



Charter School Application Form

Version 1.1, August 2022

About the West Virginia Professional Charter School Board

The mission of the board is to authorize high-quality public charter schools throughout the state that provide more options for students to attain a thorough and efficient education, particularly through schools designed to expand the opportunities for at-risk students.

Thank you for your interest in expanding educational options in West Virginia. The Professional Charter School Board recognizes that time is limited. To comply with West Virginia's charter school law, we nevertheless require thorough responses to the following questions. Please feel free to include additional pages or appendices. If you have questions about the application or the standards of review, please contact James Paul, Executive Director, at james.paul@wvpcsb.org.

General Information

Name of Proposed School: Wisdom Academy

Primary Contact for Application

Name: Javaid Syed

Phone Number: 304-695-3434

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501(c)(3) Status

Receipt Number: 2770NMPJ

Date Obtained: 08/05/2023

The full legal name of the organization with 501c3 is "Wisdom Academy"

The members listed are the board members for Wisdom Academy

The board members for Wisdom Academy will be constituted as follows:

- 2 members from Iqra Educational Foundation
- 1 member from Teachers
- 1 member from students
- 1 member from Higher Education facilities
- 1 Member from community at large
- 1 member from Business community
- 2 members from Parents

Wisdom Academy is an independent entity which will be supported by Iqra Educational Foundation to achieve its educational goals.

If this status has not yet been granted, date of submission of application:

Charter School Type (Select One)

- ☒ Start-up charter school—a public charter school that did not exist as a non-charter public school prior to becoming a public charter school.
- ☐ Conversion charter school—a public charter school that existed as a non-charter public school before becoming a public charter school.
- ☐ Program conversion charter school—a program within an existing no charter public school that is either preexisting and converted or newly created to become a separate and discrete program.

Is your application for a virtual charter school?

☐ Yes

☒ No

If yes, will educational services be provided through:

☐ a synchronous, online program

☐ a learn at your own pace, asynchronous program.

Will you hire an Education Service Provider?

☐ Yes

☒ No

If yes, provide the name of the Education Service Provider:

Enrollment

What student ages and grade levels will be served by the school? (§18-5G-8.b.14).

Wisdom Academy will serve students beginning in kindergarten through twelve grades. Students will range in age from five to nineteen years of age.

What will be the maximum student enrollment at capacity? (§18-5G-8.b.14).

The maximum anticipated enrollment at full capacity will be 385 students at the Wisdom Academy.

What are the planned minimum and maximum enrollment levels per grade, per year? (§18-5G-8.b.14).
A table may be placed here or on another page.

Minimum Enrollment						
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	At Full Capacity
Kindergarten	7	7	8	10	12	15
First	6	7	8	10	12	15
Second	6	7	8	10	12	15
Third	6	7	8	10	12	15
Fourth	6	7	8	10	12	15
Fifth	6	7	8	10	12	15
Sixth	6	7	8	10	12	15
Seventh	0	4	5	5	6	10
Eighth	0	4	4	4	6	10
Ninth	0	3	4	4	6	10
Tenth	0	0	4	5	6	10
Eleventh	0	0	0	3	4	10
Twelfth	0	0	0	0	3	10
Total	43	53	73	91	115	165

Maximum Enrollment						
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	At Full Capacity
Kindergarten	15	18	21	25	28	35
First	15	18	21	25	28	35
Second	15	18	21	25	28	35
Third	15	18	21	25	28	35
Fourth	15	18	21	25	28	35
Fifth	15	18	21	25	28	35
Sixth	10	12	13	17	20	25
Seventh	0	10	12	16	20	25
Eighth	0	0	10	13	17	25
Ninth	0	0	0	10	13	25
Tenth	0	0	0	0	10	25
Eleventh	0	0	0	0	0	25
Twelfth	0	0	0	0	0	25
Total	100	130	161	206	248	385

Acknowledgements/Assurances

☒ A charter school that is authorized by the Professional Charter School Board will be subject to the oversight of the Professional Charter School Board for operating in accordance with its approved charter contract and for meeting the terms and performance standards established in the charter contract.

☒ The charter school will not charge tuition and will only impose fees that are imposed by local non-charter public schools.

☒ The charter school will not, whether through the enrollment process or general operation of the school, put in place requirements or practices that would exclude from enrollment any child at the charter school who would not be excluded at a non-charter public school.

☒ The charter school's admission and enrollment processes are void of discriminatory practices, and admission materials will include a non-discrimination statement indicating that all applicants, including those with exceptionalities, are eligible to attend.

☒ 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.

☒ Pursuant to W.Va. Code §18-5G-11(a)(7), a charter school may establish certain enrollment preferences.

☒ Pursuant to W.Va. Code §18-5G-11(a)(8), if a school has excess capacity after enrolling students to whom an enrollment preference has been established, all remaining applicants will be chosen through a random selection lottery.

- ☒ Pursuant to W.Va. Code §18-5G-11(a)(1), a charter school's recruitment effort shall include all segments of the student populations served by no charter public schools of comparable grade levels.
- ☒ The charter school will appropriately evaluate students and comply with all federal requirements, including, but not limited to, federal nutrition standards, the Civil Rights Act of 1964 (Pub.L. 88-352, 78 Stat. 241 (1964); the McKinney Vento Homeless Assistance Act, U.S.C. 11431 et seq.; the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Pub.L. 108-446; the Americans with Disabilities Act of 1990 (ADA), Pub.L.101-336, 104 Stat. 328 (1990); and Section 504.
- ☒ In accordance with Section 504 and the ADA, no otherwise qualified individual with an exceptionality seeking to engage in a major life activity shall, solely by reason of her or his exceptionality, be excluded from participation in, be denied the benefits of, or be subjected to discrimination by a charter school. Charter schools shall create, maintain, and implement a service plan and provide accommodations for each student determined to be eligible for such services.
- ☒ The governing board and charter school will comply and respond to requests received pursuant to the Freedom of Information Act (W.Va. Code §29B-1-1 et seq.).
- ☒ The governing board will conduct its business in compliance with The Open Governmental Meetings Act (W.Va. Code §6-9A-1 et seq.).
- ☒ The charter school will adhere to the same immunization requirements that are applicable to non-charter public schools.
- ☒ The charter school will adhere to the same compulsory school attendance requirements that are applicable to non-charter public schools.
- ☒ Students attending the charter school will receive the same minimum number of days or an equivalent amount of instructional time per year as required of students attending non-charter public schools under W.Va. Code §18-5-45.
- ☒ The charter school will comply with the West Virginia Student Data Accessibility, Transparency and Accountability Act as set forth in W.Va. Code §18-2-5h, the West Virginia Board of Education's Procedures for the Collection, Maintenance and Disclosure of Student Data (Policy 4350), and the Federal Educational Rights and Privacy Act (FERPA).
- ☒ Pursuant to W.Va. Code §18-5G-3(c)(11), contractors and service providers, and employees of the same, will be prohibited from making direct contact with students, virtually or in person, and will not be permitted unaccompanied access to school grounds when students are present until it can be verified that such individuals have not previously been convicted of a qualifying offense pursuant to W.Va. Code §18-5-5(c).
- ☒ Pursuant to W.Va. Code §18-5G-3(c)(8), the charter school will use the West Virginia Education Information System (WVEIS) to report all data required by statute or the charter contract.
- ☒ Pursuant to W.Va. Code §18-5G-3(c)(10), the governing board and charter school will meet the same accounting and financial reporting requirements required of non-charter public schools, including, but not limited to, participation in the State Auditor's financial transparency website.

☒ Pursuant to W.Va. Code §18-5G-3(c)(13), the charter school will adhere to the same building codes, regulations, and facility fees that apply to non-charter public schools under Chapter 18 of the W.Va. Code, including the West Virginia State Fire Marshal inspections and certificate of occupancy certificate requirements.

☒ Pursuant to W.Va. Code §18-5G-3(c)(14), the charter school shall be subject to the same student transportation safety laws applicable to public schools when transportation is provided.

☒ The charter school shall obtain all required occupation and operation certificates and licenses prior to the first instructional day for students.

☒ The charter school shall assure that no elected official is receiving, or will receive, monetary compensation if the charter school proposed in the charter school application is authorized.

☒ Every charter school teacher will be certified by the West Virginia Department of Education, or will satisfy each of the following requirements, as certified by the school:

- Is a citizen of the United States or otherwise holds a valid credential to be employed in the United States
- Is 18 years by the time the teacher begins instructional duties
- Is physically, mentally, emotionally, and morally qualified to perform the duties of a teacher, as determined by the charter school
- Meets the charter school's requirements for employment, including relevant academic or occupational qualification or experience that indicates the applicant will perform his or her instructional duties competently; and
- Passes a criminal history record check and fingerprinting requirements applicable to no charter public schools in West Virginia.

☒ The charter school will participate in the state accountability system and follow state guidelines and regulations for administering state tests and providing necessary data for state reporting.

☒ Pursuant to W.Va. Code §18-5G-5(d), the charter school will remit an oversight fee to its authorizer, not to exceed one percent of the charter school's per-student funding in a single school year.

☒ Members of a charter school governing board shall:

- Not be an employee of the charter school administered by the governing board
- Not be an employee of an education service provider that provides service to the charter schools; and
- File a disclosure report to the Professional Charter School Board identifying potential conflicts of interest, relationships with management organizations, and relationships with family members who are employed by the public charter school or have other business dealings with the school, the management organization of the school, or any other public charter school.
- Collectively possess expertise in leadership, curriculum and instruction, law, and finance; and
- Be considered an officer of a school district under the provisions of W.Va. Code §6-6-7, and removal from office shall be in accordance with the provisions of that section.

☒ The governing board for the charter school will consist of no fewer than five members, including at least the following: Two parents/guardians of students attending the charter school operating under the

governing board (these members may be identified after enrollment has occurred); and two members who reside in the community served by the charter school (who may also be the parent/guardian board members).

☒ Pursuant to W.Va. Code §18-5G-11(d), each charter school will certify annually to the State Department of Education and to the county board of the school district in which the charter school is located its student enrollment, average daily attendance and student participation in the national school lunch program, special education, vocational education, gifted education, advanced placement and dual credit courses, and federal programs in the same manner as school districts.

Mission and Vision

Provide a brief mission statement for the school. (§18-5G-8.b.1).

Mission – The children of Wisdom Academy, our future, embody our commitment to the greater good of humanity by shaping future leaders with unbiased moral and ethical values who excel in the affairs of this world.

Wisdom Academy students will be provided with the necessary skills to pursue opportunities in their lives while becoming engaged members of their families and communities. Wisdom Academy utilizes a research-based best curriculum education with community partnerships for labs, service opportunities, and skill development.

Provide a brief vision statement for the school. If the school has a specialized academic focus, describe it here. (§18-5G-8.b.1).

Vision - Our vision for the Wisdom Academy for all students in grades kindergarten through twelfth grade is to shape socially responsible students from an early age with a conscious effort in unfolding inherent skills and talents that a child possesses.

Our students will be expected to display good citizenship by treating everyone with respect, acting responsibly, and be a contributor to our community. Wisdom educators will ensure that all students can meet or exceed our established academic standards. Teachers, staff, and administrators will all work together to develop a positive, successful, and encouraging school learning community. Our staff will develop individual learning plans constructed to promote each student achieving their established personal and school goals for successful achievement.

Educational Program

Provide a detailed description of the school's educational program. (§18-5G-8.b.2). Applicants may discuss accountability measures like academic proficiency, academic growth, achievement gaps, attendance rates, retention rates, and graduation rates.

Separately, address each of the following:

What curriculum will be used for each grade level? Include textbooks, online materials, and other materials that will be used to deliver educational content.

The Wisdom Academy (WA) has adopted SMART Goals for programmatic achievement.

SMART Goals

S- Specific as possible

M- Measurable

A- Achievable

R- Relevant

T- Time Bound

Standard Achievement Goals for Wisdom Academy Students

WA has established the following goals for students applicable to their grade level and age-appropriate levels based upon formal assessments.

In grades K-4 the annual academic achievement goals are to increase student achievement to 75% of State grade level expectations in

- ✓ Reading comprehension skills
- ✓ Mathematics skills
- ✓ English/language arts skills
- ✓ Writing skills

In grades 5- 8 the annual academics achievement goals to increase achievement by 70% of the State grade level expectations in

- ✓ Improve mathematics skills
- ✓ Improve English/language arts skills
- ✓ Writing skills

In grades 9-12 the annual academics achievement goals to increase achievement by 70% of the State grade level expectations in

- ✓ Improve mathematics skills
- ✓ Improve English/language arts skills
- ✓ Writing skills

Curriculum

Our curriculum is built on the West Virginia College and Career Readiness Standards for English Language Arts, mathematics, science, social studies, visual arts, career education,

and health along with the ISTE Standards for students.

Curriculum mapping will provide guidance and direction for instruction to cover the required standards in an attempt to meet the needs of the students. The curriculums map demonstrates the connection between the curriculum and standards providing a means for the classroom teacher to be able to check for gaps in learning. Curriculum mapping is a developed process utilized to collect data determining that the content presented in the classroom is an identified skill being taught, processes employed, and assessments used for each content and grade level.

The McGraw-Hill Educational System will provide resources such as textbooks, reference materials, internet-based resources, and supplemental materials to enrich and enhance the student learning process. The McGraw-Hill system promotes critical thinking, problem solving skills and activities, project-based experiences, group interactions, and peer-learning situations.

Our experienced classroom teachers will be using a wide variety of instructional strategies in an attempt to meet the needs of all of our students. There will be visual, auditory, hands-on, and group learning activities, along with written presentations, video presentations, classroom demonstrations, student instruction samples, peer-tutoring, one-on-one learning, live stream activities, distance learning, and shared instruction. No two students learn exactly in the same manner, thus, we at the Wisdom Academy will attempt to identify individual student learning styles and then tailor the lessons to address those student learning styles.

Instructional Materials

McGraw-Hill Educational System K-5

Mathematics

Textbook- Reveal Mathematics Manipulative Kits Workstation Kits

Reading(Open-Court)

Textbooks – First Reader, Student Anthologies (1-5), Pre-Decodable and Decodable Stories (K-3), Language Arts Handbook(2-5)

English-Language Arts-

Textbooks -Wonders (K-5)(Reading, writing, communications skills)

Digital Resources- Resource Library, Videos, Assessments

Science -

Textbooks- Inspire Correlations(K-5)(Life, Earth, Physical Science) Lab Kits (K-5)

Social Studies

Textbooks- Impact (K-5)(Impact, Inquiry, Literacy, Citizenship, Flexible)

Online Resources- 1 year Bundle of Online Student Center, Inquiry Journal, Research Companion

Computer Skills & Technology

Textbooks- Basic Computers Levels (Grades 1-5)(Basic Keyboarding, Word Processing, Graphics, Multimedia, Computer Basics, and more)

The Arts – Music

Textbooks- Spotlight on Music K-5(Including a song library)

McGraw-Hill Educational System Grades 6-12

Mathematics-

Textbooks – Reveal Math (6-8), Reveal Math (9-12) ALEKS(6-12) Math Booster (6-8), Number Worlds(6-8), Beginning Algebra (6-8), Intermediate Algebra (6-8),SRA Concepts Math(6-8) Rise (6-8) Illustrative Math (6-12), Achieve Math 3000 (9-12)Supplemental, Transition to College(Grade 12), Statistics (9-12), College Algebra & Trigonometry (9-12), Precalculus(9-12)

Language/English

Textbooks- Student Reading and Writing Companions(6-12), Flex Literacy(6-12), SRA Corrective Reading (6-12)

Online – StudySync (Grades 6-12), StudySync TV and Skills TV(6-12)

Science

Textbook – Three Dimensional Learning Guide to Science(6-8)(Glencoe I Science)
Inspire Integrated Science(6-8)
Inspire Physical Science (9-12)

Kits – Core Kit(Mini Lab), Essential Kit(Additional Labs)

Social Studies

Textbooks – Building Citizenship: Civics and Economics (6-8), Discovering Our Past: A History of the United States (6-8) Discovering World Geography (9-12), Understanding Psychology 9-12, Sociology and You (9-12), Understanding Economics (9-12), Civil Rights: A Global Perspectives (9-12), United States Government: Our Democracy(9-12), Street Law- High School Edition(9-12)

Arts

Textbooks- Spotlight on Music (6-8), Voices in Concert 6-8)
Music : Its Role (9-12), Voices in Concert (9-12)

Wellness

Textbooks -[Teen Health \(6-8\)](#), [Glencoe Health \(9-12\)](#)

AP/Honor

American Democracy Now (9-12), Human Geography (9-12), Traditions & Encounters(9-12), Sociology (9-12)

CTE

Textbooks- [Career Explorations Bundle Textbook](#) and Online (6-10),

What are the school's student achievement goals? (§18-5G-8.b.3).

Achievement Standards

The West Virginia Department of Education, Board of Education has adopted content standards that are the basic skills provided to achieve the clusters designated in each area for content. The Wisdom Academy will build upon these standards to promote excellence in achievement by using strong student engagement activities, reality exercises, technological devices to access educational experiences from around the globe, expeditions to various educational facilities that promote and demonstrate excelling concepts beyond the minimum requirement of the adopted standards. To provide global accountability to our students, the Wisdom Academy will show how the lessons may impact others in their communities and around the globe. Global information will be contained in the standard based lesson that demonstrates to the students how each skill they learn builds upon another

through the use of engaging discussions and activities.

Below is just a sample of the many pages of content standards that have been adopted by the West Virginia Board of Education and the Wisdom Academy governing board. These standards for kindergarten, first grade etc., are the basic clusters for the areas of content. Each one of the following cluster areas are broken down into specific skill related standards. Example:

Content Standards

Kindergarten- English Language Arts –

College and Career Readiness Indicators for Kindergarten – Reading, Writing, Speaking/Listening, Language

Literacy Foundations- Fluency, Phonics and Word Recognition, Handwriting, Phonological Awareness, Print Concepts

Reading- Key Idea and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Text Complexity

Writing – Text Types and Purposes, Production and Distribution Writing, Research to Build and Present Knowledge, Range of writing

Speaking and Listening- Comprehension and Collaboration, Presentation of Standard English, Presentation of Knowledge and Ideas

Language – Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use

English Language Arts – Grade 1-12

College and Career Readiness Indicators for Grade 1-12- Reading, Writing, Speaking/Listening, Language

Literacy Foundations- Fluency, Phonics and Word Recognition, Handwriting, Phonological Awareness, Print Concepts

Reading- Key Idea and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Text Complexity

Writing – Text Types and Purposes, Production and Distribution Writing, Research to Build and Present Knowledge, Range of writing Complexity

Speaking and Listening- Comprehension and Collaboration, Presentation of Standard English, Presentation of Knowledge and Ideas,

Language – Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use

Creative Writing and Reading

College and Career Readiness Indicators for Creative Writing- Reading, Writing, Speaking/Listening, Language

Reading- Key Idea and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Text Complexity

Writing – Text Types and Purposes, Production and Distribution Writing, Research to Build and Present Knowledge, Range of writing

Speaking and Listening- Comprehension and Collaboration, Presentation of Knowledge and Ideas

Language – Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use

Mathematics – Kindergarten- Counting and Cardinality, Operations and Algebraic Thinking
Numbers and Operations in Base Ten, Measurement and Data, Geometry

Counting and Cardinality -Know number names and the count sequence, count to tell the number of objects, Compare Numbers

Operations and Algebraic Thinking-Understanding addition as putting together an understanding; subtraction as taking apart and taking from

Numbers and Operations in Base Ten- Work with numbers 11-19 to gain foundations for place value

Measurement and Data- Describe and compare measurable attributes, classify objects ad count the number of objects in each category

Geometry – Identify shapes, analyze, compare, and create and compose shapes

Mathematics – Grade 1- Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Measurement and Data, Geometry

Operations and Algebraic Thinking- Represent and solve problems involving addition and subtractions, Understand and apply properties of operation and the relation between addition and subtraction, add and subtract within 20, Work with addition and subtraction equations

Numbers and Operation In Base Ten-Extend the counting sequences, Understanding place value, Use place value understanding and properties of operations of add and subtract

Measurement and Data- Measure lengths indirectly and iterating lengths units, Tell and write time, Represent and interpret data

Geometry – Reason with shapes and their attributes.

The Wisdom Academy will use the WVDE K-12 Content Standards as our basis for learning achievement and assessment of skills along with the ISTE Standards for students.

ISTE Standards for Students

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

1.2 Digital Citizen

Students recognize the rights, responsibilities, and opportunities of living and learning.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

1.5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

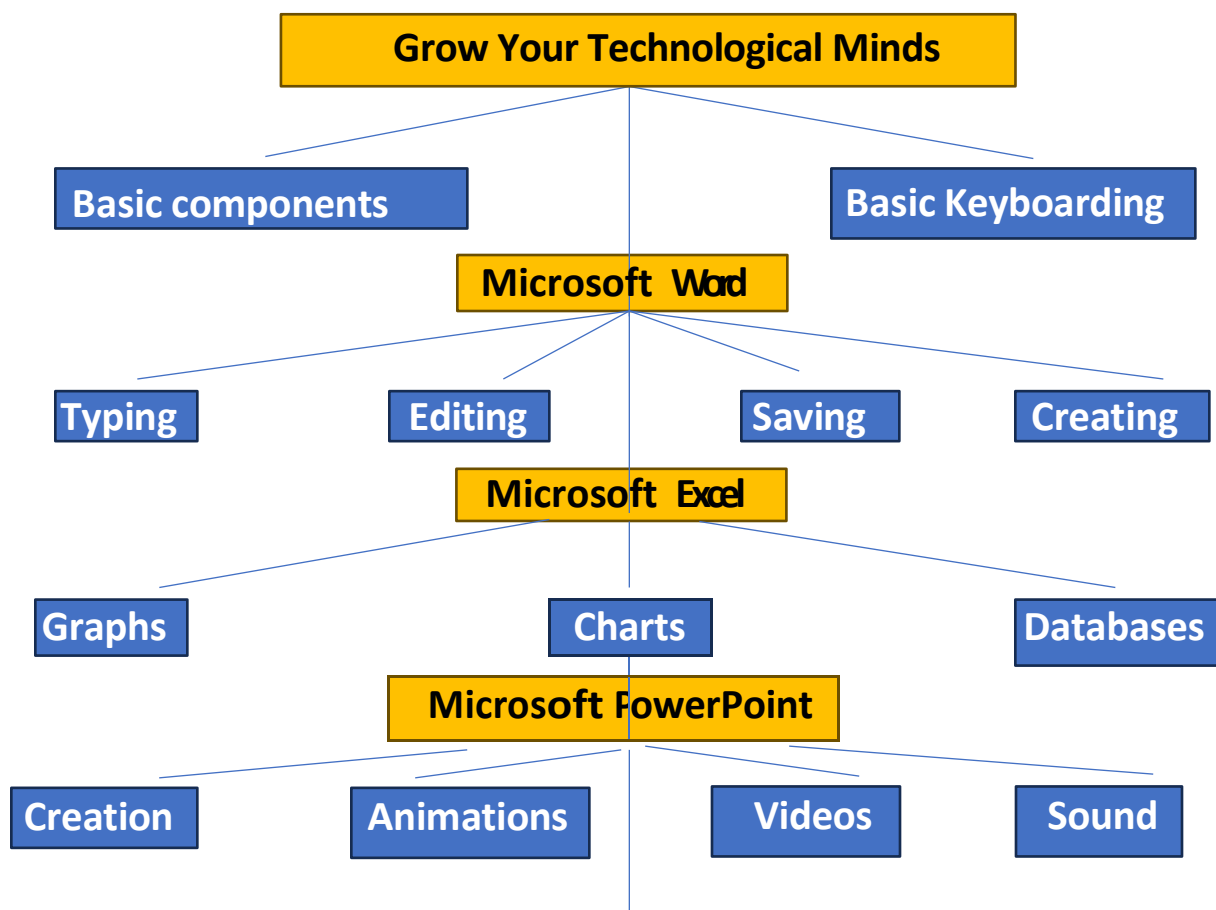
1.7 Global Collaborator

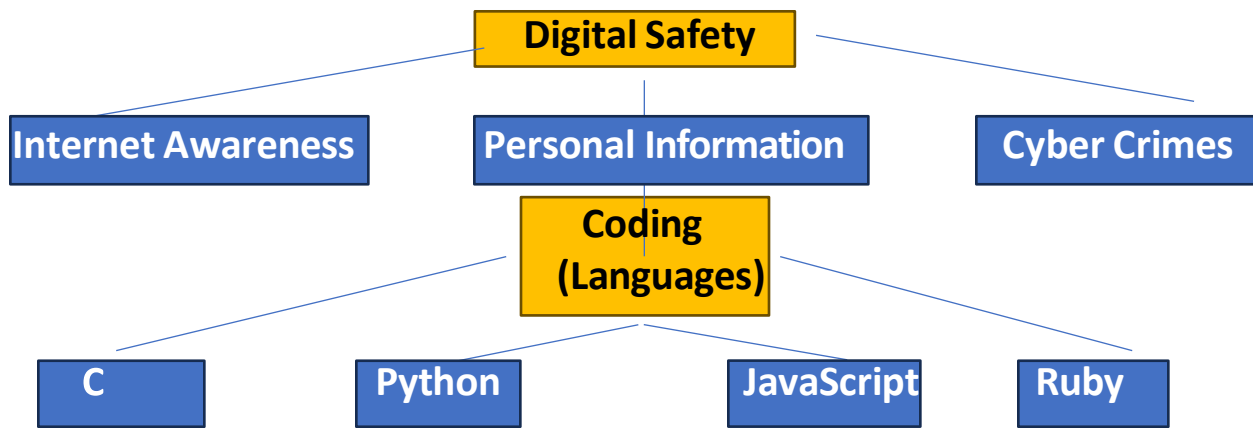
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

In addition to these standards, we will challenge our students through the use of technology pathways, professional pathways, and various educational pathways. These pathways will include our “Grow Your Own Technological Minds” pathway beginning with our kindergarten students through twelve grades utilizing the dual credit and technological certification pathways.

Technology Certifications

Wisdom Academy will begin our state of the art program - “Grow Your Own Technological Minds” (GYOTM) with students who are entering kindergarten. Students will be provided with their own personal technological appliance to work through the GYOTM Program. Starting with our kindergarten students they will learn the basics of computer components and keyboarding. Our first grade students will be introduced to Microsoft Word and its functions. As students progress through grades K-12 levels their knowledge and skill levels will grow and intensify so that when these students are ready to graduate from Wisdom Academy they will have had the opportunities to be certified in Microsoft and other technology processes. Below is a flow chart of the GYOTM program that will allow students to advance step by step with application assessments along their technological pathway.





Our students will learn the gaming and software developmental skills that can be utilized by themselves and their classmates in designing future projects. Robotics will also be introduced to students in the middle school through high school grades as part of the project based curriculum established for the Wisdom Academy students.

Efforts will be made to align our students with outside entities that develop and produce computer software for everyday usage as well as gaming application to participate in career-business internships in the areas of technological production. Our technology instruction will include the ISTE Standards and beyond.

Unique opportunities will be provided to our students beginning at the elementary level going through to the high school level in which students will start as early as kindergarten with the GYOM program expanding into informational technology, internships, partnerships with local businesses including hospitals, etc. to include a job shadowing project that will begin as early as ninth grade enabling students to determine their educational pathway to their future.

Dual Credit Courses

Dual credit courses allow students to earn both high school and college credits by meeting the course content requirements for both the standards associated with high school and college course. Dual Credit courses are available to all high school students through agreements between individual counties and local colleges or universities.

Grades 9-12	*English/Language Arts (4 Courses)	* Math (4 courses)	*Science (4 courses)	*Social Studies (4 courses)
9	English 9	Math 1 or Algebra 1	Earth and Space Science	World Studies or AP Social Studies
10	English 10	Math II or Geometry	Dual Credit Biology	Dual Credit US. Studies Comprehensive or US History
11	English 11: Dual Credit English	Math III or Algebra II	Chemistry: Dual Credit Chemistry	Civics or AP Government and Politics
12	English 12: Dual Credit English	Dual Credit College Algebra	Dual Credit Physical Science	Dual Credit Psychology

Classes are scheduled by the school. Contracts are between the college or university and the school or district. Students earn college credit in high school from a local college or university. It is possible for

students to earn an associate degree prior to graduating from high school. Students are guaranteed college credit upon successful completion of the course

Graduation Requirements (High School Only)

The Wisdom Academy will follow the West Virginia Department of Education guidelines for graduation from our Academy along with additional credits. An enriched curriculum will provide addition options in technology, professional careers, and health education. To see the WVDE requirements, click on the link below this chart.

Subject	Credits Required
English/Language Arts	4
Mathematics	4
Science	4
Social Studies	4
Physical Education	1
Health	1
The Arts	1
Career	1
Technology	2
World Languages	2

[WVDE Graduation Requirements and Suggested Electives](#)

How will the school use data derived from student evaluations and assessments—including the West Virginia statewide summative assessment—to determine whether students are achieving those goals? (§18-5G-8.b.3; §18-5G-8.b.4).

Uniqueness of Wisdom Academy-(See attachment *WA.1*)

Students at the Wisdom Academy will have the opportunities to choose any one of three dedicated educational pathways to work towards while attending kindergarten through twelfth grades. All of our students begin the required subjects and content to meet the ESEA Every Student Success Act (Formerly No Child Left Behind). During this time, three separate pathways are presented to parents and students to determine what might be best for their child so that beginning in sixth grade a definite pathway has been chosen. Please note that the pathway can be changed anytime by the parent through eighth grade.

- ☐ Technological Pathway
- ☐ Professional Pathway
- ☐ Service Pathway

All students in grades K through fifth will be provided beginning with learning of

- ✓ the basic components and keyboarding with a computer
- ✓ Microsoft Word for typing, editing, saving, and creating
- ✓ Microsoft Excel for creating charts, graphs, and databases
- ✓ Microsoft PowerPoint for creating presentations, animations, videos along with sound
- ✓ Digital Safety for internet awareness, personal information , and cyber crimes

✓ Coding languages of C, Python, JavaScript, and Ruby

Our *Technological Pathway* students in grades 6-9 will continue to strive to learn new things about program designs, additional coding, and creation of animations. Additional skills to be developed with robotics creation, digital learning, and program creations with these students. These same students beginning in grades 10-12 will be learning more with extending their programming skills with acquiring a variety of available certifications in Microsoft, Java, AWS, and Google. Learning will also take place as these students are placed in job shadowing positions in their junior and senior years at Wisdom Academy to be able to see how their acquired skills may be utilized in the job markets.

The *Professional Pathway* students in grades 6-9 will begin learning about theories and philosophies application to their profession. Research becomes an essential component for theories so students will become students of research that presents the components of educational research. Students will be a part of a research project in their classrooms to become familiar with several types of research including but not limited to quantitative, qualitative, and mixed methods research strategies along with the required components of each. These same students will have the opportunities to take dual credit college/university courses, participating in professional internship from educational to legal internships whenever possible. For those interested in medical or legal internships, we will work with the local university to establish partnership agreements to allow Wisdom Academy Students in this pathway to observe and job shadow their employees.

These students will also be encouraged to participate in the “Grow Your Own” Program to be able to take up to 30 hours of college course work in education with the WVDE paying the costs for their course work. This program starts students in high school on the pathway of becoming a classroom teacher.

Our students in the *Service Pathway* in grades 6-9 will begin studying business and economics. Students will become involved in creating a simulated business within their course work to learn the components deemed necessary by research for a business to be successful. WA students in this program will learn to use research to discover what products, markets, and issues that will be beneficial to their simulated business. Students will become entrepreneurs to design the goals of their business, establish a business plan, and create an evaluation mechanism for their business. These same students in grades 10-12 will be able to job shadow a variety service fields of interest. In their junior and senior years, these students may be placed in an internship position to get real-life experiences that cannot be presented in a classroom setting.

Each of these pathway students will also participate in a Technological, Professional, and Service Pathway Nights to display their skills for parents, business partnership members, and members of the community. In some cases, our students will be able to enter into competition with career education facilities and the WVDE sponsored activities.

Assessments

The McGraw-Hill System provides a variety of checks and balances for the assessment of achievement levels of all of our students. We will be participating in the West Virginia Department of Education Annual Assessment Program that will include all students in grades 3,4, 5, 6, 7, 8, 9, and 10th grades. The 11th grade students will also participate in the WVDE ACT assessment as well.

The improvement process will utilize the data from many sources including the WVDE Summative Assessments, McGraw-Hill Curriculum Assessments, other formative teacher created assessments, programmatic assessments, etc. to gauge the success of each program per grade level as well as the level of success of each student per pre-established grade level benchmarks. These results will be used by the classroom teachers and school leaders to implement improvements to our programs to better prepare our students for academic success.

We will be participating in the West Virginia Department of Education standards testing program to ensure our students are achieving at levels appropriate to their age groups. A school leadership team composed of at least one teacher from each grade level, the principal, and counselor will conduct a four phase process of the analysis of instruction through the achieved result of State testing.

Phase One – Each of the grade level scores, item analysis, and rankings will be reviewed

Phase Two – The leadership team will examine the alignment of our tests scores with our curriculum

Phase Three- Recommendations for improvement will be presented to the entire instructional staff of Wisdom Academy Staff Meeting.

Phase Four- An improvement plan will be developed with timelines, responsible parties, and a new set of achievement goals for students at each grade level that is assessed.

The WA Leadership team members will receive staff development training on (1) understanding item analysis, (2) interpreting test results, and (3) how to use the test results to improve student performance and modify instruction.

From the initial student performance goals, WA staff will begin utilizing the new student and academy achievement goals for guiding their instruction at each level from adding to the curriculum necessary supplemental materials, different instructional strategies, and/or if deemed necessary a change of instructor.

Initial standardized tests results goals for the Wisdom Academy students is as follow

Year 1 – Wisdom Academy seeks to meet or exceed the average State results by 3%

Year 2- Wisdom Academy seeks to exceed the average State tests results by 5% to 10%

Year 3 – Wisdom Academy seeks to exceed the average State teste results by 10% – 20%

Year 4-5 Plus- Wisdom Academy seeks to exceed the State test result by minimum of 20%

Progress

Student progress on annual goals and objectives will be monitored regularly using a variety of assessments and reports. The data will be summarized and provided to the parent/guardian quarterly throughout the school year unless the case conference committee agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum-based assessments, tests, portfolios, or fluency probes. Data may also be accumulated during small group or one on one instructions. Teachers will collect and analyze the data bi-weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such as increased repetition opportunities or the re- teaching of critical skills.

Related service goals will also be regularly monitored, and a summary included in the quarterly report provided to the parent guardian.

The data retrieved will be thoroughly examined for a determination of the grade level, individual student, and teacher goals to establish if the goals been exceeded, met, or fallen short. Once this data has been collected, our leadership team composed of the head of the school, teachers, and/or administrators, will then compare the compiled data to determine the next steps for improvement, accolades for achievement, and recommendations for improvement/change. This process will follow establish procedure of the collection of data, analysis of information, review of established Wisdom Academy goals, and recommendations from the leadership team to the head of the school based upon these analyses.

How will student achievement data inform instructional practice and school improvement? (§18-5G-8.b.4).

KRA - Kindergarten Readiness Assessment: This assessment includes ways for teachers to measure a child's school readiness. West Virginia's Early Learning and Development Standards (birth to kindergarten entry) are the basis for the new assessment. It has six components: social skills (including social and emotional development, and approaches toward learning), mathematics, science, social studies, language and literacy, and physical well-being and motor development. All kindergarten children will take the assessment.

Diagnostic Assessments: The primary purpose of West Virginia's diagnostic assessments, which are aligned to West Virginia College and Career Readiness Standards, is to provide a tool for teachers in checking the progress of students toward meeting grade-level indicators.

All curricula being implemented have assessment provisions embedded as part of their programs. These on-going assessments will inform instruction so that teachers are able to assess the extent of student learning and the success of their teaching. Adding yet more information to this base of knowledge about student performance will be teacher-created short cycle assessments, providing formative assessment feedback. All these assessments will contribute to ensuring that teachers have the necessary data to determine student growth and plot the course to the mastery of standards.

Formative assessment is essential to the Academy's academic model. The Wisdom Academy believes that assessments should be frequent and authentic, and its results immediately actionable. Several assessment systems will be used to assess students against the relevant state standards. All of these assessments will be in addition to state mandated assessments and the computer adaptive assessment.

Our experienced instructors will be creating assessments to address the classroom activities being conducted, such as the presentations, demonstrations, etc.. Students, at an appropriate time and place, will be given the opportunities to be engaged in the assessment of group presentations and discussions in order to understand the use of a rubric in assessing the work of others. These student assessments will also present real-life experiences in the demonstration of the impact of ethics and fairness in the assessment.

How will the educational program improve the achievement of traditionally underperforming students located in the local school district of proposed residence? (§18-5G-8.b.5)

Our classroom teachers will be using a wide variety of instructional strategies in an attempt to meet the needs of all of our students while using the McGraw-Hill Educational System. There will be visual, auditory, hands-on, and group learning activities, along with written presentations, video presentations, classroom demonstrations, student instruction samples, peer-tutoring, one-on-one learning, live stream activities, distance learning, and shared instruction. We at the Wisdom Academy will attempt to identify individual student learning styles and then tailor the lessons to address those student learning styles.

The school will successfully serve students with disabilities, students who are English language learners, bilingual students, students who are academically behind, and students who are academically gifted? (§18-5G-8.b.20).

Prevention and Intervention-

The Wisdom academy will implement a research-based multi-tiered system of student support and will establish a school based team to oversee additional tier services that are provided for the research-based interventions that will allow them to grow and learn. The Principal will lead this tiered team and serve as its leader. This process will begin in the regular classroom. The school's 3-tiered system utilizes multiple measures including, but not limited to, teacher observation, results from West Virginia's State Tests, normative testing, report cards/progress reports, classroom assessments, incident reports, behavior logs, suspension records, and anecdotal records. The results of these assessments will be used to identify students that are "at risk." For those students that are identified as "at risk" in the regular education population, the students may be referred to the Student Assistance Team (SAT) to participate in the three-tiered system.

The SAT uses the Three-Tiered System of support to help identify and measure the success of the interventions plans, based upon the researches of the three-tiered system student support. It becomes a crucial component of Wisdom Academy's utilization of this multi-level prevention system to promote student achievement and reduce behavior problems. The components of our system of support includes screening, progress monitoring, multi-level or multi-tier prevention system, and data-based decision making.

The teachers and SAT will screen students, review data, complete classroom observations, and give teacher/parent/student surveys, in order to make a referral via the School Referral Form. The Referral Form has classroom educators indicating any concerns they may have academically or behaviorally, outline student successes, and share data that led them to refer the student. This form is submitted to the principal and is placed in the SAT files,. A meeting will be scheduled for the SAT to review observations and data.

The SAT will utilize specific, research-based interventions implemented in the classroom and/or building, set goals and timelines for the intervention, and schedule a follow up meeting date. These intervention plans are developed by all instructional staff involved including parents, intervention specialists, teachers, administrators, and other support staff as deemed necessary. Our interventions will be monitored and evaluated for effectiveness during an agreed upon time with an agreed upon frequency, which will depend on the individual student and the interventions being made. During this time period, the SAT will implement and progress monitor the chosen

interventions.

During the follow up meeting, the SAT will review data and determine the effectiveness of the intervention. Interventions, observations, progress monitoring and evaluation are documented by all instructional staff involved, including parents. If the interventions are successful, leading to our expected outcomes, the intervention will continue until the student is able to perform proficiently. For interventions that are determined to be ineffective for “at risk” students, intervention strategies and intensity will increase through a succession of three time periods of six to eight weeks in duration, if necessary, or until the SAT see the student move into the next tier, where the process will be repeated. If at the end of the successive interventions of the multi-tiered process, adequate progress towards the expected outcomes are not made, and effectiveness has not been determined, a student may be referred for evaluations by educational specialists.

There are three levels of interventions, inclusive of timelines and intensities, as outlined below:

Three-Tier Model of the Multi-Tiered System of Supports Model

Tier 1- High quality instruction for all learners

Students provided with a research-based curriculum with differentiated instruction

Positive behavior management system

Screenings: Formative and summative assessments

Tier 2- Targeted analytics for group interventions

Small group instruction

Differentiated and/or leveled grouped instruction inside or outside of the classroom

Target a specific skill to improve

Small group size

Frequency: 2 to 3 times per week

Duration: At least 6 weeks to 8 weeks

Monitor progress at least weekly

Parents will be invited

Tier 3- Personalized plans for individualized interventions

Intensive, Smaller group instruction

Differentiated and/or leveled grouped instruction inside or outside of the classroom

Target a specific skill to improve

Smaller group size: no more than 3

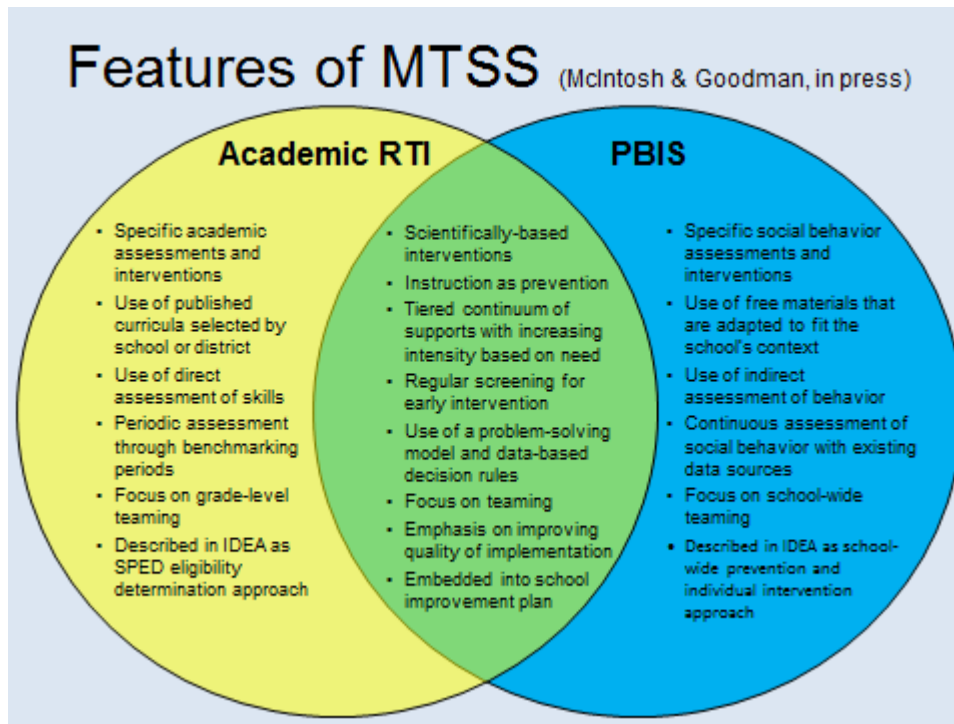
Frequency: 4 to 5 times per week

Duration: At least 8 to 12 weeks

Monitor progress at least two times per week

Parents will be invited





See Student/Parent Handbook for details on the school discipline policy.

Teachers will review assessment results and course progress data on a regular basis to identify learning gaps and provide individualized student support. Students shall receive enrichment or remediation activities working in small groups, or 1:1 with content area teachers. Students will use a variety of ways to learn the content as determined by their age, grade and need of the child. Teachers will use Marzano's research work with their classroom instruction and student assessments to guide planning.

Academy leadership team will work together to ensure that each classroom teacher has received training with the Three-Tiered System of Support program for students. Students will receive Tier I interventions from the classroom teacher. Students struggling to master the West Virginia College and Career Readiness Standards may require more supportive style of instruction as well as Tier II interventions. Students needing the most intensive interventions will receive Tier III services.

Special Populations and At-risk Students- IDEA

Wisdom Academy will provide a collaborative plan for meeting the needs of students with special needs, including, but not limited to, students with disabilities, English Language learners, students at-risk of dropping out, and students identified as gifted, while meeting the related federal and state law, regulations, rules, and policies. We will provide the following items to be utilized to address, in detail, fostering an evaluated plan that satisfies federal and state requirements.

- To provide the full spectrum of placements for students with exceptionalities.
- To meet child find responsibilities, which shall include a description of policies and practices to identify and assess the needs of students who may be eligible to receive special education and related services and to identify

students who are at-risk for exceptionalities, and seek appropriate evaluations.

- To ensure retention of skills for students with exceptionalities.
- Staff to be hired to administer programs and provide special education and related services.
- Providing the physical space to meet the needs of students with exceptionalities.
- A plan that reflects how special education and related services are funded.

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

- ☐ Multiple tiers of student support will be provided by interventions up to and including evaluation for suspected disability.
- ☐ Discipline- A student code of conduct will be created and approved by the Board of Directors.. The school will implement said policy with all students. For students with disabilities, The School will abide by all federal laws regarding discipline, suspension, and expulsion.
- ☐ The school will provide services and accommodations as prescribed in a student's IEP or 504 Plan. Such services will include but not limited to psychologist, speech language pathologist, audiologist, physical therapist, occupation therapist, and adaptive physical education. The school may contract those services or may choose to hire a qualified individual.
- ☐ The school will employ properly licensed teacher(s) and paraprofessionals with proper credentials to provide services for students with disabilities and limited English proficiency.

English Language Learners: Funds will be used to provide supplemental instruction to English Learners. The model has the flexibility to be assigned based on student need. For example, the school will increase the English proficiency of English Language Learners (ELLs) by providing high quality language instructional programs that are scientifically based and demonstrate the effectiveness of English proficiency and achievement in academic content areas. Students identified as ELLs will partake in a comprehensive English as a Second Language Program, which provides instruction in English across all subject areas. This program considers the student's level of English proficiency and builds on the language skills and academic subject knowledge the student has acquired in his or her native language.

Students with limited English abilities that demonstrate English Language proficiency of 1, 2 or 3 on their annual assessment in one or more of the four domains (listening, speaking, reading, and writing) will receive intensive research/evidence-based instruction, in addition to the common academic content. Individualized Learning Plans are utilized to identify additional supports, together with the state-approved accommodations they need to achieve academic and language growth and success. Assistive technology can be fluidly implemented to ensure access to grade level courses. Such assistive technology may include but is not limited to new vocabulary words

introduced prior to each lesson and highlighted throughout the lesson; screening readers to read/highlight/define online print material; word prediction software; and audio text.

Additionally, students receiving ELL support will partake in quarterly progress monitoring using the benchmark assessment. Benchmark assessments assist teachers in monitoring ELL students' progress toward state standards and allow them to adjust curriculum and interventions to target learning and ensure academic growth.

Section 504

If a student has an impairment (physical or mental), but it does not significantly limit their learning, the student will not be entitled to a Section 504 Accommodation Plan. A student may still be eligible for some accommodation for instruction. Parents and/or guardians will be invited and encouraged to be a part of this process. If the parents disagree with the determination made by the professional staff, they may request a hearing with a hearing officer.

The Wisdom Academy Board of Directors is committed to providing a highly effective education to persons who are not disabled and to the needs of the person with disabilities. Generally, the academy will place a person with a disability in the regular educational environment as preferred placement in the regular environment with the use of supplementary aids. If the student is placed in a setting other than the regular educational classroom, it shall consider the proximity of the alternate setting to the person's home.

The non-academic extracurricular services and activities will be provided in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Non-academic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the academy, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the academy will verify that persons with disabilities participate with persons without disabilities in such activities and services to the maximum extent appropriate to the needs of the person with a disability in question.

Supplemental Instruction

Students achieving the lowest 20% of scores as identified by the State and other formal assessments will be provided supplemental instruction in an individual and small group setting. The SAT process will utilize specific, research-based interventions implemented in the classroom and/or building, set goals and timelines for the intervention, and schedule a follow up meeting date. These intervention plans are developed by all instructional staff involved including parents, Intervention Specialists, Teachers, Administrators, and other support staff. These interventions will be monitored and evaluated for effectiveness during an agreed upon time with an agreed upon frequency, which will depend on the individual student and the interventions being made. During this time period, the SAT will implement and progress monitor the chosen interventions.

Students in grades K-3 falling behind on any assessment or falling into the lowest 20% of the class, will be placed on a SAT within 90 days. The school notifies and involves the student's parent or guardian and the classroom teacher in the development of the plan. The plan includes:

- Identification of the student's specific deficiency,
- A description of the supplemental instruction services that will be utilized to address the student's identified deficiencies, as appropriate for grade level. (Phonemic awareness, phonics, comprehension, fluency, vocabulary),
- Opportunities for the student's instructional services in deficiency area,
- A small group instruction during regular school hours that helps the students to read at grade level.
- If the student achieves does not achieve the appropriate level of skills abilities by the end of grade 3, the student may be referred to retention to the SAT team.

Gifted Students: The school model is better able to serve gifted students because the personalized learning enables self-pacing and more digital electives than most schools, including technology courses and world languages. Strong and gifted students can go faster and will be more challenged than in a traditional environment. The Academy will work with Board of Directors Counsel to establish policies and procedures for identification of gifted students.

Homeless: The Academy will ensure there are no barriers to enrollment at our school. We will comply with all regulations in the McKinney-Vento Act.

The Wisdom Academy educational program is student-centered learning. We are committed to providing an individualized and differentiated learning experience that maximizes the learning potential of each student. When students' academic programs provide the right level of challenge, they persist through difficult parts of the course and derive a feeling of success, which is key to a positive environment.

The underlying components of school culture that will enable the educational program to be successful will include:

- high academic and behavioral expectations for all students
- promoting student success as the result of hard work, shared commitment, open and honest communication, and shared responsibility.
- utilizing a blended model enables with students, parents, and teachers, informing instructional and planning decisions.
- balancing individualized instruction with the need to create a school culture built upon shared experiences.

Describe student discipline procedures, including those for students with disabilities—which should be consistent with requirements of due process, as well as with state and federal laws and regulations governing the placement of students with disabilities. (§18-5G-8.b.12).

Code of Discipline- See Student/Parent Handbook 2025-2026 (WV2.1-Student Handbook)

STUDENT CODE OF CONDUCT

All students enrolled in West Virginia public schools shall behave in a manner that promotes a school environment that is nurturing, orderly, safe, and conducive to learning and personal-social development. This student code of conduct is in accordance with Doddridge County Policy.

- Students will help create an atmosphere free from bullying, intimidation, and harassment.
- Students will demonstrate honesty and trustworthiness.
- Students will treat others with respect, deal peacefully with anger, use good manners, and be considerate of the feelings of others.
- Students will demonstrate responsibility, use self-control, and be self-disciplined.
- Students will demonstrate fairness, play by the rules, and will not take advantage of others.
- Students will demonstrate compassion and caring.
- Students will demonstrate good citizenship by obeying laws and rules, respecting authority, and by cooperating with others.

Suspensions

Out-of-school suspension is removal of a student from school for a period of one to ten days. While students are suspended from school, they may be afforded the opportunity to receive some or all of their homework assignments. During suspension, students are not permitted to participate in extracurricular activities, be on any school property, or in any school buses. The school administrator must give written notice of the intention to suspend and the reason to the student. The student shall be given the right to appear at an informal hearing before the school administrator and has the right to challenge the reasons for the intended suspension or otherwise explain. The written notice of suspension shall be sent or given within one calendar day to the parent/guardian. The notice shall contain the reasons for the suspension and the right of the student to appeal to the Board of Directors appeal hearing designee.

If the parent/guardian wishes to appeal the suspension, the request must be submitted, in writing, to the school administrator within five (5) days of the written notice of suspension. The school administrator shall immediately forward this written appeal to the Board of Directors appeal hearing designee. Appeal procedures will be available at the front office, upon request, and will be included in the notice of suspension.

Expulsion

Expulsion is removal of a student from school for a period of 10 to 180 school days. Students expelled from the school are not permitted to participate in extracurricular activities, be on any school property, or in any school buses. Expulsions may extend into the following school year. The school administrator shall provide the student and the parent/guardian with written notice of the intent to expel. The written notice shall include reasons for the intended expulsion. The student and the parent/guardian shall have an opportunity to appear before the school administrator to challenge the expulsion or to otherwise explain the actions that led to the intended expulsion. The written notice shall state the time and place to appear which shall not be less than three (3) school days or later than five (5) school days after the notice of intent to expel is given. The school administrator may grant an extension of time. If granted, the school

administrator must notify all parties of the new time and place.

A parent/guardian has the right to appeal against the expulsion, which must be submitted, in writing, to the Wisdom Academy school administrator within fourteen (14) days of the written notice of expulsion. The school administrator shall immediately forward this written appeal to the Board of Directors appeal hearing designee. An expelled student will be provided with a date for re-entry and the date for the re-entry conference. The expelled student, and parent or guardian of the student must be present in the re-entry conference. The student and parent or guardian of any student will be notified in the event that the student fails to attend the re-entry conference.

Weapons

The Wisdom Academy will adhere to both federal and state law. A student shall be expelled for one year for bringing a firearm to the school or onto school property (any property owned, used, or leased by the school for school, school extracurricular activities or school related events.) A student may be expelled for a period not to exceed one year for:

- 1) bringing a firearm to an inter-scholastic competition, an extra- curricular event, or any other school program or activity that is not located at the school or on property that is owned or controlled by the school.
- 2) bringing a knife to the school, onto school property, or to an inter-scholastic competition, an extra-curricular event or any other program or activity sponsored by the school or which the school is a participant in.
- 3) possessing a firearm or knife at school, on school property, or at an inter-scholastic competition, an extracurricular event, or any other school program or activity which firearm or knife was initially brought onto school property by another person; possessing a firearm or knife at school, on school property, or at an inter-scholastic competition, an extracurricular event, or any other school program or activity which firearm or knife was initially brought onto the school property by another person.
- 4) committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property; and
- 5) making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

Services During Suspension:

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an alternative educational setting.

Positive Behavior Intervention System (PBIS)

All staff shall receive professional development in PBIS through the professional development session. School-wide Positive Behavior Support (SWPBS) is a systems approach to establishing the school environment that minimizes problem behavior for all students. SWPBS is behavior supporting framework that helps student guide their selections, integration, and implementation of scientifically based academic and behavioral practices for improving academic and behavior for all students. A key aspect of SWPBS is the implementation of acceptable behavioral practices throughout the entire school. SWPBS defines acceptable behaviors that all students may be exposed to all parts of the school throughout day.

Staff will be trained to:

- Explain expectation to students.
- Choices should be offered to students that are acceptable to the person giving them, and need to be given positively.
- Engaging students in the learning process through motivational.
- Acknowledge students with emotional issues know staff cares.
- Prompt student self-correction through the use of these eight strategies (proximity, offer help, name dropping, redirect, signals, flattery, question, offer choice).
- Creating a supportive learning environment.

Describe the school calendar and school day schedule. (§18-5G-8.b.15). See (WA2.2 School Calendar)

The Wisdom Academy has developed a proposed calendar that will include both the minimum number of 180 separate instructional days as well as the minimum number of minutes (K-5: Minimum of 315 minutes per day & grades 6-8: Minimum of 330 minutes per day 9-12- Minimum of 330 per day. Each of these standards of the WVDE maybe exceed in the attempt to expound on student learning experiences inside and outside of the classroom. See attached file for Wisdom Academy Annual Calendar for 2024-2025.

Wisdom Academy Class Schedule (K-4) 2024-2025 (360mins)

Time	Activity	Grade Level
7:15	Arrival	K-4
7:20	Breakfast	K-4
7:50 -8:30	Morning Exploratory	K-4
8:30-9:30	1 st Period	K-4
9:30-10:00	2 nd Period	K-4
10:00-11:00	3 rd Period	K_4
11:00-11:30-	Lunch	K-4
11:30-12:00	Physical Activity/Recreation	K-4
12:00-1:00	4 th Period	K-4
1:00-1:30	5 th Period	K-4
1:30-2:30	6 th Period	K-4
2:30-3:30	7 th Period	K-4

3:30	Dismissal	K-4
3:30-5:00	After School Exploratory	K-8

Wisdom Academy Class Schedule (5-8) 2024-2025 (360mins)

Time	Activity	Grade Level
7:15	Arrival	5-8
7:20 -7:55	Breakfast/Homeroom	5-8
8:00-8:45	Morning Exploratory	5-8
8:50-9:35	1 st Period	5-8
9:40-10:15	2 nd Period	5-8
10:20-11:05	3 rd Period	5-8
11:10-11:45	Lunch	K-4
11:50 -12:25	Physical Activity/Recreation	5-8
12:30-1:15	4 th Period	5-8
1:20-2:05	5 th Period	5-8
2:10-2:55	6 th Period	5-8
3:00-3:40	7 th Period	5-8
3:40	Dismissal	5-8
3:40-5:00	After School Exploratory	5-8

Wisdom Academy Class Schedule (9-12) 2024-2025 (370mins)

Time	Activity	Grade Level
7:15	Arrival	9-12
7:15-7:40	Breakfast / Homeroom	9-12
8:00-8:50	1 st Period	9-12
8:55-9:45	2 nd Period	9-12
9:45-10:35	3 rd Period	9-12
10:35-11:25	4 th Period	9-12
11:25-12:15	5 th Period	9-12
12:10-12:40	Lunch/Recreation	9-12
12:45-1:35	6 th Period	9-12
1:40-2:30	7 th Period	9-12
2:35-3:25	8 th Period	9-12
3:30-3:40	Homeroom	9-12
3:40	Dismissal	9-12
3:40-5:00	After School Exploratory/Dual Credit	9-12

(50 Minute Periods)

Describe the cocurricular and extracurricular programs to be offered, including how they will be funded and delivered. (§18-5G-8.b.21).

Wisdom Academy will be offering co-curricular activities:

- ☐ intramurals sports,
- ☐ robotics,
- ☐ chess,
- ☐ guitar,
- ☐ yearbook,

and other co-curricular activities based upon the results of an interest survey of enrolled students.

Extracurricular activities shall include but not be limited to:

- ☐ volleyball (girls),
- ☐ basketball (both boys and girls),

Wisdom Academy students will also be able to participate in the school districts sports when and where available.

Describe the plan for encouraging parental involvement. (§18-5G-8.b.25).

Family Engagement in School Development:

Increased parental involvement in a child's education directly impacts student achievement rates. The founding board shares common goals towards the involvement of parents in their student's education. We seek to increase opportunities for whole families by empowering parents with confidence and trust in the educational setting. Therefore, school leaders, teachers and board members will personally invite and encourage parent participation in all facets of operation.

Parent and community involvement:

- Shows students that education is valued and valuable
- Helps to make the school a focal point for the community
- Helps to provide opportunities for students to become contributing members of the community and this helps to foster a positive sense of responsibility and belonging
- Provides valuable learning for parents and community members as well.

Wisdom Academy will align all parental and community involvement activities to support the overall academic programming of the school. We will reach out to parents and other key stakeholders through written and online communications as well as face-to-face through town-hall meetings. We will involve parents directly in their child's education through the use of Codes of Conduct and Individualized Learning Plans and we will encourage and provide numerous volunteer opportunities for parents and other community members. Parents and school staff will serve as ambassadors to the broader community, seeking out partnerships with key stakeholders and other community-based organizations that can contribute to a school's success.

Our goal is to develop a collaborative relationship with parents, teachers, administrators, and the community to support a culture of excellence. We will offer training in the areas of school curriculum, the school discipline policy and technology for parents to be able to work with their children and reinforce what is happening at school. Partnerships with parents will be rooted in a collective interest and commitment to maximizing each student's academic and social potential and nurturing their interest in learning with the aid of technology.

Governance

Provide a list of the members of the initial governing board. For each board member, provide the following information:

Board Chair

Full Name: Javaid A. Syed Ph.D.

Phone Number: 304-695-3434

Full Address: 102 Belleview Drive, Morgantown, WV 26508

Board Member

Full Name: Gregory Kuhns Ed.D.

Phone Number: 304-657-1957

Full Address: 106 Glenwood Street, Fairmont, WV 26554

Board Member

Full Name: **Abdur Rahman Tarabishy MD**

Phone Number: 313-701-5422

Full Address: 911 Dudley Street, Morgantown, WV 26505

Board Member

Full Name:

Phone Number:

Full Address:

Board Member

Full Name:

Phone Number:

Full Address:

Describe the governance structure of the school. (§18-5G-8.b.6).

Separately, include each of the following:

Bylaws, including the qualifications, terms, and methods of appointment or election of governing board members.

The school's founding board has a vision and enthusiasm for building an excellent school in the county and are well positioned to provide the necessary oversight and support for the successful implementation of the charter school's mission. The board has met twice to establish the foundational aspects of a non-profit entity and establish board members. Individuals were engaged with the purpose of establishing a diverse team of professionals whose expertise and leadership would ensure that this is one of the highest-performing schools in the district. As part of the engagement process, the principal organizers provided information to the proposed board members regarding the responsibilities of a Board Member, which include:

- Believe in and be an active advocate and ambassador for the mission and vision of the school.

- Work with fellow Board members to fulfill the obligations of membership.
- Contribute to the effective operation of the board.
- Regularly attend and participate in meetings of the school. Prepare for these meetings by reviewing materials prior to the meetings.
- Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
- Participate in the performance review of the school Leader.
- Participate in the activities of the school by attending programs and fundraising events.
- As appropriate, use personal and professional contacts and expertise for the benefit of the school.
- Maintain strong connections with the local community.
- Inform the Board of Directors of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation.

This diverse group of proposed board members possess expertise in education, the arts, technology, finance, facilities, charters, government relations, compliance, and legal matters. Further, the proposed staff will have extensive expertise in instruction, professional development, blended learning, education policy, and all aspects of successful school operations.

The organizational structure of the school clearly identifies the lines of authority and reporting between the governing board, school administrators, staff, related bodies (i.e., advisory bodies, parent councils, teacher councils), and any external organizations that will play a role in school management.

The Wisdom Academy Board is drafting a variety of policies that will dictate our governance.

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

Board of Directors

An advisory board for a nonprofit educational organization is a group of experts who lend their skills, guidance, and knowledge to the organization's governing board or executive staff. They offer advice in any subject matter that goes beyond the board's expertise, or just provide a second opinion to help the board make more confident decisions and support to the governing board or staff of a nonprofit.

Objectives:

- Help with the development and evaluation of curricula, programs, events or policies related to education
- Provide insights and recommendations and emerging trends, best practices, challenges, or opportunities in the education sector
- Enhance the credibility and reputation of the organization by lending their authority and endorsement.
- Expand the network and outreach of the organization by connecting with other potential partners, donors or supporters.

BYLAWS OF Wisdom Academy

ARTICLE I: NAME AND PURPOSE

Section 1.1. Name. The name of the organization shall be Wisdom Academy.

Section 1.2. Purpose. The purpose of this organization shall be to advance and support education in the state of West Virginia.

ARTICLE II: MEMBERSHIP

Section 2.1. Eligibility. Any individual, corporation, or organization may become a member upon as determined by the Board of Directors.

Section 2.2. Rights of Members. Members shall have the right to vote, attend meetings, and receive communications from the organization.

Section 2.3. Termination. Membership may be terminated by resignation or expulsion for cause, as determined by the Board of Directors.

ARTICLE III: BOARD OF DIRECTORS

Section 3.1. Powers. The affairs of the organization shall be managed by a Board of Directors, which shall have all powers and authority necessary to carry out the purposes of the organization.

Section 3.2. Composition. The Board of Directors shall consist of no fewer than five (5) and no more than nine (9) members, as determined by the Board of Directors. At least one member of the Board of Directors shall be a student enrolled in an educational institution in the state of West Virginia.

Section 3.3. Election and Term. Directors shall be elected by the members for a term of three (3) years. Directors may be re-elected for one additional term.

Section 3.4. Vacancies. Vacancies on the Board of Directors shall be filled by the remaining members of the Board of Directors.

Section 3.5. Meetings. The Board of Directors shall meet at least once a year, and additional meetings may be called by the President or any two (2) members of the Board of Directors.

ARTICLE IV: OFFICERS

Section 4.1. Officers. The officers of the organization shall be a President, Vice-President, Secretary, and Treasurer, each of whom shall be elected by the Board of Directors.

Section 4.2. Election and Officers shall be elected for a term of one (1) year and may be re-elected for additional terms.

Section 4.3. Duties of Officers.

(a) President. The President shall preside at all meetings of the organization and the Board of Directors, and shall have general supervision over the affairs of the organization.

(b) Vice-President. The Vice-President shall perform the duties of the President in his or her absence or disability.

(c) Secretary. The Secretary shall keep the minutes of all meetings of the organization and the Board of Directors, and shall be responsible for the organization's correspondence.

(d) Treasurer. The Treasurer shall be responsible for the organization's finances and shall keep accurate records of all receipts and disbursements.

ARTICLE V: COMMITTEES

Section 5.1. Committees. The Board of Directors may establish committees to carry out specific tasks or functions.

Section 5.2. Composition. Committees shall consist of at least one member of the Board of Directors, and may include other members of the organization as determined by the Board of Directors.

ARTICLE VI: FINANCES

Section 6.1. Fiscal Year. The fiscal year of the organization shall be July 1, 2024 June 30, 2025.].

Section 6.2. Budget. The Board of Directors shall prepare and approve a budget for each fiscal year.

Section 6.3. Disbursements. All disbursements of the shall be made by the Treasurer or other officer designated by the Board of Directors, and shall be consistent with the budget and financial policies of the organization.

Section 6.4. Audit. The books and financial records of the organization shall be audited annually by an

independent auditor, as determined by the Board of Directors.

ARTICLE VII: AMENDMENTS

Section 7.1. Amendments. These bylaws may be amended by a two-thirds (2/3) vote of the Board of Directors, provided that notice of the proposed amendment has been given to all members of the Board of Directors at least ten (10) days prior to the meeting at which the amendment is to be considered.

ARTICLE VIII: DISSOLUTION

Section 8.1. Dissolution. In the event of the dissolution of the organization, any remaining assets shall be distributed to one or more organizations that are exempt from taxation under section 501(c)(3) of the Internal Revenue Code, as determined by the Board of Directors.

ARTICLE IX: INDEMNIFICATION

Section 9.1. Indemnification. The organization shall indemnify any director, officer, or employee of the organization against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement, in connection with any action, suit, or proceeding, whether civil, criminal, administrative, or investigative, if he or she acted in good faith and in a manner he or she reasonably believed to be in the best interests of the organization.

Section 9.2. Insurance. The organization may purchase and maintain insurance on behalf of any person who is or was a director, officer, or employee of the organization against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such.

IN WITNESS WHEREOF, the undersigned Secretary of the organization has executed these bylaws on behalf of the organization.

Process and procedures in the case of the closure or dissolution of the school, including provisions for the transfer of students and their records to the appropriate local school district and an assurance and agreement to payment of net assets or equity after payments of debt. (§18-5G-8.b.18).

Closure-

The Wisdom Academy understands that closure of a charter school can be exceedingly difficult for school stakeholders, particularly students, families, and school staff. If closure of a school is determined necessary, Wisdom Academy will work together with the charter school's board of directors and school administration. Collectively we will ensure the orderly closure of the school to protect the best interests of displaced families and staff, with a focus on assisting successful transitions for all parties involved.

Transition Team

Wisdom Academy will implement and oversee a transition team dedicated to

ensuring the smooth transition of students and staff. Although oversight remains the statutory responsibility of the Academy, the transition team may play a significant role in conducting the closure process. The transition team will be composed of the Board President, Board Treasurer, Principal, Director of Academics and Office Manager at a minimum.

Communication

Wisdom Academy will closely monitor to verify the school communicates in a clear, adequate, and timely manner with parents, school staff, the community, and all stakeholder groups regarding the closure to ensure students, families, school staff and the community have the support needed for student transfer/transition.

Student Records

The Wisdom Academy will oversee the charter school's transference of student records in accordance with privacy rules set forth in the Family Educational Rights and Privacy Act (FERPA) and any applicable state record retention schedules/policies and laws, including but not limited to:

- Conducting a review to determine that all student records are complete and located in a secure location.
- Compiling student records into an electronically transferable format.
- Transferring in a timely manner all student-related records for retention and historical accessibility to the local school district.

Business and Personnel Records

The transition team will oversee the gathering and retention of all personnel, governance, and financial records according to the Public School Records Retention Schedule.

Provide a written assurance that all net assets or equity will be returned to your authorizer after payment of debts.

Wisdom Academy assures that all net assets or equity will be returned to the authorizer after payment of debts.

Detail the process for providing all school, financial, and student data and conducting a final financial audit post closure. This process must include identifying an employee or board member who will be responsible for the final closure and dissolution of the school.

Submission of Final Data and Reports

The transition team identified earlier will coordinate and oversee completion of all data and reporting for the closing charter school, including but not limited to:

- ☐ Annual Board Report.
- ☐ Final audit submitted before December 31 of the year of closing.

- ☐ Any final state/federal program reports.
- ☐ Any final expenditure reports (FER) submitted for all federal/state programs in which the school participated.
- ☐ Core Data Reports.
- ☐ Student Information data.
- ☐ Any required student testing.

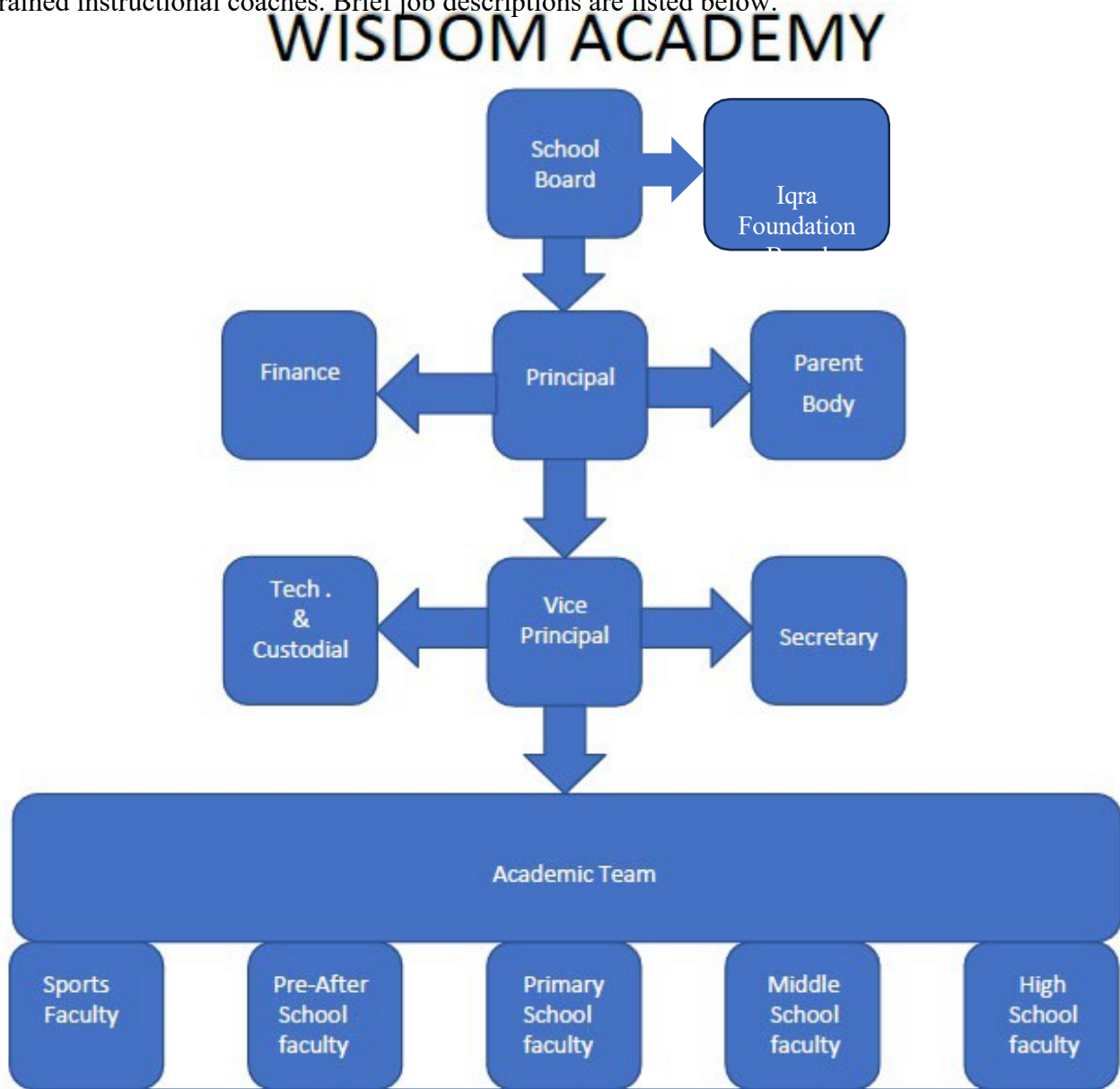
Resolution of Financial Obligations

During the dissolution of a sponsored charter school, the Wisdom Academy will coordinate efforts to ensure the meeting of financial obligation as required by law.

Provide a proposed handbook related to personnel policies. **The handbook should be attached as a separate document to this application.** (§18-5G-8.b.11). See Staff Handbook 2025-2026 (WA2.3 Staff Handbook)

The Wisdom Academy is responsible for publishing a handbook that outlines the school's personnel policies, including the criteria to be used in the hiring of qualified teachers, school administrators, and other school employees, a description of staff responsibilities, and the school's plan to evaluate personnel on an annual basis.

School success depends on the presence of exceptional leaders, properly licensed teachers, and well-trained instructional coaches. Brief job descriptions are listed below.



Principal

The role of the principal is to provide leadership, direction, and co-ordination within the school. The focus should be to develop and maintain effective educational programs within the school and to promote the improvement of teaching and learning.

The principal should strive to create an organization and climate which fosters student and teacher growth.

In fulfilling this role, the principal shall work under the supervision of the Superintendent of Schools and within the Department of Education and Training regulations.

The duties of the School Principal are all encompassing as all aspects of the schools' operations are either directly or indirectly under his/her jurisdiction.

In general term of the principal shall be responsible for:

- (a) the detailed organization of the school
- (b) the development of the instructional program
- (c) the assignment of duties to and the supervision of members of his/her staff
- (d) the general operation of the school facility

The amount of time a principal will be able to devote to administrative duties will vary according to the size and grade level of the school, the amount of time released from teaching, and the demands of a particular year. However, the following are all included in the powers and responsibilities of the principal.

1. Leadership and Climate

- a) Continually endeavor to improve the operating effectiveness of the school for which he or she is responsible.
- b) Keep informed of current practices and techniques relating to school programs, teaching and administration by attending meetings and professional development conferences and reading professional materials.
- c) When not involved in teaching duties, to devote as much time as possible to the supervision of the school; observing methods of instruction and endeavoring to improve the efficiency of the staff and the school in general and keep the Board of Directors fully advised as to the conditions and needs of the school.
- d) Suggest appropriate changes in and ensure adherence to approved policies, practices, and procedures within his or her area of responsibility.

2. Programming

- a) Co-ordinate and foster the development of programs within the school to meet the needs and interests of the students. This includes establishment and evaluation of special education programs when a child needs one.
- b) Assist the teaching staff in the development, implementation, modifications, and selection of curriculum materials and keep the Board of Directors informed as to any modifications in or substitution of approved courses.
- c) Develop and support a high degree of student morale through curricular and extracurricular activities and services and co-ordinate the participation of all members of the teaching staff in the extracurricular program.

3. School Organization and Staffing

- a) Participate with the School Division Office in the selection of professional, clerical and support staff.
- b) Be responsible for the preparation of timetable, class lists and schedules, and supervision schedules and be responsible for their functioning.
- c) Hold regular staff meetings for the purpose of discussing educational and administrative matters.
- d) Be responsible for the proper registration and transfer of students in the school and for the maintenance of up-to-date student cumulative records.
- e) Maintain or direct the maintenance of other records and files, and the preparation and submission of reports as required.
- f) Establish appropriate procedures for the control of all school textbooks, materials, equipment, etc.
- g) Where there is no Vice-Principal, designate a member of the teaching staff of that school to assume the duties and responsibilities of the Principal in the Principal's absence and inform the staff of the person designated.

4. Professional Development

- a) Promote the professional and academic growth of his staff through staff meetings, in- service training and personal contact.
- b) Take an active role in the selection, planning, and implementation of professional development activities for the staff in cooperation with the Board of Directors.

5. Staff Supervision and Evaluation

- a) As building administrator the principal is responsible for the daily supervision of the school, its students, facilitators, professional and support staff, volunteers, and personnel from outside agencies.
- b) See that every teacher shall be on duty in the school at least 10 minutes before the opening of the noon session, and at least five minutes before the opening of the afternoon session.
- c) Shall evaluate the effectiveness of each member of the staff in accordance with the establishment plan and shall forward written reports to the Superintendent.
- d) Be responsible for the development and presentation of an orientation program for all teachers new to his staff.
- e) See that instructions are prepared for the guidance of substitute teachers.

6. Student Control and Supervision

- a) Establish a climate in which students can develop self-discipline.
- b) Have disciplinary authority over each student while on school premises, while going to and from school, while riding on school buses, and while taking part in authorized school activities.
- c) Have authority over activities sponsored and conducted by the student organizations of the school.
- d) Be responsible for the provision of supervision of students and student activities in the school buildings, on school grounds, while loading or unloading from school buses, or involved in field trips or other student activities sponsored by the school.
- e) Work cooperatively with outside agencies such as Community Health Services, Child Care

and Development Services, etc.

- f) Responsibility to refer to the Public Health Nurse, any child who appears to have communicable disease or to be in need of attention for other health reasons.
- g) The principal shall be present with Police Officers if a student is interviewed
- h) See that no pupil is allowed to leave the school grounds on errands without his/her express permission.

7. Student Evaluation and Reporting

- a) To familiarize yourself with the general pupil progress and to assist in its improvement.
- b) Co-ordinate and/or direct the evaluation of student progress and achievement and the provision of regular reports to parents as required by Board Policy.

8. Communication and Public Relations

- a) Maintain communications with parents or guardians regarding the total school program, student achievement, placement, and behavior.
- b) Inform parents of the school activities through newsletters, information nights, parent/teacher conferences, etc.
- c) Conduct information gathering surveys will be conducted throughout the school year to gather input for all key stakeholders. (*See attachment WA.2*)

9. Budgeting and Buying

- a) Be responsible for the administration of the instructional supplies budget for school and the safe keeping of monies or materials that belong to the school or the school division. Establish procedures for the purpose and receipt of materials and supplies necessary to support the instructional program. Ensure that there is a system of accounting for monies from student activities, student fees, gifts or other funds belonging to school or to any student group within the school.

10. Health, Safety, Facility Supervision

- a) Develop and foster a sense of pride and respect for school property so that the facility is an attractive place.
- b) Ensure that all reasonable precautions are taken to safeguard the health and general well-being of the staff and pupils of the school. To this end the principal shall see that pupils and staff are adequately trained to make effective any plans necessary for their safety.
- c) Establish procedures whereby the access of visitors to the school can be monitored and controlled. This would include access by salespersons, guest speakers and former students.
- d) Organize and supervise patrols where applicable, and make readily available first aid supplies and treatment
- e) Inspect the school grounds and school buildings to see that they are free from hazards which might cause accidents and notify the proper authorities of any conditions which need to be remedied.
- f) In the event of where damage is serious and appears to have been deliberate, it shall be reported to the police department in addition to the local public safety office.
- g) Report any accidents or injuries of students or staff to the Board of Directors.

- h) Conduct fire drills as required by regulations and see that all personnel within the school are familiar with all procedures to be followed in case of a fire. Fire exit signs shall be placed in each room.
- i) Establish effective controls governing the use of any medication, pain killers (aspirin, etc.) by students in the school.
- j) Assume responsibility for the general cleanliness and maintenance of the school.
- k) Be responsible for the direction of the work of Caretaker in the routine cleaning of the school premises

Work with the Board of Directors, Secretary/Financial Director in the planning of capital projects and the routine maintenance of school buildings and grounds. The principal shall control use to be made of school buildings and grounds in accordance with Board Policy

Vice Principal

As an institutional head, the principal naturally has a lot of managerial and administrative responsibilities. When vested upon a single person, all the duties may soon become overwhelming as you add human resource management, representing the school in some district event, conflict management, class scheduling, teacher mentoring and guidance, and so on. This is where a vice-principal can function as a backup. By sharing a few responsibilities with the principal, the vice-principal can act to ensure the smooth day-to-day functioning of the school while the principal can focus on the larger goals. The team of this duo almost always ensures healthy school management and thus, without question, the position of vice-principal is naturally important.

Vital roles of the vice-principal in the institution's daily management:

Scheduling the school's curriculum

The vice-principal, with assistance from a few senior teachers, generally takes care of the school's scheduling. This involves deciding the optimum class size, slotting the students into regular periods, ensuring a proper sequence of subjects, planning the timing of the exams, and more. Even scheduling cultural events and parent-teacher meetings come under the profile of the vice-principal who plans the entire year before the session begins.

Hiring and Training Staff

The vice principal is also responsible for hiring the teachers and training them for the course they have to take. The vice principal, just like the main school principal, does not get involved directly but makes sure that the teachers who are hired are capable as well as compatible with the morals and overall conduct of the school.

Evaluating and mentoring teachers

The teaching methodology of faculty will always require regular sharpening, and the onus must fall upon their leader to evaluate, guide, and mentor them towards becoming a better teacher. The administrative responsibilities keep the principal busy but the vice-principal is always the perfect substitute to conduct this daily mentorship role.

Meeting with Parents

If the principal is busy with other work, or the matter can be conducted by them, the vice principal can be charged with the task of talking to the parents because they are essentially the acting principal in the

event that the principal is not available.

Record keeping duties

This comes under human resource duties. Overseeing the attendance system, maintaining the teacher records, tracking various logs, and much more. On a simplistic ground, should any teacher request a leave due to some reason, it is the vice-principal who allocates a substitute teacher or recruits a guest. He/she is also responsible for supervising the duty records of the faculty and the staff and managing them accordingly.

Conducting special assemblies

The Vice Principal will work toward special assemblies to mark an important event or celebrate a cross-cultural festival, and acts to spread the intended message among the students. Being a leader of the school, he/she automatically attracts the required attention. The vice-principal becomes the central figure bearing the school's name in such assemblies.

Resolving conflict among teachers and students

Rarely does the principal get involved when a teacher reports misbehavior on the part of any student or if the student has any feedback regarding the teacher. The vice-principal possesses enough experience to resolve such conflicts and ensure that normalcy is restored within the school's premises in no time. The vice-principal can involve the parents as well. Should the need arise, he/she has the power to call and supervise a meeting.

Handling Student Discipline

Student discipline is one of the primary concerns when it comes to managing the school effectively. The principal may split the workload with the vice principal to make sure that they do not get overwhelmed by the work and also to make the process of administration easier on both of them.

Ordering Textbooks & Supplies for Schools

This task is actually taken care of by the clerical staff, but the entire ordeal needs to be supervised by a higher authority, something that a principal might not have the time to do. Therefore, it would be better to have them supervised by the vice principal just to be sure there is no miscommunication or misunderstanding that takes place.

Handling School Clubs and Social Programs

Social clubs and school programs of that nature are quite necessary to foster and cultivate creativity in students. It is essential that such programs are held regularly and conducted with the same zeal and enthusiasm as academic programs. Making sure that handling and taking care of such programs is a task that falls under the jurisdiction of the vice principal.

Planning Emergency Drills

Emergency drills are essential parts of situations where the students and teachers have to act quickly and think on their feet. The vice principal monitors mock drills for the students and teachers and makes sure that they are ready in the event that some problem does arise.

Planning School Improvements

Unlike in the previous cases, school improvements are personally overseen by the principal, while the vice principal will be there to assist the principal. The duties of the vice principal can change on the basis of the school and the principal. In fact, many of the daily activities of an assistant principal can be considered to be in a sort of gray area, which means that they are not listed in the job description. Effectively, the vice principal must be ready to pick up any task that helps the school continue to function smoothly.

Filling in for the principal

At the end of the day, the principal is, after all, a human being. From having too much on the plate to taking sick leaves, the school's head is entitled to his/her fair share of absences. During such instances, the vice-principal fills in the role by either representing the school on behalf of the principal or acting as the temporary institutional head for the time being. The profile of the school's principal cannot see a void at any moment. This is where the principal and his/her deputy can exchange responsibilities.

Finance Officer

To work alongside senior leadership and to be responsible in all aspects of the smooth and efficient running of the school office, including administrative support to the teaching and support staff.

Finance

To understand and work within the School's Financial Procedures.

To support other staff with understanding the Finance Procedures.

Consult with the administrative team to resolve any purchase ordering queries.

Maintain the centrally held contracts register, ensuring information is current and accurate.

Ensure the School's inventory system is updated weekly or as determined by leadership.

Ensuring new items are added, and any obsolete items are removed.

Preparing write off forms, in accordance with the School's Financial Procedures, for obsolete items.

Dealing with petty cash claims, ensuring paperwork is correct, reimbursing staff and submitting claims on the finance system.

Ensure all financial information is filed correctly, both electronically and on paper.

Keep records of spending from allocated grants & expenses, etc.

Maintain stationery supplies, re-stocking as necessary.

Source & order resources as required.

General

To understand and work in accordance with the School's Equal Opportunities, Health and Safety and other relevant policies. To attend appropriate training.

To work as a team member with all school staff.

Undertake any other tasks as required by the Leadership Team, which are considered commensurate with the job purpose and grading.

Parent Stakeholders

Engaging parents in their children's school lives is essential to supporting children's success in the classroom and their overall health and well-being. Parent engagement in schools is defined as parents

and school staff working together to support and improve the learning, development, and health of children and adolescents. Studies have shown that parent engagement in schools can promote positive education and health behaviors among children and adolescents. School efforts to promote learning and health among students have been shown to be more successful when parents are involved.

A team effort is needed to improve parent engagement in school health activities. Schools and school districts should determine which actions are most feasible and appropriate, based on the needs of the school and available resources.

Connect to parents in a positive manner.

- Ensure the school has a clear vision for parent engagement that includes engaging parents in school health activities.
- Ensure that school staff members can connect with parents and support parent engagement in school health activities.
- Ask parents about their needs and interests regarding the health of their children and ways they would like to be involved in the school's health activities, services, and programs.
- Have a well-planned program for parent engagement in the school.

Engage parents in school health activities.

Provide parenting support.

- Provide parents with seminars, workshops, and information on health topics that relate directly to lessons taught in health education and physical education classes.
- Establish a parent resource center focused on child and adolescent health and other important family issues.
- Hold school-sponsored, health-related activities in settings where parent attendance is already high, such as in the neighborhood, at work, at community events, or at faith-based institutions.

Communicate with parents.

- Use a variety of written communication methods, such as flyers, memos, banners, signs, door hangers, newsletters, report cards, progress reports, post cards, letters, monthly calendars of events, web sites, text messaging, and e-mail messages to communicate with parents about health-related topics and issues.
- Use a variety of verbal and face-to-face communication methods, such as phone calls to home, automated phone system messages, parent-teacher conferences, meetings, school events, radio station announcements, local access television, television public service announcements, conversations at school, and regular parent seminars to communicate with parents about health topics and issues.
- Translate health-related materials into different languages or identify health materials already available in languages spoken by parents in the school community. Provide bilingual interpreters to assist non-English-speaking families at school health events and provide sign language interpreters for those who are deaf or hearing impaired.

Provide a variety of volunteer opportunities.

- Encourage parents to serve as mentors, tutors, coaching assistants, monitors, and chaperones for school health activities.
- Invite parent volunteers to lead lunch-time walks, weekend games, and after-school exercise programs in dance, cheerleading, karate, aerobics, yoga, and other activities that show their skills and talents.
- Involve parents in helping write health-related grants for the school.

Support learning at home.

- Train teachers to develop family-based education strategies that involve parents in discussions about health topics with their children (e.g., homework assignments that involve parent participation) and health promotion projects in the community.
- Encourage students to teach their parents about health and safety behaviors they learn in school (e.g., the importance of hand washing and of using seat belts and helmets).
- Ask parents to engage their children in health-related learning experiences, such as cooking dinner, shopping for healthy foods, and reading labels on over-the-counter medicines.

Encourage parents to be part of decision making in schools.

- Involve students, parents, and community members in helping the school make decisions that improve the health and well-being of students through parent organizations—such as the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), school health councils, school action teams, and other school groups and organizations.
- Give parents opportunities to be involved in developing or reviewing school health and safety policies, such as policies pertaining to alcohol, drug, and tobacco use prevention; injury and violence prevention; foods and beverages allowed at school parties; frequency of class celebrations involving unhealthy foods; and nonfood rewards.

Collaborate with the community

- Invite community partners who provide health services for students or parents to school or parent meetings to talk about their services, mission, partners, and ways they can collaborate with the school and students' families.
- Collaborate with community partners to provide health services at school that meet the needs of students and their families (e.g., dental services, immunizations, health screenings, substance abuse treatment).
- Linking family members to school and community programs that promote health and safety, such as booster seat loaner programs, conflict resolution training, and mental health services.

Encourage parent engagement in school health.

- Be part of a dedicated team or committee that oversees parent engagement.

- Identify challenges that keep parents from being connected and engaged in school health activities.
- Work with parents to tailor school events and activities to address those challenges

Secretary

Provide secretarial support including word processing and photocopying various letters to parents and professionals, school booklets, etc.

Attending and recording meetings to the required standard as required. Maintain pupil and staff information on school system.

Produce reports for staff on request by completing and monitoring attendance registers and following up pupil absences where necessary.

Prepare cash collections and reconciliations and maintain electronic and paper office diaries.

Process banking monies and liaising with supplier. Function as first point of contact for all visitors to school.

Deal with all telephone enquiries in a prompt, friendly and efficient manner and taking clear and accurate telephone messages.

Consult with parents and outside agencies should a pupil become unwell at school.

Maintain and update lists as required to ensure accurate information is kept in school, including class lists, emergency contacts, holiday dates, etc.

Maintain office filing.

Provide administrative support

Ensure data is recorded and used appropriately in accordance with the school's policies and attend appropriate training

Understand and work in accordance with the School's Equal Opportunities, Health and Safety and other relevant policies.

Work as a team member with all school staff.

Undertake any other tasks as required by the Leadership Team, which are considered commensurate with the job purpose and grading.

Technology Director

Schools deploy technology to track attendance and grades, inventory school property from books to desks, protect students and staff with recording devices, and connect to the world for Internet research. With such broad tech usage, schools lean on their information technologies staff for assistance using the equipment and for help when it breaks. Technical support staff members have a significant role within the IT department and perform a variety of job functions.

Troubleshooting and Repair

A technical support staff person performs the first layer of troubleshooting when something goes wrong with school technology; answers help desk calls and discusses the problem with the end user; offer solutions that the end user can complete or use a remote connection for support and repair; troubleshoot and problem solve and or deliver a replacement device.

Application Support

Maintain school information-system database software by performing basic activities such as adding user accounts, creating, and printing reports, and troubleshooting problems. They may train staff members on new software or hardware as it is introduced. They are expected to attend specialized training opportunities to gain experience of how to use and train others to use new equipment. They may also create application documentation, such as user guides, to assist the end user.

Network Support

Perform much of the basic networking installation and repair on the network while reporting to the network administrator; install switches and routers, route and terminate network cable; install wall jacks; and troubleshoot or test faulty connections; work with the network administrator to distribute and maintain network access passwords and assist in training new staff members about proper network use.

Other Equipment

This position must have a working knowledge of the many technological tools employed by teachers and other staff members; should know how to install, set up and maintain multimedia projectors and interactive whiteboards, a common tech tool tandem; install and train on the use of a variety of input devices, ranging from document cameras to advanced telephones; may be called to maintain or troubleshoot the school public-address system and to synchronize the bell system to ring according to the precise schedule approved by the school board and mandated by the state department of education; may also assist with the security infrastructure.

Sports Director

To plan, deliver and monitor a coordinated program of high quality, professional coaching that is progressive and reflective of the needs of children, and supports the aim of increasing participation in PE and school sport by all children at the Academy.

- Prepare and implement well-structured and progressive coaching programs ensuring a high quality, enjoyable coaching experience centered on the needs of children. The coaching program will link the Academy and the wider community and will aim to provide increased opportunities for children to participate in sport and physical activity.

- ❑ Support the PE coordinator with the administrative tasks involved in school and competition events.
- ❑ Deliver coaching in a range of physical activities alongside teachers within the Academy's PE curriculum and to have a focus on out of school hours learning.
- ❑ Be a positive role model, creating a positive and fun environment in which to motivate and encourage children to participate in sport and physical activity.
- ❑ Take positive steps to identify and overcome barriers to participation amongst children, prioritizing access, and inclusion.
- ❑ Perform duties in accordance with the Academy's PE and other policies, including equal opportunities, child protection, health, and safety at work.
- ❑ Develop and maintain effective and positive working relationships with all staff, including the wider community and sporting organizations.
- ❑ Attend appropriate professional development courses as identified through post-holders training needs analysis.
- ❑ Continue to maintain contacts made with outside sporting bodies to ensure signposting opportunities are made available to specific groups or individuals.
- ❑ Address the pupils' personal needs, and implement related personal program, including social, health, physical, hygiene, first aid and welfare matters including medical procedures following appropriate training.
- ❑ Supervise and support pupils to ensure their safety and access to learning.
- ❑ Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual pupil's needs.
- ❑ Promote the inclusion and acceptance of all pupils.
- ❑ Encourage pupils to interact with others to promote high levels of physical activities. Encourage pupils to act independently as appropriate.

Teaching Faculty

In an emerging world, responsibilities of an educator have increased several folds. From being a person who just imparts bookish knowledge, an educator now has the power to shape a better world for the students and empower them with knowledge to take on the world!

Teachers function as facilitators for incorporating and encouraging intellectual and social development in the formative years of a student's life. The emphasis that education helps uplift someone socially, intellectually, emotionally, and personally is what a teacher fosters in children all through preschool, high school, and college.

A kindergarten teacher plays a pivotal role in a child's development, and although, the role of a preschool, high school and a college teacher may differ to meet specific age and subject criteria, it cannot be argued that the duties and responsibilities of a teacher will always remain the same.

- ❑ Be a teacher out of choice, and not by default.
- ❑ Acquire relevant professional education and training to get the right concepts of teaching.
- ❑ Provide honesty and sincerity towards the profession.
- ❑ Accept that being a teacher does not make you a 'know-it-all'; so, it is important to become a partner in the learning cycle with the students.
- ❑ Accept that no two students will think, act, and react alike, and respect that diversity.
- ❑ Upgrade knowledge and learn new ways of teaching.

- ☐ Avoid indulging in unethical behavior, and at all times maintain the dignity of a teacher-student relationship
- ☐ Exemplify model behavior and mannerisms by self-example.
- ☐ Prepare long-term teaching programs and daily lessons in accordance with the guidelines of the school's education system.
- ☐ Provide activities and materials that engage and challenge the students intellectually.
- ☐ Understand and implement the use of information technology in lesson preparation and teaching.
- ☐ Shift between formal and informal methods of teaching, like debates, discussions, practical activities, experiments, projects, and excursions.
- ☐ Plan, set and evaluate grade tests, exams, and assignments.
- ☐ Supervise student conduct during class, lunchtime, and other breaks.
- ☐ Understand the diverse background students come from, their strengths, weaknesses, and areas of interest.
- ☐ Be honest in student appraisal and avoid favoritism.
- ☐ Enforce discipline by firmly setting classroom rules.
- ☐ Resolve conflict among students by encouraging positive debate.
- ☐ Be ready to adjust teaching styles to meet individual needs of students.

Parent building relationships

- ☐ Keep parents well-informed about their ward's progress.
- ☐ Take time out to discuss an issue, or a problematic behavior.
- ☐ Encourage parents to promote various diverse interests of their children.
- ☐ Inform parents about after-school activities like excursions, meetings, as well as detention.
- ☐ Keep the parent feedback journal updated.
- ☐ Encourage parent participation in parent-teacher meets.
- ☐ Finally, work with parents for the betterment of their child's future.

Administration building relationships

- ☐ Actively involved in staff meetings, educational conferences, and school programs.
- ☐ Voluntarily participate in organizing sporting events, and other excursions like camping trips, picnics, educational tours, etc.
- ☐ Maintain a healthy relationship with all teaching and non-teaching staff members.
- ☐ Help out in formulating school policies.
- ☐ Perform administrative duties relevant to your position in the school.

Standards and Quality Assurance

- ☐ Support and uphold the aims and ethos of the Academy.
- ☐ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, and report all concerns to an appropriate person.

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
 - Appreciate and support the role of other professionals.
 - Attend relevant meetings as required.
 - Participate in training and other learning activities and performance development as required.
 - Assist with the supervision of pupils out of lesson times, including before, after school and during lunchtimes.
 - Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
- Ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

Other Teacher Responsibilities

- The nature of the work may involve the post holder conducting work outside of normal working hours.
- This job description sets out the duties and responsibilities of the post which may vary from time to time without changing the general character of the duties or the level of responsibility entailed.
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed

Counselor

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

Hold at minimum a master's degree in school counseling and comply with state certification licensure standards and uphold ASCA (American school counselor association) ethical and professional standards.

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

School counselors help all students:

- a) apply academic achievement strategies.
- b) manage emotions and apply people skills.
- c) plan for post-secondary option (higher education military workforce etc.).

Duties include providing:

- a) individual student academic planning and goal setting.
- b) school counseling classroom lessons based on student success standards.

- c) short term counseling to students.
- d) collaboration with families/teachers/administrators/community for student success, advocacy for students at individual education plan meetings and other student focused meetings, data analysis to identify student issues, needs and challenges to improve equity and access, achievement, and opportunities for all students.

Iqra Educational Foundation

As a non-profit organization, will offer its services toward Wisdom Academy:

- Provide guidance, education, and advice in their area of expertise.
- Expand the nonprofit's network and promote the nonprofit in the community and within their network.
- Arrange financial donation and fundraising.
- Provide advice, support, and strategic direction towards growth and development.
- Provide specialized expertise and special project guidance.
- Support academic program accountability by providing feedback and serving as partners in research and community collaborations.

Custodian

The custodian will gradually assume the position of caretaker of the building and facilities, with the feeling of responsibility of their well-being like he/she has for his/her own personal possessions. (see WA 3 Custodian)

The person who will assume the position of custodian accepts an especially important role in the functioning of the school. The custodian will not only be working with maintenance, cleaning, and care, but will be working with people, especially children.

The custodian shall demonstrate love, and affection and understanding of children's attitude and their need for guidance. Younger children usually are awed by adults in the school setting and appreciate a smile and a cheery word. They usually are open to suggestions and will cooperate with attempts to be helpful. Older children very often need additional understanding and guidance. While disrespect should not be tolerated from the children and should be reported to the principal, likewise the students are expected and will respond to firmness, fairness, and friendliness.

The custodian is under the supervision of the principal of the school.

Staffing Plans, Hiring, Management, and Evaluation

Write a comprehensive strategy for recruiting, developing, retaining, and evaluating the high-quality staff, as defined necessary to achieve the educational mission of the charter school.

Include any pre-requisite skills, certificates, and/or degrees that staff will need to be considered high quality and how you will determine that they have met your standards.

Describe what professional development you will offer to ensure that staff quality remains

strong. Consider what incentives you will put in place to retain high-quality staff. Show how the school leader will internally evaluate staff performance. Discuss the role the board will play in ensuring quality.

A qualified and committed instructional staff is the cornerstone of exceptional learning outcomes for the students that attend our schools. We recognize that a comprehensive talent management strategy for both teachers and our school leadership team is critical to recruiting and retaining top educators. Our plan begins with identifying credentialed individuals who are committed to our schools.

We will employ a variety of teachers permitting us to leverage school experience and the latest in instructional practices. All instructional staff will be offered a variety of mandatory and optional training opportunities to further their instructional effectiveness. Their performance will be assessed throughout the year, with regular feedback and coaching.

Wisdom Academy will be recruiting teachers with the following criteria:

- ☐ a minimum of 3 years of teaching experience
- ☐ licensed/endorsed by the West Virginia Department of Education for the appropriate grade level in grades K-4
- ☐ licensed/endorsed by the West Virginia Department of Education for the appropriate subject matter in grades 5-12
- ☐ clear background check
- ☐ TB Tine Test
- ☐ 3 letters of reference
- ☐ Positive evaluations from previous employers

An interview process will take place once the applicants have met all of the required criteria for employment. The interview team will consist of the school principal, assistant principal, and at least three members of the board of director to compose a team of at least five members along with a parent representative. A series of interview questions will be asked of all applicants regarding their philosophy of teaching, training, experience, subject matter, situational experiences, availability, and other pertinent facts of the position. The Wisdom Academy developed rubric will be used to compile the score of the candidates responses with the top scoring candidates receiving a second follow-up interview by the employment team consisting of the principal , a board member, and chair of the board of directors for additional questions and present the components of the letter of appointment for acceptance by the candidate prior to being submitted to the board of directors by the principal for hiring.

Wisdom Academy, in accordance with the federal civil rights regulations and policies, is prohibited from discriminating on the basis of race, color, national origin, sex(including gender identity and sexual orientation) disability, age, or reprisal or retaliation for prior civil rights activity.

Each teacher hired will be required to attend the week long training session to be held in August 2024. These workshops will cover – Wisdom Academy’s mission & vision, goals, policy & procedures, changes in educational law, instructional strategies, assessment analysis, and curriculum development. There will also be professional staff development provided for teachers during the school year to promote practicing what skills, and strategies acquired during these professional development sessions. This training will be included in their letters of appointment as required attendance as part of the terms of employment.

Teachers/staff will be evaluated annually based upon the goals established with the teacher and principal prior to the school beginning that are based upon the mission and vision of Wisdom Academy along with the WVDE Professional Educators Evaluation criteria. It is Wisdom Academy’s plan to give an annual compensation increase to those educators who have met or exceeded their pre-established goals that meets or exceeds the standard WVDE annual pay increases.

There are several key areas of focus that we believe are crucial to hiring and retaining top talent.

Recruitment

1. Job Posting
2. Career Fairs and Campus Visits
3. Compensation
4. Signing and Milestone Bonuses
5. Employee Referral Program
6. Retention
7. Exit Interview
8. Career Development
9. Education and Training Opportunities
10. Job Mobility

Our goal is to find and retain the best instructional staff in order to help our students reach their maximum potential.

The Wisdom Academy will make every effort to post positions in the following manner.

- ☐ Top School Jobs – Education Week
- ☐ Indeed
- ☐ K12 Job Spot
- ☐ West Virginia Department of Education
- ☐ Various university career boards
- ☐ LinkedIn

□ Teachers-Teachers□

Describe the process by which the school will resolve disputes with the Professional Charter School Board. (§18-5G-8.b.22).

Any disputes between the Wisdom Academy and the authorizer will require a meeting between all key stakeholders to seek an answer that can meet the needs of all parties. The ideal of compromising can be the solution, however if after this meeting there is still not a resolution between the two parties. An outside person from the educational community and/or university, agreed upon by both parties, will be asked to serve as an arbitrator to ensure that the school is complying with all previous components required for establishing a charter school. It would be our goal to view the results of the professional educator as the most appropriate pathway to take in finding a solution with the disagreement between these two parties.

It will be our goal to make decisions that best exemplifies professional educators seeking fair and equal education for all of our students.

Finance

Provide a detailed proposal for start-up and multi-year operating budgets necessary to achieve the educational mission of the charter school as well as the standard operating procedures, roles and responsibilities, and contingency plans to realize sound fiscal management across the term of the contract. Include assumptions for staffing, revenue, and expenditures.

Separately, include each of the following:

A proposed five-year budget, including the start-up year and projections for future additional years with clearly stated assumptions. **This can be a separate attachment.** (§18-5G-8.b.8) See (WA4, 5, 6, 7, 8, 9)

Proposed fiscal and internal control policies. (§18-5G-8.b.9)

The Wisdom Academy shall maintain fiscal and internal control policies as required by the charter school policy. The Academy shall immediately submit to the Board for approval any changes to the policy that might alter the Academy's fiscal and/or internal control policies.

A code of ethics identifying the standards of conduct expected of governing board, officers, and employees. **This can be a separate attachment.** (§18-5G-8.b.19).

School Ethics Standards

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

The Board of Directors will adopt something similar to the ethical standards below:

As a member of my local Board of Education I will strive to improve public education, and to that end I will:

- Attend all regularly scheduled board meetings, and become informed

- concerning the issues to be considered at those meetings.
- Endeavor to make policy decisions only after full discussion at publicly held board meetings.
- Make decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups.
- Encourage the free expression of opinion by all board members, and seek systematic work with other board members to establish effective board policies
- Communicate to other board members expression of public reaction to board policies and school programs.
- Keep current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association.
- Support the employment of those persons best qualified to serve as school staff,
- Avoid being placed in a position of conflict of interest.
- Conduct actions that do not compromise the board or administration, and respect.
- Maintain confidentiality of information that is privileged under applicable law; and
- Foremost concern must be the educational welfare of the students attending the public schools.

Insurance Coverages

The Wisdom Academy will provide insurance that covers liability, property loss, personal injury, and other areas of risk & management as required by any non-charter school public schools within the local school district schools.

General Liability Limits of Insurance

Description Deductible Limit
 Each Occurrence \$2,000,000
 Personal and Advertising Injury \$1,000,000
 General Aggregate \$2,000,000
 Products and Completed Operations \$2,000,000
 Damage to Premises Rented to You \$1,000,000
 Medical Payments Excluded

Computer Coverage

Coverage Deductible
 Computer Coverage (IM 72 01)
 All Covered Perils Deductible \$500
 Mechanical Breakdown, Electrical Disturbance, and Power Supply Deductible \$1,000
 Valuation Method - Replacement Cost
 Hardware, Media, and Programs and Applications

Crime Coverages

Coverage Deductible Limit Premium

Employee Theft (CR 00 21) \$500 \$25,000 Included

Forgery or Alteration (CR 00 21) \$500 \$25,000 Included

Inside the Premises - Theft of Money and

Securities (CR 00 21)

\$500 \$25,000 Included

Money Orders and Counterfeit Money (CR 00 21) \$500 \$2,500 Included

Outside the Premises (CR 00 21) \$500 \$25,000 Include

Start-up and Operations

Provide a detailed start-up plan, including financing, tasks, timelines, and individuals responsible for conducting the plan. **This can be a separate attachment.** (§18-5G-8.b.23). See attached detailed start-up plan, tasks, and timelines.

Separately, address each of the following:

Where will the school building be located?

How will the facility support the implementation of the school's educational program?

Iqra Educational Foundation members have purchased the Monongalia County Schools Administration Offices building located at 13 S. High Street, Morgantown, WV. It is a 3 story building with 15,000 Square feet of space with 5,000 Sq Ft on each floor with a parking space for 45 cars. The building is in excellent condition with few modifications needed. The building is centrally located in Morgantown and is easily accessible. The Iqra Educational Foundation board is considering giving Wisdom Academy a lease payment holiday for a couple of years to help the school in establishing itself on sound footing.

See Timeline Attachment (WA11. Timeline)

☒ Acknowledge that the school will obtain all required occupation and operation certificates and licenses prior to the first instructional day for students.

Describe the food services to be provided to students (§18-5G-8.b.17).

Wisdom Academy will not be participating in the Federal or State Food Programs. Parents will be responsible for providing lunches for their students. No food services will be provided at the Wisdom Academy.

Student Enrollment Plans and Policies

Describe the plans and timelines for student enrollment (§18-5G-8.b.7).

Each year, there will be an announcement about the open enrollment period for parents or guardians who would like to submit an application for their students(s). If the number of applicants

exceeds the capacity of the school or grade level, then we will conduct a random selection lottery after first granting enrollment preferences for prior year students and then for a sibling of a current student enrolled in the school, as outlined above. If the number of lottery applications does NOT exceed the number of available seats, registration opens to the public and enrolls until capacity.

Our waitlist is the ordered list of applicant students without enrollment offers. The waitlist for each school year is initiated through the lottery process. Once all available enrollment opportunities are offered, the remaining applicant students will be added to the waitlist in the order drawn. The waitlist remains active through the academic year. The waitlist for a given year is not carried over to the next school year. A new enrollment application is required for each school year for which a student is seeking a new enrollment.

Students who wish to transfer to the Wisdom Academy mid-school year may do so if the school has capacity to serve that student in that grade level. Otherwise, the student will be added to a waitlist for that grade level.

Families will have access to an online enrollment portal to complete admissions forms and upload compliance documentation required for public school enrollment in the state of West Virginia. This includes proof of identity, proof of WV residence and proof of current immunization record.

Separately, address each of the following:

What is the school's primary recruitment area?

Our primary recruitment area will be North Central West Virginia which include the counties of Monongalia, Preston, Marion, Harrison, Taylor, Wetzel, and Doddridge Counties. However, students from other areas may be accepted. (*See WA10. Recruitment*)

Describe policies and procedures for conducting transparent and random admission lotteries, in the event that applications for enrollment exceed capacity (§18-5G-8.b.7; §18-5G-11.a.8).

System for Transparent and Random Admissions Lottery (§18-SG-11.a.8)

If an enrollment lottery is required, the following guidelines will apply:

- ☐ Applicants will receive confirmation of being in the lottery, and the date, time, and place of the lottery.
- ☐ The lottery will be conducted by a designee and be overseen by a delegated member of the Academy Board.
- ☐ On the day of the lottery, the lottery official will check to assure all applicant student names are appropriately included in the random selection process.

- ☐ The lottery will begin by selecting applicants at the highest grade level with the enrollment preferences, mentioned below, as the first chosen. The process will continue to work backwards through grade levels until Kindergarten is complete.
- ☐ Once an applicant is selected, enrollment of that student is assumed for the remainder of the lottery process.
- ☐ The designee will monitor selections to ensure grade levels are not over loaded.
- ☐ Any applicant student who is not offered enrollment will be placed on a waitlist.

In situations when students in a preference group listed in section 2 must be in a lottery-that is, if there are more such students than available spots-the Academy will run the lottery just for those students.

Describe how the school will notify parents, and others, that this school is an educational option for West Virginia students, particularly in the school's primary recruitment area. (§18-5G-8.b.24).

Wisdom Academy Board of Directors will conduct public meetings to invite the public to hear about the proposed charter school and its components along with its uniqueness. These meetings will be placed in the local newspaper, radio station community notices, Facebook, and other social media platforms.

In addition to those avenues listed above, there will be booths set up at the local fairs, festivals, community events, sporting events, etc. Once approval is granted will begin advertising the location, curriculum, unique, our registration process along with a timeline for completing registrations.

To achieve consistent re-enrollment/student retention, we will use the following strategies:

- We will use a software package to manage the re-enrollment process. This software allows parents to re-enroll online via their cell phone or electronic device of choice. It also allows the school to communicate with parents via text message and email for reminders and to answer questions parents may have.
- After the first of the year, we will share with the families any new events that will occur in the upcoming school year (i.e. after school activities, curriculum, technology etc.).
- We encourage family nights that allow parents to meet teachers in the next grade level.
- The principal highlights school achievement data.
- We hold regular events for families to get involved in the school and to highlight student talent.

Education Service Provider

Note: This section is only required for applicants that have hired or will hire an Education Service Provider. (§18-5G-8.c). N/A