

## Governing Board Meeting

November 14, 2024 | 7:00 pm (EST) | West Virginia Academy and online

### Attendance:

In Person: John Treu – Board Chair, Kevin Summers – Board Director, Melissa Copen – Board Director / Board Secretary

Online: Carolyn Sharette – Board Director

Not Present: Susan Dull - Board Director

Meeting called to order by Board Chair at 7:04 pm. Board Chair notes that a quorum of the board members is present.

### I. Approve Meeting Minutes to Prior Meeting

**MOTION:** Kevin Summers moves to approve meeting minutes from the October 17, 2024 Governing Board Meeting. Seconded by Carolyn Sharette.

**DISCUSSION:** None

**OUTCOME:**

In favor: John Treu, Kevin Summers, Melissa Copen, Carolyn Sharette

Opposed: None

Not Present: Susan Dull

*Motion is unanimously approved by the governing board present.*

### II. Financial Update

**DISCUSSION:** Su Ji Kwon, WVA Finance Director provided an unaudited Statement of Financial Position, as of September 30, 2024. (See Attachment A)

### III. Policy Update for Open Campus

**MOTION:** Kevin Summers moves to adopt the WVA Open Campus Policy. Seconded by Carolyn Sharette.

**DISCUSSION:** Policy would apply to students for the WVU Access program, internships, work program, lunch open campus, etc. Board Members discussed and added amendments to the policy to clarify the eligibility requirements and student responsibility sections.

**MOTION:** Kevin Summers moves to adopt the WVA Open Campus Policy with the amendments. Seconded by Carolyn Sharette. (See Attachment B)

**OUTCOME:**

In favor: John Treu, Kevin Summers, Melissa Copen, Carolyn Sharette

Opposed: None

Not Present: Susan Dull

*Motion to approve the newly written policy with amendments is unanimously approved by the governing board present.*

**IV. New / Additional Business**

1. Holly Honeycutt, WVA Associate Director recently created documents explaining the following practices at West Virginia Academy which she discussed during the meeting:
  - West Virginia Academy Positive Behavioral Interventions and Supports (PBIS) Implementation Plan: CHAMPS Model. (See Attachment C)
  - West Virginia Academy Continuum of Services. (See Attachment D)
2. Three scholars' parents have requested acceleration. They are being presented to the Board because it is after the first thirty days of school. Each scholar's test scores and qualifications were reviewed.

**MOTION:** Carolyn Sharette moves to approve acceleration for the three scholars. Kevin Summers seconds the motion.

**DISCUSSION:** No additional discussion.

**OUTCOME:**

In favor: John Treu, Kevin Summers, Melissa Copen, Carolyn Sharette

Opposed: None

Not Present: Susan Dull

*Motion to approve acceleration for the three scholars is unanimously approved by the governing board present.*

**V. Legal Updates (Executive Session Conducted)**

**MOTION:** Kevin Summers moves to enter Executive Session to discuss Legal Updates. Seconded by Melissa Copen.

**DISCUSSION:** None.

**OUTCOME:**

In favor: John Treu, Kevin Summers, Melissa Copen, Carolyn Sharette

Opposed: None

Not Present: Susan Dull

*Motion to enter Executive Session is unanimously approved by governing board present.*

Governing Board conducts Executive Session which begins at 8:03pm.

**MOTION:** Kevin Summers moves to adjourn Executive Session. Seconded by Melissa Copen.

**DISCUSSION:** None.

**OUTCOME:**

In favor: John Treu, Kevin Summers, Melissa Copen, Carolyn Sharette

Opposed: None

Not Present: Susan Dull

*Motion to exit Executive Session is unanimously approved by the governing board present.*

Executive Session ends at 8:24pm.

**MOTION:** Kevin Summers moves to adjourn the meeting at 8:25 pm. Seconded by Melissa Copen.

**DISCUSSION:** None.

**OUTCOME:**

In favor: John Treu, Kevin Summers, Melissa Copen, Carolyn Sharette

Opposed: None

Not Present: Susan Dull

*Motion is unanimously approved by the governing board present.*

Meeting adjourns at 8:25pm.

End of Meeting Minutes

***Meeting Minutes approved by Board on 12/12/2024***

## West Virginia Academy LTD

## Statement of Financial Position

As of September 2024

	TOTAL
<b>ASSETS</b>	
Current Assets	
Cash	13,633
Accounts Receivable	16,748
Prepaid Expense	18,015
<b>Total Current Assets</b>	<b>\$48,396</b>
Fixed Assets	
Fixed Assets	903,007
Accumulated Depreciation	(95,708)
Accumulated Amortization	(285,921)
<b>Total Fixed Assets</b>	<b>\$521,378</b>
Loans to Foundation	157,708
Security Deposits	28,968
<b>Total ASSETS</b>	<b>\$756,450</b>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	54,982
Payroll Tax to Pay	34,998
Health Care Benefits	17,890
Retirement	7,135
Wages to Pay	49,006
Other Current Liabilities	2,433
<b>Total Current Liabilities</b>	<b>\$166,444</b>
Long-Term Liabilities	
Long-Term Business Loans	353,317
Other Long-Term Liabilities	181,644
<b>Total Long-Term Liabilities</b>	<b>\$534,961</b>
<b>Total Liabilities</b>	<b>\$701,405</b>
Equity	
Retained Earnings	210,532
Net Revenue	(155,487)
<b>Total Equity</b>	<b>\$55,045</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$756,450</b>

Confidential, Unaudited, Revised



## WVA Open Campus Policy

### Policy Statement:

The purpose of this policy is to outline the guidelines for an open campus policy at West Virginia Academy. The policy aims to balance student freedom with safety and academic responsibility.

### Policy Guidelines:

1. Eligibility Requirements
  - a. Students must be over the age of 16.
  - b. Students must have a GPA of over 3.0.
  - c. Students who have been assigned Lunch Detention at any time during that term may be precluded, at the discretion of Administration, from leaving campus until the next term.
2. Student Responsibilities
  - a. Student must sign in and out with a reason for why they are leaving campus.
  - b. Student is responsible for their actions and behavior while off-campus.
  - c. Student is responsible for returning to school promptly for classes after being off campus.
3. Parental Consent
  - a. All students at the age of 16 can participate in the open campus policy.
  - b. A Parent / guardian has the right to deny permission for their child to leave campus during school hours.
  - c. Parental Denial for Open Campus Policy Form is available at the front office.
4. Consequences for Violations
  - a. Violations of the open campus policy may result in disciplinary action, including loss of open campus privileges.



### Parental Denial for Open Campus Form

Student Full Name: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Parent Full Name: \_\_\_\_\_

Parent Email: \_\_\_\_\_

I am DENYING my child \_\_\_\_\_ permission to participate in the open campus policy. I request that my child remain on campus during non-instructional time.

By signing this form, I acknowledge that I have read and understand the school's open campus policy and its implications.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## **West Virginia Academy Positive Behavioral Interventions and Supports (PBIS) Implementation Plan: CHAMPS Model**

### **Introduction**

West Virginia Academy (WVA) is committed to fostering a safe, respectful, and productive learning environment. Following Chapter Seven of Policy 2419: Regulations for the Education of Students with Exceptionalities, which mandates that schools develop a preventive discipline program using a tiered Positive Behavioral Interventions and Supports (PBIS) approach, WVA has chosen CHAMPS as its PBIS model. According to WV Policy 2419, "PBIS encompasses multiple approaches: changing systems, altering environments, teaching skills, and appreciating positive behavior. The goal of PBIS is not to eliminate the behavior but to understand the behavior's purpose so that the student can replace it with new, prosocial behaviors that achieve the same purpose." (*West Virginia Policy 2419*, W. Va. Dep't of Educ., 2024, p. 23) The U.S. Department of Education uses the acronym PBIS, generically in reference to any model or curriculum that employs a proactive and positive, multitiered continuum of evidence based behavioral interventions that support the behavioral competence of all students." (Ward & Gersten, 2013, p. 318) CHAMPS is a proactive, research-based classroom management program designed to reduce disruptive behaviors, increase student engagement, and improve overall school climate. WVA has used CHAMPS since its inception and continues to use this model of PBIS.

### **MTSS and CHAMPS**

West Virginia Academy (WVA) is committed to creating an inclusive and supportive environment through a Multi-Tiered System of Supports (MTSS), ensuring that all students receive the academic and behavioral support they need to thrive. The CHAMPS classroom management framework serves as a foundational element within WVA's MTSS model, providing a structured, positive approach to behavior management that aligns with our values of respect, responsibility, and safety.

MTSS is a multi-layered approach designed to provide tailored academic and behavioral support through three levels of intervention: Universal (Tier 1), Targeted (Tier 2), and Intensive (Tier 3). CHAMPS fits seamlessly into this model, providing differentiated support to students based on their individual needs.

### **Tier 1: Universal Interventions (School-Wide)**

At the core of MTSS is Tier 1, where all students participate in proactive and preventive strategies designed to set high expectations and promote positive behavior.

- **School-Wide CHAMPS Implementation**

All classrooms at WVA implement CHAMPS as the primary tool for establishing and maintaining behavioral expectations. Professors explicitly teach, model, and reinforce

CHAMPS expectations (Conversation, Help, Activity, Movement, Participation, and Success) at the beginning of the year and revisit them regularly. All classrooms at WVA feature CHAMPS posters that clearly outline behavior expectations, with additional posters detailing procedures for specific activities, such as independent work, hallway transitions, recess and lunch expectations, and the process for asking for help.

- **Consistency Across Environments**  
The CHAMPS model provides consistent behavioral expectations throughout classrooms, common areas, and during transitions. This consistency helps students internalize expectations, creating a predictable and safe learning environment for all.
- **Data Collection and Monitoring**  
Professors gather data on behavior patterns through observation and the school's behavior tracking system. This data is used to identify students who may need additional support beyond Tier 1.

## **Tier 2: Targeted Interventions**

Students who do not respond to Tier 1 strategies are provided with targeted support through additional CHAMPS-based interventions.

- **Small Group Supports**  
For students who need more guidance, small group sessions focus on reteaching CHAMPS expectations and practicing appropriate behaviors in specific scenarios. These groups may be led by classroom professors or Student Success Managers.
- **Adaptations to CHAMPS**  
Targeted students may require additional visual aids, modified expectations, or personalized reminders aligned with CHAMPS to reinforce positive behavior and increase engagement. Adaptations are data-informed and address specific areas of need.
- **Regular Check-ins and Monitoring**  
Behavior data is closely monitored to assess progress. Adjustments to interventions are made based on individual student data and response to Tier 2 supports, with ongoing communication with families to support student growth.

## **Tier 3: Intensive Interventions**

For students needing individualized and intensive behavioral support, CHAMPS principles are incorporated into personalized positive behavior plans within Tier 3.

- **Individualized Behavior Intervention Plans**  
Students who require Tier 3 support receive a customized positive behavior intervention plan that includes CHAMPS-aligned strategies and personalized goals. These plans may involve one-on-one support, close monitoring, and regular progress updates.



- **Collaboration with IEP Teams**  
For students with disabilities or those receiving special education services, WVA's behavior intervention plans integrate CHAMPS and other supports identified through IEP team collaboration, ensuring that all interventions align with each student's specific needs.
- **Progress Monitoring and Family Involvement**  
Tier 3 interventions require frequent progress reviews, with families actively involved in setting goals and reviewing progress. Data is analyzed to refine the intervention approach and ensure that each student receives the support necessary to achieve success.
- The integration of CHAMPS within WVA's MTSS model provides a structured, consistent approach to behavior management that meets students' varied needs. Through universal, targeted, and intensive supports, WVA ensures that CHAMPS not only promotes positive behavior across the school but also adapts to each student's unique requirements for academic and social success.

### WVA PBIS Model Overview: CHAMPS

CHAMPS stands for:

- **Conversation:** The level and type of conversation appropriate for each activity.
- **Help:** How students should ask for help during activities.
- **Activity:** The task or purpose of each activity.
- **Movement:** Expectations for student movement during each activity.
- **Participation:** What students' active engagement looks like.
- **Success:** Achieving successful behavior and academic outcomes.

By implementing CHAMPS as a PBIS framework, WVA ensures that expectations are consistently communicated and followed, leading to a positive and structured learning environment that benefits all students, including those with disabilities.

### Implementation Plan

1. **Tiered Support System**
  - **Tier 1: School-Wide Expectations**  
All students are introduced to the CHAMPS expectations. Professors review CHAMPS expectations regularly and establish classroom-specific guidelines that align with school-wide goals.
  - **Tier 2: Targeted Interventions**  
For students requiring additional support, individualized behavior intervention plans are developed in coordination with SAT, 504 and/or IEP teams and may include additional CHAMPS-based reminders, visual aids, or structured breaks.
  - **Tier 3: Intensive Interventions**  
Students with persistent behavioral challenges may receive intensive one-on-one

support, incorporating CHAMPS principles in individualized behavior plans and setting measurable goals that are frequently monitored and adjusted.

## 2. Professional Development

WVA provides ongoing professional development for all staff to maintain consistent CHAMPS implementation. Training includes classroom management techniques, student engagement strategies, and approaches for adapting CHAMPS for diverse needs.

## 3. Monitoring and Evaluation

The success of the CHAMPS PBIS model is assessed through:

- Regular classroom observations to ensure fidelity of CHAMPS implementation.
- Behavior data tracking to identify trends and adjust interventions as needed.
- Feedback from staff, students, and families on the program's impact.

### Using CHAMPS Schoolwide:

Implementing CHAMPS schoolwide at WVA establishes a consistent framework for success across all areas of the school, supporting scholars in understanding and meeting expectations in diverse environments. By using CHAMPS expectations in classrooms, at PE, and during lunch and recess, students receive clear, structured guidance on how to communicate, seek help, participate actively, and move responsibly, no matter where they are on campus. This continuity fosters a predictable environment where students feel safe and confident, enhancing their focus on learning, positive social interactions, and overall engagement. Consistent application of CHAMPS expectations also helps students transition smoothly between activities and settings, empowering them with the tools to succeed in both structured and less-structured parts of their day.

#### Classroom

In the classroom, CHAMPS provides specific guidelines for each type of activity—such as group work, independent study, and discussions—by outlining the expected **Conversation** level, how to **Ask for Help**, what the **Activity** involves, allowed **Movement**, and what **Participation** looks like for success. For example, during a group project, students understand they can use a "whisper voice" (Conversation), should raise their hands for questions (Help), stay within their group (Movement), and contribute to the discussion (Participation). This clarity minimizes disruptions, allowing students to focus on learning and collaboration.

#### Physical Education (PE)

CHAMPS is also applied in PE to enhance engagement and safety. For instance, before starting a game, the PE professor reviews the CHAMPS expectations: students may use an "inside voice" to encourage teammates (Conversation), should notify the professor if they need help (Help), must follow the rules of the game and respect boundaries (Movement), and participate fully to support their team (Participation). Scholars who understand these guidelines are more likely to stay safe and cooperative, allowing them to enjoy physical activities and develop sportsmanship.

**Lunch**

During lunch, CHAMPS expectations help maintain a pleasant and respectful environment. For example, the **Conversation** level might be a "normal talking voice," and scholars are encouraged to raise their hands if they need assistance (**Help**). They know they should stay seated until dismissed (**Movement**) and should practice polite table manners and clean up after themselves (**Participation**). With clear expectations, lunch becomes a time for students to relax and socialize within respectful boundaries, fostering positive relationships.

**Recess**

At recess, CHAMPS guidelines ensure scholars know how to balance free play with respect for others. For example, students are reminded to use an "outside voice" appropriately (**Conversation**), approach a supervising professor for assistance if necessary (**Help**), remain within designated play areas (**Movement**), and play fairly, taking turns (**Participation**). CHAMPS reduces conflicts, keeps recess enjoyable and orderly, and provides scholars with a sense of responsibility while enjoying free time.

**Effectiveness of Schoolwide CHAMPS**

Using CHAMPS across all areas of WVA creates a predictable, supportive environment where scholars can confidently navigate varied settings. By reinforcing CHAMPS expectations across all settings, WVA ensures that scholars receive the guidance needed to succeed academically, socially, and behaviorally. This schoolwide consistency cultivates a respectful environment that supports their success throughout their day.

**Conclusion**

West Virginia Academy's PBIS model, grounded in CHAMPS, aligns with Policy 2419 requirements by creating a positive, supportive environment for all students. This document serves as evidence of our commitment to PBIS through CHAMPS, illustrating a comprehensive approach to behavioral management that promotes academic and social success for every scholar.

Reference Page

1. Ward, B., & Gersten, R. (2013). A randomized evaluation of the Safe and Civil Schools model for Positive Behavioral Interventions and Supports at elementary schools in a large urban school district. *School Psychology Review, 42*(3), 317–333.
2. **West Virginia Department of Education.** *Policy 2419: Regulations for the Education of Students with Exceptionalities.* Chapter 7, 23 (2024).

### **West Virginia Academy Continuum of Services**

Scholar placement decisions at WVA are made collaboratively by the IEP Team, which includes parents, educators, special education staff, and other relevant specialists. These decisions are based on a variety of important factors, such as the scholar's progress toward annual goals, individual needs, and strengths, as well as the requirement to provide education in the Least Restrictive Environment (LRE). The goal of the IEP Team is to ensure that each scholar receives the level of support necessary to succeed while fostering inclusion and maximizing their potential within the general education setting whenever possible. Adjustments to services, placement, or instructional approaches are reviewed and modified regularly to align with the scholar's evolving progress and needs.

Parents choose West Virginia Academy (WVA) for our special education model because they are seeking an alternative approach to meet their child's unique needs. Many families desire an educational environment that emphasizes support through accommodations and modifications rather than traditional direct special education services. WVA's model focuses on providing personalized instruction that fosters academic growth while promoting inclusion in the general education setting for all scholars enrolled..Parents believe that when their child feels accepted and supported, they are more likely to succeed.

Parents appreciate our commitment to tailoring educational experiences that enable their children to thrive alongside their peers. By integrating accommodations and modifications into the curriculum, WVA ensures that scholars receive the necessary support to access the curriculum effectively and make meaningful progress toward their goals. This desire stems from a belief that their child can thrive in a general education environment with the right supports in place. This approach aligns with parents' wishes for a more inclusive educational experience that values their child's individual learning style and promotes independence and confidence. Ultimately, WVA provides an environment where parents feel their children are understood, supported, and empowered to succeed.

Overall, parents are drawn to WVA because they believe in an educational model that prioritizes individualized support, inclusion, and skill development, enabling their children to thrive without the stigma often associated with direct special education services.

## Continuum of Services Models:

### 1. General Education with DI Support

- All K-6 scholars: Participate in Direct Instruction sessions up to 135 minutes daily in English/Language Arts, Mathematics, and Reading.
  - Instructional Leveling:
    - Foundational Skills: For scholars needing support to close learning gaps.
    - Grade-Level Concepts: For scholars working at grade level.
    - Enrichment: For advanced scholars needing higher-level challenges.
- Differentiated Instruction: Tailored to individual needs within the general education classroom for all students.
- All 7th through 12th grade scholars have the opportunity to participate in Decoding and Corrective Math for up to 230 minutes per week.

The Direct Instruction (DI) model at West Virginia Academy (WVA) is a structured and systematic approach to teaching that focuses on delivering high-quality instruction to all scholars, particularly those in grades K-6. This model is designed to ensure that each student receives targeted support based on their individual learning needs, promoting academic success and closing learning gaps.

At West Virginia Academy, we strive to meet the unique academic needs of our Secondary scholars in grades 7–12 by offering specialized Decoding and Corrective Math classes. These courses are carefully aligned with content standards, ensuring that all scholars receive essential knowledge and skills. However, we go a step further by differentiating the content to address each scholar's individual learning styles and proficiency levels.

## Decoding Class

The National Panel of Reading identified five key concepts that are at the core of every effective reading instruction program and they are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Our decoding class as well our Direct Instruction classes encompass each of these key concepts. In Decoding, scholars receive tailored support to strengthen reading and comprehension skills, enabling them to engage more deeply with complex texts across all subject areas. In Decoding, scholars work on reading comprehension, vocabulary, and fluency through a variety of interactive and tailored activities.

In our Decoding class, we structure our approach around five core areas to build foundational reading skills, which empower our scholars to become confident, proficient readers. Here's how we integrate each component:

1. **Phonemic Awareness:** We prioritize phonemic awareness as it is crucial for recognizing and manipulating the individual sounds in words. Our scholars engage in activities like rhyming, segmenting, and blending sounds, which build their understanding of the

structure of spoken language. This groundwork supports the skills necessary for decoding unfamiliar words and strengthens their phonics knowledge.

2. **Phonics:** With phonics instruction, scholars learn the relationship between letters and sounds, applying these skills to read and write words. By focusing on both common and complex sound-spelling patterns, we provide targeted practice to ensure scholars can decode new words independently. We introduce these patterns gradually, allowing for repeated exposure and mastery.
3. **Fluency:** To build fluency, we focus on reading with accuracy, proper rate, and expression. Scholars participate in guided reading, repeated reading exercises, and choral reading to practice pacing and expression. Our fluency activities help scholars move from word-by-word reading to a more natural, fluent style that enhances comprehension.
4. **Vocabulary:** Developing vocabulary is essential for both comprehension and overall language development. In Decoding class, we introduce new words in context and through word study activities, fostering a deeper understanding of meanings, synonyms, antonyms, and usage. We also encourage scholars to explore words through various texts, expanding their knowledge base and preparing them for advanced reading.
5. **Comprehension:** All of our instruction culminates in comprehension. Scholars apply phonemic awareness, phonics, fluency, and vocabulary skills to understand and interpret text. We encourage them to ask questions, make predictions, and draw connections to personal experiences. This not only supports comprehension but also instills a love for reading by engaging them in meaningful dialogue about what they read.

By focusing on these five pillars, we equip our scholars with the skills they need for literacy success, and we continually assess progress to tailor our approach to meet each scholar's unique needs.

### Corrective Math Class

Corrective Math classes provide targeted instruction that adapts to each scholar's foundational understanding, helping them progress confidently through mathematical concepts. This approach allows our educators to offer personalized learning experiences within a standards-based framework, supporting academic growth for every scholar in a way that respects and nurtures their individual learning needs. Corrective Math addresses gaps in foundational math skills, allowing scholars to move through content at a pace suited to their learning needs.

- **Basic Foundational Skills with Manipulatives:** Scholars who struggle with arithmetic engage in activities that use manipulatives, like base-ten blocks or fraction tiles, to understand concepts such as place value, addition, and subtraction. For example,

scholars might use fraction tiles to visually grasp equivalent fractions before moving to abstract calculations.

- **Differentiated Word Problems:** To build problem-solving skills, scholars work on word problems adjusted to their level of mathematical understanding. While one group may work on single-step equations, another might tackle multi-step problems, all within a real-world context that fosters practical understanding.
- **Data and Graph Interpretation:** Scholars analyze data sets to learn how to interpret graphs and tables. A scholar needing extra support may start with simpler bar graphs and gradually work towards more complex data interpretations like scatter plots, fostering both analytical skills and familiarity with various types of data representation.

Through these tailored Decoding and Corrective Math classes, WVA ensures each scholar receives instruction that is relevant to their current level, empowering them to progress in their academic journey with confidence and skill.

### Key Features of the WVA Direct Instruction Model for All Grades:

- **Explicit Teaching**  
The DI model emphasizes clear, explicit instruction in foundational skills and concepts. Teachers present material in a direct and straightforward manner, ensuring that scholars understand what is being taught. Lessons are carefully planned to include step-by-step demonstrations and examples, making complex concepts more accessible.
- **Data-Driven Instruction**  
Instruction is informed by ongoing assessment and data collection. Teachers regularly monitor student progress through formative assessments and observations. This data is used to identify learning gaps, tailor instruction to meet individual needs, and adjust teaching strategies accordingly.
- **Differentiated Instruction**  
The DI model accommodates various learning styles and paces. Scholars are grouped based on their instructional levels, allowing for differentiated teaching that targets foundational skills, grade-level concepts, or enrichment activities in subjects like English/Language Arts, Mathematics, and Reading. This flexibility ensures that each scholar is appropriately challenged and supported.  
*Example:* A student who needs help with basic math operations might receive focused instruction on addition and subtraction, while another student ready for more advanced work might explore multiplication and division concepts.
- **Structured Lesson Design**  
Each DI lesson follows a structured format that includes:
  - **Clear Objectives:** Learning goals are established at the beginning of each lesson, helping students understand the purpose of the instruction.
  - **Modeling and Practice:** Teachers model the desired skills or concepts, followed by guided practice where students engage with the material under teacher supervision.



- **Independent Practice:** Scholars practice skills independently to reinforce learning and build confidence.
- **Feedback and Review:** Immediate feedback is provided, and lessons often include a review of previously taught material to reinforce retention.
- **Focus on Mastery**  
The DI model prioritizes mastery of skills before moving on to new content. Scholars are assessed to ensure they have a solid understanding of the material, allowing them to build on a strong foundation. This focus on mastery helps prevent learning gaps and supports long-term academic success.
- **Collaborative Environment**  
WVA fosters a collaborative classroom environment where scholars work together in pairs or small groups, enhancing peer interaction and social skills. Collaborative learning activities encourage communication and teamwork, reinforcing the content being taught.

### Benefits of the Direct Instruction Model at WVA:

- **Increased Engagement:** The structured and interactive nature of DI lessons keeps scholars engaged and motivated to learn.
- **Improved Academic Performance:** Research has shown that DI is effective in improving student outcomes, particularly for those with diverse learning needs.
- **Support for All Learners:** The model's flexibility allows for tailored instruction that meets the needs of each scholar, whether they require additional support or advanced enrichment.

Overall, the Direct Instruction model at WVA is designed to create an effective and inclusive learning environment where every scholar can achieve their academic goals through high-quality, targeted instruction.

1. **Targeted Support (Push-In or Small Group Pull-Out)**
  - *Specialized Instruction:* Small group sessions during Direct Instruction or other designated times.
    - Provided by special education staff
    - Focus: Targeted interventions in specific academic or behavioral areas as outlined in the IEP.
2. **Intensive Support (Self-Contained)**
  - *Self-Contained Classroom*
  - Emphasis: Instruction in academic, social, or life skills based on IEP goals.

### Ongoing Progress Monitoring and Review

- *Regular Data Collection:* Assessment of progress within DI sessions and other interventions. Data Collection is also collected as outlined within the IEP.

- *SAT, 504, & IEP Team Meetings:* Regular review to adjust services based on progress and changing needs. Parents also have the right to call an IEP or team meeting at any time to review progress, gather team input, ask questions, and make changes as the team feels necessary.

Scholar placement decisions at WVA are made collaboratively by the IEP Team, which includes parents, educators, special education staff, and other relevant specialists. These decisions are based on a variety of important factors, such as the scholar's progress toward annual goals, individual needs, and strengths, as well as the requirement to provide education in the Least Restrictive Environment (LRE). The goal of the IEP Team is to ensure that each scholar receives the level of support necessary to succeed while fostering inclusion and maximizing their potential within the general education setting whenever possible. Adjustments to services, placement, or instructional approaches are reviewed and modified regularly to align with the scholar's evolving progress and needs.