GS.10 SS.2.GS.11
UNIT 2: CYCLES IN NATURE	UNIT 2: GEOGRAPHY OF AMERICAS	UNIT 2: LIGHT AND SOUNDS	UNIT 2: RESOURCES
BrainPopJr: Space: Sun MS Weather and Seasons: Mystery 5: Sunlight, Heat, Earth's Surface	SS.2.11 MS Weather and Seasons: Mystery 5: Sunlight, Heat, Earth's Surface	Students will ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be addressed through the development of a new or improved object or tool. Students will develop a simple sketch, drawing, or computer-generated illustration how the shape and form of an object influences its function as needed to solve a given problem. Students will analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. MS Mystery 1: Sounds and Vibrations MS Mystery 2: Sounds and Vibration MS - Mystery 3: Light, Mirrors, Transparent, Opaque MS Mystery 4: Light and Illumination MS Mystery 5: Light Communication, Engineering MS Mystery 6: Lights, Sounds, Communication BrainPopJr - Light BrainPopJr - Sound	SS.2.12 SS.2.14 SS.2.18 SS.2.GS.1
BrainPopJr: Space: Earth	CK - Life Cycle of Plant	SS.2.15 CK - K-2.ETS.1	BrainPopJr - Reduce, Reuse, Recycle
MS Spinning Sky: Mystery 1 Sun, Shadow, daily patterns	CK - Life cycle of Tree UNIT 2: GEOGRAPHY OF AMERICAS CK - Using Maps BrainPop Jr- Social Studies: Reading Maps BrainPop Jr Science Space: Earth BrainPop Jr Social Studies: Continents and Oceans CK - US and Canada CK - Mexico CK - Central America CK - South America	SS.2.16 CK - K-2.ETS.2	BrainPopJr - Energy Sources
MS Mystery 2: Sun Shadows, and Daily Patterns	CK - Life Cycle of Tree	SS.2.17 CK - K-2.ETS.3	
MS Mystery 3: Sun and Daily Patterns CK - Cycles in Nature CK - Cycle of Daytime and Nighttime CK - Reasons for Seasons CK - Four Seasons in One Year	CK - Life cycle of Tree UNIT 2: GEOGRAPHY OF AMERICAS CK - Using Maps BrainPop Jr- Social Studies: Reading Maps BrainPop Jr Science Space: Earth BrainPop Jr Social Studies: Continents and Oceans CK - US and Canada CK - Mexico CK - Central America CK - South America		

SPECIALS - 2ND GRADE

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	STANDARDS
<p>VISUAL ART</p> <p>Unit 1: Elements of Art Elements: Line, Shape, Form, Space, Light, Texture, And Color</p> <p>Recognize lines as: horizontal, vertical, or diagonal</p> <p>Observe the use of line in: Pablo Picasso, <i>Mother and Child</i> Katsushika Hokusai, <i>The Great Wave off Kanagawa</i> Nani-Oni from <i>Thirty-six Views of Mt. Fuji</i></p> <p>Observe shape, mass, and line in sculptures including: The Discus Thrower, Flying Horse (From Wu-Wai Chue) Auguste Rodin, <i>The Thinker</i></p> <p>MUSIC</p> <p>Unit 1: Elements of Music Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) Recognize a steady beat, accents, and the downbeat; play a steady beat</p> <p>Move responsively to music (marching, walking, tapping, swaying, etc.)</p> <p>Recognize short and long sounds Discriminate between fast and slow; gradually slowing down and getting faster</p> <p>Discriminate between differences in pitch; low and high</p> <p>Discriminate between loud and soft; gradually increasing and decreasing in volume</p> <p>Understand that melody can move up and down</p> <p>Hum the melody while listening to music:</p> <p>SONGS</p> <p>Follow the Drinking Gourd Swing Low, Sweet Chariot This Land is your Land.</p>	<p>VISUAL ART</p> <p>Unit 2: Kinds of Pictures: Landscapes Review Portrait vs Self-Portrait, and still life</p> <p>When discussing the following works - ask about first impressions, how they feel, or what they think of: Then discuss lines, shapes, colors, and textures; details not obvious at first; why they think the artist chose to depict things in a certain way, etc.</p> <p>Observe landscapes and discuss: Thomas Cole, <i>The Oxbow (aka View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm)</i> El Greco, <i>View of Toledo (aka Toledo at Storm)</i></p> <p>Henry Rousseau, <i>Virgin Forest</i> Vincent Van Gogh, <i>The Starry Night</i></p> <p>MUSIC</p> <p>Unit 1: Elements of Music Echo short rhythms and melodic patterns</p> <p>Play simple rhythms and melodies</p> <p>Recognize like and unlike phrases</p> <p>Recognize timbre (tone color)</p> <p>Sing unaccompanied, accompanied, and in unison</p> <p>Recognize verse and refrain</p> <p>Recognize that musical notes have names</p> <p>Recognize a scale as a series of notes</p> <p>Sing the C major scale using "do re mi"</p> <p>SONGS</p> <p>Do-Re-Me Old Dan Tucker The Erie Canal songs for culture night</p> <p>SONGS</p> <p>Provide brief biological profiles of the following composers: Antonio Vivaldi</p> <p>SONGS</p> <p>Bullfrogs Casey Jones (chorus only) Clementine Dixie I've been working on the Railroad</p>	<p>VISUAL ART</p> <p>Unit 3: Abstract Art Compare it like an abstract animal, including: Pairings of birds by John James Audubon</p> <p>Albrecht Durer, <i>Young Hare</i> Paul Klee, <i>Cat and Bird</i></p> <p>Pablo Picasso, <i>Bull's Head</i> (made from bicycle seat and handlebars) Henri Matisse, <i>The Snail (aka Chromatic Composition)</i></p> <p>Observe and discuss examples of abstract painting and sculpture, including: Marc Chagall, <i>I and the Village</i> Constantin Brancusi, <i>Bird in Space</i></p> <p>Examine the cultural life of West Virginians through storytelling and various art forms (e.g., songs, instruments, artwork, photographs, etc.).</p> <p>MUSIC</p> <p>Unit 2: Listening and Understanding Music</p> <p>Expose children to a wide range of music</p> <p>THE ORCHESTRA</p> <p>Review families of instruments: strings, brass, woodwinds, percussion</p> <p>Become familiar with instruments in the string family - violin, viola, cello, double bass, and listen to: Camille Saint-Saëns, from <i>Carnival of the Animals: The Swan (cello) and Elephants (double bass)</i> Antonio Vivaldi, <i>The Four Seasons</i> (see below, Composers and Their Music)</p> <p>Become familiar with instruments in the percussion family - for example, drums (tup-tup, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine - and listen to: Carlos Chavez, <i>Tucucú for Percussion, Third Movement!</i></p> <p>Composers and their Music</p> <p>Provide brief biological profiles of the following composers: Antonio Vivaldi</p> <p>SONGS</p> <p>Bullfrogs Casey Jones (chorus only) Clementine Dixie I've been working on the Railroad</p>	<p>VISUAL ART</p> <p>Unit 4: Architecture Understand architecture as the art of designing buildings</p> <p>Understand symmetry and observe symmetry in the design of some buildings - such as the Parthenon</p> <p>Noting line, shape, and special features (such as columns and domes), look at: The Parthenon</p> <p>Great Stupa (Buddhist Temple in Sanchi, India) Himeji Castle (aka White Heron Castle in Japan)</p> <p>The Guggenheim Museum (New York City)</p> <p>MUSIC</p> <p>Unit 2: Listening and Understanding Music</p> <p>Expose children to a wide range of music:</p> <p>KEYBOARD INSTRUMENTS</p> <p>Recognize that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including: Wolfgang Amadeus Mozart: <i>Rondo Alla Turca</i> from <i>Piano Sonata K 331</i> Ludwig van Beethoven, <i>Für Elise</i> Felix Mendelssohn, from <i>Songs without Words, "Spring Song"</i></p> <p>Composers and their Music</p> <p>Provide brief biological profiles of the following composers: Johann Sebastian Bach Ludwig van Beethoven</p> <p>SONGS</p> <p>John Henry When Johnny Comes Marching Home The Star-Spangled Banner Home on the Range</p>	<p>MU.K-2.1 MU.K-2.2 MU.K-2.3 MU.K-2.4</p> <p>MU.K-2.5 MU.K-2.6</p> <p>MU.K-2.7 MU.K-2.8</p> <p>MU.K-2.9 MU.K-2.10 MU.K-2.11</p> <p>MU.K-2.12</p> <p>MU.K-2.13 MU.K-2.14</p> <p>VA.K-2.1 VA.K-2.2 VA.K-2.3 VA.K-2.4 VA.K-2.5 VA.K-2.6</p> <p>VA.K-2.7 VA.K-2.8 VA.K-2.9 VA.K-2.10</p> <p>SS.2.3 SS.2.20 DSS.K-2.15</p>

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	Lessons 1 - 25	Lessons 26 - 50	Lessons 51 - 75	Lessons 76 - 100
8:40 - 9:30	Writing	Reasoning and Writing, Level E				
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;
12:50 - 1:30	Literature	Reading Mastery - Literature				Art of Appalachia
1:30 - 1:45	Recess/PE	Next Generation Wellness	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					
			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
FRIDAYS	Experience Days		Field Trip: Star City Water	Field Trip: Mariposa Theater	Field Trip: Meadowcroft	Field Trip: Gettysburg National
Homeroom						

HOMEROOM- 5TH GRADE

- HOMEROOM AM (30 min)

Daily Learning Plan (10 min)

Teacher Read Aloud (10 min)

Activity related to book/poem (10 min)

HOMEROOM DISMISS (15 min)

Student Success (10 min) Good things and bad things about the day.

Get organized (5 min) backpack, papers, homework, etc

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
<p>SAYINGS FOR THE TERM</p> <p>Every cloud has a silver lining</p> <p>Bite the hand that feeds you</p> <p>Chip on your shoulder</p> <p>Count your blessings</p> <p>Eat crow</p> <p>Eleventh hour</p> <p>Eureka!</p> <p>READ ALOUD BOOKS</p> <p>Mrs Frisby and the Rats of Nimh</p> <p>Mid Summer Night's Dream</p>	<p>SAYINGS FOR THE TERM</p> <p>Few and far between</p> <p>Forty Winks</p> <p>The grass is always greener on the other side...</p> <p>To kill two birds with one stone</p> <p>Lock, stock, and barrel</p> <p>Make a mountain out of a molehill</p> <p>A miss is as good as a mile</p> <p>READ ALOUD BOOKS</p> <p>Don Quixote</p> <p>Secret Garden</p>	<p>SAYINGS FOR THE TERM</p> <p>It's never too late to mend</p> <p>Out of the frying pan and into the fire</p> <p>A penny saved is a penny earned</p> <p>Read between the lines</p> <p>Sit on the fence</p> <p>Steal his/her thunder</p> <p>Take the bull by the horns</p> <p>READ ALOUD BOOKS</p> <p>Native American trickster stories - for example, Tales of Coyote, Raven or Grandmother Spider</p> <p>Morning Star and Scarface: the Sun Dance</p> <p>The Black Stallion</p>	<p>SAYINGS FOR THE TERM</p> <p>Birthday suit</p> <p>Till the cows come home</p> <p>Time heals all wounds</p> <p>Tom, Dick, and Harry</p> <p>Vice versa</p> <p>A Watched pot never boils</p> <p>Well begun is half done</p> <p>What will be will be</p> <p>READ ALOUD BOOKS</p> <p>Tom Sawyer</p> <p>Narrative Life of Frederick Douglass</p>

- STANDARDS
- DSS.3-5.1

LM.S.1 LM.
- DSS.3-5.2

4.1.1 LM.4.1.2
- DSS.3-5.3

LM.4.1.3 LM.
- DSS.3-5.4

4.1.4 LM.4.1.5
- DSS.3-5.5

LM.4.1.6 LM.
- DSS.3-5.6

4.1.7 LM.PD.
- DSS.3-5.7

4.1 LM.S.2
- DSS.3-5.8

LM.4.2.1 LM.
- DSS.3-5.9

4.2.2 LM.4.2.3
- DSS.3-5.10

LM.4.2.4 LM.
- DSS.3-5.11

4.2.5 LM.4.2.6
- DSS.3-5.12

LM.4.2.7 LM.
- DSS.3-5.13

LM.PD.4.2 LM.
- DSS.3-5.14

S.3
- DSS.3-5.15

LM.4.3.1 LM.
- DSS.3-5.16

4.3.2 LM.
- DSS.3-5.16

4.3.3 LM.
- DSS.3-5.16

4.3.4 LM.
- DSS.3-5.16

4.3.5 LM.PD.
- DSS.3-5.16

4.3

SCIENCE - 5TH GRADE

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	
UNIT 1: EARTH SYSTEMS	STANDARDS	UNIT 4: ELEMENTS	STANDARDS	UNIT 5: CELLS	STANDARDS	UNIT 7: PLANTS	STANDARDS
Describe the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	S.5.GS.1	Elements have atoms of only one kind, having the same number of protons. There are a little more than 100 different elements	S.5.GS.1	STRUCTURES	S.5.GS.1, S.5.GS.3, WE.5.1, WE.5.2, WE.5.3, WE.5.4, WE.5.5, WE.5.6, WE.5.7, WE.5.8, WE.5.9, WE.5.10, WE.5.11, WE.5.12, WE.5.13, WE.5.14, WE.5.15, WE.5.16, WE.5.17	STRUCTURE	S.5.GS.5
Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	S.5.GS.2	The Periodic Table: organizes elements with common properties Atomic Symbol and atomic number	S.5.GS.2	Basic element of living things: All Living things are made up of Cells		Non-vascular plants vs Vascular plants	S.5.GS.6
Use science ideas to protect the Earth's resources and environment.	S.5.GS.3	Some Well known elements and their symbols:	S.5.GS.3	Structure of cells - both animal and plant-		Vascular plants have tubelike structures that allow water and dissolved nutrients to move through the plant	S.5.GS.7
UNIT 2: SPACE AND SOLAR SYSTEM	S.5.GS.4	Hydrogen - H	S.5.GS.4	Cell membrane - selectively allows substances in and out		Parts and functions of vascular plants: roots, stems and buds, leaves	
Learn that the gravitational force exerted by Earth on objects is directed down.	S.5.GS.8	Helium - He		Nucleus - surrounded by nuclear membrane, contains genetic material, divides for reproduction		PHOTOSYNTHESIS	
Examine the differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	S.5.GS.9	Carbon - C		Cytoplasm contains organelles, small structures that carry out the chemical activities of the cell, including mitochondria (which produce the cell's energy) and vacuoles (store food, water, or wastes)		Photosynthesis is an important life process that occurs in plant cells, but not animal cell - photo = light; synthesis = putting together	
Students will represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	S.5.GS.10	Nitrogen - N		Plant Cells, unlike animal cells, have cell walls, and chloroplasts		Unlike animals, plants make their own food, through the process of photosynthesis	
UNIT 3: CHEMISTRY	S.5.GS.11	Oxygen - O		Cells without nuclei - monerans (bacteria)		Role in photosynthesis of: energy from sunlight, Chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose)	
ATOMS, MOLECULES, and COMPOUNDS	S.5.GS.12	Sodium - Na		PROCESSES		REPRODUCTION	
Basics atomic structure: nucleus, protons, neutrons, electrons	S.5.GS.13	Aluminum - Al		Some organisms consist of only a single cell: for example - amoeba, protozoans, some algae		Asexual reproduction - example algae;	
Atoms are constantly in motion, electrons move around nucleus in paths called shells (or energy levels)		Silicon - Si		Cells are shaped differently in order to perform different functions		Vegetative reproduction - runners (for example strawberries) and bulbs (onions), growing plants from eyes, buds, leaves, roots, and stems	
Atoms may join together to form molecules and compounds		Chlorine - Cl		Organization of cells into tissue, organs, and systems		Sexual reproduction by spore-bearing plants - for example moss and ferns	
Common compounds and their formulas: Water - H ₂ O, salt NaCl, carbon dioxide CO ₂		Iron - Fe		Complex organisms, groups of cells form tissues - in animals - skin tissue or muscle tissue; in plants - the root or flower		Sexual reproduction of non-flowering seed plants - conifers - male and female cones wind pollination	
		Copper - Cu		Tissues with similar functions form organs (for example in some animals, the heart, stomach, or brain; in plants - the root or flower)		Sexual reproduction of flowering plants - for example peas	
		Silver - Ag		Complex organisms, organs work together in a system - review earlier studies of human body such as digestive system, circulatory, and respiratory system		Function of sepals and petals, stamen (male), anther, pistil (female) ovary or ovule	
		Gold - Au		UNIT 6: LIFE CYCLE AND REPRODUCTION		Process of seed and fruit production: pollen, wind, insect, bird pollination, fertilization, growth of ovary, mature fruit	
				Life Cycle: development of an organism from birth to growth, reproduction, death		Seed Germination and plant growth; seed coat, embryo and endosperm; germination (sprouting new plant), monocots (for example corn), and dicots (for example beans)	
		Two important categories of elements: metals and non metals					

SCIENCE - 5TH GRADE

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
<p>BIOGRAPHIES - Galileo - "Father of Modern Science" who provided scientific support for Copernicus's sun-centered universe</p>	<p>Properties of metals: shiny, ductile, malleable, conductive</p> <p>CHEMICAL AND PHYSICAL CHANGE Chemical change changes what a molecule is made up of and results in a new substance with a new molecular structure. Ex of chemical changes - rusting, burning, milk turning sour</p> <p>Physical change changes only the properties or appearance of the substance, but does not change what the substance is made up of. Ex of physical changes - cutting wood or paper, breaking glass, freezing water</p> <p>BIOGRAPHIES - Percy Lavon Julian - biologist and inventor who developed synthetic sortisone to treat arthritis pain</p>	<p>Example - Growth stages of a human: embryo, fetus, newborn, infancy, childhood, adolescence, adulthood, old age</p> <p>All living things reproduce themselves. Reproduction may be asexual or sexual</p> <p>Examples of asexual reproduction - fission or splitting of bacteria, spores from mildews, molds, and mushrooms, budding of yeast cells, regeneration and cloning</p> <p>Sexual reproduction requires the joining of a special male and female cells, called gametes, to form a fertilized egg</p> <p>Sexual reproduction in Animals</p> <p>Reproductive organs - testes and ovaries</p> <p>External fertilization - spawning</p> <p>Internal fertilization - birds, mammals</p> <p>Development of embryo - egg, zygote, embryo, growth in uterus, fetus, newborn</p> <p>BIOGRAPHIES - Ernest Just - biologist and medical pioneer who specialized in studying cells and reproduction in marine animals</p>	<p>UNIT 8: CLASSIFYING LIVING THINGS Scientists have divided living things into five large groups called kingdoms - Plant, Animal, Fungus (mold, mushrooms, mildew, yeast), Protist (algae, protozoans, amoeba, euglena) and Moneran also called Prokaryotes (bacteria, blue-green algae, cyano bacteria)</p> <p>Kingdoms are then divided into smaller groups -</p> <p>Kingdom - Phylum - Class - Order - Family - Genus - Species (variety)</p> <p>When classifying living things, scientists use special names made up of Latin words, which help scientist around the world understand each other and ensure that they are using the same names for the same things.</p> <p><i>Homo Sapien</i> the scientific name for the species to which human beings belong - Genus: Homo, Species: Sapiens</p> <p>Taxonomists: biologists who specialize in classification</p> <p>Different Classes of vertebrates and major characteristics: fish, amphibians, reptiles, birds, mammals - review from 3rd grade</p> <p>Introduce how an animal is classified - in order for students to become familiar with the system of classification - not to memorize</p>

HISTORY GEOGRAPHY - 5TH GRADE

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	
UNIT 1: WORLD GEOGRAPHY	STANDARDS	UNIT 5: EUROPEAN EXPLORATION, TRADE, and CLASH OF CULTURES	STANDARDS	UNIT 6: ANCIENT AMERICAN CIVILIZATIONS	STANDARDS	UNIT 9: EARLY REPUBLIC	STANDARDS
SPACIAL SENSE	SS.5.14	BACKGROUND		Geography: Identify and locate Central America and South America on maps and globes	SS.5.14	GEOGRAPHY	SS.5.6
Working with Maps, Globes, and Other Geographic Tools	SS.5.15	Beginning in the 1400's Europeans set forth in a great wave of exploration and trade		-Largest countries in South America: Brazil and Argentina	SS.5.15	Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande	SS.5.10
Read maps and globes using longitude and latitude, coordinates, degrees	SS.5.16	Motivated by Muslims control over the land routes, profit through goods such as gold, silver, silks, sugar, and spices; spread of Christianity		Amazon River	SS.5.16	Erie Canal connecting the Hudson River to Lake Erie	SS.5.11
Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature	SS.5.16	Geography of the spice trade		Andes Mountains	SS.5.17	Appalachian and Rocky Mountains	SS.5.12
Climate Zones: Arctic, Tropical, Temperate	SS.5.17	-Maluccas, also called the "Spice Islands": part of present-day Indonesia		MAYA, AZTEC, and INCA CIVILIZATIONS	SS.5.16	Continental Divide and the flow of rivers: east of Rockies to Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean	SS.5.12
Time zones (review from 4th grade): Prime Meridian (0 degrees), Greenwich, England; 180 Line (International Date Line)	SS.5.18	-Locate the region known as Indochina, the Malay Peninsula, the Philippines		The Mayas	SS.5.22	Great Plains stretching from Canada to Mexico	SS.5.13
Arctic Circle (imaginary lines and boundaries) and Antarctic Circle	SS.5.19	Definition of Archipelago		Mexico and parts of Central America, their descendants still live there today.	SS.5.23	EARLY EXPLORATION OF THE WEST	SS.5.16
From a round globe to a flat map: Mercator projection, conic and plane projections		"Ring of Fire" - earthquakes and volcanic activity		Accomplishments as architects and artisans: pyramids and temples		Daniel Boone, Cumberland Gap, Wilderness Trail	SS.5.17
GREAT LAKES OF THE WORLD		PORTUGAL		Development of a system of hieroglyphic writing		Lewis and Clark, Sacagawea	SS.5.20
Eurasia: Caspian Sea		Prince Henry the Navigator, exploration of West African coast		Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero		"Mountain Men" Fur traders	SS.5.21
Asia: Aral Sea		Bartolomeu Dias rounds the Cape of Good Hope		The Aztecs		Zebulon Pike, Pike's Peak	SS.5.22
Africa: Victoria, Tanganyika, Chad		Vasco da Gama: spice trade with India, exploration of East Africa		A warrior culture, as its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico		Pioneers - wagons, flatboats, steamboats	SS.5.23
North America: Superior, Huron, Michigan		Portuguese conquer East African Swahili city-states		The island city of Tenochtitlan; aqueducts, massive temples etc.		Land Routes - Santa Fe Trail, Oregon Trail	SS.5.24
South America: Maracalibo, Titicaca		Cabral claims Brazil		Moctezuma (also spelled Montezuma)		Mormons (Latter-day Saints) settle in UT, Great Salt Lake	
UNIT 2: RUSSIA		SPAIN		Ruler-Priests: practice of human sacrifice		Gold Rush, 49'ers	
Geography - Moscow and St. Petersburg		Two worlds meet: Christopher Columbus and the Tainos		The Inca		"MANIFEST DESTINY"	
Ural Mountains, Siberia, steppes		Bartolomeu de las Casas speaks out against enslavement and mistreatment of natives		Ruled an empire stretching along the Pacific coast of South America		Conflict with Mexico	
Black, Caspian, and Baltic Seas		Treaty of Tordesillas between Portugal and Spain		Built great cities (Machu Picchu, Cuzco) high in the Andes, connected by a system of roads		Early settlement of Texas: Stephen Austin	
Search for a warm-water port		Balboa reaches the Pacific		SPANISH CONQUERORS		General Antonio Lopez de Santa Anna	
HISTORY AND CULTURE		Magellan crosses the Pacific; one of his ships returns to Spain, making the first round-the-world voyage		Conquistadors: Cortes and Pizarro		Battle of the Alamo, Davy Crockett, Jim Bowie	
Byzantine Empire - Moscow as new center of Eastern Orthodox Church and Byzantine Culture (after the fall of Constantinople in 1453)		ENGLAND AND FRANCE		-Advantage of Spanish weapons (guns, cannons)		Mexican-American War	
Ivan III (the Great) vs Ivan IV (the Terrible)		Search for Northwest Passage (review from 3rd grade)		-Diseases devastated native peoples		UNIT 10: CIVIL WAR	
Peter the Great - modernizing and "Westernizing" Russia		Colonies in North America and West Indies		UNIT 7: NATIVE AMERICANS: CULTURES AND CONFLICTS		LEADING TO CIVIL WAR	

HISTORY_GEOGRAPHY - 5TH GRADE

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
<p>Catherine the Great - Reforms of Peter and Catherine make life even harder for peasants</p> <p>UNIT 3: FEUDAL JAPAN</p> <p>Geography - Pacific Ocean, Sea of Japan</p> <p>Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu</p> <p>Tokyo</p> <p>The Pacific Rim - Typhoons and earthquakes</p> <p>HISTORY AND CULTURE</p> <p>Emperor as nominal leader, but real power in the hands of shoguns</p> <p>Samurai, code of Bushido</p> <p>Rigid class system in feudal Japanese Society</p> <p>Religion - Buddhism - the Four Noble Truths and the Eightfold Path, Nirvana, Shintolism - reverence for ancestors, reverence for nature, <i>Kami</i></p> <p>Japan closed to outsiders</p> <p>UNIT 4: THE RENAISSANCE AND THE REFORMATION</p> <p>THE RENAISSANCE</p> <p>Islamic scholars translated Greek works and so help preserve classical civilization</p> <p>A "rebirth" of ideas from ancient Greece and Rome</p> <p>New trade and new wealth</p> <p>Italian city states: Venice, Florence, Rome</p> <p>Patrons of the arts and learning: Medici Family and Florence, The Popes and Rome</p> <p>Leonardo da Vinci, Michelangelo</p> <p>Renaissance ideals and values as embodied in The Count of Castiglione, the "Renaissance Man", The Prince by Machiavelli, real-world politics</p> <p>THE REFORMATION</p> <p>Gutenberg's printing press: the Bible made widely available</p> <p>The Protestant Reformation</p> <p>Copernicus and Galileo: Conflicts between science and the church - Ptolemaic (earth-centered) vs sun-centered model of the universe</p>	<p>Trading posts in India</p> <p>HOLLAND (Netherlands)</p> <p>The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies</p> <p>The Dutch in South Africa, Cape Town</p> <p>The Dutch in North America: New Netherland (review from 3rd grade), later lost to England</p> <p>TRADE AND SLAVERY</p> <p>The sugar trade - African slaves on Portuguese sugar plantations on islands off West African coast, such as Sao Tome</p> <p>Sugar plantations on Caribbean islands</p> <p>West Indies: Cuba, Puerto Rico, Bahamas, Dominican Republic, Haiti, Jamaica</p> <p>Transatlantic slave trade: The "Triangular trade" from Europe to Africa to colonies in the Caribbean and the Americas</p> <p>The "Slave Coast" in West Africa</p> <p>The Middle Passage</p> <p>UNIT 6: ENGLAND - GOLDEN AGE TO GLORIOUS REVOLUTION</p> <p>ENGLAND IN THE GOLDEN AGE</p> <p>Henry VIII and the Church of England</p> <p>Elizabeth I</p> <p>British naval dominance - Defeat of Spanish Armada, Sir Francis Drake, British exploration and North American settlements</p> <p>FROM ENGLISH REVOLUTION TO GLORIOUS REVOLUTION</p> <p>English Revolution</p> <p>King Charles I, Puritans and Parliament</p> <p>Civil War: Cavaliers and Roundheads</p> <p>Execution of Charles I</p> <p>Oliver Cromwell and the Puritan regime</p> <p>The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for America</p> <p>The "Glorious Revolution" (also called the Bloodless Revolution)</p> <p>King James II replaced by William and Mary</p> <p>Bill of Rights: Parliament limits the power of the monarchy</p>	<p>CULTURE AND LIFE</p> <p>Great Basin (Navaho)</p> <p>Plateau (Shoshone and Ute)</p> <p>Plains (Arapaho, Cheyenne, Lakota, Sioux, Blackfeet, Crow) - Extirmination of the buffalo (review from 2nd grade)</p> <p>Pacific Northwest (Chinook, Kwakiutl, Yakima)</p> <p>AMERICAN GOVERNMENT POLICIES</p> <p>Bureau of Indian Affairs</p> <p>Forced removal to reservations</p> <p>Attempts to break down tribal life, assimilation policies, Carlisle School</p> <p>CONFLICTS</p> <p>Sand Creek Massacre</p> <p>Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand</p> <p>Wounded Knee - Ghost Dance</p> <p>UNIT 8: REVIEW OF US GEOGRAPHY</p> <p>Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest</p> <p>Fifty States and their Capitals</p>	<p>GOING</p> <p>Abolitionists: William Lloyd Garrison, and The Liberator, Frederick Douglass</p> <p>Slave life and rebellions</p> <p>Industrial North vs Agricultural South</p> <p>Mason-Dixon line</p> <p>Controversy over whether to allow slavery in territories and new states - Missouri Compromise of 1820, Dred Scott decision allows slavery in the territories</p> <p>Importance of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i></p> <p>John Brown, Harper's Ferry</p> <p>Lincoln: "A house divided against itself cannot stand."</p> <p>Lincoln - Douglas debates</p> <p>Lincoln elected president, Southern states secede</p> <p>CIVIL WAR</p> <p>Fort Sumter</p> <p>Confederacy, Jefferson Davis</p> <p>Yankees and Rebels, Blue vs gray</p> <p>First Battle of Bull Run</p> <p>Robert E. Lee and Ulysses S Grant</p> <p>General Stonewall Jackson</p> <p>Ironclad ships, battle of the USS Monitor and the CSS Virginia - formerly the USS Merrimack</p> <p>Emancipation Proclamation</p> <p>Gettysburg and the Gettysburg Address</p> <p>African-American troops, Massachusetts Regiment led by Colonel Shaw</p> <p>Lincoln re-elected - concluding words to his Inaugural Address</p> <p>Surrender at Appomattox</p> <p>Assassination of Lincoln by John Wilkes Booth</p> <p>RECONSTRUCTION</p> <p>South in Ruins - Struggle for control of the South</p> <p>Carpet beggars and scalawags</p> <p>Freedmen's Bureau - 40 acres and a mule</p> <p>13, 14, 15 amendments</p> <p>Black codes, Ku Klux Klan</p> <p>Compromise of 1877</p>

SPECIALS - 5TH GRADE

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	
VISUAL ART		VISUAL ART		VISUAL ART		VISUAL ART	
UNIT 1: ART OF JAPAN		UNIT 3: ART OF THE RENAISSANCE (part 1)		UNIT 4: ART OF THE RENAISSANCE (part 2)		UNIT 5: AMERICAN ART: NINETEENTH CENTURY	
Become familiar with		The shift in world view from Medieval to Renaissance art, a new emphasis on humanity and the natural world		Continue from last Term...		Become familiar with the Hudson River School of landscape painting, including	
The Great Buddha (also known as the Kamakura Buddha)		The influence of Greek and Roman Art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)		Become familiar with Renaissance sculpture, including		-Thomas Cole, <i>The Oxbow (The Connecticut River Near Northampton)</i> (also known as <i>View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm</i>)	
Landscape gardens		The development of linear perspective during the Italian Renaissance		Donatello, Saint George		-Albert Bierstadt, <i>Rocky Mountains, Lander's Peak</i>	
UNIT 2: ART OF RUSSIA		-The vantage point or point of view of the viewer		Michelangelo, David		Become familiar genre paintings, including	
Byzantine culture influence on architecture		-Convergence of lines toward a vanishing point, the horizontal line		BEcome familiar with Renaissance architecture, including		-George Caleb Bingham, <i>Fur Traders Descending the Missouri</i>	
St. Basil's Cathedral, Winter Palace, and the city of Kolonna		Observe and discuss works in different genres - such as portrait, fresco, Madonna - by Italian Renaissance artists		-The Florence Cathedral, dome designed by Filippo Brunelleschi		-William Sidney Mount, <i>Eel Spearing at Setauket</i>	
		-Sandro Botticelli, <i>The Birth of Venus</i>		-St Peter's in Rome		Become familiar with art related to the Civil War, including	
		-Leonardo da Vinci: <i>The Proportions of Man, Mona Lisa, The Last Supper</i>		Observe and discuss paintings of the Northern Renaissance, including		-Civil War photography of Mathew Brady and his colleagues	
		Michelangelo, Ceiling of the Sistine Chapel, especially the detail known as the <i>Creation of Adam</i>		-Pieter Bruegel, <i>Peasant Wedding</i>		<i>The Shaw Memorial</i> sculpture of Augustus Saint - Gaudens	
		Raphael: <i>The Marriage of the Virgin</i> , examples of his Madonnas (such as <i>Madonna and Child with the Infant St. John, The Alba Madonna, or The Small Cowper Madonna</i>)		-Albrecht Durer, <i>Self-Portrait (such as from 1498 or 1500)</i>		Become familiar with popular prints by Currier and Ives	
				-Jan van Eyck, <i>Giovanni Arnolfini and His Wife</i> (also known as <i>Arnolfini Wedding</i>)		UNIT 6: ART OF THE APPALACHIA	
MUSIC		MUSIC		MUSIC		Vernacular Architecture: The architecture designed and built by people who were not professional architects. Instead, buildings were designed and built by farmers, carpenters, small-town business people who learned about architecture from observation and experience	
Elements of Music		Elements of Music		Elements of Music		Basketry: Cane and reed baskets vs White oak split baskets	
						Quilting	

STANDARDS

MU.3-5.1

MU.3-5.2

MU.3-5.3

MU.3-5.4

MU.3-5.5

MU.3-5.6

MU.3-5.7

MU.3-5.8

MU.3-5.9

MU.3-5.10

MU.3-5.11

MU.3-5.12

MU.3-5.13

MU.3-5.14

MU.3-5.15

MU.3-5.16

MU.3-5.17

MU.3-5.18

MU.3-5.19

MU.3-5.20

MU.3-5.21

SPECIALS - 5TH GRADE

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
<p>Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures</p> <p>Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc)</p> <p>Recognize a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern</p> <p>Discriminate between fast and slow; gradually slowing down and getting faster.</p> <p>Discriminate between differences in pitch; high and low</p> <p>Discriminate between loud and soft; gradually increasing and decreasing volume.</p> <p>Understand <i>legato</i> (smoothly flowing progression of notes) and <i>staccato</i> (crisp, distinct notes)</p>	<p>Sing unaccompanied, accompanied, and in unison</p> <p>Recognize harmony; sing simple rounds and canons</p> <p>Recognize verse and refrain; also, introduction and coda.</p> <p>Continue work with timbre and phrasing</p> <p>Recognize theme and variations</p> <p>Sing or play simple melodies while reading scores</p>	<p>Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures</p> <p>Understand the following notation:</p> <p>Names of lines and spaces in the treble clef; middle C</p> <p>Treble clef, staff, bar line, double bar line, measure, repeat signs</p> <p>Whole note, half note, quarter note, eighth note</p> <p>Whole rest, half rest, quarter rest,</p> <p>tied notes and dotted notes</p> <p>sharps and flats</p> <p>Da capo (D.C.) al fine</p> <p>meter signature 4/4, 2/4, 3/4</p> <p>pianissimo to forte</p>	<p>MUSIC</p> <p>AMERICAN MUSICAL TRADITIONS</p> <p>Spirituals</p> <p>Originated by African-Americans, many spirituals go back to the days of slavery.</p> <p>Familiar spirituals, such as:</p> <p>-Down by the Riverside</p> <p>-Sometimes I Feel Like a Motherless Child</p> <p>-Wayfaring Stranger</p> <p>-We Shall Overcome</p>
<p>MUSICAL CONNECTIONS</p> <p>Introduce children to the following works in connection with topics in other Disciplines</p> <p>Music from the Renaissance (such as choral works of Josquin Desprez; lute songs by John Dowland)</p>	<p>MUSICAL CONNECTIONS</p> <p>Introduce children to the following works in connection with topics in other Disciplines</p> <p>Felix Mendelssohn, Overture, Scherzo, and Wedding March from <i>A Midsummer Night's Dream</i></p>	<p>SONGS:</p> <p>God Bless America</p> <p>Battle Hymn of the Republic</p> <p>Sweet Betsy from Pike</p> <p>Red River Valley</p>	<p>COMPOSERS AND THEIR MUSIC</p> <p>Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works</p> <p>Ludwig van Beethoven, <i>Symphony No. 5</i></p> <p>Modest Mussorgsky, <i>Pictures at an Exhibition</i> (as orchestrated by Ravel)</p> <p>SONGS:</p> <p>Shenandoah</p> <p>The Happy Wanderer</p> <p>Git Along Little Dogies</p> <p>If I had a Hammer</p>

STANDARDS

6th Grade Schedule

TIME

TERM 1/ TERM 2

TERM 3/ TERM 4

	CLASS 1											
	A	B	T	W	A	Th	B	M	A	T	B	W
8:00 - 8:45	M	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	Homeroom	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F	English Literature	Homeroom
10:25 - 11:55	Pre-Algebra LUNCH	American History	American History	Pre-Algebra LUNCH	Pre-Algebra LUNCH	American History	Pre-Algebra LUNCH	Pre-Algebra LUNCH	Pre-Algebra LUNCH	Digital literacy LUNCH	Pre-Algebra LUNCH	Digital literacy LUNCH
12:00 - 12:45	Latin Class Science	PE/Health	Choir/ Band	Latin Class Science	Latin Class Science	Theory of Knowledge Art	World History	Latin Class Science	Latin Class Science	World History	Choir/ Band	World History Art

Experience Days

Field Trips 6th: WVU Core Arboretum, Fort Pitt, Schrader Environmental Education Center, Adventure WV

	CLASS 2											
	B	A	T	W	B	Th	A	M	B	T	A	W
8:00 - 8:45	M	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	English Literature	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F	English Literature	Writing/Reasoning Level F
10:25 - 11:55	American History LUNCH	Pre-Algebra LUNCH	Pre-Algebra LUNCH	American History LUNCH	Pre-Algebra LUNCH	Pre-Algebra LUNCH	Digital literacy LUNCH	Digital literacy LUNCH	Digital literacy LUNCH	Digital literacy LUNCH	Pre-Algebra LUNCH	Pre-Algebra LUNCH
12:00 - 12:45	PE/Health Art	Latin Class Science	Latin Class Science	Theory of Knowledge Choir/Band	World History	World History	World History	World History	World History	World History	Choir/Band	Latin Class Science

Experience Days

Field Trips 6th: WVU Core Arboretum, Fort Pitt, Schrader Environmental Education Center, Adventure WV

6th Grade Schedule

TIME

TERM 1/ TERM 2

TERM 3/ TERM 4

CLASS 3 (optional)

	M	T	W	Th	M	T	W	Th
8:00 - 8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	Science	Art	Science	Choir/Band	Science	World History	Science	World History
10:25 - 11:55	Latin	English Literature	Latin	English Literature	Latin	English Literature	Latin	English Literature
12:00 - 12:45	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 - 2:00	Math (C)	American History	American History	Math (C)	Math (C)	Art	Choir/Band	Math (C)
2:05 - 3:35	Writing/Reasoning Level F	Digital Literacy	Writing/Reasoning Level F	Digital Literacy	Writing/Reasoning Level F	PE/Health	Writing/Reasoning Level F	Theory of Knowledge

Experience Days

Field Trips 6th: WVU Core Arboretum, Fort Pitt, Schrader Environmental Education Center, Adventure WV

SPECIALS - 3RD GRADE

TERM 1 - EARTH: ON, ABOVE, BELOW

VISUAL ART

UNIT 1: ART OF ANCIENT ROME AND BYZANTINE CIVILIZATION

Become familiar with artworks of ancient Rome and Byzantine Civilization

Le Pont du Gard

The Pantheon

Byzantine mosaics

Hagia Sophia

MUSIC

Unit 1: Elements of Music

Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc)
Recognize a steady beat, accents, and the downbeat; play a steady beat
Move responsively to music (marching, walking, hopping, swaying, etc)

Recognize short and long sounds

Discriminate between fast and slow; gradually slowing down and getting faster

Discriminate between differences in pitch; low and high

Discriminate between loud and soft; gradually increasing and decreasing in volume

Understand that melody can move up and down

Hum the melody while listening to music

TERM 2 - MAKING A DIFFERENCE

VISUAL ART

UNIT 2: ELEMENTS OF ART

Students should recognize elements of art including: line, shape, form, space, light, texture, and color. Build on what they have already learned of light space and design

LIGHT

Observe how artists use light and shadow - how it focuses our attention, affects our emotions

James Chaplin, *Ruby Green Singing*

Jan Vermeer, *Milkmaid*

SPACE IN ARTWORKS

Understand the following terms: two-dimensional (height, width) and three-dimensional (height, width, and depth)

Observe relationship between 2D and 3D shapes - square to cube, triangle to pyramid, circle to sphere and cylinder

Observe how artists can make 2D look 3D by creating an illusion of depth, and examine foreground, middle ground, background in paintings, including:

Jean Millet, *The Gleaners*

Pieter Bruegel, *Peasant Wedding*

Charles Willson Peale, *Staircase Group*

MUSIC

Unit 1: Elements of Music

Understand the following notation:

TERM 3 - FORCES IN MOTION

VISUAL ART

UNIT 3: AMERICAN INDIAN ART

Focus on the Southwest and Eastern Woodland Indians

Students should be aware of the spiritual purposes and significance of American Indian Art

Kachina dolls (Hope, Zuni)

Navajo (Dine) blankets and rugs, sand paintings

Jewelry

TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING

VISUAL ART

UNIT 4: DESIGN - HOW ELEMENTS OF ART WORK TOGETHER

Become familiar with the terms: Figure, ground, pattern, balance, and symmetry

Examine Design - how the elements work together in the following works of art:

Rosa Bonheur, *The Horse Fair*

Mary Cassatt, *The Bath*

Early American Quilts

Edward Hicks, *The Peaceable Kingdom*

Henri Matisse, *Icarus*

Edvard Munch, *The Scream*

Horace Pippin, *Victorian Interior*

Faith Ringgold, *Tar Beach*

MUSIC

Unit 2: Listening and Understanding Music

Expose children to a wide range of music

THE ORCHESTRA

Review families of instruments: strings, brass, woodwinds, percussion

Become familiar with brass instruments - trumpet, French horn, trombone, tuba

Gioacchino Tossini, *William Tell Overture*, (trumpet)

Composers and their Music

Provide brief biological profiles of the following composers:

Peter Ilich Tchaikovsky, *Suite from Swan Lake*

STANDARDS

MU.3-5.1
MU.3-5.2
MU.3-5.3
MU.3-5.4
MU.3-5.5
MU.3-5.6
MU.3-5.7
MU.3-5.8
MU.3-5.9
MU.3-5.10
MU.3-5.11
MU.3-5.12
MU.3-5.13
MU.3-5.14
MU.3-5.15
MU.3-5.16
MU.3-5.17
MU.3-5.18
MU.3-5.19
MU.3-5.20
MU.3-5.21

SPECIALS - 3RD GRADE

TERM 1 - EARTH: ON, ABOVE, BELOW

Echo short rhythms and melodic patterns

Play simple rhythms and melodies

Recognize like and unlike phrases

Recognize timbre (tone color)

Sing unaccompanied, accompanied, and in unison

Recognize verse and refrain

Recognize that musical notes have names

Recognize a scale as a series of notes

Sing the C major scale using "do re mi"

SONGS

He's Got the Whole World in His Hands

Hey, Ho, Nobody home - round

In the Good Old Summertime - chorus only

Alouette

TERM 2 - MAKING A DIFFERENCE

Names of lines and spaces in the treble clef

Treble clef, staff, bar line, double bar line, measure, repeat signs

Whole note, half note, quarter note, eighth note

whole rest, half rest, quarter rest

meter signature

soft - pianissimo, loud forte

SONGS

My Bonnie Lies Over the Ocean

This Little Light of Mine

Simple Gifts

Song from Assigned Country

TERM 3 - FORCES IN MOTION

Wolfgang Amadeus Mozart, selections from *Horn Concertos* (French Horn)

Become familiar with woodwind

instruments - flute, piccolo (no reeds) and clarinet, oboe, bassoon (with reeds)

Claude Debussy, *Prelude to the Afternoon of a Faun* (flute)

Opening of George Gershwin's *Rhapsody in Blue* (clarinet)

SONGS

Li'l Liza Jane

Man on the Flying Trapeze - chorus only

The Sidewalks of New York - chorus only

Bicycle Built for Two - chorus only

TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING

John Philip Sousa, *Stars and Stripes Forever*

Aaron Copland, *Fanfare for the Common Man*; *Hoedown from Rodeo*, *Simple Gifts from Appalachian Spring*

Nikolai Rimsky-Korsakov, *Scheherazade*, part 1: The Sea and Sinbad's Ship

SONGS

You're a Grand Old Flag

America

Down in the Valley

Polly Wolly Doodle

CURSIVE - 3rd Graders

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		
DAY	FOCUS LETTERS	STANDARDS	DAY	FOCUS LETTERS	STANDARDS	DAY	FOCUS LETTERS	STANDARDS	DAY	FOCUS LETTERS	STANDARDS
1	Practice Drawing curved lines across the page	ELA.K.2, ELA.K.3, ELA.K.4, ELA.K.5, ELA.K.37	31	Lowercase m	ELA.K.2, ELA.K.3, ELA.K.4, ELA.K.5, ELA.K.37	65	Word Family - op	ELA.K.2, ELA.K.3, ELA.K.4, ELA.K.5, ELA.K.37	100	Write spelling words for the week in cursive	ELA.K.2, ELA.K.3, ELA.K.4, ELA.K.5, ELA.K.37
2	Capital E		32	Lowercase n		66	Word Family - ot		101		
3	Capital F		33	Lowercase o		67	Word Family - ow		102		
4	Capital H		34	Lowercase p		68	Word Family - ug		103		
5	Capital I		35	Lowercase q		69	Word Family - all		104		
6	Capital L		36	Lowercase r		70	Word Family - ell		105		
7	Capital T		37	Lowercase s		71	Word Family - ill		106		
8	Lowercase i		38	Lowercase u		72	Word Family - ing		107		
9	Lowercase l		39	Capital A		73	Digraphs - ch		108		
10	Lowercase t		40	Capital K		74	Digraphs - sh		109		
11	Capital B		41	Capital M		75	Digraph - th		110		
12	Capital C		42	Capital N		76	Digraph - wh		111		
13	Capital D		43	Capital R		77	Digraph - qu		112		
14	Capital G		44	Capital V		78	Digraph - ng		113		
15	Capital J		45	Capital W		79	Digraph - kn		114		
16	Capital O		46	Capital X		80	Blends - bl		115		
17	Capital P		47	Capital Y		81	Blends - br		116		
18	Capital Q		48	Capital Z		82	Blends - cl		117		
19	Capital S		49	Lowercase k		83	Blends - gl		118		
20	Capital U		50	Lowercase v		84	Blends - cr		119		
21	Lowercase a		51	Lowercase w		85	Blends - dr		120		
22	Lowercase b - bar first		52	Lowercase x		86	Blends - fr		121		
23	Lowercase c		53	Lowercase y		87	Blends - tr		122		
24	Lowercase d - donut first		54	Lowercase z		88	Blends - fl		123		
25	Number 8		55	Practice First names		89	Blends - gl		124		
26	Lowercase e		56	Practice Last names		90	Blends - gr		125		
27	Lowercase f		57	Practice first and last name		91	Blends - pl		126		
28	Lowercase g		58	Word Family -at		92	Blends - pr		127		
29	Lowercase h		59	Word Family -ap		93	Blends - sl		128		
30	Lowercase j		60	Word Family -ar		94	Blends - sm		129		
TEACHER TASKS Have students get notebook and ready Talk about how to write the number/letter Ask student to make 10 perfect Student circles best one			61	Word Family - an		95	Blends - sp		130		
			62	Word Family - ay		96	Blends - st		131		
			63	Word Family - in		97	Blends - str		132		
			64	Word Family - it		98	Blends - spl		133		
						99	Blends - spr		134		

TEACHER TASKS

Have students get notebook and ready

Talk about how to write the number/letter

Ask student to make 10 perfect

Student circles best one

Ask some students to make their best one on board

*Have student say sound while writing

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
8:00 - 8:35	HOMEROOM	Learning plan, Teacher Read-Aloud	Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience - 14
8:40 - 9:30	Writing	Reasoning and Writing, Level D	Gulliver's Travels, Folk Tales Lessons 1 - 25	Robin Hood; King Arthur Lessons 26 - 54	Legend of Sleepy Hollow; Pollyanna; Betty Zane Lessons 55 - 82	Sayings of the Day Lessons 83 - 110
9:30 - 10:00	Spelling_Vocabulary	Spelling Mastery, Level D				
10:00 - 11:00	Math	ConnectEd	Lessons 1 - 33 Art of Africa, Art of China; Elements of music; Gregorian Chant	Lessons 34 - 66 Art of Middle Ages in Europe; Elements of Music; Mozart	Lessons 67 - 100; Cumulative Test 1	Lessons 101 - 130 Art of a New Nation; Elements of Music; Mozart
10:30 - 11:00	Specials	Core Knowledge Curriculum				
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 World Geography; African Kingdoms; China Dynasties	Stories from Middle Ages Europe in Middle Ages; Influence of Religion	Fact vs Fiction American Revolution; Constitutional Government	Open Range; Baseball; Anthologies Early Presidents and Politics; US Geography
12:50 - 1:30	History/Geography	Core Knowledge 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 Meteorology: Water Cycle and Weather Lessons 1 - 35	Human Body; Matter; Elements Lessons 36 - 70 Study chosen cultural area, map, flag, capital, continent, make presentation for Cultural Connections night, Learn Song to sing in Celebration	Circulatory; Respiratory Systems; Electrical System Lessons 71 - 105	Earth's Layers; Rock Cycle; Weathering/Erosion Lessons 106 - 140
1:30 - 1:45	Recess/PE					
1:45 - 2:25	Science	Core Knowledge Curriculum	Prepare for FallFest - Discuss farm and human connection, create game for classroom, make scarecrow			
2:30 - 3:15	Language Arts	Reading Mastery - Language				
3:15 - 3:35	Homeroom/Dismissal		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
Homeroom Class only						

HOMEROOM- 4TH GRADE

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	
SAYINGS OF THE DAY		SAYINGS OF THE DAY		SAYINGS OF THE DAY	
HOMEROOM AM (30 min)	Introduce the following sayings/phrases each day, discuss the meaning and how it would have been used. Discuss how we say the same thing in "today's" language.				
	Encourage the students to use this phrase today!				
Daily Learning Plan (10 min)	An ounce of prevention is worth a pound of cure	Can't hold a candle to it		Seeing is Believing	
	As the crow flies	Don't count your chickens before they hatch		Live and let live	
Teacher Read Aloud (10 min)	Beauty is only skin deep	Don't put all your eggs in one basket		Make ends meet	
	Activity related to book/poem (10 min)	Etc.		Make hay while the sun shines	
HOMEROOM DISMISS (15 min)	The bigger they are, the harder they fall	Go to pot		Moneyburning a hole in your pocket	
	Birds of a feather flock together	Half a loaf is better than none		Once in a blue moon	
Student Success (10 min)	Blow hot and cold	Haste makes waste		One picture is worth a thousand words	
	Break the ice	Laugh and the World laughs with you		On the warpath	
Good things and bad things about the day.	Bull in a China shop	Lightning never strikes twice in the same place		RSVP	
	Bury the hatchet			Run-of-the-mill	
Get organized (5 min)					
	backpack, papers, homework, etc				

FOLKTALES		LEGENDARY CHARACTERS		STORIES OF EARLY AMERICA		FIGURATIVE LANGUAGE	
Gulliver's Travels by Jonathan Swift		Learn about the Author - Howard Pyle		<i>Legend of Sleepy Hollow</i> and <i>Rip Van Winkle</i> by Washington Irving		Phantom Tollbooth by Norton Jester	
		The Merry Adventures of Robin Hood (1883)		<i>Pollyanna</i> by Eleanor Porter			
The Fire on the Mountain (an Ethiopian folktale)		Any of the following:					
		<i>The Story of King Arthur and His Knights (1903)</i>		<i>Betty Zane</i> by Zane Grey			
The Magic Brocade (a Chinese folktale)		<i>The Story of the Champions of the Round Table (1905)</i>					
		<i>The Story of Sir Lancelot and His Companions (1907)</i>					
		<i>The Story of the Grail and the Passing of King Arthur (1910)</i>					
		Discuss these Legendary Characters throughout the term					

STANDARDS	
DSS-3-5.1	LM.S.1 LM
DSS-3-5.2	4.1.1 LM 4.1.2
DSS-3-5.3	LM 4.1.3 LM
DSS-3-5.4	4.1.4 LM 4.1.5
DSS-3-5.5	LM 4.1.6 LM
DSS-3-5.6	4.1.7 LM PD
DSS-3-5.7	4.1 LM S.2
DSS-3-5.8	LM 4.2.1 LM
DSS-3-5.9	4.2.2 LM 4.2.3
DSS-3-5.10	LM 4.2.4 LM
	4.2.5 LM 4.2.6
	LM 4.2.7 LM
DSS-3-5.11	4.2.8 LM 4.2.9
DSS-3-5.12	LM PD 4.2 LM
DSS-3-5.13	S.3
DSS-3-5.14	LM 4.3.1 LM
	4.3.2 LM
	4.3.3 LM
DSS-3-5.15	4.3.4 LM
DSS-3-5.16	4.3.5 LM PD
DSS-3-5.17	4.3
DSS-3-5.18	

SPECIALS - 4TH GRADE

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	
VISUAL ART		VISUAL ART		VISUAL ART		VISUAL ART	
UNIT 1: ART OF AFRICA Note the spiritual purposes and significance of many African works of Art, such as masks used in ceremonies for planting, harvesting, or hunting Become familiar with examples of art from specific regions and peoples in Africa, such as -Antelope headdresses of Mali -Sculptures by Yoruba artists in the city of Ife -Ivory carvings and bronze sculptures of Benin		UNIT 5: ART OF THE MIDDLE AGES IN EUROPE Generally religious nature of European art in Middle Ages, including examples of medieval Madonnas (such as <i>Madonna and the Child on a Curved Throne</i> - 13 century Byzantine) Illuminated manuscripts (such as <i>The Book of Kells</i>) Tapestries (such as the Unicorn tapestries) Become familiar with features of Gothic Architecture (spires, pointed arches, flying buttresses, rose windows, gargoyles, and statues) Famous Cathedrals, including Notre Dame (Paris)		UNIT 3: ISLAMIC ART AND ARCHITECTURE Become familiar with examples of Islamic Art, including illuminated manuscript and illumination of the Qur'an (koran) Not characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem Alhambra Palace, Spain Taj Mahal, India		UNIT 6: ART OF A NEW NATION Become familiar with famous portraits and paintings, including: -John Singleton Copley, Paul Revere Gilbert Stuart, George Washington <i>Washington Crossing the Delaware</i> Become familiar with the architecture of Thomas Jefferson's Monticello, the White House, and the Capitol Building	
MUSIC Elements of Music Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc)		MUSIC Elements of Music Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures Sing unaccompanied, accompanied, and in unison		MUSIC Elements of Music Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures		MUSIC Listening and Understanding Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures	
				Understand the following notation:		THE ORCHESTRA	

STANDARDS

MU.3-5.1
MU.3-5.2
MU.3-5.3
MU.3-5.4
MU.3-5.5
MU.3-5.6
MU.3-5.7
MU.3-5.8
MU.3-5.9
MU.3-5.10
MU.3-5.11
MU.3-5.12
MU.3-5.13
MU.3-5.14
MU.3-5.15
MU.3-5.16
MU.3-5.17
MU.3-5.18
MU.3-5.19
MU.3-5.20
MU.3-5.21

SPECIALS - 4TH GRADE

STANDARDS			
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
<p>Recognize a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern</p> <p>Discriminate between fast and slow; gradually slowing down and getting faster.</p> <p>Discriminate between differences in pitch; high and low</p> <p>Discriminate between loud and soft; gradual progression of notes) and <i>staccato</i> (crisp, distinct notes)</p> <p>Introduce children to a GREGORIAN CHANT</p>	<p>Recognize harmony; sing simple rounds and canons</p> <p>Recognize verse and refrain; also, introduction and coda.</p> <p>Continue work with timbre and phrasing</p> <p>Recognize theme and variations, and listen to Mozart, Variations on "Ah! vous dirai-je Maman" (familiarily known as "Twinkle, Twinkle Little Star").</p> <p>Sing of play melodies</p>	<p>Names of lines and spaces in the treble clef, middle C</p> <p>Treble clef, staff, bar line, double bar line, measure, repeat signs</p> <p>Whole note, half note, quarter note, eighth note</p> <p>Whole rest, half rest, quarter rest,</p> <p> tied notes and dotted notes</p> <p> sharps and flats</p> <p>Da capo (D.C.) al fine</p> <p>meter signature 4/4, 2/4, 3/4</p> <p>pianissimo to forte</p>	<p>Review the orchestra, including families of instruments and specific instruments by listening to Benjamin Britten, <i>The Young Person's Guide to the Orchestra</i>.</p> <p>VOCAL RANGES</p> <p>Students should learn to recognize and name different vocal ranges and apply their knowledge by beginning part singing</p> <p>Recognize vocal ranges of the female voice: high = soprano, middle = mezzo soprano, low = alto</p> <p>Recognize vocal ranges of the male voices: high = tenor, middle = baritone, low = bass</p> <p>COMPOSER</p> <p>Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works</p> <p>Franz Joseph Haydn, Symphony No. 94 (Surprise)</p> <p>George Frederick Handel, "Hallelujah Chorus" From <i>The Messiah</i></p> <p>SONGS</p> <p>Navy Song (Anchors Aweigh)</p> <p>The Army Goes (The Caissons Go) Rolling Along</p> <p>The Marine's Hymn</p>
<p>SONGS</p> <p>I Love the Mountains</p> <p>Comin' Through the Rye</p> <p>Cockles and Mussels</p> <p>Loch Lomond</p>	<p>COMPOSER</p> <p>Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works</p> <p>Wolfgang Amadeus Mozart, <i>The Magic Flute</i>, (selections)</p> <p>SONGS</p> <p>My Grandfather's Clock</p> <p>Blow the Man Down</p> <p>Songs from assigned country</p>	<p>SONGS</p> <p>Auld Lang Syne</p> <p>Taps</p> <p>Waltzing Matilda</p> <p>Air Force Song</p>	

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
8:00 - 8:25	Homeroom AM	Learning plan, Cursive Reading Mastery - Reading Strand	Instruction - 36, Experience - 9	Instruction - 34, Experience - 9	Instruction - 35, Experience - 9	Instruction - 35, Experience - 14
8:30 - 9:15	Reading	Next Generation Wellness	Lessons 1 - 35	Lessons 35 - 69	Lessons 70 - 104	Lessons 105 - 140
9:15 - 9:30	Recess/PE	Core Knowledge	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	Reading Mastery - Language Strand	Art of Ancient Rome and Lessons: 1-30, spelling every 5 lessons	Elements of Art and Music Lessons: 31 - 65; spelling every 5 lessons	American Indian Art: Brass Lessons: 66 - 100; spelling every 5 lessons	Design and Composers Lessons: 101 - 135; spelling every 5 lessons
9:55 - 10:25	Music/Art/Computer		Poetry: Arabian Nights, Viking Tales	Poetry: Folk Tales	Poetry: Alice in Wonderland, Charlie in Chocolate Factory	Reader's Theater, Phantom Tollbooth, Bridge to Terabithia
10:30 - 11:00	Language	Core Knowledge	Lessons: 1 - 32	Lessons: 33 - 64	Lessons: 65 - 96	Lessons: 97 - 130
11:00 - 11:45	Lunch	Next Generation Wellness	Ancient Rome: The Vikings			
11:45 - 12:05	Homeroom PM	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			
12:05 - 1:00	Math	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
1:00 - 1:30	History/Geography	Reading Master - Literature Strand	Lessons 1 - 35	Lessons 36- 69	Lessons 70 - 104	Lessons 105 - 140
1:30 - 1:45	Recess/PE					
1:45 - 2:30	Science		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
2:30 - 3:20	Reading/Read Aloud Library		Field Trip: WVU Planetarium	Field Trip: West Virginia University Art Museum	Field Trip: Spark! Imagination and Science Center	Field Trip: Pittsburgh Zoo
3:20 - 3:35	Homeroom - dismissal					
FRIDAYS	Experience Days					
Homeroom Class only						

HOMEROOM - 3RD GRADE

TERM 1 - EARTH: ON, ABOVE, BELOW

HOMEROOM AM (30 min)
Daily Learning Plan (10 min)

Announcements - Cursive Practice

POETRY

Shel Silverstein poems - <http://www.shellsilverstein.com/learning/lessons-and-activities>

Poet Tree

Runny's Reading Rabbits

Homework Machine

Smart

Jimmy Jet and His TV Set

STORIES

Arabian Nights: *Aladdin and the Wonderful Lamp*

Arabian Nights: *All Baba and the Forty Thieves*

The Husband Who was to Mind the House (Norse/English Folktale, aka "Gone is Gone")

D'Aulaires' Book of Norse Myths

HOMEROOM DISMISS (15 min)

Student Success (10 min) Good things and bad things about the day.

Get organized (5 min) backpack, papers, homework, etc

TERM 2 - MAKING A DIFFERENCE

POETRY

Robert Louis Stevenson - *Bad in Summer*

Robert Louis Stevenson - *Windy Nights*

Robert Louis Stevenson - *My Shadow*

Robert Frost - *Nothing Gold Can Stay*

Nancy Byrd Turner - *First Thanksgiving for All*

FOLKTALES AROUND THE WORLD

Three Words of Wisdom (Mexican Folktale)

The People Could Fly (African American Folktale)

Blind Men and the Elephant (a Fable from India)

The Magic Paintbrush (Chinese folktale)

Talk (West African Folktale)

The Tongue-Cut Sparrow (folktale from Japan)

Hans Christian Andersen - *The Little Match Girl*

TERM 3 - FORCES IN MOTION

POETRY

Eloise Greenfield - *By Myself*

Langston Hughes - *Dream Variations*

Laura Richards - *Elelephony*

Lewis Carroll - *The Crocodile*

BOOKS

Lewis Carroll - *Alice in Wonderland*

Roald Dahl - *Charlie and the Chocolate Factory*

TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING

READERS THEATER

Mother Goose Interrupted

You Read to ME and I'll Read to you - Folk Tales

BOOKS

Norton Juster - *The Phantom Tollbooth*

Katherine Paterson - *Bridge to Terabithia*

STANDARDS

DSS.3-5.1 LMS.1 LM.4.1.1
DSS.3-5.2 LM.4.1.2 LM.
DSS.3-5.3 4.1.3 LM.4.1.4
DSS.3-5.4 LM.4.1.5 LM.
DSS.3-5.5 4.1.6 LM.4.1.7
LMPD.4.1 LM.S.
DSS.3-5.6 2 LM.4.2.1 LM.
DSS.3-5.7 4.2.2 LM.4.2.3
DSS.3-5.8 LM.4.2.4 LM.
DSS.3-5.9 4.2.5 LM.4.2.6
DSS.3-5.10 LM.4.2.7 LM.
DSS.3-5.11 4.2.8 LM.4.2.9
DSS.3-5.12 LMPD.4.2 LM.S.
3
DSS.3-5.13 LM.4.3.1 LM.
DSS.3-5.14 4.3.2 LM.4.3.3
DSS.3-5.15 LM.4.3.4 LM.
DSS.3-5.16 4.3.5 LMPD.
DSS.3-5.17 4.3
DSS.3-5.18

SCIENCE - 3RD GRADE

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	
UNIT 1: ASTRONOMY	STANDARDS	UNIT 1 HUMAN BODY	STANDARDS	UNIT 1: LIGHT AND OPTICS	STANDARDS	UNIT 1 - CLASSIFICATION OF ANIMALS	STANDARDS
Big Bang Theory	S.3.GS.1	Muscular system - involuntary and voluntary muscle	S.3.GS.9	Speed of Light	S.3.GS.1	Cold-blooded or warm-blooded	SS.3.19
Universe: an extent almost beyond imagining	S.3.GS.2	Skeletal system -	S.3.GS.10	Light travels in straight lines - demonstrated by shadows	S.3.GS.2	vertebrates or invertebrates	S.3.GS.5
Galaxies: Milky Way and Andromeda	S.3.GS.3	Skeleton, Bones, Marrow, Ligaments, Achilles tendon, (S.3.GS.11)	S.3.GS.11	Transparent and opaque objects	S.3.GS.3	Different Classes of vertebrates	S.3.GS.7
Our Solar System: Sun - source of energy (heat and light)	S.3.GS.4	Skull, cranium	S.3.GS.12	Reflection - mirrors: concave, convex, plane	S.3.GS.4	Fish: aquatic animals, breathe through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body	S.3.GS.8
Eight Planets - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	S.3.GS.13	Spinal column, vertebrae	WE.3.1	Use of mirrors in telescopes and microscopes, binoculars, cameras		Amphibians: live part of their lives in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin	S.3.GS.12
Planetary Motion - orbit and rotation	S.3.GS.14	Joints, Ribs Rib cage, sternum, Scapula, pelvis, tibia, fibula	WE.3.2	Spectrum - prism to demonstrate white light is made of a spectrum of colors		Reptiles - hatch from eggs, cold-blooded, have dry thick scaly skin	
How day and night are caused by the earth's rotation	S.3.GS.15	Broken Bones, x-rays	WE.3.3	Lenses can be used for magnification and bending light		Birds - warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on own	
Sunrise in east, sunset in west		Nervous System	WE.3.4			Mammals: warm-blooded, have hair on body, parents care for young, females produce milk for babies, breathe through lungs, most are terrestrial some are aquatic	
How the seasons are caused by Earth's orbit around sun and tilt of Earth's axis		Brain: Medulla, cerebellum, cerebrum, cerebral cortex	WE.3.8	UNIT 2: SOUND			
Gravity, gravitational pull of the moon and ocean tides		Spinal cord, nerves, reflexes	WE.3.11	Sound is caused by an object vibrating rapidly		UNIT 2: HABITATS AND CHANGE	
Gravitational pull of "black holes" prevents even light from escaping		Vision: How the Eye Works		Travels through solids, liquids, and gasses		Building Science Knowledge	
Asteroids, Meteors (shooting stars), comets, Halley's Comet		Parts of the Eye: cornea, iris, pupil, lens, retina, Optic Nerve		Sound waves are much slower than light waves		Living Things and Their Environments	
Eclipse				Qualities of sound - Pitch, intensity		Where Organisms Live	
Stars and Constellations				Human Voice - larynx (voice box), vibrating vocal chords - longer, thicker vocal cords create lower deeper voices		Habitats	
Orientteering (finding your way) by using the North Star, Big Dipper		Far-sighted vs Near-sighted		Sound and the human ear		Investigating traits and Adaptations	
Exploration of space		Hearing: How the Ear Works		Protecting your hearing		Living Things in Groups	
Telescopes, rockets, satellites		Sound as vibration				Suited for Survival	
Apollo 11 and other space shuttles		Outer Ear, Ear canal, ear drum, three tiny bones, cochlea, Auditory nerve		UNIT 3: INVESTIGATING FORCES		Ecosystems and Environmental Changes	
				Building Science Knowledge		Habitats - interdependence of organisms and their environment	
UNIT 2 WEATHER AND CLIMATE		UNIT 2: LIFE CYCLES, TRAITS, AND VARIATIONS		Forces and Motion		Balance of nature - constantly changing, not static condition	
Building Science Knowledge		Building Science Knowledge		Pushes, Pulls, Motion		Food chain or food web - producers, consumers, decomposers	
Earth's Atmosphere		Organisms have Life Cycles		Investigating Forces		Beaver Dam Case Study	
Atmosphere and Air Pressure		Life for a Plant		Friction is a force		Evidence of How Organisms and Environments Have Changed over time	
Water in the Atmosphere		Animals have life cycles		Investigating Friction		Hidden clues about Earth's past	
Investigating Air Pressure and Precipitation		Plants have life cycles		Predicting Motion		Fossils and How they Form	
Wind: Movement of Air		Modeling a life cycle		Magnetism is a Force		Fossil clues about Changing habitat	
Investigating Wind		Organisms have traits		Investigating Magnets		Solving a Fossil Mystery	
Working with wind data		Noticing different Traits		Solving problems with magnets		Ecosystems - how they can be affected by changes in environment and by man-made changes	

SCIENCE - 3RD GRADE

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
<p>Weather and Climate</p> <p>Using Weather data to predict weather</p> <p>Patterns of Weather: Seasons and Climate</p> <p>Working with Climate Data, Weather data</p> <p>Reducing the Impacts of Hazardous Weather</p> <p>Extreme Weather</p> <p>Engineering for Extreme Weather</p> <p>Evaluating for extreme weather solutions</p>	<p>Traits of Parents, Offspring, and siblings</p> <p>Studying Family traits</p> <p>Traits vary within populations and species</p> <p>Environment Affects Traits</p> <p>Investigating plant growth</p> <p>Advantages of Specific Variations</p> <p>Helpful Traits</p> <p>Traits, Survival, and differing environments</p> <p>Traits and advantages</p>		<p>Man-made threats to the environment - air pollution, emissions, smog, water pollution, industrial waste, run-off from farming</p> <p>Measure we can take to protect the environment - conservation, recycling</p>

History Geography

History Geography

HISTORY GEOGRAPHY - 3RD GRADE

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
<p>Eruption of Mt. Vesuvius, destruction of Pompeii</p> <p>Persecution of Christians</p> <p>"DECLINE AND FALL" OF ROME</p> <p>Weak and corrupt emperors, legend of Nero fiddling as Rome burns</p> <p>Civil Wars</p> <p>City of Rome sacked</p> <p>Social and moral decay</p> <p>EASTERN ROMAN EMPIRE: BYZANTINE CIVILIZATION</p> <p>Rise of Eastern Roman Empire, known as Byzantine Empire</p> <p>Constantine, emperor who made Christianity the official religion of Rome</p> <p>Constantinople (now called Istanbul) merges diverse influences and cultures</p> <p>Justinian, Justinian Code</p> <p>UNIT 2: THE VIKINGS</p> <p>From area now called Scandinavia (Sweden, Denmark, Norway)</p> <p>Also called Norsemen, they were skilled sailors and shipbuilders</p> <p>Traders, sometimes raiders of the European coast</p> <p>Eric the Red and Leif Erickson (Leif "the Lucky")</p> <p>Earliest Europeans (long before Columbus) we know of to come to North America</p> <p>Located Greenland, Canada, Newfoundland</p>	<p>Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus, Tigris, Euphrates</p> <p>Africa: Nile, Niger, Congo</p> <p>South America: Amazon, Parana, Orinoco</p> <p>North America: Mississippi, and major tributaries, Mackenzie, Yukon</p> <p>Australia: Murray-Darling</p> <p>Europe: Volga, Danube, Rhine</p> <p>UNIT 2 - FOCUS ON ASSIGNED COUNTRY</p>	<p>Many explorers undertook the perilous, sometimes fatal voyage</p>	<p>Plimouth, William Bradford</p> <p>Wampanoag Indians, Massasoit, Tisquantum (squanto)</p> <p>Puritans - Massachusetts Bay Colony, John Winthrop</p> <p>Emphasis on reading and education - New England Primer</p> <p>Rhode Island</p> <p>Roger Williams: belief in religious toleration</p> <p>Anne Hutchinson</p> <p>MIDDLE ATLANTIC COLONIES</p> <p>New York, New Jersey, Delaware, Pennsylvania</p> <p>New York</p> <p>Dutch settlement and trading post - New Netherlands</p> <p>Dutch West India Company acquires Manhattan Island and Long Island through a purchase from Indians - Dutch establish New Amsterdam - New York City</p> <p>Pennsylvania</p> <p>William Penn: Society of Friends (Quakers), Philadelphia</p>

7th Grade Schedule

TIME

TERM 1/TERM 2

TERM 3/TERM 4

CLASS 1

	M	T	W	Th	M	T	W	Th
8:00 - 8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	Latin	PE	Latin	Art	Latin	PE	Latin	Art
10:25 - 11:55	Science	Choir/Band	Science	Choir/Band	Science	Choir/Band	Science	Choir/Band
12:00 - 12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 - 2:00	Speech and Debate	English Language Arts	Design	English Language Arts	Creative Writing	English Language Arts	Design	English Language Arts
2:05 - 3:35	Algebra	History_Geo graphy	Algebra	History_Geo graphy	Algebra	History_Geo graphy	Algebra	History_Geo graphy

Experience Days
Field Trips 7th: Heinz History Center, Meadowcroft Rockshelter and Historic Village, New Vrindaban Temple, Adventure WV

CLASS 2

	M	T	W	Th	M	T	W	Th
8:00 - 8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	PE	Latin	Art	Latin	PE	Latin	Art	Latin
10:25 - 11:55	Choir/Band	Science	Choir/Band	Science	Choir/Band	Science	Choir/Band	Science
12:00 - 12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 - 2:00	English Language Arts	Speech and Debate	English Language Arts	Design	English Language Arts	Creative Writing	English Language Arts	Design
2:05 - 3:35	History_Geo graphy	Algebra	History_Geo graphy	Algebra	History_Geo graphy	Algebra	History_Geo graphy	Algebra

Experience Days
Field Trips 7th: Heinz History Center, Meadowcroft Rockshelter and Historic Village, New Vrindaban Temple, Adventure WV

7th Grade Schedule

TIME

TERM 1/TERM 2

TERM 3/TERM 4

CLASS 3									
	M	T	W	Th	M	T	W	Th	
8:00 - 8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:50 - 10:20	History	Science	History	Science	History	Science	History	Science	
10:25 - 11:55	English	Latin	English	Latin	English	Latin	English	Latin	
12:00 - 12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
12:45 - 2:00	Design	Pre-Algebra	Pre-Algebra	PE	Design	Pre-Algebra	Pre-Algebra	PE	
2:05 - 3:35	Choir/Band	Speech and Debate	Art	Speech and Debate	Choir/Band	Creative Writing	Art	Creative Writing	

Experience Days Field Trips 7th: Heinz History Center, Meadowcroft Rockshelter and Historic Village, New Vrindaban Temple, Adventure WV

8th Grade Schedule

TIME	TERM 1/ TERM 2		TERM 3/ TERM 4	
	CLASS 1			
	M	T	W	Th
8:00 - 8:45	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	Geometry	History_	Homeroom	Homeroom
10:25 - 11:55	ELECTIVE 2	Geography	History_	Homeroom
12:00 - 12:45	LUNCH	PE	Geography	Homeroom
12:45 - 2:00	Science	LUNCH	ELECTIVE 2	Homeroom
2:05 - 3:35	Latin	ELECTIVE 3	LUNCH	Homeroom
Experience	English	Science	English	Homeroom
Days	Field Trips 8th: Museum Lab at Pittsburgh Children's Museum, Washington DC, West Virginia Independence Hall, Adventure WV	English	Science	English

	CLASS 2			
	M	T	W	Th
8:00 - 8:45	Homeroom	Homeroom	Homeroom	Homeroom
8:50 - 10:20	History_	Homeroom	Homeroom	Homeroom
10:25 - 11:55	Geography	History_	Homeroom	Homeroom
12:00 - 12:45	PE	Geography	Homeroom	Homeroom
12:45 - 2:00	LUNCH	ELECTIVE 1	Homeroom	Homeroom
2:05 - 3:35	ELECTIVE 3	ELECTIVE 2	Homeroom	Homeroom
Experience	English	LUNCH	Homeroom	Homeroom
Days	Field Trips 8th: Museum Lab at Pittsburgh Children's Museum, Washington DC, West Virginia Independence Hall, Adventure WV	Science	Homeroom	Homeroom

ELECTIVES

Speech/Debate	Elective 2
Creative Writing	Elective 2
Choir/Band	Elective 3
Art	Elective 3
Design	Elective 1
Drama (Music)	Elective 1
Teacher Aid	Any Elective

ADDENDUM 7: Online-Component Curriculum

Attached are sample curriculum that will be available on West Virginia Academy OC system. Teachers will be able to give the students access to the lessons they have missed or need to review again.

MATH - LEVEL A

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		
DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS
1	1	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c	31		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9	66	60	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	99	90	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18
2	2	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c	32	MASTERY TEST	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.8, M.K.9	67	61	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	100	91	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18
3	3	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c	33		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.8, M.K.9	68	62	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	101	92	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18
4	4	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c	34		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.8, M.K.9	69	63	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	102	93	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
5	5	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	35		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.8, M.K.9	70	64	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	103	94	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.17, M.K.20
6	6	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	36		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.8, M.K.9	71	65	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	104	95	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.17, M.K.20
7	7	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	37		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.8, M.K.9	72	66	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	105	96	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.17, M.K.20
8	8	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	38		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.8, M.K.9	73	67	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	106	97	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.17, M.K.20
9	9	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	39		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9	74	68	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	107	98	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
10	MASTERY TEST	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	40		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9	75	69	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	108	99	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.17, M.K.20
11	10	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	41		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9	76	MASTERY TEST	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	109	MASTERY TEST	M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20, M.K.15
12	11	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	42		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9	77	70	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	110	100	M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20, M.K.15
13	12	M.K.1, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	43	MASTERY TEST	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9	78	71	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	111	101	M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20, M.K.15
14	13	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5	44		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9	79	72	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	112	102	M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
15	14	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8	45		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9	80	73	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	113	103	M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.17, M.K.20

MATH - LEVEL A

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	
16	15	46	42 9	81	74	114	104
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.14, M.K.15, M.K.16, M.K.17, M.K.18, M.K.19, M.K.20
17	16	47	43 8, M.K.9	82	75	115	105
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
18	17	48	44 8, M.K.9	83	76	116	106
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
19	18	49	45 8, M.K.9	84	77	117	107
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
20	19	50	46 8, M.K.9	85	78	118	108
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
21	MASTERY TEST	51	47 8, M.K.9	86	79	119	109
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
22	20	52	48 8, M.K.9	87	CUMULATIVE TEST 1	120	MASTERY TEST
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
23	21	53	49 8, M.K.9	88	80	121	110
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
24	22	54	MASTERY TEST	89	81	122	111
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
25	23	55	50 8, M.K.9	90	82	123	112
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
26	24	56	51 8, M.K.9	91	83	124	113
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
27	25	57	52 8, M.K.9	92	84	125	114
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13, M.K.18		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
28	26	58	53 8, M.K.9	93	85	126	115
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13, M.K.18		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
29	27	59	54 8, M.K.9	94	86	127	116
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13, M.K.18		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20
30	28	60	55 8, M.K.9	95	87	128	117
	M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.6, M.K.9		M.K.1, M.K.2, M.K.3, M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.10, M.K.12, M.K.13, M.K.18		M.K.4a, M.K.4b, M.K.4c, M.K.5, M.K.7, M.K.8, M.K.9, M.K.12, M.K.13, M.K.18, M.K.20

MATH - LEVEL A

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
	61 M.K.1, M.K.2, M.K.3, M.K.4a, M. K.4b, M.K.4c, M.K.5, M.K.6, M.K. 56 8, M.K.9, M.K.12, M.K.13	96 88 M.K.1, M.K.2, M.K.3, M.K.4a, M.K. 4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	129 118 M.K.4a, M.K.4b, M.K.4c, M.K.5, M. K.6, M.K.8, M.K.9, M.K.11, M.K.12, M.K.13, M.K.17, M.K.18, M.K.19, M.K.20, M.K.22, M.K.14, M.K.15, M.K.16
	62 M.K.1, M.K.2, M.K.3, M.K.4a, M. K.4b, M.K.4c, M.K.5, M.K.6, M.K. 57 8, M.K.9, M.K.12, M.K.13	97 89 M.K.1, M.K.2, M.K.3, M.K.4a, M.K. 4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	130 119 M.K.4a, M.K.4b, M.K.4c, M.K.5, M. K.6, M.K.8, M.K.9, M.K.10, M.K.11, M.K.12, M.K.13, M.K.17, M.K.18, M.K.19, M.K.20, M.K.22, M.K.14, M.K.15, M.K.16
	63 M.K.1, M.K.2, M.K.3, M.K.4a, M. K.4b, M.K.4c, M.K.5, M.K.6, M.K. 58 8, M.K.9, M.K.12, M.K.13	98 MASTERY TEST M.K.1, M.K.2, M.K.3, M.K.4a, M.K. 4b, M.K.4c, M.K.5, M.K.8, M.K.9, M.K.12, M.K.13	131 CUMULATIVE TEST 2 M.K.15, M.K.16
	64 M.K.1, M.K.2, M.K.3, M.K.4a, M. K.4b, M.K.4c, M.K.5, M.K.6, M.K. 59 9, M.K.12, M.K.13		
	65 MASTERY TEST M.K.1, M.K.2, M.K.3, M.K.4a, M. K.4b, M.K.4c, M.K.5, M.K.8, M.K. 9, M.K.12, M.K.13		

Math Curriculum, Level B

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	
25	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13	58	M.1.2, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12	90	M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.20	123	M.1.3, M.1.4, M.1.6, M.1.7, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13, M.1.14, M.1.17, M.1.22
26	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13	59	M.1.2, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12	91	M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.20	124	M.1.1, M.1.3, M.1.4, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13, M.1.14, M.1.17, M.1.18, M.1.23
27	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13	60	M.1.2, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12	92	M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.20	125	M.1.1, M.1.3, M.1.4, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13, M.1.14, M.1.18, M.1.23
28	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13	61	M.1.6, M.1.8, M.1.9, M.1.10, M.1.12	93	M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.12, M.1.17, M.1.20	126	M.1.1, M.1.3, M.1.4, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13, M.1.14, M.1.18, M.1.23
29	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13	62	M.1.2, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12	94	M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.12, M.1.17, M.1.20	127	M.1.1, M.1.3, M.1.4, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13, M.1.14, M.1.18, M.1.23
30	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13	63	M.1.2, M.1.5, M.1.6, M.1.7, M.1.8, M.1.9, M.1.10, M.1.12, M.1.19	95	M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.12, M.1.17, M.1.20		
31	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13	64	M.1.2, M.1.5, M.1.6, M.1.7, M.1.8, M.1.9, M.1.10, M.1.12, M.1.19	96	M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.12, M.1.17, M.1.20		
32	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13	65	M.1.2, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.19	97	M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.12, M.1.17, M.1.20		
33	M.1.1, M.1.3, M.1.5, M.1.6, M.1.8, M.1.9, M.1.10, M.1.12, M.1.13			98	M.1.6, M.1.8, M.1.9, M.1.12, M.1.15, M.1.17, M.1.19, M.1.20		

TERM 1 - EARTH: ON, ABOVE, BELOW

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			
READING MASTERY - AM		READ ALOUD LIBRARY		READING MASTERY - AM		READ ALOUD LIBRARY		READING MASTERY - AM		READ ALOUD LIBRARY		READING MASTERY - AM		READ ALOUD LIBRARY	
DAY	LESSON	STANDARDS	STANDARDS	DAY	LESSON	STANDARDS	STANDARDS	DAY	LESSON	STANDARDS	STANDARDS	DAY	LESSON	STANDARDS	STANDARDS
1	1	ELA.K.1.K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9, K.10, K.11, K.12, K.13, K.14, K.15, K.16, K.17, K.18, K.19, K.20, K.21, K.22, K.23, K.24, K.25, K.26, K.27, K.28, K.29, K.30, K.31, K.32, K.33, K.34, K.35, K.36, K.37, K.38, K.39, K.40, K.41, K.42, K.43, K.44, K.45, K.46, K.47, K.48, K.49, K.50, K.51, K.52, K.53, K.54, K.55, K.56, K.57, K.58, K.59, K.60, K.61, K.62, K.63, K.64, K.65, K.66, K.67, K.68, K.69, K.70, K.71, K.72, K.73, K.74, K.75, K.76, K.77, K.78, K.79, K.80, K.81, K.82, K.83, K.84, K.85, K.86, K.87, K.88, K.89, K.90, K.91, K.92, K.93, K.94, K.95, K.96, K.97, K.98, K.99, K.100, K.101, K.102, K.103, K.104, K.105, K.106, K.107, K.108, K.109, K.110, K.111, K.112, K.113, K.114, K.115, K.116, K.117, K.118, K.119, K.120, K.121, K.122, K.123, K.124, K.125, K.126, K.127, K.128, K.129, K.130, K.131, K.132, K.133, K.134, K.135, K.136, K.137, K.138, K.139, K.140, K.141, K.142, K.143, K.144, K.145, K.146, K.147, K.148, K.149, K.150, K.151, K.152, K.153, K.154, K.155, K.156, K.157, K.158, K.159, K.160, K.161, K.162, K.163, K.164, K.165, K.166, K.167, K.168, K.169, K.170, K.171, K.172, K.173, K.174, K.175, K.176, K.177, K.178, K.179, K.180, K.181, K.182, K.183, K.184, K.185, K.186, K.187, K.188, K.189, K.190, K.191, K.192, K.193, K.194, K.195, K.196, K.197, K.198, K.199, K.200, K.201, K.202, K.203, K.204, K.205, K.206, K.207, K.208, K.209, K.210, K.211, K.212, K.213, K.214, K.215, K.216, K.217, K.218, K.219, K.220, K.221, K.222, K.223, K.224, K.225, K.226, K.227, K.228, K.229, K.230, K.231, K.232, K.233, K.234, K.235, K.236, K.237, K.238, K.239, K.240, K.241, K.242, K.243, K.244, K.245, K.246, K.247, K.248, K.249, K.250, K.251, K.252, K.253, K.254, K.255, K.256, K.257, K.258, K.259, K.260, K.261, K.262, K.263, K.264, K.265, K.266, K.267, K.268, K.269, K.270, K.271, K.272, K.273, K.274, K.275, K.276, K.277, K.278, K.279, K.280, K.281, K.282, K.283, K.284, K.285, K.286, K.287, K.288, K.289, K.290, K.291, K.292, K.293, K.294, K.295, K.296, K.297, K.298, K.299, K.300, K.301, K.302, K.303, K.304, K.305, K.306, K.307, K.308, K.309, K.310, K.311, K.312, K.313, K.314, K.315, K.316, K.317, K.318, K.319, K.320, K.321, K.322, K.323, K.324, K.325, K.326, K.327, K.328, K.329, K.330, K.331, K.332, K.333, K.334, K.335, K.336, K.337, K.338, K.339, K.340, K.341, K.342, K.343, K.344, K.345, K.346, K.347, K.348, K.349, K.350, K.351, K.352, K.353, K.354, K.355, K.356, K.357, K.358, K.359, K.360, K.361, K.362, K.363, K.364, K.365, K.366, K.367, K.368, K.369, K.370, K.371, K.372, K.373, K.374, K.375, K.376, K.377, K.378, K.379, K.380, K.381, K.382, K.383, K.384, K.385, K.386, K.387, K.388, K.389, K.390, K.391, K.392, K.393, K.394, K.395, K.396, K.397, K.398, K.399, K.400, K.401, K.402, K.403, K.404, K.405, K.406, K.407, K.408, K.409, K.410, K.411, K.412, K.413, K.414, K.415, K.416, K.417, K.418, K.419, K.420, K.421, K.422, K.423, K.424, K.425, K.426, K.427, K.428, K.429, K.430, K.431, K.432, K.433, K.434, K.435, K.436, K.437, K.438, K.439, K.440, K.441, K.442, 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K.586, K.587, K.588, K.589, K.590, K.591, K.592, K.593, K.594, K.595, K.596, K.597, K.598, K.599, K.600, K.601, K.602, K.603, K.604, K.605, K.606, K.607, K.608, K.609, K.610, K.611, K.612, K.613, K.614, K.615, K.616, K.617, K.618, K.619, K.620, K.621, K.622, K.623, K.624, K.625, K.626, K.627, K.628, K.629, K.630, K.631, K.632, K.633, K.634, K.635, K.636, K.637, K.638, K.639, K.640, K.641, K.642, K.643, K.644, K.645, K.646, K.647, K.648, K.649, K.650, K.651, K.652, K.653, K.654, K.655, K.656, K.657, K.658, K.659, K.660, K.661, K.662, K.663, K.664, K.665, K.666, K.667, K.668, K.669, K.670, K.671, K.672, K.673, K.674, K.675, K.676, K.677, K.678, K.679, K.680, K.681, K.682, K.683, K.684, K.685, K.686, K.687, K.688, K.689, K.690, K.691, K.692, K.693, K.694, K.695, K.696, K.697, K.698, K.699, K.700, K.701, K.702, K.703, K.704, K.705, K.706, K.707, K.708, K.709, K.710, K.711, K.712, K.713, K.714, K.715, K.716, K.717, K.718, K.719, K.720, K.721, K.722, K.723, K.724, K.725, K.726, K.727, K.728, 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TERM 1 - EARTH, OR, ABOVE, BELOW

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		
25	ELAKJ, K.4, K.4L, K. IV, K.V	50	ELAKJ, K.4, K. III, K.IV, K.V	89	ELAKJ, K.4, K.4L, K. IV, K.V, K.I, K.35	115	ELAKJ, K.4, K.4L, K.4V, K. K.37	124	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	150	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
49	ELAKJ, K.4, K.4L, K. IV, K.V	52	ELAKJ, K.4, K. III, K.IV, K.V	90	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	116	ELAKJ, K.4, K.4L, K.IV, K. K.37	125	ELAKJ, K.4, K.4L, K.IV, K. K.37	151	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
26	ELAKJ, K.4, K.4L, K. IV, K.V	53	ELAKJ, K.4, K.4L, K. IV, K.V	91	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	117	ELAKJ, K.4, K.4L, K.IV, K. K.37	126	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	152	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
27	ELAKJ, K.4, K.4L, K. IV, K.V	54	ELAKJ, K.4, K.4L, K. IV, K.V	92	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	118	ELAKJ, K.4, K.4L, K.IV, K. K.37	127	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	153	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
28	ELAKJ, K.4, K.4L, K. IV, K.V	55	ELAKJ, K.4, K.4L, K. IV, K.V	93	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	119	ELAKJ, K.4, K.4L, K.IV, K. K.37	128	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	154	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
29	ELAKJ, K.4, K.4L, K. IV, K.V	56	ELAKJ, K.4, K.4L, K. IV, K.V	94	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	120	ELAKJ, K.4, K.4L, K.IV, K. K.37	129	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	155	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
30	ELAKJ, K.4, K.4L, K. IV, K.V	57	ELAKJ, K.4, K.4L, K. IV, K.V	95	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	121	ELAKJ, K.4, K.4L, K.IV, K. K.37	130	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	156	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
		58	ELAKJ, K.4, K.4L, K. IV, K.V	96	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	122	ELAKJ, K.4, K.4L, K.IV, K. K.37	131	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	157	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
		59	ELAKJ, K.4, K.4L, K. IV, K.V	97	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	123	ELAKJ, K.4, K.4L, K.IV, K. K.37	132	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	158	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
		60	ELAKJ, K.4, K.4L, K. IV, K.V	98	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	124	ELAKJ, K.4, K.4L, K.IV, K. K.37	133	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	159	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37
		61	ELAKJ, K.4, K.4L, K. IV, K.V	99	ELAKJ, K.4, K.4L, K.IV, K. IV, K.V, K.I, K.36, K.37	125	ELAKJ, K.4, K.4L, K.IV, K. K.37	134	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37	160	ELAKJ, K.4, K.4L, K.IV, K. V, K.I, K.18, K.36, K.37

TEZUKA, KUNIO
WHERE WE'VE BEEN, WHERE WE ARE GOING
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29	EA1A, EA1B, EA1C, EA1D, EA1E, EA1F, EA1G, EA1H, EA1I, EA1J, EA1K, EA1L, EA1M, EA1N, EA1O, EA1P, EA1Q, EA1R, EA1S, EA1T, EA1U, EA1V, EA1W, EA1X, EA1Y, EA1Z, EA1AA, EA1AB, EA1AC, EA1AD, EA1AE, EA1AF, EA1AG, EA1AH, EA1AI, EA1AJ, EA1AK, EA1AL, EA1AM, EA1AN, EA1AO, EA1AP, EA1AQ, EA1AR, EA1AS, EA1AT, EA1AU, EA1AV, EA1AW, EA1AX, EA1AY, EA1AZ, EA1BA, EA1BB, EA1BC, EA1BD, EA1BE, EA1BF, EA1BG, EA1BH, EA1BI, EA1BJ, EA1BK, EA1BL, EA1BM, EA1BN, EA1BO, EA1BP, EA1BQ, EA1BR, EA1BS, EA1BT, EA1BU, EA1BV, EA1BW, EA1BX, EA1BY, EA1BZ, EA1C1, EA1C2, EA1C3, EA1C4, EA1C5, EA1C6, EA1C7, EA1C8, EA1C9, EA1CA, EA1CB, EA1CC, EA1CD, EA1CE, EA1CF, EA1CG, EA1CH, EA1CI, EA1CJ, EA1CK, EA1CL, EA1CM, EA1CN, EA1CO, EA1CP, EA1CQ, EA1CR, EA1CS, EA1CT, EA1CU, EA1CV, EA1CW, EA1CX, EA1CY, EA1CZ, EA1D1, EA1D2, EA1D3, EA1D4, EA1D5, EA1D6, EA1D7, EA1D8, EA1D9, EA1DA, EA1DB, EA1DC, EA1DD, EA1DE, EA1DF, EA1DG, EA1DH, EA1DI, EA1DJ, EA1DK, EA1DL, EA1DM, EA1DN, EA1DO, EA1DP, EA1DQ, EA1DR, EA1DS, EA1DT, EA1DU, EA1DV, EA1DW, EA1DX, 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TERM 1 - EARTH: ON, ABOVE, BELOW

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			
DAY	LESSON	STORIES	STANDARDS	DAY	LESSON	STORIES	STANDARDS	DAY	LESSON	STORIES	STANDARDS	DAY	LESSON	STORIES	STANDARDS
1	1, 2		ELA.K.1, K.31, K.32, K.33, K.34, K.35, K.36, K.39, K.40	31	42		ELA.K.1, K.31, K.32, K.33, K.34, K.35, K.36, K.39, K.40	65	80		ELA.K.1, K.31, K.32, K.33, K.34, K.35, K.36, K.39, K.40	100	117		ELA.K.1, K.31, K.32, K.33, K.34, K.35, K.36, K.39, K.40
2	3, 4			32	43			66	81	Story: Melissa Was Try		101	118		
3	5, 6			33	44	Story: Sarah the Tornado		67	82, 83			102	119		
4	7, 8			34	45			69	84			103	120		
5	9, 10			35	46, 47			70	85			104	121	Story: Dozy Goes Fishing	
6	11, 12			36	48			71	86	Story: Dozy gets a Vehicle		105	122		
7	13, 14			37	49			72	87			106	123		
8	15, 16			38	50			73	88, 89	Poem: My Dream		107	124		
9	17			39	51	Story: Melissa Hides the Bag of Popcorn		74	90			108	125		
10	18, 19			40	52			75	91	Story: Melissa at the Ranch		109	126		
11	20			41	53, 54			76	92			110	127		
12	21	Story: Polly and the Lion		42	55			77	93			111	128	Story: Dozy Goes on a Hike	
13	22			43	56	Story: Curious Carla gets into Trouble		78	94			112	129		
14	23	Poem: My Cat, My Dog, My Frog		44	57			79	95			113	130		
15	24			45	58			80	96			114	131	Story: Denise Fixes the Inside of the House	
16	25			46	59, 60			81	97	Story: Denise Builds a House		115	132		
17	26	Story: Dozy, Bring a Hamburger		47	61			82	98			116	133		
18	27			48	62	Story: Dozy Brings the Shoelace		83	99			117	134		
19	28, 29			49	63			84	100			118	135		
20	30			50	64	Poem: What We Saw		85	101, 102			119	136		
21	31	Poem:Painting		51	65			86	103	Story: Doris Goes to the Store		120	137		
22	32			52	66	Poem: What We Saw		87	104			121	138		
23	33	Story: Oscar the Worm		53	67			88	105			122	139		
24	34			54	68	Story: Curious Carla Makes Everybody Happy		89	106	Story: The Strongest Animal in the Jungle		123	140		
25	35			55	69			90	107			124	141	Story: Dozy Delivers the Nails	
26	36, 37			56	70			91	108			125	142		
27	38	Story: March the Eagle		57	71, 72	Poem: What Did I do?		92	108	Poem: My Balloon		126	143		
28	39			58	73			93	110			127	144	Story: The Little Blue Bag	
29	40			59	74	Story: Dozy at the Zoo		94	111			128	145	Story: Miss Eena Does the Same Thing	
30	41	Poem: In a Tree		60	75			95	112			129	146		
				61	76			96	113			130	147		
				62	77			97	114			131	148		
				63	78			98	115			132	149		
				64	79			99	116	Story: Dozy Paints the House		133	150		

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[illegible]

READING LEVEL 2

[illegible]

LANGUAGE - LEVEL 2

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		
DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS
1	1	ELA 1.1, 1.30, 1.31, 1.40, 1.41	35	35	ELA 1.1, 1.31, 1.41	68	68	ELA 1.III, ELA 1.30, ELA 1.III, ELA 1.39, 1.41	101	101	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
2	2	ELA 1.1, 1.30, 1.31, 1.40, 1.41	36	36	ELA 1.1, 1.30, 1.31, 1.41	69	69	ELA 1.1, ELA 1.II, ELA 1.31, 1.35	102	102	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
3	3	ELA 1.1, 1.30, 1.31, 1.40, 1.41	37	37	ELA 1.1, 1.30, 1.31	70	70	ELA 1.13, 1.39, 1.40, 1.41	103	103	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40
4	4	ELA 1.1, 1.30, 1.31	38	38	ELA 1.1, 1.30, 1.31, 1.40, 1.41	71	71	ELA 1.1, 1.30, 1.31, 1.41	104	104	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
5	5	ELA 1.1, 1.30, 1.31, 1.40, 1.41	39	39	ELA 1.35, 1.36, 1.41	72	72	ELA 1.13, 1.36, 1.40, 1.41	105	105	ELA 1.V, 1.III, ELA 1.36, 1.37
6	6	ELA 1.1, 1.30, 1.31	40	40	ELA 1.35, 1.36, 1.41	73	73	ELA 1.V, 1.III	106	106	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39
7	7	ELA 1.1, 1.30, 1.31, 1.40, 1.41	41	41	ELA 1.1, 1.30, 1.31, 1.40	74	74	ELA 1.V, ELA 1.30, ELA 1.III, ELA 1.36, 1.40, 1.41	107	107	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40
8	8	ELA 1.1, 1.30, 1.31, 1.40, 1.41	42	42	ELA 1.30	75	75	ELA 1.36, 1.40, 1.41	108	108	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
9	9	ELA 1.1, 1.30, 1.31	43	43	ELA 1.30, 1.36, 1.40, 1.41	76	76	ELA 1.V, 1.III, ELA 1.36, 1.39, 1.40, 1.41	109	109	ELA 1.V, 1.III, ELA 1.36, 1.37
10	10	ELA 1.30	44	44	ELA 1.1, 1.30, 1.31	77	77	ELA 1.1, 1.30, 1.31, ELA 1.III, ELA 1.41	110	110	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
11	11	ELA 1.1, 1.30, 1.31, 1.40, 1.41	45	45	ELA 1.1, 1.30, 1.31, 1.40, 1.41	78	78	ELA 1.V, ELA 1.36	111	111	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40
12	12	ELA 1.1, 1.30, 1.31, 1.41	46	46	ELA 1.1, 1.30, 1.31	79	79	ELA 1.1, 1.30, 1.31, 1.35, 1.36, 1.41	112	112	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
13	13	ELA 1.1, 1.30, 1.31, 1.40	47	47	ELA 1.1, 1.30, 1.41	80	80	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40, 1.41	113	113	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39
14	14	ELA 1.1, 1.30, 1.31, 1.40, 1.41	48	48	ELA 1.1, 1.30, 1.31, 1.36, 1.40, 1.41	81	81	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40, 1.41	114	114	ELA 1.V, 1.III, ELA 1.36, 1.37
15	15	ELA 1.1, 1.30, 1.31	49	49	ELA 1.30, 1.39, 1.41	82	82	ELA 1.30, 1.40, 1.41	115	115	ELA 1.V, 1.III, ELA 1.36, 1.37
16	16	ELA 1.1, 1.30, 1.31	50	50	ELA 1.39, 1.41	83	83	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40, 1.41	116	116	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
17	17	ELA 1.1, 1.30, 1.31	51	51	ELA 1.V, 1.III, ELA 1.36	84	84	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40, 1.41	117	117	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
18	18	ELA 1.1, 1.30, 1.31	52	52	ELA 1.30, 1.39, 1.40, 1.41	85	85	ELA 1.1, 1.30, 1.31, 1.40, 1.41	118	118	ELA 1.V, 1.III, ELA 1.36, 1.37
19	19	ELA 1.1, 1.30, 1.31	53	53	ELA 1.V, 1.III, ELA 1.36	86	86	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40, 1.41	119	119	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40
20	20	ELA 1.1, 1.30, 1.31	54	54	ELA 1.1, 1.30, 1.31, 1.41	87	87	ELA 1.V, 1.III, ELA 1.36, 1.37	120	120	ELA 1.V, 1.III, ELA 1.36, 1.37
21	21	ELA 1.1, 1.30, 1.31	55	55	ELA 1.V, 1.III, ELA 1.36	88	88	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40, 1.41	121	121	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39
22	22	ELA 1.1, 1.30, 1.31	56	56	ELA 1.30	89	89	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40, 1.41	122	122	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
23	23	ELA 1.1, 1.30, 1.31	57	57	ELA 1.13, 1.39, 1.40, 1.41	90	90	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40, 1.41	123	123	ELA 1.V, 1.III, ELA 1.36, 1.37
24	24	ELA 1.1, 1.30, 1.31	58	58	ELA 1.II, ELA 1.30, ELA 1.III	91	91	ELA 1.V, 1.III, ELA 1.36, 1.37	124	124	ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40

LANGUAGE - LEVEL 2

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	
25	25	59	59	92	92	125	125
	ELA 1.1, 1.30, 1.31		ELA 1.II, ELA 1.30, ELA 1.III, ELA 1.36		ELA 1.V, 1.III, ELA 1.36, 1.37, 1.41		ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40
26	26	60	60	93	93	126	126
	ELA 1.1, 1.30, 1.31		ELA 1.II, ELA 1.30, 1.35, ELA 1.III, ELA 1.36		ELA 1.V, 1.III, ELA 1.36, 1.37, 1.40		ELA 1.V, 1.III, ELA 1.36, 1.37
27	27	61	61	94	94	127	127
	ELA 1.1, 1.30, 1.31		ELA 1.V, ELA 1.II, ELA 1.36, 1.39, 1.40, 1.41		ELA 1.V, 1.III, ELA 1.36, 1.37		ELA 1.V, 1.III, ELA 1.36, 1.37
28	28	62	62	95	95	128	128
	ELA 1.1, 1.30, 1.31, 1.40, 1.41		ELA 1.1, 1.30, 1.31, 1.35, 1.36, 1.41		ELA 1.36, 1.40, 1.41		ELA 1.V, 1.III, ELA 1.36, 1.37
29	29	63	63	96	96	129	129
	ELA 1.1, 1.30, 1.31, 1.40, 1.41		ELA 1.30, 1.35, 1.36, 1.40, 1.41		ELA 1.V, 1.III, ELA 1.36, 1.37		ELA 1.V, 1.III, ELA 1.36, 1.37, 1.39, 1.40
30	30	64	64	97	97	130	130
	ELA 1.1, 1.30, 1.31, 1.41		ELA 1.V, 1.III, ELA 1.36		ELA 1.40, 1.41		ELA 1.13, 1.35, ELA 1.III, ELA 1.36, 1.37
31	31	65	65	98	98		
	ELA 1.1, 1.30, 1.31, 1.41		ELA 1.II, ELA 1.30, ELA 1.III, 1.41		ELA 1.V, 1.III, ELA 1.36, 1.37		
32	32	66	66	99	99		
	ELA 1.1, 1.30, 1.31		ELA 1.II, ELA 1.30		ELA 1.V, 1.III, ELA 1.36, 1.37		
33	33						
	ELA 1.1, 1.30, 1.31		ELA 1.1, 1.30, 1.31, 1.35, 1.36		ELA 1.V, 1.III, ELA 1.36, 1.37		
34	34	67	67	100	100		
	ELA 1.1, 1.30				ELA 1.V, 1.III, ELA 1.36, 1.37		

MATH-LEVEL C

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	
DAY	LESSONS	DAY	LESSONS	DAY	LESSONS	DAY	LESSONS
	STANDARDS		STANDARDS		STANDARDS		STANDARDS
1	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.11	34	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	66	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	98	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.20, M.2.21
2	M.2.1, M.2.5, M.2.6, M.2.7, M.2.9, M.2.11	35	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	67	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19	99	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.20, M.2.21
3	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.11	36	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	68	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19	100	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
4	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	37	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	69	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	101	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
5	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	38	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	70	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	102	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
6	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	39	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	71	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	103	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
7	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	40	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	72	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	104	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
8	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	41	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	73	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	105	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
9	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	42	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	74	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	106	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
10	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	43	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	75	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	107	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
11	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	44	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	76	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	108	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
12	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	45	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	77	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	109	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
13	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	46	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	78	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	110	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
14	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	47	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	79	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	111	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
15	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	48	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	80	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	112	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
16	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	49	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	81	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	113	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
17	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	50	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	82	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	114	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
18	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	51	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	83	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	115	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
19	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	52	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	84	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	116	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
20	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	53	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	85	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	117	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
21	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	54	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	86	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	118	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
22	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	55	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	87	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	119	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
23	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	56	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	88	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	120	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21
24	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	57	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15	89	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.19, M.2.24	121	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.15, M.2.21

MATH - LEVEL C

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	
25	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.21	58	M.2.1, M.2.2, M.2.3, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.12, M.2.18, M.2.24	90	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.12, M.2.20	122	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.17, M.2.20, M.2.23, M.2.26
26	M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.21	59	M.2.1, M.2.2, M.2.3, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.12, M.2.14, M.2.18, M.2.24	91	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11	123	M.2.1, M.2.2, M.2.6, M.2.9, M.2.11, M.2.20, M.2.23, M.2.25, M.2.26
27	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.21	60	M.2.1, M.2.2, M.2.3, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.24	92	M.2.1, M.2.2, M.2.6, M.2.7, M.2.10, M.2.11	124	M.2.1, M.2.2, M.2.3, M.2.5, M.2.9, M.2.10, M.2.11, M.2.16, M.2.19, M.2.22, M.2.23, M.2.25, M.2.26
28	M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.21	61	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.21	93	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.12	125	M.2.1, M.2.2, M.2.4, M.2.5, M.2.6, M.2.8, M.2.9, M.2.10, M.2.11, M.2.15, M.2.16, M.2.19, M.2.20, M.2.21, M.2.22, M.2.23, M.2.24, M.2.25, M.2.26
29	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.21	62	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.21	94	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.12	126	M.2.1, M.2.2, M.2.3, M.2.5, M.2.9, M.2.10, M.2.11, M.2.16, M.2.19, M.2.20, M.2.22, M.2.23, M.2.24, M.2.26
30	M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14	63	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.21	95	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11	127	M.2.1, M.2.2, M.2.3, M.2.5, M.2.9, M.2.10, M.2.11, M.2.16, M.2.19, M.2.20, M.2.22, M.2.23, M.2.24, M.2.26
31	M.2.2, M.2.5, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.13	64	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.21	96	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11	128	M.2.1, M.2.2, M.2.3, M.2.5, M.2.9, M.2.10, M.2.11, M.2.16, M.2.19, M.2.24
32	M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14	65	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14, M.2.18, M.2.21	97	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.21	129	M.2.1, M.2.2, M.2.3, M.2.5, M.2.9, M.2.10, M.2.11, M.2.16, M.2.19, M.2.24
33	M.2.1, M.2.2, M.2.6, M.2.7, M.2.9, M.2.10, M.2.11, M.2.14					130	M.2.1, M.2.2, M.2.6, M.2.9, M.2.10, M.2.11, M.2.14

MATH LEVEL D

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	
DAY	LESSON STANDARDS	DAY	LESSON STANDARDS	DAY	LESSON STANDARDS	DAY	LESSON STANDARDS
1	1 M.3.11	33	M.3.1, 3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.13, 3.17, 3.24 M.3.1, 3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.13, 3.15, 3.20, 3.21, 3.22, 3.23, 3.24	66	M.3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.13, 3.15, 3.16, 3.17, 3.18, 3.22, 3.23	99	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.22, 3.23
2	2 M.3.1, 3.11	34	M.3.4, 3.7, 3.11, 3.12, 3.13, 3.15, 3.22, 3.23, 3.24	67	M.3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.15, 3.16, 3.17, 3.18	100	M.3.3, 3.4, 3.7, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18
3	3 M.3.1, 3.4, 3.9, 3.11	35	M.3.4, 3.7, 3.11, 3.12, 3.13, 3.15, 3.22, 3.23, 3.24	68	M.3.4, 3.5, 3.7, 3.10, 3.11, 3.15, 3.16	101	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18
4	4 M.3.1, 3.4, 3.11	36	M.3.4, 3.7, 3.10, 3.11, 3.13, 3.15, 3.20, 3.22, 3.23, 3.24	69	M.3.4, 3.5, 3.7, 3.10, 3.11, 3.16, 3.18, 3.22, 3.23	102	M.3.3, 3.4, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.22, 3.23
5	5 M.3.1, 3.4, 3.11, 3.12	37	M.3.4, 3.5, 3.7, 3.10, 3.11, 3.13, 3.15, 3.20, 3.22, 3.23 M.3.4, 3.7, 3.9, 3.10, 3.11, 3.13, 3.15, 3.20, 3.22, 3.23, 3.24	70	M.3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18	103	M.3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.24
6	M.3.1, 3.4, 3.9, 3.11, 3.12	38	M.3.4, 3.5, 3.7, 3.10, 3.11, 3.13, 3.15, 3.20, 3.22, 3.23, 3.24	71	M.3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18	104	M.3.3, 3.4, 3.5, 3.7, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.22
7	7 M.3.1, 3.4, 3.11, 3.12	39	M.3.4, 3.7, 3.11, 3.15	72	M.3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.15, 3.16, 3.18, 3.22, 3.23	105	M.3.3, 3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.22
8	M.3.1, 3.4, 3.9, 3.11, 3.12	40	M.3.4, 3.5, 3.7, 3.10, 3.11, 3.13, 3.15, 3.17, 3.22, 3.23	73	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18	106	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.22
9	9 M.3.9, 3.11	41 MASTERY TEST		74	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.11, 3.15, 3.16, 3.17, 3.18	107	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18
10	M.3.1, 3.4, 3.9, 3.11, 3.12	42	M.3.4, 3.5, 3.7, 3.9, 3.11, 3.12, 3.15, 3.22, 3.23, 3.24	75	M.3.1, 3.3, 3.4, 3.7, 3.10, 3.11, 3.12, 3.15, 3.16, 3.18	108	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18, 3.22, 3.23
11	11 M.3.1, 3.9, 3.11	43	M.3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.22, 42 3.23	76	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18	109	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.10, 3.12, 3.13, 3.14, 3.15, 3.17, 3.22, 3.23
12	12 M.3.1, 3.9, 3.11	44	M.3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.22, 3.23	77	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.11, 3.12, 3.13, 3.14, 3.15, 3.18, 3.24	110	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.18, 3.22
13	13 M.3.1, 3.9, 3.11, 3.12	45	M.3.7, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17	78	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18, 3.24	111	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15
14	14 M.3.1, 3.9, 3.11	46	M.3.7, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.22, 3.23, 3.24	79	M.3.2, 3.3, 3.4, 3.7, 3.10, 3.11, 3.12, 3.15, 3.17, 3.18, 3.24	112	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.18

MATH LEVEL D

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	
15	15 M.3.1, 3.9, 3.11, 3.12	47	M.3.4, 3.7, 3.11, 3.13, 3.14, 46 3.15, 3.17, 3.24	80	M.3.1, 3.3, 3.4, 3.7, 3.11, 79 3.12, 3.15, 3.18, 3.24	113	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.14, 3.16, 3.18, 3.22
16	M.3.1, 3.4, 3.9, 3.11, 16 3.12, 3.17	48	M.3.4, 3.5, 3.7, 3.11, 3.13, 47 3.14, 3.22, 3.23	81	M.3.1, 3.3, 3.4, 3.7, 3.10, 3.11, 3.12, 3.14, 3.16, 80 3.18, 3.24	114	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.22
17	17 M.3.1, 3.9, 3.11	49	M.3.4, 3.5, 3.7, 3.10, 3.11, 48 3.13, 3.14, 3.15, 3.17	82 CUMULATI, 3.24		115	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.14, 3.18
18	18 M.3.1, 3.9, 3.11	50	M.3.4, 3.7, 3.10, 3.11, 3.13, 49 3.14	83	M.3.1, 3.3, 3.4, 3.7, 3.9, 81 3.10, 3.11, 3.13, 3.18, 3.24	116	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17
19	19 M.3.1, 3.9, 3.11, 3.17	51	M.3.4, 3.7, 3.11, 3.17, 3.22, 50 3.23	84	M.3.1, 3.3, 3.4, 3.7, 3.11, 3.12, 3.13, 3.14, 3.15, 82 3.16, 3.18, 3.22, 3.23, 3.24	117	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.10, 3.11, 3.13, 3.14, 3.17, 3.18, 3.22, 3.23
20	20 M.3.1, 3.9, 3.11, 3.17	52	M.3.4, 3.7, 3.9, 3.11, 3.13, 51 3.14, 3.17, 3.22, 3.23	85	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11, 3.15, 3.18, 3.22, 83 3.23, 3.24	118	M.3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.14, 3.16, 116 3.17
21	21 M.3.9, 3.11	53	M.3.4, 3.7, 3.9, 3.11, 3.13, 52 3.14, 3.15, 3.22, 3.23	86	M.3.1, 3.3, 3.4, 3.5, 3.7, 84 3.11, 3.12, 3.16, 3.18, 3.24	119	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.14, 3.22, 3.23
22	M.3.1, 3.4, 3.9, 3.11, 22 3.17	54	M.3.4, 3.7, 3.9, 3.11, 3.12, 53 3.13, 3.14, 3.15, 3.16	87	M.3.2, 3.3, 3.4, 3.5, 3.7, 85 3.11, 3.15, 3.16, 3.18, 3.24	120	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.14, 3.18 3.19, 3.15, 3.17, 3.23
23	M.2.10, 3.11, 3.17, 23 3.23	55	M.3.4, 3.5, 3.7, 3.11, 3.13, 54 3.14, 3.15, 3.16	88	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11, 3.13, 3.14, 3.15, 86 3.18	121	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.19 3.14, 3.15, 3.16, 3.17, 3.23
24	M.3.1, 3.4, 3.10, 3.11, 24 3.12, 3.17, 3.23	56	M.3.4, 3.5, 3.7, 3.9, 3.11, 55 3.13, 3.14, 3.15, 3.16	89	M.3.2, 3.3, 3.4, 3.5, 3.7, 87 3.9, 3.11, 3.15, 3.18, 3.24	122	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.14, 3.15, 3.17, 3.18, 3.22, 3.23
25	M.3.10, 3.11, 3.17, 25 3.23	57	M.3.6, 3.7, 3.10, 3.11, 3.13, 56 3.14, 3.15, 3.16	90	M.3.2, 3.3, 3.4, 3.7, 3.9, 88 3.11, 3.15, 3.16, 3.17, 3.18	123	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11, 3.12, 3.14, 3.17 3.17, 3.23, 3.25
26	M.3.1, 3.4, 3.9, 3.10, 26 3.11, 3.20, 3.21, 3.23	58	M.3.1, 3.4, 3.5, 3.7, 3.10, 57 3.11, 3.13, 3.14, 3.15, 3.16	91	M.3.3, 3.4, 3.7, 3.9, 3.11, 3.12, 3.13, 3.15, 3.17, 89 3.18, 3.22, 3.23	124	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.17, 3.23
27	M.3.10, 3.11, 3.17, 27 3.23, 3.24	59	M.3.1, 3.4, 3.7, 3.10, 3.11, 58 3.16, 3.17	92	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11, 3.12, 3.13, 3.15, 90 3.16, 3.17, 3.18	125	M.3.3, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11, 3.13, 3.14, 3.17, 3.22, 3.23
28	M.3.10, 3.11, 3.23, 28 3.24	60	M.3.1, 3.4, 3.7, 3.10, 3.11, 59 3.13, 3.14, 3.15, 3.16, 3.24	93	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11, 3.12, 3.13, 3.15, 91 3.16, 3.17, 3.18, 3.23, 3.24	126	M.3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.11, 3.13, 3.17, 3.18, 124 3.20, 3.22, 3.23

MATH LEVEL D

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	
29	M.3.1, 3.4, 3.5, 3.10, 3.11, 3.12, 3.13, 3.23, 3.24	61	M.3.1, 3.4, 3.5, 3.7, 3.10, 3.11, 3.15, 3.16, 3.17	94	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11, 3.12, 3.15, 3.16, 3.17, 3.18, 3.21	127	M.3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.11, 3.13, 3.17, 3.18, 3.19, 3.22, 3.23
30	M.3.5, 3.10, 3.11, 3.13, 3.23, 3.24	62	M.3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.13, 3.14, 3.15, 3.16, 3.18	95	M.3.1, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18	128	M.3.4, 3.5, 3.6, 3.7, 3.9, 3.11, 3.12, 3.13, 3.14, 3.18, 3.19, 3.22, 3.23
31	M.3.1, 3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.13, 3.24	63	M.3.4, 3.7, 3.10, 3.11, 3.13, 3.14, 3.15, 3.16, 3.18	96	M.3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.15, 3.16, 3.17, 3.18, 3.22, 3.23	129	M.3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.17, 3.19, 3.20, 3.22, 3.23
32	M.3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.17, 3.23, 3.24	64	M.3.4, 3.5, 3.7, 3.10, 3.11, 3.13, 3.14, 3.15, 3.16, 3.18, 3.22, 3.23, 3.24	97	M.3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18, 3.21	130	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.17, 3.19, 3.20, 3.22, 3.24
		65	M.3.4, 3.5, 3.7, 3.9, 3.10, 3.11, 3.15, 3.16, 3.18	98	M.3.1, 3.3, 3.4, 3.7, 3.9, 3.10, 3.11, 3.12, 3.15, 3.16, 3.18	131	M.3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.17, 3.18, 3.19, 3.20, 3.22, 3.24
						132	M.3.2, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.17, 3.18, 3.19, 3.22, 3.24

TABLE 1 • EARTH OR, ABOVE, BELOW

[illegible]

FROM 1 - EARTH ON, ABOVE, BEYOND

31	40	EL4.1, EL4.2, 2.94	Transposon, <i>Deinocer</i>	EL4.1, 2.22, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19
32	41	EL4.1, EL4.2, EL4.3, 2.94 2.95 2.96 2.97 2.98 2.99 3.00 3.01 3.02 3.03 3.04 3.05 3.06 3.07 3.08 3.09 3.10 3.11 3.12 3.13 3.14 3.15 3.16 3.17 3.18 3.19 3.20 3.21 3.22 3.23 3.24 3.25 3.26 3.27 3.28 3.29 3.30 3.31 3.32 3.33 3.34 3.35 3.36 3.37 3.38 3.39 3.40 3.41 3.42 3.43 3.44 3.45 3.46 3.47 3.48 3.49 3.50 3.51 3.52 3.53 3.54 3.55 3.56 3.57 3.58 3.59 3.60 3.61 3.62 3.63 3.64 3.65 3.66 3.67 3.68 3.69 3.70 3.71 3.72 3.73 3.74 3.75 3.76 3.77 3.78 3.79 3.80 3.81 3.82 3.83 3.84 3.85 3.86 3.87 3.88 3.89 3.90 3.91 3.92 3.93 3.94 3.95 3.96 3.97 3.98 3.99 4.00 4.01 4.02 4.03 4.04 4.05 4.06 4.07 4.08 4.09 4.10 4.11 4.12 4.13 4.14 4.15 4.16 4.17 4.18 4.19 4.20 4.21 4.22 4.23 4.24 4.25 4.26 4.27 4.28 4.29 4.30 4.31 4.32 4.33 4.34 4.35 4.36 4.37 4.38 4.39 4.40 4.41 4.42 4.43 4.44 4.45 4.46 4.47 4.48 4.49 4.50 4.51 4.52 4.53 4.54 4.55 4.56 4.57 4.58 4.59 4.60 4.61 4.62 4.63 4.64 4.65 4.66 4.67 4.68 4.69 4.70 4.71 4.72 4.73 4.74 4.75 4.76 4.77 4.78 4.79 4.80 4.81 4.82 4.83 4.84 4.85 4.86 4.87 4.88 4.89 4.90 4.91 4.92 4.93 4.94 4.95 4.96 4.97 4.98 4.99 5.00 5.01 5.02 5.03 5.04 5.05 5.06 5.07 5.08 5.09 5.10 5.11 5.12 5.13 5.14 5.15 5.16 5.17 5.18 5.19 5.20 5.21 5.22 5.23 5.24 5.25 5.26 5.27 5.28 5.29 5.30 5.31 5.32 5.33 5.34 5.35 5.36 5.37 5.38 5.39 5.40 5.41 5.42 5.43 5.44 5.45 5.46 5.47 5.48 5.49 5.50 5.51 5.52 5.53 5.54 5.55 5.56 5.57 5.58 5.59 5.60 5.61 5.62 5.63 5.64 5.65 5.66 5.67 5.68 5.69 5.70 5.71 5.72 5.73 5.74 5.75 5.76 5.77 5.78 5.79 5.80 5.81 5.82 5.83 5.84 5.85 5.86 5.87 5.88 5.89 5.90 5.91 5.92 5.93 5.94 5.95 5.96 5.97 5.98 5.99 6.00 6.01 6.02 6.03 6.04 6.05 6.06 6.07 6.08 6.09 6.10 6.11 6.12 6.13 6.14 6.15 6.16 6.17 6.18 6.19 6.20 6.21 6.22 6.23 6.24 6.25 6.26 6.27 6.28 6.29 6.30 6.31 6.32 6.33 6.34 6.35 6.36 6.37 6.38 6.39 6.40 6.41 6.42 6.43 6.44 6.45 6.46 6.47 6.48 6.49 6.50 6.51 6.52 6.53 6.54 6.55 6.56 6.57 6.58 6.59 6.60 6.61 6.62 6.63 6.64 6.65 6.66 6.67 6.68 6.69 6.70 6.71 6.72 6.73 6.74 6.75 6.76 6.77 6.78 6.79 6.80 6.81 6.82 6.83 6.84 6.85 6.86 6.87 6.88 6.89 6.90 6.91 6.92 6.93 6.94 6.95 6.96 6.97 6.98 6.99 7.00 7.01 7.02 7.03 7.04 7.05 7.06 7.07 7.08 7.09 7.10 7.11 7.12 7.13 7.14 7.15 7.16 7.17 7.18 7.19 7.20 7.21 7.22 7.23 7.24 7.25 7.26 7.27 7.28 7.29 7.30 7.31 7.32 7.33 7.34 7.35 7.36 7.37 7.38 7.39 7.40 7.41 7.42 7.43 7.44 7.45 7.46 7.47 7.48 7.49 7.50 7.51 7.52 7.53 7.54 7.55 7.56 7.57 7.58 7.59 7.60 7.61 7.62 7.63 7.64 7.65 7.66 7.67 7.68 7.69 7.70 7.71 7.72 7.73 7.74 7.75 7.76 7.77 7.78 7.79 7.80 7.81 7.82 7.83 7.84 7.85 7.86 7.87 7.88 7.89 7.90 7.91 7.92 7.93 7.94 7.95 7.96 7.97 7.98 7.99 8.00 8.01 8.02 8.03 8.04 8.05 8.06 8.07 8.08 8.09 8.10 8.11 8.12 8.13 8.14 8.15 8.16 8.17 8.18 8.19 8.20 8.21 8.22 8.23 8.24 8.25 8.26 8.27 8.28 8.29 8.30 8.31 8.32 8.33 8.34 8.35 8.36 8.37 8.38 8.39 8.40 8.41 8.42 8.43 8.44 8.45 8.46 8.47 8.48 8.49 8.50 8.51 8.52 8.53 8.54 8.55 8.56 8.57 8.58 8.59 8.60 8.61 8.62 8.63 8.64 8.65 8.66 8.67 8.68 8.69 8.70 8.71 8.72 8.73 8.74 8.75 8.76 8.77 8.78 8.79 8.80 8.81 8.82 8.83 8.84 8.85 8.86 8.87 8.88 8.89 8.90 8.91 8.92 8.93 8.94 8.95 8.96 8.97 8.98 8.99 9.00 9.01 9.02 9.03 9.04 9.05 9.06 9.07 9.08 9.09 9.10 9.11 9.12 9.13 9.14 9.15 9.16 9.17 9.18 9.19 9.20 9.21 9.22 9.23 9.24 9.25 9.26 9.27 9.28 9.29 9.30 9.31 9.32 9.33 9.34 9.35 9.36 9.37 9.38 9.39 9.40 9.41 9.42 9.43		
33	42	EL4.1, EL4.2, EL4.3, 2.94 2.95 2.96 2.97 2.98 2.99 3.00 3.01 3.02 3.03 3.04 3.05 3.06 3.07 3.08 3.09 3.10 3.11 3.12 3.13 3.14 3.15 3.16 3.17 3.18 3.19 3.20 3.21 3.22 3.23 3.24 3.25 3.26 3.27 3.28 3.29 3.30 3.31 3.32 3.33 3.34 3.35 3.36 3.37 3.38 3.39 3.40 3.41 3.42 3.43 3.44 3.45 3.46 3.47 3.48 3.49 3.50 3.51 3.52 3.53 3.54 3.55 3.56 3.57 3.58 3.59 3.60 3.61 3.62 3.63 3.64 3.65 3.66 3.67 3.68 3.69 3.70 3.71 3.72 3.73 3.74 3.75 3.76 3.77 3.78 3.79 3.80 3.81 3.82 3.83 3.84 3.85 3.86 3.87 3.88 3.89 3.90 3.91 3.92 3.93 3.94 3.95 3.96 3.97 3.98 3.99 4.00 4.01 4.02 4.03 4.04 4.05 4.06 4.07 4.08 4.09 4.10 4.11 4.12 4.13 4.14 4.15 4.16 4.17 4.18 4.19 4.20 4.21 4.22 4.23 4.24 4.25 4.26 4.27 4.28 4.29 4.30 4.31 4.32 4.33 4.34 4.35 4.36 4.37 4.38 4.39 4.40 4.41 4.42 4.43 4.44 4.45 4.46 4.47 4.48 4.49 4.50 4.51 4.52 4.53 4.54 4.55 4.56 4.57 4.58 4.59 4.60 4.61 4.62 4.63 4.64 4.65 4.66 4.67 4.68 4.69 4.70 4.71 4.72 4.73 4.74 4.75 4.76 4.77 4.78 4.79 4.80 4.81 4.82 4.83 4.84 4.85 4.86 4.87 4.88 4.89 4.90 4.91 4.92 4.93 4.94 4.95 4.96 4.97 4.98 4.99 5.00 5.01 5.02 5.03 5.04 5.05 5.06 5.07 5.08 5.09 5.10 5.11 5.12 5.13 5.14 5.15 5.16 5.17 5.18 5.19 5.20 5.21 5.22 5.23 5.24 5.25 5.26 5.27 5.28 5.29 5.30 5.31 5.32 5.33 5.34 5.35 5.36 5.37 5.38 5.39 5.40 5.41 5.42 5.43 5.44 5.45 5.46 5.47 5.48 5.49 5.50 5.51 5.52 5.53 5.54 5.55 5.56 5.57 5.58 5.59 5.60 5.61 5.62 5.63 5.64 5.65 5.66 5.67 5.68 5.69 5.70 5.71 5.72 5.73 5.74 5.75 5.76 5.77 5.78 5.79 5.80 5.81 5.82 5.83 5.84 5.85 5.86 5.87 5.88 5.89 5.90 5.91 5.92 5.93 5.94 5.95 5.96 5.97 5.98 5.99 6.00 6.01 6.02 6.03 6.04 6.05 6.06 6.07 6.08 6.09 6.10 6.11 6.12 6.13 6.14 6.15 6.16 6.17 6.18 6.19 6.20 6.21 6.22 6.23 6.24 6.25 6.26 6.27 6.28 6.29 6.30 6.31 6.32 6.33 6.34 6.35 6.36 6.37 6.38 6.39 6.40 6.41 6.42 6.43 6.44 6.45 6.46 6.47 6.48 6.49 6.50 6.51 6.52 6.53 6.54 6.55 6.56 6.57 6.58 6.59 6.60 6.61 6.62 6.63 6.64 6.65 6.66 6.67 6.68 6.69 6.70 6.71 6.72 6.73 6.74 6.75 6.76 6.77 6.78 6.79 6.80 6.81 6.82 6.83 6.84 6.85 6.86 6.87 6.88 6.89 6.90 6.91 6.92 6.93 6.94 6.95 6.96 6.97 6.98 6.99 7.00 7.01 7.02 7.03 7.04 7.05 7.06 7.07 7.08 7.09 7.10 7.11 7.12 7.13 7.14 7.15 7.16 7.17 7.18 7.19 7.20 7.21 7.22 7.23 7.24 7.25 7.26 7.27 7.28 7.29 7.30 7.31 7.32 7.33 7.34 7.35 7.36 7.37 7.38 7.39 7.40 7.41 7.42 7.43 7.44 7.45 7.46 7.47 7.48 7.49 7.50 7.51 7.52 7.53 7.54 7.55 7.56 7.57 7.58 7.59 7.60 7.61 7.62 7.63 7.64 7.65 7.66 7.67 7.68 7.69 7.70 7.71 7.72 7.73 7.74 7.75 7.76 7.77 7.78 7.79 7.80 7.81 7.82 7.83 7.84 7.85 7.86 7.87 7.88 7.89 7.90 7.91 7.92 7.93 7.94 7.95 7.96 7.97 7.98 7.99 8.00 8.01 8.02 8.03 8.04 8.05 8.06 8.07 8.08 8.09 8.10 8.11 8.12 8.13 8.14 8.15 8.16 8.17 8.18 8.19 8.20 8.21 8.22 8.23 8.24 8.25 8.26 8.27 8.28 8.29 8.30 8.31 8.32 8.33 8.34 8.35 8.36 8.37 8.38 8.39 8.40 8.41 8.42 8.43 8.44 8.45 8.46 8.47 8.48 8.49 8.50 8.51 8.52 8.53 8.54 8.55 8.56 8.57 8.58 8.59 8.60 8.61 8.62 8.63 8.64 8.65 8.66 8.67 8.68 8.69 8.70 8.71 8.72 8.73 8.74 8.75 8.76 8.77 8.78 8.79 8.80 8.81 8.82 8.83 8.84 8.85 8.86 8.87 8.88 8.89 8.90 8.91 8.92 8.93 8.94 8.95 8.96 8.97 8.98 8.99 9.00 9.01 9.02 9.03 9.04 9.05 9.06 9.07 9.08 9.09 9.10 9.11 9.12 9.13 9.14 9.15 9.16 9.17 9.18 9.19 9.20 9.21 9.22 9.23 9.24 9.25 9.26 9.27 9.28 9.29 9.30 9.31 9.32 9.33 9.34 9.35 9.36 9.37 9.38 9.39 9.40 9.41 9.42 9.43		
34	43	EL4.1, EL4.2, EL4.3, 2.94 2.95 2.96 2.97 2.98 2.99 3.00 3.01 3.02 3.03 3.04 3.05 3.06 3.07 3.08 3.09 3.10 3.11 3.12 3.13 3.14 3.15 3.16 3.17 3.18 3.19 3.20 3.21 3.22 3.23 3.24 3.25 3.26 3.27 3.28 3.29 3.30 3.31 3.32 3.33 3.34 3.35 3.36 3.37 3.38 3.39 3.40 3.41 3.42 3.43 3.44 3.45 3.46 3.47 3.48 3.49 3.50 3.51 3.52 3.53 3.54 3.55 3.56 3.57 3.58 3.59 3.60 3.61 3.62 3.63 3.64 3.65 3.66 3.67 3.68 3.69 3.70 3.71 3.72 3.73 3.74 3.75 3.76 3.77 3.78 3.79 3.80 3.81 3.82 3.83 3.84 3.85 3.86 3.87 3.88 3.89 3.90 3.91 3.92 3.93 3.94 3.95 3.96 3.97 3.98 3.99 4.00 4.01 4.02 4.03 4.04 4.05 4.06 4.07 4.08 4.09 4.10 4.11 4.12 4.13 4.14 4.15 4.16 4.17 4.18 4.19 4.20 4.21 4.22 4.23 4.24 4.25 4.26 4.27 4.28 4.29 4.30 4.31 4.32 4.33 4.34 4.35 4.36 4.37 4.38 4.39 4.40 4.41 4.42 4.43 4.44 4.45 4.46 4.47 4.48 4.49 4.50 4.51 4.52 4.53 4.54 4.55 4.56 4.57 4.58 4.59 4.60 4.61 4.62 4.63 4.64 4.65 4.66 4.67 4.68 4.69 4.70 4.71 4.72 4.73 4.74 4.75 4.76 4.77 4.78 4.79 4.80 4.81 4.82 4.83 4.84 4.85 4.86 4.87 4.88 4.89 4.90 4.91 4.92 4.93 4.94 4.95 4.96 4.97 4.98 4.99 5.00 5.01 5.02 5.03 5.04 5.05 5.06 5.07 5.08 5.09 5.10 5.11 5.12 5.13 5.14 5.15 5.16 5.17 5.18 5.19 5.20 5.21 5.22 5.23 5.24 5.25 5.26 5.27 5.28 5.29 5.30 5.31 5.32 5.33 5.34 5.35 5.36 5.37 5.38 5.39 5.40 5.41 5.42 5.43 5.44 5.45 5.46 5.47 5.48 5.49 5.50 5.51 5.52 5.53 5.54 5.55 5.56 5.57 5.58 5.59 5.60 5.61 5.62 5.63 5.64 5.65 5.66 5.67 5.68 5.69 5.70 5.71 5.72 5.73 5.74 5.75 5.76 5.77 5.78 5.79 5.80 5.81 5.82 5.83 5.84 5.85 5.86 5.87 5.88 5.89 5.90 5.91 5.92 5.93 5.94 5.95 5.96 5.97 5.98 5.99 6.00 6.01 6.02 6.03 6.04 6.05 6.06 6.07 6.08 6.09 6.10 6.11 6.12 6.13 6.14 6.15 6.16 6.17 6.18 6.19 6.20 6.21 6.22 6.23 6.24 6.25 6.26 6.27 6.28 6.29 6.30 6.31 6.32 6.33 6.34 6.35 6.36 6.37 6.38 6.39 6.40 6.41 6.42 6.43 6.44 6.45 6.46 6.47 6.48 6.49 6.50 6.51 6.52 6.53 6.54 6.55 6.56 6.57 6.58 6.59 6.60 6.61 6.62 6.63 6.64 6.65 6.66 6.67 6.68 6.69 6.70 6.71 6.72 6.73 6.74 6.75 6.76 6.77 6.78 6.79 6.80 6.81 6.82 6.83 6.84 6.85 6.86 6.87 6.88 6.89 6.90 6.91 6.92 6.93 6.94 6.95 6.96 6.97 6.98 6.99 7.00 7.01 7.02 7.03 7.04 7.05 7.06 7.07 7.08 7.09 7.10 7.11 7.12 7.13 7.14 7.15 7.16 7.17 7.18 7.19 7.20 7.21 7.22 7.23 7.24 7.25 7.26 7.27 7.28 7.29 7.30 7.31 7.32 7.33 7.34 7.35 7.36 7.37 7.38 7.39 7.40 7.41 7.42 7.43 7.44 7.45 7.46 7.47 7.48 7.49 7.50 7.51 7.52 7.53 7.54 7.55 7.56 7.57 7.58 7.59 7.60 7.61 7.62 7.63 7.64 7.65 7.66 7.67 7.68 7.69 7.70 7.71 7.72 7.73 7.74 7.75 7.76 7.77 7.78 7.79 7.80 7.81 7.82 7.83 7.84 7.85 7.86 7.87 7.88 7.89 7.90 7.91 7.92 7.93 7.94 7.95 7.96 7.97 7.98 7.99 8.00 8.01 8.02 8.03 8.04 8.05 8.06 8.07 8.08 8.09 8.10 8.11 8.12 8.13 8.14 8.15 8.16 8.17 8.18 8.19 8.20 8.21 8.22 8.23 8.24 8.25 8.26 8.27 8.28 8.29 8.30 8.31 8.32 8.33 8.34 8.35 8.36 8.37 8.38 8.39 8.40 8.41 8.42 8.43 8.44 8.45 8.46 8.47 8.48 8.49 8.50 8.51 8.52 8.53 8.54 8.55 8.56 8.57 8.58 8.59 8.60 8.61 8.62 8.63 8.64 8.65 8.66 8.67 8.68 8.69 8.70 8.71 8.72 8.73 8.74 8.75 8.76 8.77 8.78 8.79 8.80 8.81 8.82 8.83 8.84 8.85 8.86 8.87 8.88 8.89 8.90 8.91 8.92 8.93 8.94 8.95 8.96 8.97 8.98 8.99 9.00 9.01 9.02 9.03 9.04 9.05 9.06 9.07 9.08 9.09 9.10 9.11 9.12 9.13 9.14 9.15 9.16 9.17 9.18 9.19 9.20 9.21 9.22 9.23 9.24 9.25 9.26 9.27 9.28 9.29 9.30 9.31 9.32 9.33 9.34 9.35 9.36 9.37 9.38 9.39 9.40 9.41 9.42 9.43		
35	44	EL4.1, EL4.2, EL4.3, 2.94 2.95 2.96 2.97 2.98 2.99 3.00 3.01 3.02 3.03 3.04 3.05 3.06 3.07 3.08 3.09 3.10 3.11 3.12 3.13 3.14 3.15 3.16 3.17 3.18 3.19 3.20 3.21 3.22 3.23 3.24 3.25 3.26 3.27 3.28 3.29 3.30 3.31 3.32 3.33 3.34 3.35 3.36 3.37 3.38 3.39 3.40 3.41 3.42 3.43 3.44 3.45 3.46 3.47 3.48 3.49 3.50 3.51 3.52 3.53 3.54 3.55 3.56 3.57		

[illegible]

100	100	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12
101	101	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12
102	102	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12
103	103	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12
104	104	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12	EA1, EA2, EA3, EA4, EA5, EA6, EA7, EA8, EA9, EA10, EA11, EA12

[illegible]

LANGUAGE AND SPELLING - LEVEL 3

[illegible]

THE EARTH ON ABOVE

[illegible]

TERM | EARTH, ON, ABOVE, BELOW

	BLA1	37.260	3.11	3.13	
	B1B	32.1	3.28	3.29	3.30
	3.30	3.31	3.32	3.33	3.34
	3.34	3.37	3.38	3.39	3.40
36	BLA1BLA3				
36					
	Cross flow rd - Road				
	Ingraves				
	BLA1	32.12	3.12	3.13	3.14
	3.15	3.16	3.17	3.18	

TERM 2 - MAJOR & EXPERIENCE

TEAM 3 - FORCES IN MOTION	
TIME	SCORE
0:00	0-0
0:05	0-0
0:10	0-0
0:15	0-0
0:20	0-0
0:25	0-0
0:30	0-0
0:35	0-0
0:40	0-0
0:45	0-0
0:50	0-0
0:55	0-0
1:00	0-0
1:05	0-0
1:10	0-0
1:15	0-0
1:20	0-0
1:25	0-0
1:30	0-0
1:35	0-0
1:40	0-0
1:45	0-0
1:50	0-0
1:55	0-0
2:00	0-0
2:05	0-0
2:10	0-0
2:15	0-0
2:20	0-0
2:25	0-0
2:30	0-0
2:35	0-0
2:40	0-0
2:45	0-0
2:50	0-0
2:55	0-0
3:00	0-0
3:05	0-0
3:10	0-0
3:15	0-0
3:20	0-0
3:25	0-0
3:30	0-0
3:35	0-0
3:40	0-0
3:45	0-0
3:50	0-0
3:55	0-0
4:00	0-0
4:05	0-0
4:10	0-0
4:15	0-0
4:20	0-0
4:25	0-0
4:30	0-0
4:35	0-0
4:40	0-0
4:45	0-0
4:50	0-0
4:55	0-0
5:00	0-0
5:05	0-0
5:10	0-0
5:15	0-0
5:20	0-0
5:25	0-0
5:30	0-0
5:35	0-0
5:40	0-0
5:45	0-0
5:50	0-0
5:55	0-0
6:00	0-0
6:05	0-0
6:10	0-0
6:15	0-0
6:20	0-0
6:25	0-0
6:30	0-0
6:35	0-0
6:40	0-0
6:45	0-0
6:50	0-0
6:55	0-0
7:00	0-0
7:05	0-0
7:10	0-0
7:15	0-0
7:20	0-0
7:25	0-0
7:30	0-0
7:35	0-0
7:40	0-0
7:45	0-0
7:50	0-0
7:55	0-0
8:00	0-0
8:05	0-0
8:10	0-0
8:15	0-0
8:20	0-0
8:25	0-0
8:30	0-0
8:35	0-0
8:40	0-0
8:45	0-0
8:50	0-0
8:55	0-0
9:00	0-0
9:05	0-0
9:10	0-0
9:15	0-0
9:20	0-0
9:25	0-0
9:30	0-0
9:35	0-0
9:40	0-0
9:45	0-0
9:50	0-0
9:55	0-0
10:00	0-0

TOPIC 4. WHERE WE'VE BEEN, WHERE WE ARE GOING

TEST	120	130	140	140
ELAS.1	1.0, 0.1, 2.4, 0.3, 3.1H			
ELAS.2	2.1, 1.2, 0.6, 2.0H, ELAS.3			
ELAS.3				
ELAS.4	0.4, 0.1, 3.0, 2.3, 3.4, 3.1H	Green up		
ELAS.5	1.3, 1.2, 0.6, 2.0H, ELAS.1			
ELAS.7				
Green up				

LANGUAGE, SPELLING - LEVEL 4**TERM 1 - EARTH, ON, ABOVE, BELOW**

31

Spelling Test

TERM 2 - MAKING A DIFFERENCE**TERM 3 - FORCES IN MOTION****TERM 4 - WHERE WE'VE BEEN, WHERE WE ARE GOING**

62	61	98	96	134	131
ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.10, 3.15, 3.22, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
63	62	99	97	135	132
ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.10, 3.15, 3.22, 3.23, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
64	63	100	98	136	133
ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
65	64	101	99	137	134
ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
66	65	102	100	138	135
ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	ELA.3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
67		103		139	136
Spelling Test	Spelling Test	Spelling Test	Spelling Test	Spelling Test	Spelling Test

*PLACEMENT TESTS TAKE PLACE
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LANGUAGE_SPELLING - LEVEL 4

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		
DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS
1	1	ELA.3.9B.3.37, 3.38, 3.39, 3.40, 3.41	32	31	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	68	68	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	104	101	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
2	2	ELA.3.9B.3.37, 3.38, 3.39, 3.40, 3.41	33	32	ELA.3.23	69	67	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	105	102	ELA.3.7, 3.10, 3.23
3	3	ELA.3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	34	33	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	70	68	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	106	103	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
4	4	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	35	34	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	71	69	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	107	104	ELA.3.7, 3.10, 3.23, ELA.3.II
5	5	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	36	35	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	72	70	ELA.3.23	108	105	ELA.3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
6	6	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	37	36	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	73	71	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	109	106	ELA.3.10, 3.22, ELA.3.II
7	7	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	38	37	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	74	72	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	110	107	ELA.3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
8	8	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	39	38	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	75	73	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	111	108	ELA.3.10, 3.23, ELA.3.II
9	9	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	40	39	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	76	74	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	112	109	ELA.3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
10	10	ELA.3.26, 3.37, 3.38, 3.39, 3.40, 3.41	41	40	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	77	75	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	113	110	ELA.3.10, 3.15, 3.20, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
11	11	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	42	41	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	78	76	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	114	111	ELA.3.10, 3.15, 3.20, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
12	12	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	43	42	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	79	77	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	115	112	ELA.3.10, 3.15, 3.20, 3.22, ELA.3.II
13	13	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	44	43	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	80	78	ELA.3.23	116	113	ELA.3.10, 3.15, 3.20, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
14	14	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	45	44	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	81	79	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	117	114	ELA.3.10, 3.15, 3.23
15	15	ELA.3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	46	45	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	82	80	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	118	115	ELA.3.8, 3.10, 3.23, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
16	16	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	47	46	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	83	81	ELA.3.22, 3.29, 3.35	119	116	ELA.3.8, 3.10, 3.23, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
17	17	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	48	47	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	84	82	ELA.3.15, 3.23	120	117	ELA.3.10, 3.15, 3.23, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
18	18	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	49	48	ELA.3.23	85	83	ELA.3.15, 3.22, 3.29, 3.35	121	118	ELA.3.10, 3.15, 3.23, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
19	19	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	50	49	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	86	84	ELA.3.10, 3.15, 3.23, ELA.3.II	122	119	ELA.3.10, 3.15, 3.22
20	20	ELA.3.23	51	50	ELA.3.23	87	85	ELA.3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	123	120	ELA.3.15, 3.23, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41
21	21	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	52	51	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	88	86	ELA.3.10, 3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	124	121	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
22	22	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	53	52	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	89	87	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	125	122	ELA.3.10, 3.15, 3.23, ELA.3.II
23	23	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	54	53	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	90	88	ELA.3.10, 3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	126	123	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
24	24	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	55	54	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	91	89	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	127	124	ELA.3.7, 3.10, 3.15, 3.23, ELA.3.II
25	25	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	56	55	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	92	90	ELA.3.10, 3.23, ELA.3.II	128	125	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
26	26	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	57	56	ELA.3.23	93	91	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	129	126	ELA.3.7, 3.10, 3.23, ELA.3.II
27	27	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	58	57	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	94	92	ELA.3.10, 3.15, 3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	130	127	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
28	28	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	59	58	ELA.3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	95	93	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	131	128	ELA.3.7, 3.10, 3.23, ELA.3.II
29	29	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	60	59	ELA.3.6, 3.16, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	96	94	ELA.3.10, 3.15, 3.23, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	132	129	ELA.3.7, 3.10, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II
30	30	ELA.3.23	61	60	ELA.3.22, 3.23, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41	97	95	ELA.3.10, 3.15, 3.22, 3.29, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, ELA.3.II	133	130	ELA.3.23

REASONING/WRITING- LEVEL D

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	
31	21	31	52	31	79	31	106
32	22	32	53	32	80	32	108
33	23	33	54	33	81	33	108
34	24			34	82	34	109
35	25					35	110

LANGUAGE - LEVEL 6

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		
DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS
1		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	31		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	61		ELA.5.36, 5.37, 5.38, 5.39, 5.40	93		ELA.5.4, 5.5, 5.19, 5.36, 5.37, 5.38, 5.39, 5.40
2		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	32		ELA.2.23, 5.24, 5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	62		ELA.5.36, 5.37, 5.38, 5.39, 5.40	94		ELA.5.11, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40
3		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	33		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	63		ELA.5.36, 5.37, 5.38, 5.39, 5.40	95		ELA.5.11, 5.36, 5.37, 5.38, 5.39, 5.40
4		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	34		ELA.2.23, 5.24, 5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	64		ELA.5.36, 5.37, 5.38, 5.39, 5.40	96		ELA.5.36, 5.37, 5.38, 5.39, 5.40
5		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	35		ELA.2.23, 5.24, 5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	65		ELA.5.36, 5.37, 5.38, 5.39, 5.40	97		ELA.5.36, 5.37, 5.38, 5.39, 5.40
6		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	36		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	66		ELA.5.36, 5.37, 5.38, 5.39, 5.40	98		ELA.5.36, 5.37, 5.38, 5.39, 5.40
7		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	37		ELA.2.23, 5.24, 5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	67		ELA.5.36, 5.37, 5.38, 5.39, 5.40	99		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40
8		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	38		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	68		ELA.5.12, 5.15, 5.17, ELA.5.i, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	100		ELA.5.36, 5.37, 5.38, 5.39, 5.40
9		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	39		ELA.5.10, ELA.5.i, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	69		ELA.5.11, 5.36, 5.37, 5.38, 5.39, 5.40	101		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40
10		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	40		ELA.5.36, 5.37, 5.38, 5.39, 5.40	70		ELA.5.36, 5.37, 5.38, 5.39, 5.40	102		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40
11		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	41		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	71		ELA.5.36, 5.37, 5.38, 5.39, 5.40	103		ELA.5.36, 5.37, 5.38, 5.39, 5.40
12		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	42		ELA.5.36, 5.37, 5.38, 5.39, 5.40	72		ELA.5.36, 5.37, 5.38, 5.39, 5.40	104		ELA.5.36, 5.37, 5.38, 5.39, 5.40
13		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	43		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	73		ELA.5.11, 5.36, 5.37, 5.38, 5.39, 5.40	105		ELA.5.1, 5.36, 5.37, 5.38, 5.39, 5.40
14		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	44		ELA.5.36, 5.37, 5.38, 5.39, 5.40	74		ELA.5.36, 5.37, 5.38, 5.39, 5.40	106		ELA.5.11, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
15		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	45		ELA.5.36, 5.37, 5.38, 5.39, 5.40	75		ELA.5.36, 5.37, 5.38, 5.39, 5.40	107		ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
16		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	46		ELA.5.36, 5.37, 5.38, 5.39, 5.40	76		ELA.5.11, 5.36, 5.37, 5.38, 5.39, 5.40	108		ELA.5.28, 5.36, 5.37, 5.38, 5.39, 5.40
17		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	47		ELA.5.36, 5.37, 5.38, 5.39, 5.40	77		ELA.5.11, 5.36, 5.37, 5.38, 5.39, 5.40	109		ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
18		ELA.5.36, 5.37, 5.38, 5.39, 5.40	48		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	78		ELA.5.36, 5.37, 5.38, 5.39, 5.40	110		ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
19		ELA.5.36, 5.37, 5.38, 5.39, 5.40	49		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	79		ELA.5.36, 5.37, 5.38, 5.39, 5.40	111		ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
20		ELA.5.36, 5.37, 5.38, 5.39, 5.40	50		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	80		ELA.5.36, 5.37, 5.38, 5.39, 5.40	112		ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
21		ELA.5.7, 5.10, ELA.5.i, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	51		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	81		ELA.5.36, 5.37, 5.38, 5.39, 5.40	113		ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
22		ELA.5.7, 5.10, ELA.5.i, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	52		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	82		ELA.5.36, 5.37, 5.38, 5.39, 5.40	114		ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
23		ELA.5.7, 5.10, ELA.5.i, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	53		ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	83		ELA.5.10, ELA.5.i, 5.36, 5.37, 5.38, 5.39, 5.40	115		ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40

24	ELA.5.7, 5.36, 5.37, 5.38, 5.39, 5.40	54	54 ELA.5.36, 5.37, 5.38, 5.39, 5.40	84	ELA.5.36, 5.37, 5.38, 5.39, 5.40	116	116 ELA.5.36, 5.37, 5.38, 5.39, 5.40
25	ELA.5.7, 5.36, 5.37, 5.38, 5.39, 5.40	55	55 ELA.5.36, 5.37, 5.38, 5.39, 5.40	85	ELA.5.36, 5.37, 5.38, 5.39, 5.40	117	ELA.5.1, 5.36, 5.37, 5.38, 5.39, 5.40
26	ELA.5.7, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	56	56 ELA.5.36, 5.37, 5.38, 5.39, 5.40	86	ELA.5.36, 5.37, 5.38, 5.39, 5.40	118	ELA.5.1, 5.28, 5.36, 5.37, 5.38, 5.39, 5.40
27	ELA.5.7, 5.36, 5.37, 5.38, 5.39, 5.40	57	57 ELA.5.36, 5.37, 5.38, 5.39, 5.40	87	ELA.5.11, 5.36, 5.37, 5.38, 5.39, 5.40	119	ELA.5.28, 5.36, 5.37, 5.38, 5.39, 5.40
28	ELA.5.7, 5.36, 5.37, 5.38, 5.39, 5.40	58	58 ELA.5.36, 5.37, 5.38, 5.39, 5.40	88	ELA.5.11, 5.36, 5.37, 5.38, 5.39, 5.40	120	ELA.5.28, 5.36, 5.37, 5.38, 5.39, 5.40
29	ELA.5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	59	59 ELA.5.36, 5.37, 5.38, 5.39, 5.40	89	ELA.5.4, 5.5, 5.19, 5.36, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	121	ELA.5.1, 5.36, 5.37, 5.38, 5.39, 5.40
30	ELA.2.23, 5.24, 5.26, 5.27, 5.36, 5.37, 5.38, 5.39, 5.40	60	60 ELA.5.36, 5.37, 5.38, 5.39, 5.40	90	ELA.5.4, 5.5, 5.19, 5.36, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	122	122 ELA.5.36, 5.37, 5.38, 5.39, 5.40
				91	ELA.5.4, 5.5, 5.19, 5.36, 5.23, 5.24, 5.36, 5.37, 5.38, 5.39, 5.40	123	ELA.5.28, 5.36, 5.37, 5.38, 5.39, 5.40
				92	ELA.5.36, 5.37, 5.38, 5.39, 5.40	124	ELA.5.28, 5.36, 5.37, 5.38, 5.39, 5.40

LITERATURE - LEVEL 6

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	
STANDARDS	TEXTBOOK A	STANDARDS	TEXTBOOK A	STANDARDS	TEXTBOOK A	STANDARDS	TEXTBOOK A
ELA.5.1, ELA.5.11, ELA.5.1, ELA.5.2, ELA.5.3, ELA.5.4, ELA.5.5, ELA.5.6, ELA.5.7, ELA.5.8, ELA.5.9, ELA.5.10, ELA.5.11, ELA.5.12, ELA.5.13, ELA.5.14, ELA.5.15, ELA.5.16, ELA.5.17, ELA.5.18, ELA.5.19, ELA.5.20	Demeter and Hades Persephone The Odyssey (adapted) The Tide Rises, the Tide Falls	ELA.5.1, ELA.5.11, ELA.5.1, ELA.5.2, ELA.5.3, ELA.5.4, ELA.5.5, ELA.5.6, ELA.5.7, ELA.5.8, ELA.5.9, ELA.5.10, ELA.5.11, ELA.5.12, ELA.5.13, ELA.5.14, ELA.5.15, ELA.5.16, ELA.5.17, ELA.5.18, ELA.5.19, ELA.5.20	The Doughnuts Two Old Stories The British Empire Sara Crewe	ELA.5.1, ELA.5.11, ELA.5.1, ELA.5.2, ELA.5.3, ELA.5.4, ELA.5.5, ELA.5.6, ELA.5.7, ELA.5.8, ELA.5.9, ELA.5.10, ELA.5.11, ELA.5.12, ELA.5.13, ELA.5.14, ELA.5.15, ELA.5.16, ELA.5.17, ELA.5.18, ELA.5.19, ELA.5.20	TEXTBOOK A The Spider, The Cave, and the Pottery Bowl Mrs. Dunn's Lovely, Lovely Farm Pomegranates Mystery Yarn A White Heron	ELA.5.1, ELA.5.11, ELA.5.1, ELA.5.2, ELA.5.3, ELA.5.4, ELA.5.5, ELA.5.6, ELA.5.7, ELA.5.8, ELA.5.9, ELA.5.10, ELA.5.11, ELA.5.12, ELA.5.13, ELA.5.14, ELA.5.15, ELA.5.16, ELA.5.17, ELA.5.18, ELA.5.19, ELA.5.20	TEXTBOOK A Written in March Children at Work The Table, the Donkey, and the Stick O'Henry and New York The Last Leaf Guy de Maupassant The Necklace
TEXTBOOK B	TEXTBOOK B	TEXTBOOK B	TEXTBOOK B	TEXTBOOK B	TEXTBOOK B	TEXTBOOK B	TEXTBOOK B
Miracles	Pirates on the Bay Tillers Cruise of the Dazzler	Why the Bush Cow and Elephant are Bad Friends	The Civil War Harriet Tubman Life in the 1840's Schools in the 1840's				
ANTHOLOGY	ANTHOLOGY	ANTHOLOGY	ANTHOLOGY	ANTHOLOGY	ANTHOLOGY	ANTHOLOGY	ANTHOLOGY
Centerburg Tales Blue Willow The Hope Bakery	The Gallant Tailor Shrewd Todie and Lyzer the Miser Trick or Treating Willie and the Christmas Spruce	In the Middle of the Night The Shrieking of Treethorn Barn Gravy Charlotte's Web	No One is Going to Nashville Gold Cadillac Caddie Woodlawn				

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		
DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS
1	1	ELA.5.20	1	26	ELA.5.20	1	55	ELA.5.20	1	76	ELA.5.20
2	2	ELA.5.21	2		ELA.5.21	2		ELA.5.21	2		ELA.5.21
3	2	ELA.5.22	3	27	ELA.5.22	3	56	ELA.5.22	3	77	ELA.5.22
4	3	ELA.5.23	4		ELA.5.23	4		ELA.5.23	4		ELA.5.23
5	3	ELA.5.24	5	28	ELA.5.24	5	57	ELA.5.24	5	78	ELA.5.24
6		ELA.5.25	6	29	ELA.5.25	6		ELA.5.25	6		ELA.5.25
7	4	ELA.5.26	7	30	ELA.5.26	7	58	ELA.5.26	7	79	ELA.5.26
8		ELA.5.27	8	31	ELA.5.27	8		ELA.5.27	8		ELA.5.27
9	5	ELA.5.28	9		ELA.5.28	9	59	ELA.5.28	9	80	ELA.5.28
10			10	32		10			10		
11	6		11			11	60		11	81	
12			12	33		12			12	82	
13	7		13			13	61		13		
14			14	34		14			14	83	
15	8		15			15	62		15		
16			16	35		16			16	84	
17	9		17			17	63		17		
18			18	36		18			18	85	
19	10		19			19	64		19		
20			20	37		20			20	86	
21	11		21	38		21	65		21		
22	12		22	39		22			22	87	
23	13		23	40		23	66		23	88	
24	14		24	41		24			24	89	
25	15		25	42		25	67		25	90	
26	16		26	43		26			26	91	
27	17		27	44		27	68		27	92	
28	18		28	45		28	69		28	93	
29	19		29	46		29	70		29	94	
30	20		30	47		30	71		30	95	
31	21		31	48		31	72		31	96	
32	22		32	49		32	73		32	97	
33	23		33	50		33	74		33	98	
34	24					34	75		34	99	
35	25								35	100	

LANGUAGE - LEVEL 5

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	
DAY	LESSON STANDARDS	DAY	LESSON STANDARDS	DAY	LESSON STANDARDS	DAY	LESSON STANDARDS
1	1 ELA.4.1, 4.23, 4.29, 4.36, 4.37 ELA.4.1, 4.23, 4.29, 4.36, 4.37	36	ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37	71	ELA.4.5, 4.12, 4.15, 4.16, 4.19, 4.23, 4.29, 4.36, 4.37	106	ELA.4.36, 4.37 ELA.4.20, 4.23, 4.29, 4.36, 4.37
2	2	37	ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37	72	ELA.4.12, 4.15, 4.36, 4.37 ELA.4.1, 4.5, 4.16, 4.19, 4.36, 4.37	107	ELA.4.20, 4.23, 4.29, 4.36, 4.37 ELA.4.20, 4.23, 4.29, 4.36, 4.37
3	3 ELA.4.1, 4.23, 4.29, 4.36, 4.37 ELA.4.1, 4.12, 4.15, 4.23, 4.29, 4.36, 4.37	38	ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37	73	ELA.4.5, 4.16, 4.19, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.36, 4.37	108	ELA.4.20, 4.23, 4.29, 4.36, 4.37 ELA.4.21, 4.23, 4.29, 4.36, 4.37
4	4 ELA.4.1, 4.12, 4.15, 4.23, 4.29, 4.36, 4.37 ELA.4.1, 4.12, 4.23, 4.29, 4.36, 4.37	39	ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37	74	ELA.4.5, 4.16, 4.19, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.36, 4.37	109	ELA.4.21, 4.23, 4.29, 4.36, 4.37 ELA.4.21, 4.23, 4.29, 4.36, 4.37
5	5 ELA.4.1, 4.15, 4.23, 4.24, 4.29, 4.36, 4.37 ELA.4.1, 4.15, 4.23, 4.24, 4.29, 4.36, 4.37	40	ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37	75	ELA.4.5, 4.16, 4.19, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.36, 4.37	110	ELA.4.36, 4.37 ELA.4.10, 4.22, 4.23, 4.29, 4.36, 4.37, 4.39, 4.41
6	6 ELA.4.1, 4.15, 4.23, 4.24, 4.29, 4.36, 4.37 ELA.4.1, 4.15, 4.23, 4.24, 4.29, 4.36, 4.37	41	ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37	76	ELA.4.23, 4.29, 4.36, 4.37 ELA.4.23, 4.29, 4.36, 4.37	111	ELA.4.10, 4.22, 4.23, 4.29, 4.36, 4.37, 4.39, 4.41
7	7 ELA.4.15, 4.21, 4.24, 4.36, 4.37 ELA.4.15, 4.21, 4.24, 4.36, 4.37	42	ELA.4.15, 4.24, 4.36, 4.37 ELA.4.15, 4.24, 4.36, 4.37	77	ELA.4.15, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.20, 4.36, 4.37	112	ELA.4.10, 4.22, 4.23, 4.29, 4.36, 4.37, 4.39, 4.41
8	8 ELA.4.24, 4.36, 4.37 ELA.4.24, 4.36, 4.37	43	ELA.4.15, 4.24, 4.36, 4.37 ELA.4.15, 4.24, 4.36, 4.37	78	ELA.4.5, 4.16, 4.19, 4.20, 4.36, 4.37 ELA.4.5, 4.16, 4.19, 4.20, 4.36, 4.37	113	ELA.4.10, 4.24, 4.36, 4.37, 4.39, 4.41
9	9 ELA.4.24, 4.36, 4.37 ELA.4.24, 4.36, 4.37	44	ELA.4.1, 4.15, 4.36, 4.37 ELA.4.1, 4.15, 4.36, 4.37	79	ELA.4.36, 4.37 ELA.4.36, 4.37	114	ELA.4.10, 4.22, 4.36, 4.37, 4.39, 4.41
10	10 ELA.4.23, 4.24, 4.29, 4.36, 4.37 ELA.4.23, 4.24, 4.29, 4.36, 4.37	45	ELA.4.1, 4.15, 4.36, 4.37 ELA.4.1, 4.15, 4.36, 4.37	80	ELA.4.19, 4.36, 4.37 ELA.4.19, 4.36, 4.37	115	ELA.4.10, 4.24, 4.36, 4.37, 4.39, 4.41
11	11 ELA.4.24, 4.36, 4.37 ELA.4.1, 4.23, 4.24, 4.29, 4.36, 4.37	46	ELA.4.1, 4.15, 4.21, 4.36, 4.37 ELA.4.1, 4.15, 4.21, 4.36, 4.37	81	ELA.4.15, 4.21, 4.36, 4.37 ELA.4.15, 4.21, 4.36, 4.37	116	ELA.4.10, 4.22, 4.23, 4.29, 4.36, 4.37, 4.39, 4.41
12	12 ELA.4.1, 4.23, 4.24, 4.29, 4.36, 4.37 ELA.4.1, 4.23, 4.24, 4.29, 4.36, 4.37	47	ELA.4.1, 4.15, 4.21, 4.36, 4.37 ELA.4.1, 4.15, 4.21, 4.36, 4.37	82	ELA.4.15, 4.21, 4.36, 4.37 ELA.4.15, 4.21, 4.36, 4.37	117	ELA.4.10, 4.24, 4.36, 4.37, 4.39, 4.41
13	13 ELA.4.1, 4.22, 4.23, 4.24, 4.29, 4.36, 4.37 ELA.4.1, 4.22, 4.23, 4.24, 4.29, 4.36, 4.37	48	ELA.4.1, 4.15, 4.21, 4.36, 4.37 ELA.4.1, 4.15, 4.21, 4.36, 4.37	83	ELA.4.15, 4.21, 4.36, 4.37 ELA.4.15, 4.21, 4.36, 4.37	118	ELA.4.10, 4.22, 4.23, 4.29, 4.36, 4.37, 4.39, 4.41
14	14 ELA.4.1, 4.12, 4.24, 4.36, 4.37 ELA.4.1, 4.12, 4.24, 4.36, 4.37	49	ELA.4.1, 4.15, 4.21, 4.36, 4.37 ELA.4.1, 4.15, 4.21, 4.36, 4.37	84	ELA.4.15, 4.21, 4.36, 4.37 ELA.4.15, 4.21, 4.36, 4.37	119	ELA.4.10, 4.17, 4.22, 4.23, 4.26, 4.27, 4.34, 4.36, 4.37, 4.39, 4.41
15	15 ELA.4.1, 4.12, 4.24, 4.36, 4.37 ELA.4.1, 4.12, 4.24, 4.36, 4.37	50	ELA.4.15, 4.36, 4.37 ELA.4.15, 4.36, 4.37	85	ELA.4.15, 4.36, 4.37 ELA.4.15, 4.36, 4.37	120	ELA.4.10, 4.17, 4.22, 4.23, 4.26, 4.27, 4.34, 4.36, 4.37, 4.39, 4.41
16	16 ELA.4.1, 4.12, 4.36, 4.37 ELA.4.1, 4.12, 4.36, 4.37	51	ELA.4.1, 4.21, 4.36, 4.37 ELA.4.1, 4.21, 4.36, 4.37	86	ELA.4.5, 4.12, 4.16, 4.19, 4.36, 4.37 ELA.4.5, 4.12, 4.16, 4.19, 4.36, 4.37	121	ELA.4.10, 4.24, 4.36, 4.37, 4.39, 4.41
17	17 ELA.4.1, 4.12, 4.36, 4.37 ELA.4.1, 4.12, 4.36, 4.37	52	ELA.4.1, 4.21, 4.36, 4.37 ELA.4.1, 4.21, 4.36, 4.37	87	ELA.4.15, 4.36, 4.37 ELA.4.15, 4.36, 4.37	122	ELA.4.10, 4.17, 4.22, 4.23, 4.26, 4.27, 4.34, 4.36, 4.37, 4.39, 4.41
18	18 ELA.4.1, 4.12, 4.22, 4.23, 4.24, 4.29, 4.36, 4.37 ELA.4.1, 4.12, 4.22, 4.23, 4.24, 4.29, 4.36, 4.37	53	ELA.4.15, 4.24, 4.36, 4.37 ELA.4.15, 4.24, 4.36, 4.37	88	ELA.4.12, 4.15, 4.36, 4.37 ELA.4.12, 4.15, 4.36, 4.37	123	ELA.4.10, 4.17, 4.24, 4.26, 4.27, 4.34, 4.36, 4.37, 4.39, 4.41
19	19 ELA.4.1, 4.22, 4.23, 4.24, 4.29, 4.36, 4.37 ELA.4.1, 4.22, 4.23, 4.24, 4.29, 4.36, 4.37	54	ELA.4.1, 4.21, 4.36, 4.37 ELA.4.1, 4.21, 4.36, 4.37	89	ELA.4.12, 4.36, 4.37 ELA.4.12, 4.36, 4.37	124	ELA.4.10, 4.22, 4.23, 4.29, 4.36, 4.37, 4.40, 4.41
20	20 ELA.4.1, 4.22, 4.23, 4.29, 4.36, 4.37 ELA.4.1, 4.22, 4.23, 4.29, 4.36, 4.37	55	ELA.4.1, 4.15, 4.36, 4.37 ELA.4.1, 4.15, 4.36, 4.37	90	ELA.4.36, 4.37 ELA.4.21, 4.23, 4.29, 4.36, 4.37	125	ELA.4.10, 4.24, 4.36, 4.37, 4.40, 4.41
21	21 ELA.4.24, 4.36, 4.37 ELA.4.24, 4.36, 4.37	56	ELA.4.1, 4.36, 4.37 ELA.4.1, 4.36, 4.37	91	ELA.4.36, 4.37 ELA.4.21, 4.23, 4.29, 4.36, 4.37	126	ELA.4.9, 4.10, 4.22, 4.23, 4.26, 4.27, 4.34, 4.36, 4.37, 4.40, 4.41

LANGUAGE - LEVEL 5

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	
22	22 ELA.4.1, 4.36, 4.37 ELA.4.1, 4.22, 4.23, 4.29, 4.36, 4.37	57	57 ELA.4.1, 4.15, 4.36, 4.37	92	92 ELA.4.15, 4.36, 4.37	127	ELA.4.9, 4.10, 4.22, 4.23, 4.29, 4.36, 4.37, 4.40, 4.41
23	23	58	ELA.4.12, 4.15, 4.24, 4.36, 4.37	93	ELA.4.21, 4.23, 4.29, 4.36, 4.37	128	ELA.4.9, 4.10, 4.22, 4.23, 4.29, 4.36, 4.37, 4.40, 4.41
24	24 ELA.4.1, 4.21, 4.24, 4.36, 4.37	59	59 ELA.4.12, 4.15, 4.36, 4.37	94	ELA.4.15, 4.23, 4.29, 4.36, 4.37	129	ELA.4.10, ELA.II, 4.36, 4.37, 4.39, 4.41
25	25 ELA.4.21, 4.24, 4.36, 4.37	60	60 ELA.4.36, 4.37	95	ELA.4.21, 4.23, 4.29, 4.36, 4.37	130	ELA.4.10, 4.12, ELA.II, ELA.4.21, 4.23, 4.26, 4.27, 4.28, 4.29, 4.32, 4.34, 4.36, 4.37, 4.39, 4.41
26	26 ELA.4.1, 4.21, 4.24, 4.36, 4.37	61	61 ELA.4.12, 4.15, 4.36, 4.37	96	96 ELA.4.23, 4.29, 4.36, 4.37	131	ELA.4.10, 4.12, ELA.4.21, 4.23, 4.26, 4.27, 4.28, 4.29, 4.32, 4.34, 4.36, 4.37, 4.39, 4.41
27	ELA.4.1, 4.23, 4.24, 4.29, 4.36, 4.37	62	ELA.4.5, 4.16, 4.19, 4.36, 4.37	97	97 ELA.4.23, 4.29, 4.36, 4.37	132	ELA.4.12, 4.20, 4.21, 4.23, 4.26, 4.27, 4.28, 4.29, 4.32, 4.34, 4.36, 4.37
28	28 ELA.4.1, 4.24, 4.36, 4.37	63	63 ELA.4.12, 4.36, 4.37	98	ELA.4.12, 4.15, 4.28, 4.36, 4.37	133	ELA.4.20, 4.21, 4.23, 4.26, 4.27, 4.28, 4.29, 4.34, 4.36, 4.37
29	29 ELA.4.24, 4.36, 4.37 ELA.4.1, 4.22, 4.23, 4.24, 4.29, 4.36, 4.37	64	64 ELA.4.12, 4.15, 4.36, 4.37	99	ELA.4.12, 4.15, 4.24, 4.28, 4.36, 4.37	134	ELA.4.20, 4.21, 4.23, 4.26, 4.27, 4.28, 4.29, 4.34, 4.36, 4.37
30	30	65	65 ELA.4.12, 4.36, 4.37	100	ELA.4.12, 4.15, 4.28, 4.36, 4.37	135	ELA.4.20, 4.21, 4.23, 4.26, 4.27, 4.28, 4.29, 4.34, 4.36, 4.37
31	31 ELA.4.24, 4.36, 4.37	66	ELA.4.15, 4.23, 4.29, 4.36, 4.37	101	ELA.4.15, 4.21, 4.23, 4.29, 4.36, 4.37	136	ELA.4.10, 4.20, 4.21, 4.23, 4.26, 4.27, 4.28, 4.29, 4.36, 4.37, 4.40, 4.41
32	32 ELA.4.5, 4.16, 4.19, 4.36, 4.37 ELA.4.1, 4.22, 4.23, 4.29, 4.36, 4.37	67	67 ELA.4.12, 4.15, 4.36, 4.37	102	ELA.4.23, 4.29, 4.36, 4.37	137	ELA.4.10, 4.33, 4.35, 4.36, 4.37, 4.38, 4.40, 4.41
33	33 ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37	68	ELA.4.5, 4.15, 4.16, 4.19, 4.23, 4.29, 4.36, 4.37	103	ELA.4.36, 4.37	138	ELA.4.33, 4.35, 4.36, 4.37, 4.38, 4.40
34	34 ELA.4.5, 4.16, 4.19, 4.24, 4.36, 4.37	69	ELA.4.5, 4.12, 4.15, 4.16, 4.19, 4.36, 4.37	104	ELA.4.23, 4.29, 4.36, 4.37	139	ELA.4.10, 4.33, 4.35, 4.36, 4.37, 4.38, 4.40, 4.41
35	35 ELA.4.16, 4.24, 4.36, 4.37	70	70 ELA.4.29, 4.36, 4.37	105	ELA.4.36, 4.37	140	ELA.4.10, 4.33, 4.35, 4.36, 4.37, 4.38, 4.40, 4.41

LITERATURE - LEVEL 5

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
<p>STANDARDS ELA.4.1, ELA.4.1, 4.2, 4.3, 4.7, 4.9, 4.14, 4.18, 4.20, 4.22, 4.23, 4.24, 4.28, 4.29, 4.30, 4.31, 4.36, 4.37, 4.39, 4.40</p> <p>Textbook A: Ron's Summer Vacation In Time of Silver Rain Amazing Animal Journeys Adventure on the Rocky Ridge Endangered Animals</p> <p>Textbook B: The Golden Touch Greek Gods and Goddesses The Miraculous Pitcher Roman Dieties</p> <p>Anthology: The Bracelet</p>	<p>STANDARD S ELA.4.1, ELA.4.1, 4.2, 4.3, 4.7, 4.9, 4.14, 4.18, 4.20, 4.22, 4.23, 4.24, 4.28, 4.29, 4.30, 4.31, 4.36, 4.37, 4.39, 4.40</p> <p>Textbook A: The Ugly Duckling A Horse to Remember The Domestication of Animals Fact and Fiction The Cat That Walked by Himself</p> <p>Textbook B: Beauty and the Beast England in 1500's Pauper Clemens and Prince Twain The Prince and the Pauper</p> <p>Anthology: Hans in Luck</p>	<p>STANDARDS ELA.4.1, ELA.4.1, 4.2, 4.3, 4.7, 4.9, 4.14, 4.18, 4.20, 4.22, 4.23, 4.24, 4.28, 4.29, 4.30, 4.31, 4.36, 4.37, 4.39, 4.40</p> <p>Textbook A: From Kansas to Oz The Wonderful World of Oz Buck Trees</p> <p>Textbook B: The Spider and the Fly Hull House Jane Adams</p> <p>Anthology: Brown Wolf Salmon Count</p>	<p>STANDARD DS ELA.4.1, ELA.4.1, 4.2, 4.3, 4.7, 4.9, 4.14, 4.18, 4.20, 4.22, 4.23, 4.24, 4.28, 4.29, 4.30, 4.31, 4.36, 4.37, 4.39, 4.40</p> <p>Textbook A: Open Range Journey to Dawson</p> <p>Textbook B: Facts about Baseball Jackie Robinson</p> <p>Anthology: The Jacket Ginger's Challenge Like Jake and Me Thank You M'am The Circuit The No-Guitar Blues Raymond's Run Paul Jennings</p>

REASONING/WRITING-LEVEL D

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		
DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS
1	1	ELA.4.20	1	26	ELA.4.20	1	55	ELA.4.20	1	83	ELA.4.20
2		ELA.4.21	2		ELA.4.21	2		ELA.4.21	2		ELA.4.21
3	2	ELA.4.22	3	27	ELA.4.22	3	56	ELA.4.22	3	84	ELA.4.22
4		ELA.4.23	4		ELA.4.23	4		ELA.4.23	4		ELA.4.23
5	3	ELA.4.24	5	28	ELA.4.24	5	57	ELA.4.24	5	85	ELA.4.24
6		ELA.4.25	6	29	ELA.4.25	6		ELA.4.25	6		ELA.4.25
7	4	ELA.4.26	7	30	ELA.4.26	7	58	ELA.4.26	7	86	ELA.4.26
8		ELA.4.27	8	31	ELA.4.27	8		ELA.4.27	8		ELA.4.27
9	5	ELA.4.28	9		ELA.4.28	9	59	ELA.4.28	9	87	ELA.4.28
10		ELA.4.29	10	32	ELA.4.29	10		ELA.4.29	10		ELA.4.29
11	6		11			11	60		11		88
12			12	33		12			12		
13	7		13	34		13	61		13		89
14			14	35		14			14		
15	8		15	36		15	62		15		90
16			16	37		16	63		16		91
17	9		17	38		17	64		17		92
18			18	39		18	65		18		93
19	10		19	40		19	66		19		94
20			20	41		20	67		20		95
21	11		21	42		21	68		21		96
22	12		22	43		22	69		22		97
23	13		23	44		23	70		23		98
24	14		24	45		24	71		24		99
25	15		25	46		25	72		25		100
26	16		26	47		26	73		26		101
27	17		27	48		27	74		27		102
28	18		28	49		28	75		28		103
29	19		29	50		29	76		29		104
30	20		30	51		30	78		30		105

MATH LEVEL E

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		
DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS	DAY	LESSON	STANDARDS
1	1	M.4.6, 4.7	34		M.4.6, 4.9, 4.10, 4.11, 34 4.14, 4.20, 4.21	68		M.4.2, 4.9, 4.10, 4.11, 4.14, 67 4.15, 4.19, 4.20, 4.21, 4.23	103		M.4.4, 4.9, 4.10, 4.12, 4.13, 101 4.14, 4.21, 4.26
2	2	M.4.6, 4.7, 4.10	35		M.4.6, 4.9, 4.10, 4.11, 35 4.12, 4.20	69		M.4.1, 4.2, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.17, 4.20, 68 4.23	104		M.4.4, 4.9, 4.10, 4.12, 4.13, 102 4.14, 4.15, 4.21, 4.26
3	3	M.4.6, 4.7, 4.9, 4.10	36		M.4.4, 4.6, 4.9, 4.10, 36 4.11, 4.14, 4.20	70		M.4.1, 4.2, 4.9, 4.10, 4.11, 69 4.12, 4.14, 4.15, 4.23, 4.25	105		M.4.4, 4.9, 4.10, 4.12, 4.13, 103 4.14, 4.15, 4.23, 4.25, 4.26
4	4	M.4.6, 4.7, 4.9, 4.10	37		M.4.4, 4.6, 4.9, 4.10, 37 4.11, 4.14, 4.20, 4.21	71		M.4.2, 4.9, 4.10, 4.11, 4.14, 70 4.15, 4.17, 4.20, 4.23, 4.25	106		M.4.4, 4.9, 4.10, 4.12, 4.13, 104 4.14, 4.15, 4.17, 4.21
5	5	M.4.6, 4.7, 4.9, 4.10, 5 4.21	38		M.4.4, 4.6, 4.9, 4.10, 38 4.11, 4.14, 4.20	72		M.4.1, 4.2, 4.6, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.20, 71 4.21, 4.23, 4.25	107		M.4.4, 4.9, 4.10, 4.12, 4.13, 105 4.14, 4.15, 4.20
6	6	M.4.6, 4.7, 4.9, 4.10, 6 4.21	39		M.4.4, 4.6, 4.9, 4.10, 39 4.11, 4.20, 4.21	73		M.4.1, 4.2, 4.6, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.17, 72 4.20, 4.23, 4.25	108		M.4.4, 4.8, 4.9, 4.10, 4.12, 4.13, 4.14, 4.15, 4.17, 4.20, 106 4.21
7	7	M.4.6, 4.7, 4.9, 4.10, 7 4.21	40		M.4.4, 4.6, 4.9, 4.10, 40 4.11, 4.12, 4.20	74		M.4.2, 4.9, 4.10, 4.11, 4.12, 73 4.14, 4.15, 4.20, 4.23, 4.25	109		M.4.4, 4.9, 4.10, 4.12, 4.13, 107 4.14, 4.15, 4.20, 4.23
8	8	M.4.6, 4.7, 4.9, 4.10, 8 4.21	41	MASTERY TEST		75		M.4.1, 4.2, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.17, 4.19, 74 4.20, 4.23, 4.25	110		M.4.2, 4.4, 4.9, 4.10, 4.12, 4.13, 4.14, 4.15, 4.17, 4.23, 4.25, 108 4.21, 4.23, 4.26, 4.27
9	9	M.4.6, 4.7, 4.9, 4.10, 9 4.21	42		M.4.6, 4.9, 4.10, 4.14, 41 4.20, 4.21	76		M.4.2, 4.6, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.19, 4.21, 75 4.23, 4.25	111		M.4.2, 4.4, 4.9, 4.10, 4.12, 4.14, 4.15, 4.18, 4.20, 109 4.26, 4.27
10	10	M.4.7, 4.9, 4.10, 4.21	43		M.4.6, 4.9, 4.10, 4.11, 42 4.12, 4.14, 4.20	77		M.4.2, 4.6, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.17, 4.20, 76 4.23, 4.25	112		M.4.2, 4.4, 4.8, 4.9, 4.10, 4.12, 4.14, 4.15, 4.18, 4.20, 110 4.21, 4.23, 4.26, 4.27
11	11	M.4.6, 4.7, 4.9, 4.10, 11 4.21	44		M.4.6, 4.9, 4.10, 4.14, 43 4.17, 4.20	78		M.4.2, 4.6, 4.9, 4.10, 4.11, 4.12, 4.14, 4.19, 4.20, 4.23, 77 4.25	113		M.4.2, 4.4, 4.9, 4.10, 4.12, 4.13, 4.14, 4.15, 4.18, 4.20, 111 4.26, 4.27
12	12	M.4.6, 4.7, 4.9, 4.10, 12 4.20, 4.21	45		M.4.6, 4.9, 4.10, 4.14, 44 4.17, 4.20, 4.21	79		M.4.1, 4.2, 4.6, 4.9, 4.11, 4.12, 4.14, 4.15, 4.16, 4.17, 78 4.20, 4.23, 4.25	114		M.4.2, 4.4, 4.5, 4.8, 4.9, 4.10, 4.12, 4.14, 4.18, 4.20, 4.21, 112 4.23, 4.25, 4.26, 4.27
13	13	M.4.6, 4.7, 4.9, 4.10, 13 4.20, 4.21	46		M.4.6, 4.9, 4.10, 4.11, 45 4.14, 4.17, 4.20	80		M.4.2, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.20, 79 4.23, 4.25	115		M.4.2, 4.4, 4.5, 4.9, 4.10, 4.12, 4.14, 4.18, 4.20, 4.23, 113 4.26, 4.27
14	14	M.4.6, 4.9, 4.10, 4.20, 14 4.21	47		M.4.1, 4.2, 4.9, 4.10, 46 4.11, 4.14, 4.17, 4.20	81		M.4.2, 4.6, 4.8, 4.9, 4.11, 80 4.12, 4.14, 4.20, 4.23, 4.25	116		M.4.2, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.12, 4.14, 4.15, 4.17, 114 4.21, 4.23, 4.26, 4.27
15	15	M.4.6, 4.7, 4.9, 4.10, 15 4.20, 4.21	48		M.4.1, 4.2, 4.9, 4.10, 47 4.11, 4.14, 4.17, 4.20	82 CUMULATIVE TEST 1			117		M.4.2, 4.4, 4.5, 4.7, 4.9, 4.10, 4.13, 4.14, 4.20, 4.23, 4.25, 115 4.26, 4.27
16	16	M.4.6, 4.7, 4.9, 4.10, 16 4.12, 4.20, 4.21	49		M.4.1, 4.2, 4.9, 4.10, 48 4.21	83		M.4.2, 4.6, 4.8, 4.9, 4.11, 81 4.12, 4.14, 4.15, 4.23, 4.25	118		M.4.1, 4.2, 4.4, 4.7, 4.8, 4.9, 4.10, 4.12, 4.14, 4.15, 4.17, 116 4.20, 4.23, 4.26, 4.27

MATH LEVEL E

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	
17	M4.6, 4.7, 4.9, 4.10, 17 4.12, 4.20, 4.21	50	M4.1, 4.9, 4.10, 4.11, 49 4.14, 4.17, 4.20	84	M4.2, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.19, 4.20, 82 4.21, 4.23, 4.25	119	M4.2, 4.4, 4.7, 4.9, 4.10, 4.14, 4.15, 4.20, 4.21, 4.23, 117 4.26, 4.27
18	M4.6, 4.9, 4.10, 4.12, 18 4.20, 4.21	51	M4.1, 4.9, 4.10, 4.11, 50 4.14, 4.17, 4.20	85	M4.1, 4.2, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.20, 4.23, 83 4.25	120	M4.4, 4.7, 4.9, 4.10, 4.13, 118 4.20, 4.23, 4.26, 4.27
19	M4.6, 4.7, 4.9, 4.10, 19 4.12, 4.20	52	M4.1, 4.2, 4.9, 4.10, 51 4.11, 4.14, 4.17, 4.20	86	M4.2, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.19, 4.20, 84 4.23, 4.25	121	M4.4, 4.7, 4.9, 4.10, 4.12, 119 4.14, 4.15, 4.23, 4.26, 4.27
20	M4.6, 4.9, 4.10, 4.12, 20 4.20, 4.21	53	M4.1, 4.2, 4.9, 4.10, 52 4.11, 4.14, 4.17, 4.20	87	M4.2, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.20, 4.21	122	M4.4, 4.7, 4.9, 4.10, 4.12, 120 4.17, 4.20, 4.26
21	M4.6, 4.7, 4.9, 4.10, 4.11, 4.12, 4.14, 4.20, 21 4.21	54	M4.1, 4.2, 4.9, 4.10, 53 4.21	88	M4.1, 4.2, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.20, 4.23, 86 4.10, 4.11, 4.12, 4.14, 4.20	123	M4.2, 4.4, 4.7, 4.8, 4.10, 4.12, 4.14, 4.15, 4.16, 4.20, 121 4.21, 4.23, 4.24
22	M4.9, 4.10, 4.11, 4.12, 22 4.14, 4.20, 4.21	55	M4.1, 4.2, 4.9, 4.10, 54 4.11, 4.14, 4.17, 4.20	89	M4.1, 4.2, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.20, 4.23, 87 4.25	124	M4.4, 4.10, 4.12, 4.14, 4.16, 122 4.20, 4.23, 4.24, 4.26, 4.27
23	M4.6, 4.9, 4.10, 4.11, 23 4.12, 4.14, 4.21	56	M4.1, 4.2, 4.9, 4.10, 55 4.11, 4.14, 4.17, 4.21	90	M4.2, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.20, 4.21	125	M4.4, 4.10, 4.12, 4.14, 4.16, 123 4.17, 4.20, 4.23, 4.24, 4.25
24	M4.6, 4.9, 4.10, 4.11, 24 4.12, 4.14, 4.20, 4.21	57	M4.1, 4.2, 4.9, 4.10, 56 4.11, 4.14, 4.17, 4.20	91	M4.2, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.20, 4.21	126	M4.2, 4.4, 4.10, 4.12, 4.13, 124 4.23, 4.25
25	M4.6, 4.9, 4.10, 4.11, 25 4.12, 4.14, 4.20	58	M4.9, 4.10, 4.11, 57 4.14, 4.17, 4.20	92	M4.2, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.20, 4.21, 4.23, 90 4.25	127	M4.2, 4.4, 4.10, 4.12, 4.14, 4.15, 4.17, 4.20, 4.21, 4.23, 125 4.24, 4.26, 4.27
26	M4.6, 4.7, 4.9, 4.10, 26 4.11, 4.12, 4.14, 4.20	59	M4.1, 4.2, 4.9, 4.10, 58 4.21	93	M4.2, 4.8, 4.9, 4.10, 4.12, 4.14, 4.20, 4.21, 4.23	128	M4.2, 4.4, 4.10, 4.12, 4.17, 4.19, 4.20, 4.21, 4.23, 4.24, 126 4.25, 4.26, 4.27
27	M4.9, 4.10, 4.11, 4.12, 27 4.14, 4.20, 4.21	60	M4.1, 4.2, 4.9, 4.10, 59 4.20	94	M4.2, 4.6, 4.8, 4.9, 4.10, 4.12, 4.14, 4.20, 4.21	129	M4.2, 4.3, 4.4, 4.10, 4.14, 4.15, 4.17, 4.19, 4.20, 4.21, 127 4.23, 4.24, 4.26, 4.27
28	M4.7, 4.9, 4.10, 4.11, 28 4.14, 4.20	61	M4.2, 4.9, 4.10, 4.11, 4.14, 4.17, 4.19, 4.20, 60 4.21	95	M4.2, 4.8, 4.9, 4.10, 4.12, 4.14, 4.20, 4.21, 4.23, 4.25	130	M4.4, 4.8, 4.10, 4.12, 4.14, 4.15, 4.19, 4.20, 4.23, 4.24, 128 4.26, 4.27
29	M4.6, 4.9, 4.10, 4.11, 29 4.12, 4.14, 4.20, 4.21	62	M4.1, 4.2, 4.9, 4.10, 4.11, 4.14, 4.17, 4.19, 4.20, 61 4.20, 4.23	96	M4.2, 4.8, 4.9, 4.10, 4.12, 4.14, 4.20, 4.21	131	M4.4, 4.10, 4.13, 4.14, 4.15, 4.17, 4.20, 4.21, 4.22, 4.23, 129 4.24, 4.26, 4.27
30	M4.9, 4.10, 4.11, 4.14, 30 4.20	63	M4.2, 4.9, 4.10, 4.11, 4.14, 4.17, 4.19, 4.20, 62 4.21, 4.23	97	M4.2, 4.8, 4.9, 4.10, 4.12, 4.13, 4.14, 4.15, 4.21, 4.23, 95 4.26	132	M4.3, 4.4, 4.8, 4.10, 4.14, 4.20, 4.22, 4.26, 4.27
31	M4.6, 4.7, 4.9, 4.10, 4.11, 4.12, 4.14, 4.20, 31 4.21	64	M4.2, 4.9, 4.10, 4.11, 4.14, 4.17, 4.19, 4.20, 63 4.23	98	M4.8, 4.9, 4.10, 4.12, 4.13, 4.15, 4.17, 4.21, 4.26		

MATH LEVEL E

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	
32	M.4.4, 4.6, 4.9, 4.10, 32 4.11, 4.14, 4.20	65	M.4.2, 4.9, 4.10, 4.11, 64 4.14, 4.19, 4.20, 4.23	99	M.4.8, 4.9, 4.10, 4.12, 4.13, 4.14, 4.15, 4.21, 4.23, 4.25, 97 4.26		
33	M.4.4, 4.6, 4.9, 4.10, 4.11, 4.12, 4.14, 4.20, 33 4.21	66	M.4.1, 4.2, 4.7, 4.9, 4.10, 4.11, 4.14, 4.19, 65 4.20, 4.23	100	M.4.8, 4.9, 4.10, 4.12, 4.13, 98 4.14, 4.15, 4.21		
		67	M.4.1, 4.2, 4.7, 4.9, 4.10, 4.11, 4.14, 4.17, 66 4.19, 4.20, 4.23	101	M.4.8, 4.9, 4.10, 4.12, 4.13, 99 4.14, 4.15, 4.21, 4.23, 4.25		
				102	M.4.4, 4.8, 4.9, 4.12, 4.13, 100 4.14, 4.15, 4.21, 4.26		

ADDENDUM 8: Proposed Charter Agreement

CHARTER AGREEMENT

This Charter Agreement (hereinafter "Charter Agreement") is entered into pursuant to W. Va. Code § 18-5G-2(4), on this ___ day of ___, 20___ by and between the Monongalia County Board of Education and the Preston County Board of Education (referred to hereinafter collectively as the "Authorizing Board" and, individually, as the "Monongalia BOE" and the "Preston BOE," respectively), and West Virginia Academy, Ltd., a non-profit 501(c)(3) organization (hereinafter the "Applicant") to operate the West Virginia Academy (referred to hereinafter as the "Charter School" or "School"), which is a West Virginia public charter school under the W.Va. Code § 18-5G-1 *et seq.* (hereinafter the "Act").

RECITALS:

WHEREAS, the State of West Virginia (the "State") enacted the Act with the intention of "empowering new, innovative, and more flexible ways of educating all children within the public school system" in West Virginia;¹ and

WHEREAS, charter schools that are authorized by an authorizer and approved by the West Virginia Board of Education ("WV BOE") are public schools that are subject to the leadership and supervision of a governing board and the oversight of an authorizer, which may include one or more county boards of education per W.Va. Code § 18-5G-2(c); and

WHEREAS, the Applicant is a West Virginia non-profit entity that obtained approval as a 501(c)(3) organization from the IRS on May 5, 2020 and Applicant's volunteer board of governors (hereinafter "Board of Governors") meets the requirements under W. Va. Code § 18-5G-7 and as such Applicant meets the requirements and definition of a charter school applicant pursuant to W. Va. Code § 18-5G-2; and

WHEREAS, pursuant to W.Va. Code § 18-5G-2(c) the Authorizing Board has the authority and is empowered to approve an application for a charter school and the WV BOE is authorized to approve such charter application; and

WHEREAS, the Applicant submitted an application to the Authorizing Board on the ___ day of ___, 2020, which application complied with the requirements of the Act; and

WHEREAS, the Applicant's application for a charter was approved pursuant to the Act by the Authorizing Board on the ___ day of ___, 2020 and was approved by the WV BOE on the ___ day of ___, 2020; and

WHEREAS, the Applicant, the Authorizing Board, and the Charter School (hereinafter the "Parties" or individually a "Party") now enter into this Charter Agreement hereby agreeing to be legally bound hereby; and

WHEREAS, the Parties recognize and agree that the Legislature may amend the Act or any other governing or applicable statute and the WV BOE may promulgate rules which shall be binding on the Parties as to matters agreed to hereto and such amendments to statutes, or rules shall automatically become part of this Agreement and amend or supersede anything that has otherwise been agreed to herein.

¹ See W. Va. Code § 18-5G-1(b).

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, and agreements contained herein, and the recitals provided above, the Parties hereby agree as follows:

SECTION 1. ESTABLISHMENT OF THE CHARTER SCHOOL

1.1 The Charter School. The Authorizing Board, as an authorizer under W.Va. Code § 18-5G-2, hereby authorizes Applicant to establish a charter school pursuant to the Act and this Charter Agreement.

1.2 Charter Agreement. This Charter Agreement is a legally binding document and consists of this signed Agreement, including any attachments, and all applicable State and Federal statutes, regulations, and rules, as each may be amended from time to time. In addition, incorporated by reference are all WV BOE rules and regulations unless specifically waived herein.

For purposes of interpretation, these governing authorities shall be construed consistently, but in case of a conflict, they shall be given precedence in the following order: first, State and Federal statutes and regulations; then WV BOE rules and regulations; then this Agreement.

1.3 Compliance with Laws, Regulations, and Rules. The Charter School, as overseen by its Governing Board, shall comply with all applicable state and federal laws, regulations, and rules. The Authorizing Board nor any local board of education assumes the duty to oversee the day to day operations of the Charter School as Authorizing Board oversight shall be in accordance with the provisions of the Act and this Agreement.

1.4 Other Rules. The WV BOE or its designees are authorized by statute to develop and implement additional rules for administering charter schools. Such new or additional rules are incorporated herein by reference and all amendments thereto, with or without notice, when they are duly enacted or promulgated as provided by law.

1.5 Maintain High Standards. The Authorizing Board commits to maintaining high standards for the charter schools it authorizes; overseeing charter schools that, over time, meet the performance standards and targets on a range of measures and metrics set forth in this Charter Agreement; and closing schools that fail to meet standards and targets set forth in law and Agreement.

1.6 Monitoring and Oversight. To permit the Authorizing Board as the authorizer hereunder to fulfill its monitoring and oversight functions under the Act, and ensure that the School is in compliance with all applicable laws, regulations, rules, and the terms and conditions of this Agreement, the Charter School agrees to fully support the Authorizing Board's oversight and monitoring responsibilities including responding to all timely requests for reports, audits, formal and informal investigations, formal and informal visits, and inspections of books and records of the Charter School. Authorizing Board will use best efforts in exercising its oversight function to secure and review information or records that have been previously

submitted by the Charter Schools to relieve administrative cost associated with duplicate requests.

SECTION 2. OPERATION OF SCHOOL

2.1 Mission Statement. The Charter School shall be operated by the School's Governing Board, pursuant to its mission statement, set forth in its articles and bylaws.

2.2 Governance. The Charter School shall be governed by a Governing Board. The Governing Board of the charter school shall have the authority, as established in its articles, bylaws, and this Agreement to decide matters related to the operation of the Charter School and shall have final responsibility for the academic and operational performance of the Charter School. Nothing herein shall prevent the Governing Board from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the Charter School, but ultimate responsibility for and oversight of any such delegated authority shall remain at all times with the Governing Board.

2.3 Compliance. The Governing Board shall institute policies and programs to ensure compliance with the terms and conditions of this Agreement as well as compliance with all governing laws, regulations, and rules.

2.4 Public Entity. When authorized and with the signing of this Agreement the Charter School becomes a "public school within the state's public education system," W. Va. Code § 18-5G-1(c). As a public school under the Act, the School is subject to, and must abide by, many of the laws, regulations, rules, and policies otherwise effecting such public schools, as set forth in W. Va. Code § 18-5G-3(c).

2.5 School Autonomy.

- a. **Least Restrictive Interpretation.** The Authorizing Board will honor and preserve core autonomies crucial to the Governing Board's success in establishing and administering the Charter School and where the Act, any regulation, or provision of this Agreement is ambiguous, the Authorizing Board shall adopt the least restrictive interpretation of such act, regulation, or provision, including with respect to:
 1. Hiring and managing personnel, except as otherwise provided herein,
 2. Establishing a unique school culture;
 3. Establishing instructional programming, design, and use of time;
 4. Controlling essential budgeting; and
 5. Functioning under the exemption from other laws, regulations, rules, and policies except as set forth under federal law and W. Va. Code § 18-5G-3(c).
- b. **Oversight by Authorizing Board.** The Authorizing Board assumes responsibility for providing oversight of the Charter School as directed by law, rule, and Agreement and shall receive a fee in an amount of up to 1% of the foundation funds W. Va. Code § 18-5G-5(d) and as updated by regulation and the WVBE from time to time (the "Oversight

Fee”). As of the 2020-2021 academic year, the authorizer oversight fee is fixed by regulation at 1% of total per pupil funding amount for all charter school students, but such amount may be revised from time to time and the amount of the Oversight Fee under this Agreement shall be the amount specified by the WVDE as amended from time to time.

- c. **Electronic Submission of Reports and Minimization of Administrative Burden.** The Authorizing Board will collect information from the Charter School in a manner that minimizes administrative burdens and costs for the Charter School, the Monongalia BOE and the Preston BOE, including by setting up shared electronic files for the delivery of required documents in a cost efficient manner that obviates the need to print reports or mail hard copies of documents. Such electronic delivery system should be established with proper encryption and password protection to ensure that performance and compliance information as well as student data is protected and the Charter School shall collect such data and provide such data with sufficient detail and timeliness to protect both student’s and the public’s interests.
- d. **Authorizing Board Policies.** The Authorizing Board will review its own compliance requirements, policies, and procedures, and evaluate the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.
- e. **Substantial Agreements.** The Authorizing Board will be provided with all leases, lease purchase agreements, or other substantial contracts or agreements relating to the Charter School’s facilities or financing of the Charter School’s facilities within a reasonable time after the Charter School enters into such lease or substantial contract or agreement (hereinafter “Substantial Agreements”). Upon request, the Authorizing Board may be given copies of proposed Substantial Agreements in advance of being entered into, but in all such instances the Authorizing Board will be subject to non-disclosure requirements until such proposed Substantial Agreements are entered into with the Charter School.

2.6 Board and School Transparency. The Governing Board agrees that the Charter School shall participate in the State Auditor’s financial transparency website. The Authorizing Board shall endeavor to be transparent and clear in its disclosures on its own website regarding its own programs and any discussion of student outcomes.

2.7 Reporting and Annual Audit. The Charter School’s Governing Board shall submit such reports as required by state and federal law, this Charter Agreement, and as may be requested by the Authorizing Board. The Charter School shall meet the same accounting and financial requirements as required of non-charter public schools under W. Va. Code §18-5G-3(c)(10) including annually engaging an external auditor to perform and independent audit of the school’s finances, per 126 C.S.R. 79, West Virginia Department of Education Policy 3300 § 12.9.a.² The Charter School shall share its external audit opinion with the Authorizing Board and the West Virginia state superintendent of schools (hereinafter the “State Superintendent

² Hereinafter any section of 126 C.S.R. 79 West Virginia Department of Education Policy 3300 shall be referred to by the abbreviation “WVDE Policy 3300” followed by the relevant section number.

of Schools”) within nine months following the end of its fiscal year. The Charter School also shall submit unaudited financial statements to the Authorizing Board and the State Superintendent of Schools in accordance with the annual financial statement instructions and deadlines published annually by the WVDE, per WVDE Policy 3300 § 12.9.c.

SECTION 3. SCHOOL FINANCIAL MATTERS

3.1 Fiscal Year. The fiscal year of the Charter School shall begin on August 1 of each calendar year of the term of this Charter and shall end on July 31st of the subsequent calendar year.

3.2 Insurance/Bonding.

- a. **Bonding.** Pursuant to WVDE Policy 3300 § 7.2.b.12, the Governing Board agrees to ensure the primary financial official, the principle, and the chairman of the Governing Board are appropriately bonded using the requirements for equivalent positions at the county board of education level as contained in W. Va. Policy 8100, public school finance. The Governing Board shall ensure the Charter School obtains and maintains insurance through a suitable insurance carrier (with a general policy holder rating of not less than A and a financial rating of AAA as rated in the most current available "Best Guide" Insurance Report) coverage to insure against all claims up to and including the limitation of judgements established by statute and rule.
- b. **Additional Insured.** Authorizing Board, including the Monongalia BOE and the Preston BOE, shall be named as an additional insured under any and all general liability insurance policies required by this section.
- c. **No Restriction on Additional Coverage.** The provisions of sub-paragraph 3.2 a., above, shall not preclude any Charter School from obtaining liability insurance coverage in addition to or in excess of the requirements stated in this section.
- d. **Disclosure of Coverage.** Written proof and copies of required insurance policies shall be provided to the Authorizing Board at least 90 days prior to the initial opening of school. The policies shall be maintained by the Authorizing Board with this Agreement. The School's Governing Board shall provide the Authorizing Board with certificates of insurance as provided herein annually within thirty days of the insurance purchase or renewal.

3.3 Funding. The Monongalia BOE and the Preston BOE shall provide all funding to the Charter School, whether from federal, state, or local sources, in compliance with federal law, federal regulations, the Act, and state regulations, including, but not limited to W. Va. Code § 18-5G-5 and WVDE Policy 3300 § 12.1 *et al.*, and as specified in this Agreement as follows:

- a. **Foundation Funds.** In accordance with W. Va. Code § 18-5G-5(a), the Monongalia BOE and the Preston BOE shall disburse 90 percent of their respective per pupil total basic foundation allowance to the Charter School throughout the year in the total amount as determined based on enrollments in the Charter School of students residing within their

respective counties.³ The calculation for the total amount per year shall be determined as set forth in W. Va. Code § 18-5G-5(a) and WVDE Policy 3300 § 12.2. Specifically, in the first year, the amount of foundation funds disbursed to the Charter School shall be based on a projected enrollment count for the initial year as determined by the primary round of charter school enrollment and, thereafter, the amount of the foundation funds disbursed to the Charter School shall be based on the Charter School's prior year enrollment for purposes of the State aid PSSP calculation. The Charter School shall disclose the relevant enrollment numbers to the Authorizing Board each year when such disclosures are made within the state system.

- b. **Increased Enrollment Funding.** The Monongalia BOE, the Preston BOE and/or the Charter School may be entitled to increased enrollment funding in years where they experience enrollment increases. The Monongalia BOE and the Preston BOE agree to seek increased enrollment funding for increased enrollments at the Charter School and to disburse any increased enrollment funding so obtained to the Charter School, per WVDE Policy 3300 § 12.2.e. In the event that increased enrollment funding is received based on increased enrollments across all students in the Monongalia County school district or the Preston County school district, respectively, the applicable district shall disburse the a proportional amount to the Charter School equal to the greater of the Charter School's ratable per pupil proportion of such funds across all students in the respective county or the Charter School's student enrollment growth in the prior year as a percentage of all growth in the respective county in that year.
- c. **Other Funding.** Other than foundation funding and increased enrollment funding described in sections 3.3(a) and 3.3(b) of this Agreement, to the extent that the Authorizing Board, the Monongalia BOE, the Preston BOE, Monongalia County Schools, or Preston County Schools, including any of these parties officers, agents, employees, and contractors, receives any funding whatsoever based in whole or in part on students enrolled at the Charter School, whether such funds are received from federal, state, local, or private sources and without regard to the nature of such funds, whether as a grant, levy, or otherwise (hereinafter "Other Funding"), 90% of the per-pupil allocation for such funds based on such students shall be remitted to the Charter School immediately upon receipt of such funds, except as prohibited by any federal, state, or local law. Such disbursement of funds may include, but shall not be limited to, funding for special education, the provision of support, services, goods, or food for low SES students, the portion of any local levy or taxes (excluding any amounts already effectively included in the foundation funding per the step 9 PSSP reduction for the same), or other funding. The Monongalia BOE and Preston BOE agree to include students at the Charter School as part of their respective total enrollments for all purposes of seeking "Other Funding," including with respect to any applications for funding from any source whatsoever, except where public charter school enrollments are specifically required by the source of funding to be excluded.

³ The per pupil total basic foundation allowance amount is calculated annually by the WVDE by dividing each county's total basic foundation allowance (Step 8 of the Public School Support Plan (PSSP)) by the county's adjusted net enrollment for state aid funding purposes, per W. Va. Code § 18-5G-5(a) and WVDE Policy 3300 § 12.2.a.

- c. **Timing of Disbursement of Funds.** The disbursement of foundation funds by the Monongalia BOE and the Preston BOE, respectively, shall be made to the Charter School in twenty-four equal payments throughout the fiscal year on the first and fifteenth day of each month. With respect to any other funds due to the charter school, the Monongalia BOE or the Preston BOE disburse funds provided by the state more than 30 days after receipt of such funds from the state. Furthermore, the Charter School consents to the Monongalia BOE and the Preston BOE withholding the Oversight Fee from each disbursement of funds and submitting such fee directly to the Authorizing Board at the time that per pupil funding is disbursed to the Charter School in accordance with this Agreement. The Monongalia BOE and Preston BOE agree to make such transfer on behalf of the Charter School. The Monongalia BOE and the Preston BOE shall provide timely reports of the submission of such Oversight Fee and the Authorizing Board agrees to accept the remission of such withheld fees throughout the fiscal year by the Monongalia BOE and the Preston BOE as a timely and complete incremental payment by the Charter School in fulfillment of its obligation to remit the Oversight Fee to the Authorizing Board under W. Va. Code §18-5G-5(d).
- d. **Transportation Funding.** Inasmuch as the Charter School plans to provide transportation to its students, the Charter School shall report any transportation costs to the state, the Monongalia BOE, and the Preston BOE, or its assigns, for purposes of including such costs in the foundation funding calculations, per W. Va. Code § 18-5G-5(a) and WVDE Policy 3300 § 12.3.c. There shall be no reduction in funding disbursements to the Charter School under any circumstances by the Monongalia BOE or Preston BOE on the basis of transportation costs. The Charter School is under no obligation to rent buses from the Authorizing Board, its member counties, or otherwise utilize the transportation services of either the Monongalia County Schools or the Preston County Schools. Notwithstanding the foregoing, the Charter School may rent buses from the Monongalia County Schools or the Preston County Schools for a price that is at or below market rates such as for special events or weekend transportation, consistent with the provision for the lease of public facilities under W. Va. Code §18-5G-12(a) and Policy 3300 § 7.1.b.1.4.B, but such rental shall only be available to the extent that such vehicles are not otherwise already in use or scheduled for maintenance and such rental shall be under any other terms as is typically required for the rental of such vehicles.

SECTION 4. CHARTER REVIEW

4.1 Review Processes. In keeping with the requirements of the Act for the Authorizing Board to provide oversight of the School and Governing Board, including performing bi-annual reviews of enrollments, and annual reviews of finances and the academic performance of the Charter School, this provision sets for the review processes. To facilitate the annual review the School shall maintain the necessary records to provide the following:

- a. **Annual Performance Report.** In keeping with the purpose of the Act, the charter school shall provide clear and accurate performance data for the Charter School

within the state reporting portal and, upon request, shall also provide such information to the Authorizing Board at the same time.

- b. **Enrollment Based Reviews by Authorizing Board.** The Governing Board shall ensure that enrollments in October are reported within the state system so that such enrollment as of that time can be counted in the SSPS foundation funding formula for Preston and Monongalia Counties for the following year. In October of each year, the Governing Board shall also provide enrollment data to the Authorizing Board for purposes of conducting its enrollment and turnover review (see WVDE Policy 3300 Sec. 9.2.d). and the Authorizing Board shall conduct such reviews within 45 days of the provision of such enrollments. Additionally, for purposes of the mid-year transfer review, the Governing Board shall provide enrollments as of the second month of the spring Semester in February of each year and, similarly, the Authorizing Board shall conduct its mid-year transfer review within 45 days of the provision of the same. If a review is not conducted by the Authorizing Board or a CAP to remedy concerning trends is not issued within 45 days of the Governing Board providing the Authorizing Board with enrollment data for any such review, then the Charter School shall be deemed to have favorably passed such review.

1. **Enrollment and Turnover Reviews.** The purpose of the annual enrollment and turnover reviews is to ensure that the charter school is providing a welcoming and positive educational environment for all students and their families within the primary recruitment area. The first step in the enrollment and turnover review shall be comprised of comparing the overall enrollment at the school to the prior year to determine if there has been a substantial decline in enrollments as characterized by a decline of 15% or more of total enrollments compared to the prior year that is also more than 10% of the average enrollment decline for the combined Monongalia and Preston Counties, if any (hereinafter a "Substantial Annual Enrollment Decline"). In the absence of a Substantial Annual Enrollment Decline, the Charter School shall be deemed to have favorably passed the annual enrollment and turnover reviews and no further action is necessary by the Authorizing Board. On the other hand, if a Substantial Enrollment Decline has occurred, then the Authorizing Board may conduct a further investigation consistent with the procedure for the enrollment review and turnover review as stated in WVDE Policy 3300 to determine whether there has been (i) a substantially disproportionate decline in enrollments arising from a single student subgroup as defined by regulation (the turnover review), or an enrollment decline that is substantially disproportionately impacting the demographics among the Charter School enrollments in a troubling way compared to the demographics of students in the primary recruitment area (the enrollment review). If the Authorizing Board identifies a decline that is substantial disproportionate as defined above, it may prepare a corrective action plan (CAP) to address such enrollment decline and the Governing Board shall endeavor to implement the CAP in good faith. If in the subsequent review year, the Charter School does not have a Substantial Annual Enrollment Decline, then the CAP shall be deemed to have been complied with and no further action shall be necessary by any party. If in the following year the Charter School has another Substantial Annual

Enrollment Decline that arises from a decline in the same demographic, then Authorizing Board shall investigate the actions of the Board of Governors to determine whether the CAP was adequately followed. If the actions by the Governing Board to implement the recommendations in the CAP were clearly deficient, then such inaction shall be deemed a material breach of this Agreement. If the Governing Board's actions indicate that the Governing Board attempted to implement the recommendations in the CAP in good faith and were not clearly deficient, then the Governing Board shall be deemed to have passed the prior year review favorably and no further action is necessary. If the review results in a different substantially disproportionate concern, the Authorizing Board may issue another CAP in relation to such different concern.

2. **Midyear Transfer Review.** The first step in the midyear transfer review shall be comprised of comparing the overall enrollment at the school to determine if there has been a substantial decline in enrollments from October to February within the same academic year as characterized by a decline of 15% or more of total enrollments (hereinafter a "Substantial Mid-Year Enrollment Decline"). In the absence of a Substantial Mid-Year Enrollment Decline, the Charter School shall be deemed to have favorably passed the mid-year enrollment review and no further action is necessary by the Authorizing Board. If a Substantial Mid-Year Enrollment Decline has occurred, then the Authorizing Board may conduct a further investigation consistent with the procedure for the enrollment review and turnover review as stated in WVDE Policy 3300 into such decline to determine whether there has been a substantially disproportionate decline in enrollments arising from a single student subgroup as defined by regulation. If the Authorizing Board determines that the decline that is substantial disproportionate as defined above, it may prepare a corrective action plan (CAP) to address such enrollment decline and the Governing Board shall endeavor to implement the CAP in good faith. If in the subsequent review year, the Charter School does not have a Substantial Mid-Year Enrollment Decline, then the CAP shall be deemed to have been complied with and no further action shall be necessary by any party. If in the following year the Charter School has another Substantial Mid-Year Enrollment Decline that arises from a decline in the same demographic, then the Authorizing Board shall investigate the actions of the Board of Governors to determine whether the CAP was adequately followed. If the actions by the Governing Board to implement the recommendations in the CAP were clearly deficient, then such inaction shall be deemed a material breach of this Agreement. If the Governing Board's actions indicate that the Governing Board attempted to implement the recommendations in the CAP in good faith and were not clearly deficient, then the Governing Board shall be deemed to have passed the prior year review favorably and no further action is necessary. If the review results in a different substantially disproportionate concern, the Authorizing Board may issue another CAP in relation to such different concern.
3. **Discontinuation of Enrollment Other Than By Choice.** Any student that no longer enrolls in the Charter School due a factor other than by choice such as a

move, graduation, loss of job by a parent or guardian, or death or permanent disability of the student or a caregiver shall not be included in either the numerator or the denominator for the calculation determining whether either a Substantial Annual Enrollment Decline or a Substantial Mid-Year Enrollment Decline has occurred and shall not be considered for purposes of the enrollment, turnover, or mid-year transfer reviews.

- c. **Financial Review.** The Authorizing Board shall review the Charter School's financial position as evidenced by its audited financial statements and other information provided through the state reporting system each year. The Authorizing Board shall determine whether the Charter School is in a financial hardship defined as: (i) the receipt of an audit opinion that indicates the Charter Schools' financial viability as a "going concern" is in question, (ii) insolvency as determined by the Charter School's debts exceeding its total assets and the inability to pay bills as they become due, (iii) the Charter School suffers a foreclosure on secured assets arising from the inability to make payments when due, or (iv) the Charter School files for bankruptcy (hereinafter "Financial Hardship"). If the Charter School is aware of any condition that has placed the Charter School in Financial Hardship at any time, the Charter School shall immediately provide notice of the same to the Authorizing Board. If the Authorizing Board makes a determination that the Charter School is in Financial Hardship, the Authorizing Board may issue a CAP for the Charter School to eliminate the Financial Hardship. If the Charter School does not remedy the Financial Hardship within six months of receiving the CAP, then such Financial Hardship shall be deemed a material breach of this Agreement.
- d. **Academic Performance Reviews.** The Governing Board shall maintain all documents used to determine its progress and measure its academic performance based on the School Accountability Measures and review process found in Exhibit A, attached hereto (hereinafter the "Academic Performance Standards"). Each year after the conclusion of the academic year and receipt of the data for determining the Charter School Performance Standards, the Charter School shall report its performance to the Authorizing Board. Based on this data, the Authorizing Board shall determine whether the Charter School has met the applicable Academic Performance Standards for the year. If the Charter School fails to meet the Academic Performance Standards then the Authorizing Board may issue a CAP providing guidance for the Charter School to remedy its failure to comply with the Academic Performance Standards. If the Charter School fails to meet the Academic Performance Standards in a year after a CAP has been issued, Charter School Performance If the Authorizing Board takes no action within 60 days of the Charter School reporting its progress and measures of Academic Performing Standards, then the Charter School shall be deemed to have favorably passed such review. respect to the Charter School's Performance Standards
- e. **Material Breach for Non-Compliance with Law.** A material breach of this Agreement shall occur immediately if the Governing Board or the Charter School is found to be in violation of any law or regulation that directly impacts the safety or well-being of children attending the Charter School. Alternatively, a material breach of this Agreement shall occur if the Governing Board or the Charter School is found

to be in violation of another law or regulation and fails to either cure or diligently pursue the cure of such violation within a reasonable time of receiving notice of the same.

4.2 Intervention. Any material breach of this Agreement, as defined section 4.1 above shall trigger a "Notice of Concern," "Letter of Warning," or "Probation," as determined by the Authorizing Board. provided below. The Authorizing Board will provide to the Governing Board clear, adequate, evidence-based, and timely notice of any law, rule, regulation, or Charter Agreement violations, or performance deficiencies and allow the Governing Board reasonable time and opportunity for remediation in non-emergency situations. Where intervention is needed, the Authorizing Board will engage in intervention strategies that preserve Governing Board autonomy and responsibility (i.e., identifying what the school must remedy without prescribing solutions), but may take additional action as the circumstances, and exigencies dictate.

- a. **Notice of Concern.** The Authorizing Board may issue a "Notice of Concern" addressed to the Governing Board outlining areas of concern.
- b. **Letter of Warning.** Authorizing Board may issue a "Letter of Warning" addressed to the Governing Board identifying deficiencies and providing a timeline by which the deficiencies shall be remedied. The terms of the letter and the consequences associated with the warning will be those found in the letter. In addition, the Authorizing Board may provide focused support to the Charter School, including assigning a mentor and on-site monitoring.
- c. **Probation.** Authorizing Board, before termination of this Charter Agreement for a material breach thereof, shall place the School on "Probation" for a period of time of up to one year, or such other time period as may be appropriate or established by rule, necessary for the School to be able to establish its ability to comply with all of the terms and conditions of this Agreement and all controlling laws, regulations and rules. The Authorizing Board will provide notice of such probation and the terms of that probation in a letter provided to the Governing Board. In addition, the Authorizing Board may provide focused support to the Charter School, including assigning a coach, providing professional development, and analysis of monthly written updates provided by the Charter School governing board and key administrators.
- d. **Additional Actions.** If the Charter School has not remedied a material breach within the timeframes established in a Letter of Warning or Probation letter issued by the Authorizing Board, the Authorizing Board may:
 1. remove a Charter School director or financial officer, or their equivalent positions, and without consideration of the School's corporate formalities;
 2. remove a governing board member, without consideration of the School's corporate formalities, and replace such place on the governing board with the Authorizing Board's appointee; or

3. appoint an interim director, who will replace or act in the place of the director, or mentor to work with the Charter School.
- e. **Termination of Charter.** Authorizing Board may terminate this Charter if, after a reasonable time following an "Additional Action" specified in section 4.2.d.1 above taken by the Authorizing Board the material breach has not been cured. In addition, the Governing Board may voluntarily terminate this Agreement at any time so long as such termination is done 90 days prior to the end of any academic year. In the case of any termination whether it is voluntary, or initiated by Authorizing Board action, and after the settlement of all outstanding obligations from the assets of the Charter School, if any, the property of the School shall revert to the Authorizing Board.

SECTION 5. MISCELLANEOUS

- 5.1 Indemnification Agreements.** The Charter School agrees to indemnify and hold harmless the WV BOE, the Authorizing Board, the Monongalia BOE, the Preston BOE, and any other local boards of education, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the Charter School caused by any intentional or negligent act or omission of the Charter School, its officers, agents, employees, and contractors. The Authorizing Board, Monongalia BOE, and Preston BOE, including their officers, agents, employees, successors and assigns, agree to indemnify and hold harmless the Charter School and the Applicant, including their officers, agents, employees, successors and assigns, from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the for any action caused by any intentional or negligent act or omission by the Authorizing Board, Monongalia BOE, and Preston BOE, including their officers, agents, employees, successors and assigns.
- 5.2 Assignment.** Assignment of this Agreement or a significant part of the assets of the Charter School, or any part of its operation, to another entity, related or not, is deemed a material amendment to this Agreement and is effective only if the amendment is done pursuant to Section 5.3 hereto.
- 5.3 Amendment.** This Agreement may be amended by the mutual agreement of the Authorizing Board and the Governing Board. Any such amendment must be made in writing and signed by the appropriate representatives of the Authorizing Board and the Governing Board. In the case of any proposed amendment the Governing Board shall immediately submit in writing, to the Authorizing Board and the local board of education in which the School is located, notice of any proposed changes to the Application, Agreement, or the representations or conditions contained in the original Application. The Authorizing Board reserves the right to reject any proposed changes to this Agreement once the Application has been approved and this Agreement has been signed.
- 5.4 Notice.** Any notice required or permitted under this Agreement shall be delivered by way of registered mail, return receipt requested as follows:

To Applicant or Charter School:
West Virginia Academy, Ltd.

To Authorizing Board (copied to both):
Monongalia County Board of Education
c/o Authorizing Board for West Virginia Academy

Preston County Board of Education
c/o Authorizing Board for West Virginia Academy

Any Party's address where notices are sent under this Agreement may be modified by that Party with 30 days written notice of the same to all other Parties to this Agreement and such new address shall be incorporated herein by reference.

5.5 Status of Parties to Charter. This Charter is not intended to create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to this Agreement. For purposes of this paragraph only, "parties" include the Parties to this agreement as well as the WV BOE, and the local school districts. No officers, employees, agents, or subcontractors of the Charter School shall be considered officers, employees, agents, or subcontractors of the Authorizing Board, or any local board of education, and nothing herein shall entitle any individual with any property right or interest.

5.6 Severability. If any provision of this Agreement is determined to be unenforceable or invalid for any reason, the remainder of this Agreement shall remain in effect, unless the Charter is terminated. In addition, to the extent any portion of the Agreement, or the Charter School's articles of incorporation or bylaws, violate any applicable state or federal law in the future, or are found by any court to be invalid, illegal or unenforceable, then such portion shall be severed, and the remaining portion shall remain in full force and effect until the Governing Board is able to amend their Agreement, articles of incorporation, or bylaws to comply with such applicable law or court ruling.

5.7 Non-Endorsement. The Governing Board acknowledges that the granting of a Charter Agreement in no way represents or implies endorsement by the Authorizing Board of any particular method used by the Charter School or its agents; nor does this Agreement constitute a guarantee by the Authorizing Board of the success of the Charter School in providing a learning environment that shall improve student achievement.

5.8 Legislative Action. This Agreement and any amendments to it are subject to applicable state and federal laws, and shall be deemed amended to reflect applicable changes to those laws. The rights of the Parties hereto with respect to any matter not specifically addressed in this Charter Agreement shall be determined based on applicable law or regulation.

5.9 Term of Agreement. This Agreement shall be for the term of five (5) academic years starting August 1, 2021 and ending July 31, 2026. This Agreement shall be deemed renewed for additional five (5) academic years if this Charter Agreement has not been terminated by either the Authorizing Board or the Board of Governors 90 days prior to the end of the term in accordance with the termination provisions contained herein.

5.10 Waiver. No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

5.11 Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of West Virginia. Jurisdiction shall be deemed appropriate in a State Court of competent jurisdiction within Monongalia County or Preston County West Virginia. Should any action be brought to enforce any provision of this Agreement the substantially prevailing party shall be entitled to an award of its costs and attorneys fees.

5.12 Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. For purposes hereof, a facsimile copy of this Agreement, including the signature pages hereto, shall be deemed to be an original.

AUTHORIZING BOARD:

MONONGALIA COUNTY BOARD OF EDUCATION

By:

Title:

PRESTON COUNTY BOARD OF EDUCATION

By:

Title:

CHARTER SCHOOL:

WEST VIRGINIA ACADEMY, LTD.

By:

Title: Board Member, Chairperson of the Board

By:
Title: Board Member

By:
Title: Board Member

By:
Title: Board Member

By:
Title: Board Member

Appendix A: Performance Measures

Accountability Plan

Part I: State Accountability System

All West Virginia Academy students will be given the West Virginia General Summative Assessment for the grades 3 - 8 with the science component added in 5th and 8th. It will be given during the final weeks of Term 4. Proper accommodations will be provided for any students that qualify for them based on their 504 or IEP plan. West Virginia Academy wants the standardized test procedure to be a productive and positive experience for our students. Our faculty will be trained in proper protocol and guidance in administering these tests efficiently.

When West Virginia Academy serves students in 11th grade, we will be administering the SAT School Day during the final weeks of the fourth term. We understand the importance of this test in not only providing data but in qualifying for the Promise Scholarship that would benefit students at West Virginia Academy with furthering their education.

West Virginia Academy will administer the West Virginia Alternative Summative Assessment to students with significant learning disabilities, as needed. It will be administered to students in grades 3 - 8 and 11th (in lieu of the SAT School Day exam). The science portion will be added to the 5th, 8th, and 11th grade tests.

West Virginia Academy will administer the West Virginia English Language Proficiency Assessment for the 21st Century, as needed. This assessment measures the proficiency of English Language students in all public schools in the state. It helps to determine the progress EL students are making in listening, speaking, reading, and writing.

During the grades 4, 8, and 12, West Virginia Academy will administer the National Assessment of Educational Progress (NAEP) for those that are assigned. These tests are more comprehensive, including reading, mathematics, science, writing, US History, civics, geography, and the arts. These tests will be administered at the end of the 4th term and accommodations will be provided to students that qualify.

Part II: WVAS Performance Indicators

This document sets forth the West Virginia Academy performance standards. In order for the WVAS indicators to be fair, reliable and valid, only students that have attended school for over 135 days (FAY) will be included in the accountability calculations. West Virginia Academy ensures that 95% of all FAY students attending for that school year will be assessed.

Academic Achievement Indicator

All West Virginia Academy students will be given the West Virginia General Summative Assessment (WVGSA) for the grades 3rd - 8th with the science component added in 5th and 8th. Each topic within each grade will provide a specific measure of proficiency (e.g. Reading 3rd grade assessment, Math 5th grade assessment, Science 8th grade assessment). West Virginia Academy will use the following measures ("Performance Standards") to determine whether it has met the lowest acceptable score, the expected outcome score, or the aspirational target score for each Performance Standard stated below.

- By the end of 2022-2023 school year, a least half of the Performance Standards will exceed the state average proficiency in those categories.

- By the end of 2024-2025 school year, 64% of the measures (explained above) will exceed the stage average proficiency in those categories and every other year based on the two year average.

Growth Indicator

West Virginia Academy's Primary school has adopted the Direct Instruction curriculum and method of teaching for math and reading in grades Kindergarten through 5th grade. Included with this curriculum is a Placement assessment for each level of instruction.

Math

Following NAEP's model of testing 4th Graders, we plan on administering the Connecting Math Concepts, Level E Placement test to all of West Virginia Academy's 4th grade students at the start of Term 1. We will then administer the same placement test to the same group of students at the end of Term 4. The following are goals based on the growth of 4th grade test results.

By the end of 2025-2026 school year, the West Virginia Academy 4th grade students that did not pass the test with mastery, will show a growth of at least 5% between the same student taking Connecting Math Concepts, Level E Placement in the 1st term compared to the test taken in the 4th term of the same school year.

Reading

West Virginia Academy recognizes the value of Reading for student academic success. Reading will be heavily emphasized in our Kindergarten to 2nd grade programs. After completion of 2nd Grade we will assess the students on the growth of their proficiency in reading. All West Virginia Academy students in the 1st grade will be given the Reading Mastery Level 2 Placement test during the first weeks of Term 1. These same students will be given the same placement test again during Term 4 of their 2nd Grade school year. The following are goals based on the growth between the scores on those two tests.

By the end of 2025-2026 school year, the West Virginia Academy 2nd grade students that did not pass the test with mastery, will show a growth of at least 5% between the same student taking Reading Mastery Test Level 2 in the 1st term compared to the same test taken in the 4th term of their 2nd grade.

Re-Enrollment

West Virginia Academy operates on a 4 term schedule. After students complete the 4th term they will advance to the next grade subject to a favorable decision for promotion from the review board. A re-enrollment packet will be sent home to all West Virginia Academy families in the 3rd term in order to determine who is re-enrolling for the next school year. It is during this time we will assess the re-enrollment goal. Note: Individuals failing to re-enroll because of a move are not included in these calculations.

At the end of the 2024-2025 school year, West Virginia Academy will see 65% of their students re-enroll for the 2025-2026 school year.

Attendance Indicator

West Virginia Academy recognizes regular attendance as critical to provide students with learning opportunities. Any absence, excused or not, affects a student's learning. Tracking attendance is vital to

fulfilling our mission of successful academic achievement. Students with multiple excused absences will benefit from our OC program (see Online-Component)

According to the US Department of Education, Chronic Absenteeism is said to be 10 or more missing school days in one school year. Truancy is defined as five or more full days of absence in one month or 10 or more unexcused absences within a school year. Negative impacts on students considered chronically absent or truant are low achievement outcomes, non-engaged learning, and poor social behavior.

At the end of 2026, 90% of West Virginia Academy students will be attending 90% or more instructional days.

Graduation Requirements

85% of West Virginia Academy students will graduate from West Virginia Academy by passing all the required classes and earning 28 credit hours.

Student Success Indicator

The Student Success Indicator includes three factors: Attendance, Behavior, and College- and Career-Readiness (ABC). Attendance Indicator has already been discussed above. See the section IB MYP to read about the college- and career-readiness program at West Virginia Academy. The behavior indicator measures the percentage of students who received zero out-of-school suspensions during the school year. Our behavior goals are as follows:

At least 85% of students enrolled in West Virginia Academy will receive zero out-of-school suspensions during the school year 2025 - 2026.