

West Virginia Virtual Academy (WVVA)



WEST VIRGINIA
VIRTUAL ACADEMY
POWERED BY K12

Disclaimer: This handbook may be changed, amended, or edited to reflect policy or procedural updates at any time, pending WVVA Board approval. Parents/Learning Coaches will be notified of changes.

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Our Mission and Vision

The mission of West Virginia Virtual Academy (WVVA) is to use high-quality curriculum and authentic career-focused educational programming to personalize instruction for every student, regardless of their zip code, so they are empowered to achieve their full potential, prepared to pursue the career and/or postsecondary education opportunities of their choosing, and equipped to contribute positively to the communities in which they live and West Virginia as a whole.

West Virginia Virtual Academy's vision for student learning is to focus on foundational learning proficiency in early grades, equipping students with the skills they need to develop deep content knowledge in upper grade levels. Rigorous career-learning education will be integrated as early as elementary school and become the focus of upper grade levels to promote high levels of student academic achievement and provide for authentic career exploration opportunities in collaboration with industry partners. The virtual aspect of West Virginia Virtual Academy removes the geographic barriers that prevent many students from accessing career-readiness education. It also provides expanded choice for students seeking an alternative and more personalized learning experience.

West Virginia Office & Key Contacts:

Main Office: 304-807-9370

Executive Director, Mr. Doug Cipoletti (dcipoletti@westvaacademy.org)

Elementary and High School Academic Administrator, Ms. Cheryl Stahle (cstahle@westvaacademy.org)

Middle School Academic Administrator, Ms. Nicole Drobish (ndrobish@westvaacademy.org)

Special Education Academic Administrator, Ms. Amanda Bailey (abailey@westvaacademy.org)

WVVA Where to Go for Help

Office Phone: **304-807-9370**

Address: 3508 Staunton Ave., 3rd Floor Charleston, WV 25304

Executive Director: **Doug Cipoletti**

<p style="text-align: center;">Stride K12 Technical Support/ Customer Care</p> <p style="text-align: center;">Technical Support: www.help.k12.com OR 1-866-STRIDE-CARE</p> <p>Press 2 at the Prompt for Options: Option 1: Materials Options 2: Technical Support Option 3: Login Information and Online Systems Support</p>	<p>K5 Academics Homeroom Teacher</p> <ul style="list-style-type: none"> ✓ Daily Lessons ✓ Assessments ✓ Class Connects ✓ Your Child’s Progress/ Grades ✓ Course Placement ✓ Student and Family Concerns ✓ Please contact your Special Education Teacher for concerns related to the IEP and related services. 	<p>MS/HS Academics Course Content Teachers</p> <ul style="list-style-type: none"> ✓ Course Content ✓ Assessments ✓ Class Connects ✓ Grades ✓ Student and Family Concerns ✓ Please contact your Special Education Teacher for concerns related to the IEP and related services.
<p>CRE For questions regarding our CRE programs contact our CRE Coordinator.</p>	<p>Operations Manager</p> <ul style="list-style-type: none"> ✓ Computer Approvals ✓ Change in Address/Phone/ Learning Coach ✓ Records ✓ Immunizations ✓ Transfers and Withdraws ✓ Unresolved Technical Support Issues 	<p>Counselors</p> <ul style="list-style-type: none"> ✓ Course Assignments ✓ Social/Emotional Concerns ✓ Credits/ Transcripts ✓ Graduation Planning ✓ Post-Secondary/Dual Enrollment ✓ Transcripts
<p>Attendance/Truancy wvvaattendance@westvaacademy.org</p> <p>General Office Questions: wvvaoffice@westvaacademy.org</p> <p>Registrar and Records: wvvarecords@westvaacademy.org</p>	<p>Special Program Support Amanda Bailey, 304-807-9370 Nicole Colson- Compliance Manager</p> <ul style="list-style-type: none"> ✓ Special Education ✓ 504 Plans ✓ Child Find ✓ Title IX/Discrimination ✓ English Language Learner Support ✓ Homeless/McKinney-Vento and Foster Care Support 	<p>General Education Cheryl Stahle, 304-807-9370 (Elem/HS) Nicole Drobish, 304-807-9370 (MS)</p> <p>General education questions/concerns Student socialization Academic concerns Learning Coach support Discipline</p>

Where To Go with Questions or Concerns

Please follow these procedures for general information or for assistance in resolving a problem:

Step 1: All concerns and issues should first be directed to the student’s teacher. If a WVVA teacher cannot resolve the issue (e.g., materials and computer issues) he or she will direct the Learning Coach to the appropriate contact for assistance. The WVVA teacher will monitor the concern to ensure resolution.

Step 2: If the issue or concern is about the WVVA teacher, Learning Coaches are advised to contact the grade level principal/administrator, as applicable.

Step 3: If the concern is not resolved at the principal/administrator level, Learning Coaches are advised to contact the Executive Director.

Emergency Closings and Communication Procedure

In the event of an emergency or if a scheduled outing or activity such as state testing must be cancelled, WVVA will attempt to notify families in a variety of ways including, but not limited to: email, Learning Coach Community posts, Facebook posts, and an “auto dialer” call via Blackboard Connect.

Academic Calendar

WVVA will make educational services available to pupils for a minimum of one hundred eighty (180) separate instructional days, or an equivalent amount of instructional time as provided in this section.

WVVA will afford students 24/7 access to the online school’s curriculum and lessons throughout the school year. Students will be expected to log into the online school every official school day for about five - six hours, although this may vary daily depending on lesson length and individual student needs.

Attendance will be recorded based on logins, communication with teachers, completion of course work, and participation in class activities. If logins and communications do not demonstrate sufficient coursework, the school will collaborate with the Learning Coach, teachers, counselors, and academic administrators.

West Virginia Virtual Academy

2025-2026 School Calendar for Students

August 2025 - June 2026

- First and Last Day of School
- No School for Students on Shaded Days

August 2025						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2025
<p>Wednesday, August 6 - First Day for Teachers</p> <p>Wednesday, August 20 - First Day for Students</p>

September 2025						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September 2025
<p>Monday, September 1 - Labor Day (School & Office Closed)</p>

October 2025						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October 2025
Thursday, October 9 & Friday, October 10 - 1st Semester Break

November 2025						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November 2025
Tuesday, November 11 - Veterans Day (School & Office Closed)
Monday, November 24 - Friday, November 28 - Thanksgiving Break (School & Office Closed)

December 2025						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 2025
Tuesday, December 23 - January 4 - Winter Holiday (School & Offices Closed)

January 2026						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2026
Thursday, January 1 - New Year's Day
Friday, January 2 - Last day of Winter Holiday (School & Office Closed)
Friday, January 16 - End of 1st Semester
Monday, January 19 - Martin Luther King Jr. Holiday (School & Office Closed)
Tuesday, January 20 - 2nd Semester/3rd Nine Weeks Begins

February 2026						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February 2026
Monday, February 16 - President's Day (School & Office Closed)

March 2026						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 2026
Thursday, March 5 & Friday, March 6 - 2nd Semester Break

April 2026						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 2026
Monday, April 6 - Friday, April 10 - Spring Break

May 2026						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 2026
Monday, May 25 - Memorial Day (Students & Office Closed)

June 2026						
No School for Students on Shaded Days						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 2026
Friday, June 5 - Last Day of School for Students
Friday, June 12 - Last Day of School for Teachers

Non-Discrimination Equal Educational Opportunity Policy (Title IX)

WVVA is committed to providing an environment that is free from all forms of sex discrimination, which includes sex discrimination, sexual harassment (including sexual violence), as regulated by Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. WVVA reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure. WVVA reserves the authority to address sex discrimination and sexual harassment even if the same, similar or related circumstances are also being addressed under another policy, whether of WVVA or another entity. Furthermore, WVVA reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on WVVA's judgment that the alleged actions are contrary to any part of its code of conduct or employee handbook.

Title IX: Grievance Procedure: Any student, parent/guardian/Learning Coach, current or prospective employee or other individual within the school community who believes they have experienced, observed, or is aware of sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school counselor, principal, or other school administrator.

Title IX Coordinator, Christopher Arbogast

Phone: 304-807-9370

Email: carbogast@westvaacademy.or

Additionally, you may contact the Office of Civil Rights by calling 1-800-421-3481.

A “**formal complaint**” is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. A “**nonformal complaint**” is any notification regardless if by mail, telephone, or email, not utilizing the formal complaint form or not signed by a complainant or by the Title IX Coordinator.

Response to a Formal Complaint

In response to a formal complaint, the school will follow the defined grievance process within this procedure. With or without a formal complaint, the school, if it has actual knowledge of sexual harassment against a person in an education program or activity, will take certain steps such as offering supportive measures to the complainant to address student safety and provide equal access to the education program or activity while preserving the recipient’s discretion to address facts or circumstances present by a particular situation.

Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

Privacy Protections

The school will never use or attempt to use questions or evidence that is protected by a legally recognized privilege, unless the person holding the privilege waives the privilege.

The school cannot unilaterally access or consider a party’s records, if they are made or maintained by a physician, psychiatrist, or other recognized professional for the purpose of providing treatment. These records can only be accessed with the party’s voluntary written consent.

During the grievance process, questions, or evidence about the Complainant’s prior sexual behavior – even with the respondent accused of sexual harassment, and even in the cases where the respondent already possesses evidence about sexual history – are never deemed relevant, with only two narrow and limited exceptions.

The grievance procedures will be as follows:

1. It is the express policy of WVVA to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Once the school has “actual knowledge” of sexual harassment, or allegations of sexual harassment, the school will respond within 24 hours. “Actual knowledge” means notice or allegations received by Title IX coordinator, school official with authority to institute corrective measures on behalf of the school, or any school employee. The school must treat a person as a complainant any time the school has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint. Further, it should be noted, there is no time limit or statute of limitations on a complainant’s decision to file a formal complaint.
2. At the time the complaint is filed, the grievant shall promptly be given a copy of these grievance procedures and a description of the supportive measures offered by the school. A formal complaint form for such purpose can be found on our website and will also be provided to the grievant upon notification of such complaint. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and measures and answer any questions anyone has. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the

student's behalf. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with WVVA's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator will provide written notice to the parties identified in the complaint. The written notice will include, the allegations and facts that may constitute sexual harassment, the presumption of that the accused did not engage in prohibited conduct, notice that parties are entitled to an advisor of their choice, parties can request to inspect and review certain evidence, a copy of the code of conduct, false statements (if any), the opportunity to engage in informal resolution, the right to appeal, the range of possible remedies and disciplinary sanctions following determination of responsibility, and which standard of evidence will be used to reach a determination.
5. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on by the school discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation. The investigator will objectively evaluate all relevant evidence regardless of who it favors or disfavors. When facts conflict, credibility determinations can be made. However, credibility determinations will not be based on a person's status as a complainant, respondent, or witness. Following the evaluation, the investigator will prepare an investigative report and will share the report with all parties before a determination regarding responsibility is reached.
6. Prior to sharing the investigation report, the Title IX Coordinator must provide all parties a copy of the evidence used to form the basis of the report and allow all parties 10 days to submit a written response. All written responses received will be objectively reviewed and considered by the school's investigator before issuing the report. Further, the Title IX Coordinator must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
7. Finally, the Executive Director, not the Title IX Coordinator or investigator, will make a determination and provide written determination of responsibility to both parties simultaneously. The written determination will include:
 - Identification of the allegations potentially constituting sexual harassment as defined in §106.30; 2027
 - A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - Findings of fact supporting the determination;
 - Conclusions regarding the application of the recipient's code of conduct to the facts;
 - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and the recipient's procedures and permissible bases for the complainant and respondent to appeal.

8. If after an investigation, the decision-maker determines that there is reasonable cause to believe that sex discrimination or sexual harassment in violation of the school's policy has occurred, WVVA shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such support services may include, no contact orders, academic accommodation, health and mental health services, disability services, confidential counseling or training where appropriate.

Determination

WVVA will consistently apply the same "standard of evidence" in all formal complaints, in making a determination of responsibility. Per Title IX regulations, there are two "standard of evidence" options,

- **Preponderance of evidence** – a majority of the evidence proves a fact. Mathematically, it would be more than 50% of the evidence.
- **Clear and convincing evidence** – a heightened standard which requires more than a *preponderance of evidence* to prove a fact. One definition of *clear and convincing* evidence is highly and substantially more likely than not.

WVVA will apply the following "standard of evidence" – Clear and Convincing Evidence. The same standard of evidence for formal complaints will be applied for formal complaints against all parties, including students, employees, and teachers.

Disciplinary Sanctions and Remedies

A range of different disciplinary sanctions or remedies may be implemented by the school following a determination of responsibility. Due to the unique nature of the situation and individual needs, the following is a non-exhaustive list of possible actions,

- support services may be warranted and may include no contact orders, academic accommodation, health and mental health services, disability services, confidential counseling or training where appropriate
- verbal or written warning
- altered schedules to eliminate interaction opportunities
- exclusions from certain school activities
- access to recorded class sessions in lieu of live participation
- suspension or expulsion

Appeal Process

Under 34 CFR § 106.45(b)(1)(viii), all parties have the right to appeal for specified reasons. Appeals must be submitted within 30 school days following the initial determination. This equal right amongst the accuser and accused will promote a fair process that benefits everyone and ensure parity between the parties. Thus, when a complainant or a respondent disagrees with a decision of responsibility, they have the right to appeal based on the following conditions:

- (1) procedural irregularity that affected the outcome;
- (2) new evidence that was not reasonably available when the determination of responsibility was made that could affect the outcome; or
- (3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome

Upon receipt of a written appeal request with evidence of one or more of the above conditions, the Title IX Coordinator will

- notify the parties in writing and implement appeal procedures equally,
- provide both parties the equal opportunity to submit a written statement of support or disagreement to the appeal,
- identify a new and impartial decision-maker to review the original and newly submitted evidence, and
- after reviewing the new written statements, the new decision-maker will issue a decision to the parties simultaneously within 20 school days.

The determination regarding responsibility becomes final either on the date that the investigator provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where deadlines are set forth in the grievance process, a temporary delay of the grievance process or the limited extension of time frames for good cause are permitted with written notice by the Title IX Coordinator to the complainant and the respondent of the delay or extension and the reasons for the action. Good causes may include, but are not limited to, considerations such as the absence of a party or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Record Retention

The Title IX Coordinator shall maintain all records of Title IX complaints and their disposition for a period of seven (7) years.

Retaliation

Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and WVVA will take all actions necessary to prevent any such retaliation.

DISSEMINATION OF INFORMATION

WVVA must provide name, title, contact information of the identified Title IX Coordinator on the school's website. Further, the school shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by

Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Glossary of Terms

Bullying is conduct that meets the following criteria:

- Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more pupils;
- Is conveyed through physical, verbal, technological or emotional means;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

Cyber-Bullying means bullying that occurs through electronic devices including e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, websites, and social media platforms.

Harassment is conduct that meets all the following criteria:

- Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more pupils;
- Is conveyed through physical, verbal, technological or emotional means;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

Disability shall mean a physical or mental impairment that substantially limits one or more of the major life activities of an individual; a record of such impairment; or being regarded as having such an impairment; or a specific disability such as: cognitive impairment, emotional impairment, hearing impairment, visual impairment, physical impairment, other health impairment, speech and language impairment, early childhood developmental delays, specific learning disability, severe multiple disabilities, traumatic brain injury, autism spectrum disorder and deaf-blindness.

Expulsion shall mean the removal of a student from school for more than ten (10) days because the student has violated the Student Code of Conduct.

IEP shall mean an Individualized Education Plan (IEP) to support a student with disabilities who requires specifically designed instruction and related services.

Manifestation Determination shall mean a review of the special education student's program and disability to determine if misconduct and/or violation of the Student Code of Conduct is related to the disability.

Suspension shall mean the involuntary removal of a student from class attendance or school attendance for ten (10) days or less.

Deadly Weapon shall mean an instrument which is designated to be used to produce serious bodily injury or death or is readily adaptable to such use used to inflict serious bodily injury to another person.

Weapon shall mean any tool or instrument used to inflict serious bodily injury to another person.

Rights and Responsibilities for Students and Learning Coaches

Responsibilities and Rights of Students:

All students share with the administration and staff a responsibility to develop a safe learning environment within school. Students shall have the responsibilities and rights to do the following:

- Be on time and attend school daily including all required Class Connect sessions and asynchronous work both offline and in K12 School (OLS);
- Put forth a conscientious effort in all school assignments and work towards mastery of the material; this may mean revising and resubmitting some assignments at teacher discretion;
- Follow appropriate citation formats to ensure academic integrity;
- Have knowledge of and conform to the school rules and regulations and applicable laws;
- Use appropriate speech, refraining from indecent, obscene or foul language in both written and spoken communication;
- Report incidents or activities that may threaten to or disrupt the school or class to a staff member;
- Obtain a public-school education if you are younger than 22 years old (can be 21 but must not be 22) as of July 1 of the current school year; students must be 5 years old prior to July 1 of the current school year;
- Not be excluded from school privileges because the student is married, pregnant, has a disability, is eligible for special education services and programs or because of race, gender, color religion, sexual orientation (known or perceived), or national origin;
- Not be subject of corporal punishment;
- Be afforded discipline procedures as outlined in this handbook;
- Request and receive interpretation and translation assistance for school-related matters if English is not your child's primary language.

Responsibilities and Rights of Learning Coaches

- Ensure that your children between the ages of 5 and 17 enrolled in WVVA attend school daily in accordance with the laws of the State of West Virginia;
- Follow the daily plan and daily log attendance in the K12 Online (OLS);
- Enroll your child in another school if he/she withdraws from WVVA;
- Present to the school administration any concern or complaint in a calm, reasoned manner;
- Work with your child daily to ensure that student is completing assignments;
- Know the rules set forth in this handbook and review the contents with your child(ren);
- Ensure that your child complies with all required testing and assessments, including but not limited to

required state tests (WVGSA, WVASA, WV PEAKS, SAT) and internal assessments including STAR and interim benchmarks, as scheduled by WVVA;

- Ensure your child has internet access. If the internet is out for more than 24 hours, travel to an alternative location such as a library will be required;
- Maintain a working email address, checking it daily, responding to messages, and updating the school when it changes;
- Complete the Absence Excuse Form within 24 hours of a student absence;
- Ensure that your child receives the periodic health examinations and update immunizations as required by law;
- Ensure that your child, if applying to enroll for the first time in kindergarten, 2nd grade, 7th grade, or 12th grade has a health examination and dental examination on file with the school within 45 days of enrollment as required by law.
- Receive regular official reports of your child's academic progress;
- Inspect, copy, and challenge according to the appropriate guidelines any and all information contained in your child's records;
- Receive an explanation for the basis of any grade given by the teacher;
- Request a conference with the teacher and/or the principal;
- Receive translations and/or interpretations of any written or verbal communications regarding your child and your child's education;
- Appeal disciplinary actions;
- Receive reasonable accommodations for any disability to have access to participate in your child's education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

Learning Coach Involvement Policy

In an effort to meet school-wide goals, WVVA will actively engage Learning Coaches, staff and all stakeholders to ensure student success.

WVVA will be governed by the definition of parental involvement as participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That Learning Coaches play an integral role in assisting their child's learning;
- That Learning Coaches are encouraged to be actively involved in their child's education at school;
- That Learning Coaches are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

WVVA will take the following actions to involve Learning Coaches in the process of school review and improvement:

- Conduct formal surveys regarding Learning Coaches and student satisfaction with the school's operations and academic and instructional programs;
- Learning Coaches mentoring Learning Coaches;
- Ongoing meetings for Learning Coach feedback on programs and practices;
- Conduct ongoing communication at each academic level using print and digital communication formats: face-to-face and virtual meetings, newsletters, Stride K12 Parent Network, Annual Report, progress reports, email, and other means available;
- Request parental input from WVVA families.

WVVA will take the following actions to conduct, with the involvement of Learning Coaches, an annual evaluation of the content and effectiveness of this Learning Coach Involvement Policy to improve the quality of WVVA. The

evaluation will seek to identify barriers to Learning Coach involvement. Particular attention will be given to Learning Coaches who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. WVVA will use the findings of the evaluation regarding its Learning Coach Involvement Policy and activities to design strategies for more effective Learning Coach involvement, and to revise (if necessary and with the involvement of Learning Coaches) its Learning Coach Involvement Policy.

- Provide support and information to help students and families succeed;
- Conduct formal online surveys regarding Learning Coach and student satisfaction with the school's operations and academic and instructional programs and the Learning Coach Involvement Policy and programs;
- Provide Learning Coach involvement information using school communication tools and at various school activities when appropriate;
- Conduct virtual Learning Coach forums to review program improvements.

Title 1 Coordinator Responsibilities

- Oversee the Title 1 program;
- Ensure that the Learning Coach Involvement Policy is implemented;
- Provide Learning Coaches of Title 1 students with communication in the language and format that is easily understood;
- Ensure a meeting schedule is developed to allow Learning Coach involvement;
- Involve Learning Coaches in the development, review and improvement of Learning Coach involvement activities and Learning Coach Involvement Policy;
- Provide an explanation of the curriculum, forms of academic assessment and the proficiency levels expected;
- See page 63 for Title 1 Policy.

Student Responsibilities:

Strong Start

- Students must complete the orientation course within three days of their start date. Failure to complete the orientation within this time frame will result in the locking of curriculum.
- Students must complete the STAR Reading and Math Diagnostic within three days of their start date. Failure to complete the diagnostic within this time frame will result in the student's curriculum being locked.
- The learning coach must sign the Parent Student Handbook within three days of their student's start date. Failure to do so will result in the student's curriculum being locked.
 - Come to Class Connects on time, stay engaged with web camera on, be ready to learn, work hard and remain until the session is over.
 - Come to Class Connects on time and complete Online School lessons and assignments from the teacher by assigned due dates.
 - Communicate regularly with his/her parents and teachers about school experiences, lessons and assignments so he/she can be successful.
 - Know and follow the school rules.
 - Maintain a working webcam and microphone reporting any technical issues the same day to the IT Help desk at www.help.k12.com

- Respect the school, classmates, and staff.
- Respond to teacher and administrator emails within 24 hours.

Parent and Learning Coach Responsibilities:

- Provide a quiet place for your child to work. All background noise, such as TV, radio, video games, background conversations, etc. should be avoided.
 - Note: This quiet place serves as your student's classroom and should be treated as such. Paraphernalia (alcohol, tobacco, vaping, weapons, etc.) of any kind in camera view is strictly prohibited. All persons within camera view must be fully clothed. Backgrounds must remain neutral or blurred. WVVA teachers and administration reserve the right to ask students to blur their background. Repeated webcam and/or microphone violations may result in your student losing the ability to use their camera and/or microphone during class connect sessions. **PLEASE BE MINDFUL OF WHO AND WHAT IS IN YOUR CHILD'S CAMERA BACKGROUND**
- Ensure that your child attends school every day.
- Participate in surveys.
- Regularly monitor your child's progress in school.
- Participate as appropriate in decisions about your child's education.
- Attending scheduled parent-teacher conferences.
- Read email every day and respond within 24 hours as needed.
- Respect the school, staff, students, and other families.
- Appropriate attire, specifically shirts and pants, for all persons on camera is required at all times. This includes students and anyone present within view of the camera.
- Profanity and smoking/vaping of any kind is strictly prohibited.
- Ensure that your child's background is school appropriate or blurred.

Staff Responsibilities:

- Provide a safe and supportive learning environment.
- Teach classes that are engaging and promote student achievement.
- Provide feedback on student work within 72 hours; apart from large written assignments which may take up to 5 school days to grade.
- Instruct students on the proper use of Artificial Intelligence within their content areas.
- Motivate students to learn.
- Set high expectations and assist every child in meeting the West Virginia academic standards.
- Provide opportunities for parents to observe in the classroom.
- Participate in professional development that focuses on improving teaching and learning and supports the formation of partnerships with family and the community.
- Participate in collaborative decision making with Learning Coaches and colleagues to make school accessible and welcoming to families.
- Communicate regularly with Learning Coaches and students alerting administration after three unsuccessful attempts.

Attendance Policy and Instructional Time

Compulsory school attendance begins with the school year in which the sixth birthday is reached prior to July 1 of such year or upon enrolling in a full-time publicly funded kindergarten program and continues to the 17th birthday

or for as long as the student continues to be enrolled in a school system after the 17th birthday. [ARTICLE 8. COMPULSORY SCHOOL ATTENDANCE. W.V. Code §18-8-1a.]

Since the beginning of the 2020-2021 school year, the West Virginia Department of Education (WVDE) guidance has emphasized the importance of monitoring and recording student attendance/engagement for in-person and virtual learning scenarios. High-quality attendance data for all students is critically important.

As a reminder:

Schools, districts, and the WVDE are required to report attendance data for all students, including reports produced for state and federal purposes. Teachers and administrators need accurate and reliable data to help them monitor student progress and determine needed.

It is imperative that attendance data be recorded for all students in a way that provides accountability and recognizes student efforts to engage in the educational process. Currently, instead of focusing on physical presence during instruction, it is necessary to track meaningful engagement in the virtual learning environment. Virtual learning models provide more flexibility for students and more individual accountability for the completion of work.

Attendance Responsibilities

The following criteria are counted toward instructional time:

- Pupil attended a live lesson from the teacher.
- Pupil logged into a lesson or lesson activity and the login can be documented.
- Pupil and teacher engaged in small group or individual online help sessions.
- There is documentation of an email dialogue between the pupil and teacher.
- There is documentation of activity/work between the learning coach and pupil.
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged each week.
- Approximately 5-6 hours daily must be logged to meet the state's hourly requirements.
- All families must participate in a Parent (Guardian) Orientation and the new students will attend "Introduction to Online Learning" course via K12 School (OLS). Secondary students will be expected to participate in an onboarding bootcamp to ensure that they possess the appropriate skills needed to be successful in a virtual learning environment.
- The family must maintain regular communication with the WVVA teachers and administrators. If WVVA staff and administration are unable to reach a family after three attempts, a well check by local authorities may be requested.
- Students and Learning Coaches must check their email and phone messages daily. Return response should be within 24 hours or on the next business day.
- Students must attend all required live Class Connect sessions, including remediation and small group, for direct instruction as directed by their teachers.

Elementary Addition

- Students must come to all daily required live sessions.
- Students must log in to the K12 School (OLS) and access daily course materials.
- Students must be appropriately responsive via chat and/ or microphone during class connect sessions.

- Students must have a working webcam especially for ELA and phonics classes.
- Learning Coaches are responsible for emailing the student’s teacher before each planned absence and after each unplanned absence (including relevant documents).
- Students must be in attendance within the first five minutes of each live session to avoid being marked tardy.
- When a live session begins, the student will have the first five minutes to freely enter the classroom. After five minutes, the student will have to be admitted with a possible delay and tardiness will be recorded. Student’s microphones will be muted, and cameras will be turned off when entering class late to avoid disrupting instruction.
- If tardiness becomes chronic, the teacher reserves the right to hold a meeting with the learning coach to create an action plan to discuss time management.

Process for Attendance Monitoring

Students are required to follow the school calendar. Instructional time can be entered on any day (e.g., weekends, holidays, etc.). Students are expected to log into the K12 School (OLS) each scheduled school calendar day.

Truancy: A student will be considered truant after ten (10) days of unexcused absences or lack of engagement.

Please Note: Due to the state’s requirement to obtain specific “hours” and days of attendance, WVVA will be following up with families who fall behind in accrued academic hours based on the timelines above. In addition, WVVA Administrators reserve the right to remove logged attendance hours that cannot be supported by demonstrating course work, Class Connect attendance, or other criteria as indicated above. To avoid this, Learning Coaches should ensure communication to the school regarding absences and days spent on all “offline” materials with no online work. When a family does not respond, given the steps above, it implies withdrawal.

Excused Absences: The school recognizes, with notice to the school, student illness, death in the family, prior permission to leave school by parents/guardian(s) and administrator, approved family vacations, approved college visitations, required court appearance, religious observations, family emergencies, counseling or administrative appointments can be excused.

Excused Notes for Absence: The parent or guardian has three calendar days from the date of absence to submit the excuse through email. In order for an absence to be registered as excused, a parent or guardian must submit a written explanation to the attendance office via email at wvvaattendance@westvaacademy.org; notes or emails must state the student’s name, the date of the absence, and the reason for the absence.

- **Doctor/Medical Excuses:** Students must present doctor’s notes when they are absent from school for three or more days consecutively due to illness. Parents should send doctor’s notes to the attendance office at wvattendance@westvaacademy.org.
- **Bereavement:** It is understandable that some students may require more time than others to heal from the loss of a family member or friend. If families feel as though more than 3 days are necessary for leave, they must contact school administration to address the additional time needed and create a plan for make up work. Extended bereavement time requires a physician’s note.

Technology: Learning Coaches must submit a Tech Ticket number for technology issues related to Stride K12/West Virginia Systems and Technology concerns. The help desk can be reached at www.help.k12.com or 1-866-K12CARE. Please note that the school staff is unable to repair or resolve technology issues.

Unexcused Absences: An unexcused absence is an absence not recognized by state law or West Virginia Virtual Academy. Unexcused absences may result in loss of credit for assignments missed.

Makeup Work: Remember that regardless of the absence reason, students are expected to make up work in the K12 School (OLS) according to individual class expectations.

Habitual Truancy: A truant is defined as a student who is willfully absent from school without the knowledge and consent of the parent and school, or the student is absent from school when there is an attempt to evade the West Virginia Compulsory Attendance Law. A “habitual truant” is defined as a student who is determined to be truant three times during any semester. A truant absence is considered an unexcused absence.

Excessive Absences: Excessive absences adversely affect a student’s academic performance and relationship with the school. Students who have excessive absences or long periods of a lack of engagement will fall under the truancy policy and may be withdrawn from WVVA.

Pregnancy: Pregnant students are expected to attend classes daily as assigned unless they have a doctor’s note to indicate other needs. A team meeting will be planned prior to the student’s due date to prepare a return plan to transition the student back to classes within an acceptable amount of time with attention being paid to the unique needs of student mothers.

Student Maternity Leave: Students will be allowed to take time off of school for pregnancy, childbirth, miscarriage, and/or recovery for as long as their doctor says is medically necessary. This includes absences for necessary medical appointments, or a longer leave of absence for a high-risk pregnancy or childbirth. WVVA will follow the recommended leave as stipulated by the student’s medical provider.

Pregnant students are expected to attend classes daily as assigned unless they have a doctor’s note to indicate other needs.

No Internet Access or Power Outage: Students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their schoolwork. If the student does not have a back-up plan and cannot go to the library, the student must notify his or her teacher and the office at wvvaattendance@westvaacademy.org in order to legitimize the reason for the absence. Please contact the office should extended internet access become problematic.

Withdrawing your student from WVVA: The process below applies to any kind of withdrawal. No matter the reason for withdrawal, the following actions *must* be taken.

- **Before we can withdraw your student** from WVVA, we will need a request for records sent to WVVA from the prospective school. They can fax it to us at 304-220-3104, or they can email it to wvvarecords@westvaacademy.org. This process is the same as transferring your student out of state, or to a private school.
**We ask that this process is completed as soon as possible.*
- **If you intend to homeschool your student**, you will need to fill out an Intent to Homeschool form and file it at the corresponding county’s Board of Education. **ONLY** the county superintendent has the authority to grant permission to homeschool. If you are granted permission to homeschool your child, the corresponding county’s board of education will submit a request of records to the WVVA office, and we can then withdraw them from WVVA and drop them in the state WVEIS system. You can find more information about homeschooling your child here:

<https://wvde.us/middle-secondary-learning/guidance-and-considerations-for-county-homeschool-policy/>.

- **After a successful withdrawal from WVVA**, you can expect an email from Customer Support within the following two weeks with shipping labels so you can return all materials to K12 at no cost to you. Please reach out to Customer Support if you have any questions about returning materials. More information about returning materials and laptops can be found at www.help.k12.com or by phone at 855-k12-help (855-512-4357).
- If you have any questions or concerns about the withdrawal process from WVVA, please contact the office via email at wvvaoffice@westvaacademy.org, or by phone at 304-807-9370.

Withdrawing From West Virginia Virtual Academy

Parents/guardians wishing to withdraw their children from the West Virginia Virtual Academy must contact the office or administrator and complete a withdrawal form. A request for records from the receiving school or entity is required to fully process the withdrawal. The Operations Manager or designee will confirm the withdrawal date once the form has been received and arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Families choosing to withdraw their children to homeschool will be asked to submit a letter of intent to Homeschool. Once a student is withdrawn from public school and homeschooled, they are no longer entitled to a Free Appropriate Public Education (FAPE) under IDEA. The public school district is no longer required to provide IEP services.

Student Support Services

Mandatory Benchmark Testing

WVVA administers three benchmark assessments each year to ensure that students are making academic progress. Data from these assessments is used to adapt curriculum or to provide additional support. Students must complete all three benchmarks annually. Students who do not perform proficiently on the benchmark assessments may be scheduled for remedial courses or small groups. Remedial courses at the high school level would be elective credits.

Tier 1- Support provided by Teachers

At this level, all students will receive basic navigation and onboarding support. General questions are answered at this level, and the teachers are monitoring progress, grades, and attendance. Teachers make regular calls to the students/learning coaches to ensure the students are completing daily work.

Tier 2- Support Provided by Teachers

The student and learning coach are struggling to keep up with class requirements and attendance. If the struggle is due to academic skill gaps, students may be assigned for additional small group support. Small groups may be taught by either a general education teacher or interventionist.

The teacher reaches out with specific intervention and strategies in mind. The teacher may also ensure the student has completed their initial online learning course. Topics covered by both the teacher and within the initial online learning course may include (but not limited to) these basic skills:

- Navigation of online school platform
- Accessing lessons/completing lessons
- Turning in assignments
- Creating a schedule
- Creating goals
- Attendance

Tier 3- Support Provided by Administrator, and Teacher

Tier 3 support is intended to evoke all methods for helping to re-engage the student in school. The administration may determine if WVVA is in the student’s best academic interest, and the teacher may brainstorm further ways to re-engage the student. The academic administrator may issue an academic contract to try and re-engage the student.

Academic Probation: is intended to re-engage the student with specific engagement goals. The teacher(s) and administration work with the learning coach and student to create this plan. Student success plans will be monitored in four-week cycles until progress is consistently observed. Failure to make academic progress in courses may result in disenrollment.

Tier 4: Meeting with administrator, learning coach, and possibly teachers

This meeting will involve the student, learning coach, administrator, and possibly teachers. During this meeting, student progress and attendance, contact attempts, and support actions will be discussed. The goal of this meeting is to discuss what is in the student’s best academic interest.

Failure to Participate in Instructional Activities Policy and Procedure:

It is essential that students participate in instructional activities and WVVA expects students and families who partner with us to consistently and meaningfully participate in required instructional activities. Therefore, a student who habitually fails to participate in instructional activities shall become subject to certain consequences that may include disenrollment from the school. Pursuant to W.Va. Code §18-5G-14 a student shall be disenrolled from WVVA should both of the following conditions be met: (i) after the student’s parent, guardian or custodian receives a written report and the student fails to comply with interventions determined by the principal or principal’s designee in consultation with the Executive Director and all relevant staff members and with Board input to meaningfully participate in instructional activities within a reasonable time determined by the aforementioned persons; and (ii) other interventions employed by WVVA fail to cause a student to consistently participate in instructional activities that student will become subject to disenrollment from WVVA subject to Board oversight and comment. Should the disenrollment event occur, the student shall be transferred to the district of residence and shall not be eligible to re-enroll at WVVA or another virtual charter school for one (1) school year from the date of the student’s disenrollment.

State of West Virginia Required Testing

WVVA, a West Virginia public school, must follow the rules set forth by the West Virginia Department of Education (WVDE) in observance of state law. According to WVDE, all students in grades 3-11 must participate in state testing. Being a part of WVVA means that some travel will be required for testing. Travel includes going to and from testing locations. Learning Coaches are required to provide for travel to and from testing sites.

In -Person Standardized Testing Attendance

Testing will be conducted at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of your home. In certain cases, it may be necessary to travel longer than an hour. These tests are given over a multi-day period depending on a student’s grade level. Attendance is mandatory for WVVA students. Students unable to attend state testing due to medical concerns must provide medical documentation

Specific testing dates and locations will be published no later than two (2) weeks prior to the testing window. The school cannot guarantee that the student's assigned teacher will be the test proctor.

Remote Standardized Testing Attendance

Portions of the required WV State Testing are eligible for remote test administration. For allowable Remote Standardized Testing, WVVA families agree to the following Remote Testing Agreement:

Parent/Guardian Agreement

Preparing for remote testing:

- I will review with my child the *Student Remote Test Administration Agreement* on Page 2 of this document.
- I will make sure that my child's testing device has access to a charging device.
- I will make sure to conduct a readiness check in my home to ensure adequate internet access to take the assessment.

Day of testing:

- I will encourage my child to try their best and to approach the assessment in a positive manner.
- I will emphasize that the security of the assessment content must be maintained at all times. (None of the materials from the online test may be copied, photographed, streamed, recorded, memorized, or reconstructed in any manner.)
- I will provide a room for my child to test in that is quiet, private, and well-lit.
- I will turn off any music, TV, or other background noise.
- I will only help my child if there are difficulties with the testing device or with issues logging in to the assessment.
- I will not help my child answer any questions during the assessment.
- I will not view any of the assessment content, including questions, reading passages, graphic images, and answer choices.
- I will leave the room but be present in the home once the login procedures are complete.
- I understand that, as part of the test security process, the camera on the testing device is to remain on at all times during the test administration, and a trained and certified test administrator will be administering and monitoring the test.

After testing:

- I will follow the test administrator's instructions to have my child log out of the test.

I have read and understand the *Parent/Guardian Remote Test Administration Agreement*, have covered the *Student Remote Test Administration Agreement* with my child, and we agree to comply with the terms and requirements.

Student Remote Test Administration Agreement

Student Agreement:

- I will try my best on the test.
- I understand that the camera on my testing device must remain on at all times during testing.
- I will not ask any other person for help in answering or reading questions on this test.
- I will not allow any other person to help me answer questions on this test.
- I understand that receiving answers to questions on this test from any other person is an academic misconduct violation.
- I understand that providing answers to questions on this test to any other student is an

academic misconduct violation.

- I understand that the use of any device or material that is not allowed in the test session to obtain answers to questions is an academic misconduct violation.
- I agree not to copy, screenshot, or post on social media any of the questions or answers on the assessment.
- I agree not to discuss any test items or seek help during test breaks.

It is important to me to be a person of integrity and that means that ALL ANSWERS on this test are my answers.

If you are unable to meet the Remote Testing Expectations, you will be required to notify the school when testing is scheduled to make alternative plans, including traveling to a testing site. Students are required to have a working webcam and microphone for scheduled testing.

Specific testing dates and locations will be published no later than two (2) weeks prior to the testing window. The school cannot guarantee that the student's assigned teacher will be the test proctor.

Standardized Testing Score Reporting

Student test scores are sent directly to WVVA office. Scores will be distributed upon receipt to the parent/legal guardian via email and through the WV State Assessment Family Portal.

Academic Programs

Wellness Education

Wellness Education promotes wellness concepts that build the foundation for health literacy and an appreciation for lifelong physical fitness. Students will learn to adopt healthy behaviors. This is a life-long process of enhancing the components of health education (physical, intellectual, emotional, social, spiritual and environmental), physical education (movement forms, motor skill development and fitness) and physical activity, an important factor in brain development and learning.

Wellness Education identifies what students should know, understand and be able to do in practicing skills and behaviors that apply to healthy lifestyles. College- and career-readiness are supported in wellness education as students acquire and further develop self-responsibility, motivation and excellence in learning and a life-long commitment to wellness.

Wellness Education includes Health Education, Wellness Education and Physical Education.

Wellness Education K-5

Students in grades K-5 are introduced to the wellness concept which builds the foundation for health literacy and an appreciation for lifelong physical fitness. It is critical that children learn to adopt healthy behaviors at an early age to help prevent serious health concerns later in life. Participating early in a life-long process that incorporates health education (physical, intellectual, emotional, social, spiritual and environmental), physical education (movement forms, motor skill development and fitness) and physical activity—an important factor in early brain development and learning—students develop positive habits that will help them achieve the goals of Wellness Education: personal responsibility, motivation and excellence in learning and maintaining a life-long commitment to wellness.

Health Education

Health literacy for all students is the fundamental goal of comprehensive school health education. The health literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator and a responsible, productive citizen. Students must have the capacity to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. A comprehensive school health program is essential to enable students to acquire and apply health promoting knowledge, skills and behaviors.

Physical Education

The goal of the middle school physical education program of study is to improve the pre-adolescent student's understanding of the connections between physical activity and lifetime wellness. Middle school physical education programs continue to develop specialized skills and offer new opportunities to explore recreational activities. Social and emotional development is enhanced as students begin to use motor skills in team-building situations. A strong emphasis is placed on lifetime wellness and physical activity, working toward the goal of becoming a physically active adult.

High school physical education programs focus on fitness, offer diverse movement patterns, development of motor skills and emphasize lifetime activities. It addresses students' need to be exposed to a wide variety of activities—both competitive and non-competitive—that bring them enjoyment and challenge, thus enabling them to maintain an active lifestyle for a lifetime.

[West Virginia College and Career Readiness Standards for Wellness Education \(2520.5\)](#)

The Elementary Program (Grades K-5)

WVVA elementary teachers will maintain contact with students via telephone conferences, Class Connect online lessons, face-to-face conferences via Class Connect, WVVA gatherings and during standardized testing participation. Through these contacts the teacher will develop clear instructional learning goals for each student and monitor progress through the school year.

As expected, students identified as “at-risk” will hold a higher priority of contact as determined by the teacher and the parent. Students with IEP's will also require more interaction. The regular and special education teachers will work in cooperation to ensure increased interaction.

Academic Advancement (Grades K-5):

WVVA understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Our program focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of lesson objectives. Academic achievement through content and standard mastery is the cornerstone of WVVA and the [Stride K12](#) curriculum. The Stride K12 curriculum is rigorous, broad and offers optional extension activities in the lessons. Students who need additional challenges are encouraged to complete all extension activities.

K-5 Promotion and Retention:

Throughout the school year, West Virginia grade level standards will be measured for all students in grade K-5. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student- teacher interaction with

results from local assessments, work submissions and K12 School (OLS). The learning goals will be monitored for the entire school year. At the end of the academic year a formal “report card” will be sent via email.

Grading Scale:

A	4.0	90-100%
B	3.0	80-89%
C	2.0	70-79%
D	1.0	60-69%
F	0.0	Below 60%

Grade Level Retention:

After the third quarter, teachers will notify Learning Coaches whose students are at risk for grade level retention. A meeting will be arranged with the student, Learning Coaches, teacher, and administrator to make a team decision regarding retention based on current student information.

It is imperative that all students attend each scheduled “required” live Class Connect session, individual teacher conferences, and participate in all assessments – either face-to-face and/or Live Class Connects. As their progress is monitored, students may be asked to attend supplemental sessions for additional instructional support.

These are integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels which will be reported on the student’s progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the student’s progress and achievement for the school year are analyzed at the end of the academic year. Our goal is to foster a child’s individual strengths and help each child develop to his or her fullest potential. Please note, if your child is receiving special education services, the learning goals that have been created and recorded on the students IEP for him/her will supersede this list of grade level standards; however, assessment on grade level standards may still occur. Though they may qualify for alternative state assessment.

K12 School Progress:

The Stride K12 curriculum is outstanding and helps students master state standards. Therefore, it is always recommended that students master all core lessons in the Online School. The goal will be 100% progress unless otherwise determined by the teacher.

Teachers will provide a list of assignments from the K12 School (OLS) that the student should submit directly to the teacher. This work will allow the teacher to give detailed feedback. It is important that students master and retain their work and not just work through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be completed again. In addition to their access to the K12 School (OLS), students should have their own student account and should not have access to teacher guides or answer keys.

Communication with the student’s teachers is another key to our unique partnership. Students who ask for assistance from their teachers have shown greater success in this type of virtual model. To assure that students are meeting mastery, each student and Learning Coach must be available to attend conferences set up by the teacher, as well as bi-weekly homeroom meetings and Class Connect sessions. Students need to attend and to interact with their teachers and other students during these sessions. Experience has taught us that students who become actively engaged with their teachers and other students achieve at a higher level. Students should have a working camera and microphone for all live interactions with the teacher.

The Middle and High School Program (Grades 6-12)

In grades 6-12 the focus begins to shift towards more independent learning for students.

- Students are expected to take on more accountability and responsibility for their learning.
- Student and teacher interaction increases with teachers continuing to provide instruction directly.
- Students are expected to develop more independent study skills and to submit more assignments to be evaluated or graded by their teachers.

Stride K12 utilizes their K12 School (OLS) to provide the online school campus and courses. The school campus site features school announcements, messages from the administration, access to important documents, club and organization information, guidance counseling resources and courses- all combined into one interactive and easy to use interface. The student calendar, which shows assignments and due dates for all courses in one easy to use tool, helps students to stay on focus in every course. Courses provide dedicated tools, like a teacher syllabus and announcements, ask course-related questions for their teachers, easy to use online assessments, and an electronic drop-box for assignment submission. These all work together to provide a rich course experience for students.

Courses are delivered by semester. Year-long courses are comprised of two semesters. Courses consist of multiple units, lessons, and activities. Teachers may deliver lectures live or online, but most of the time students work through expertly designed lessons online which allows students to follow their own personal daily schedules. They serve to instruct, to provide practice and exploration and to assess student learning daily, based on a minimum pace and a schedule that fits each student. Teachers post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar. All work assigned for a single week must be received on the dates indicated but may be accepted up until midnight on the Sunday of that week without penalty.

WVVA’s middle and high school program is a blend of synchronous and asynchronous work . Teachers provide asynchronous and synchronous– live support.

Course activities may include:

- Reading online text and transcripts;
- Viewing moving and static images and streaming video;
- Listening to audio recordings and pronunciations;
- Linear and interactive animations and simulations;
- Hands-on and virtual activities;
- Threaded discussions with teachers and fellow students in a section, cohort or group;
- Teacher announcements;
- Online self-check exercises; or
- Teacher-created instructional materials.

Student learning will continue to benefit from close relationships among Learning Coaches, students, advisors, teachers and other support personnel. For students to achieve mastery of high school level courses, the

instructional component will rely heavily upon skilled subject-specific teachers who will serve as coaches and guides through a clearly defined, high-quality curriculum. Learning coaches will still be crucial as mentors and coaches; however, students' academic success in virtual high school will depend upon the student's level of engagement with the curriculum and interactions with their teachers.

Students are Required to:

- Attend daily sessions virtually and synchronously;
- Log in daily;
- Communicate with teachers and other staff (school email, IM, phone, etc.);
- Follow course calendar and announcements;
- Complete assignments on (or before) due dates before the end of each day;
- Spend at least 60 minutes in each course each day;
- Submit assignments on or before the due date directly to their teacher via the "drop- box" in each course;
- Read teacher feedback and use it to improve their work on future assignments; and
- Communicate directly with the teacher when they have any questions or problems related to the curriculum, or if they need a due date extension.

Learning Coaches at the Middle/High School Level are responsible for:

- Ensuring the student is attending classes and communicating absences to teacher or office;
- Learning Coaches must ensure student has access to reliable internet connectivity;
- Reporting/resolution of any technical issues or missing materials as quickly as possible;
- Ensuring that students are completing required assignments daily and submitting assignments on time;
- Assisting student with assignments, to the extent that they are comfortable doing so;
- Ensuring that students take advantage of all of the resources available to them to succeed in school; and
- Communicating with WVVA teachers when a concern or need presents itself.

Licensed Teachers:

Every student has an expert teacher for each course. Teachers are state certified in the subject area they teach and may be assisted by partner teachers who are experts in a particular curriculum area. Teachers set due dates for assignments, and then grade, provide feedback, and return assignments to students. Teachers answer student questions via email and phone and hold live content sessions during which students and parents can attend for more clarity on difficult topics. Teachers provide one-on-one and small-group instruction to students who are having trouble with certain topics. Teachers communicate directly with students and Learning Coaches regarding the student's progress and missing/late assignments. Special Education teachers ensure that students with Individual Education Plans (IEPs) receive the accommodations and adaptations required to ensure their success and compliance with their IEP.

Middle/High School Grading Policies:

Graded activities will be assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and learning coaches can access the current grades for all courses by viewing their accounts in the K12 School (OLS) or the My Info area, at any time during the semester.

Graded activities may include:

- Online or paper-based worksheets and practice sets;
- Quizzes;
- Exams (e.g. Unit, Semester, Final);

- Threaded-discussions;
- Essays, research papers, and other writing assignments;
- Presentations or lab assignments.

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester students can view their grades in the Student Progress Report. Teachers, administrators, and Learning Coaches also have access to grade information.

Students are responsible for their own work on unit tests and final exams. Students are not allowed to use notes, quizzes, or textbooks on unit tests and final exams, unless indicated in an IEP. Students are not allowed to share work with other students on unit tests or final exams. Unless otherwise noted, tests and quizzes are not “open-book” assignments. If a student does not complete his own work or shares his work with others on unit tests and/or final exams, he/she will not receive credit for the work.

Students must cite sources in all assignments, tests and exams. Students will not receive credit for work that does not appropriately cite sources. If a student uses information from a source, but does not cite the source, the student will receive a zero for that assignment. Students taking foreign language courses must follow the expectations for using translation tools outlined in their courses. Should a student’s work be created using a translation tool, the student will be required to revise and resubmit the assignments.

Students may also not rely on AI platforms to generate papers, reports, essays, or other written assignments. Students may use AI for brainstorming or note taking or under the supervision of their teacher.

Secondary students who have a grade of 90% or higher by the semester deadline to turn in work may be exempted from the final exam. This is at the course teacher’s discretion.

Late Work Policy:

- Graded assignments must be completed and submitted by midnight on the due date.
- A zero will be entered automatically once the assignment due date has passed to serve as a placeholder that a student is missing an assignment.
- Students will be able to submit late assignments after a zero is assigned; however, teachers may choose to give an alternative assignment.
- For computer-scored **quizzes** that are late, **the student** must contact the teacher before they can take the quiz.
- For computer-scored **tests** that are late, **the Learning Coach** must contact the teacher before they can take the test.
- Late Work Window. Students may submit missing assignments, retakes, tests, and quizzes from the previous month only. All such work is due by the second Friday of the following month. * Students with IEPs or 504 Plans will continue to receive all accommodations outlined in their plans.

Source Citation:

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can be cited as (author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available). Teacher may request student submit citations in a specific format (for example, MLA or APA).

Academic Dishonesty Policy/Plagiarism:

Academic integrity is highly valued at WVVA. Incidents involving plagiarism and cheating are serious offenses that warrant immediate administrative attention. Students are required to submit original work. They are obligated to cite the sources of all references they use. See also Student Rights and Responsibilities Behavior Guidelines for additional information regarding this policy.

Grading Scale:

A	4.0	90-100%
B	3.0	80-89%
C	2.0	70-79%
D	1.0	60-69%
F	0.0	Below 60%

Progress Updates/Report Cards:

Report cards for elementary students (grades K-5) will be emailed to the guardian at the end of the school year. Report cards for secondary students (grades 6-12) will be emailed at the end of the second semester. High School semester grades (Grades 9-12) will be reported on the student's official transcript.

High School-Specific Guidelines

Conversion of Credits:

WVVA understands that different schools use different units of measurement for calculating their credits. If a student comes to WVVA and does not have listed the standard 0.5 credit per class per semester the following actions will be taken by the counselors:

- The former school will be contacted to verify how their credits are calculated;
- Based on the conversation, the counselor will enter credits on the transcript accordingly; and
- If it is determined that the student earned less than 0.5 credit because the class was not mastered, the credit will be placed under the "general elective" category and the student will need to take the class again.

Weighted Grade Policy

"Weighting" a grade adds to the grade point value earned in certain courses. Grades earned in weighted classes will earn an extra grade point. Therefore, an "A" in a weighted class will yield 5 grade points, a "B" will yield 4 grade points, and a "C" will yield 3 grade points, etc.

Advanced Placement (AP) courses and dual credit courses which may be transferable to 4-year colleges or universities and are either taught at the high school or university and are part of a sequence which is not available/attainable within the home high school, will be weighted.

For students transferring into WVVA, grades from AP, International Baccalaureate (IB) and dual credit classes will be

weighted per the West Virginia GPA scale regardless of previous district GPA points.

Credit Recovery:

Credit Recovery classes will be assigned on a case-by-case basis and are typically utilized when a student has previously taken and failed a course or is behind in on-time graduation credit status. Enrollment in a credit recovery class will only occur once the counselor has explained the class format to the student. Both the parent and guardian must sign a form understanding the pace and intent of the Credit Recovery Course. A student will receive the letter grade earned for the class, but the transcript will reflect that the grade was earned through a credit recovery class.

High School Graduation Requirements:

Course Requirements

WVVA will follow [WVBE Policy 2510](#) with the minimum graduation requirements outlined below:

Course Requirements

- 4 Credits – Math
- 4 Credits – English
- 4 Credits – Social Studies
- 1 Credit – Financial Literacy
- 1 Credit – Computer Science
- 3 Credits – Science
- 1 Credit – The Arts
- 1 Credit – Physical Education
- 1 Credit – Health
- 4 Credits – Personalized Education Plan (PEP)
- *23 Credits Total

Graduation Requirements for Seniors:

If a graduating student wishes to participate in the graduation ceremony, coursework must be completed by the Wednesday before graduation. No exceptions will be made.

Report Cards and Transcripts:

Report cards for secondary students (grades 6-12) will be emailed at the end of the second semester.

Transcripts are updated at the end of each semester to reflect credits earned. There are two types of transcripts that a student can request: unofficial transcripts and official transcripts. Unofficial transcripts can be requested of the student's counselor or administrator. The counselor will send the transcript to the student or Learning Coach requesting the transcript. Official transcripts are typically requested by a student's new school.

Schedule Change Deadline:

Changes to a student's schedule will only be considered during the first week of the semester or within two (2) weeks of a student's start date. Once the first week has passed, no schedule changes will be considered. A request for a schedule change does not guarantee that a change will be made. Schedule changes must be in alignment with the student's EDP and approved by the counselor.

Retaking Courses:

Students failing a course may retake the same course and replace the letter grade and GPA points. Consideration should be made with the counselor to determine overall course numbers and graduation plans/timelines.

Summer School:

High school students (grades 9 and above) who fail courses must participate in summer school to recover missing credits. Failure to complete summer school courses will necessitate that the student completes credit recovery courses in addition to the minimally required course of study.

NCAA Eligibility:

WVVA's high school program has been accredited by the NCAA and meets the requirements for students to apply for DI-DIII sports eligibility. To learn more about NCAA eligibility, visit the [NCAA Eligibility Center](#). Should you have further questions, contact Ms. Stahle at cstahle@westvaacademy.org.

WVVA Rise Program:

The WVVA offers a Flexible Schedule Program, called RISE, to accommodate the diverse needs of WVVA families while ensuring academic growth and success for all students. This program allows participating students the option to attend live classes or view recordings, based on their individual schedules and needs. Students may choose to attend some or all live classes as they see fit. While you do not have to attend the live Class Connect sessions, you will need to watch recordings and actively be working in your courses each day.

Eligibility Requirements:

New or returning students who wish to be a part of the RISE program must contact the coordinator of RISE by e-mail. Once this is accomplished, the coordinator will assess the students based on the following requirements:

- Proficient or advanced scores on STAR reading and math benchmarks. (2nd grade and above).
- Appropriate course progress (including ancillary reading and math programs).
- Passing grades in all courses (70% or higher; C or better).
- Attendance rate of 90% (less than 5 unexcused absences per semester).
- Full participation in state testing.
- Participate in all required testing.

Continued Participation in RISE:

- Proficient or advanced scores on STAR benchmarks.
- Maintain Passing grades in all courses (70% or higher; C or better).
- Maintain Attendance rate of 90% (less than 5 unexcused absences).
- Attendance at weekly RISE monitoring meetings with their monitoring teacher with a working camera.
- Full participation in state testing.
- After 5 unexcused absences or 5 missed check-in meetings, students will be removed from the RISE Program.

Progress Monitoring:

Student progress will be evaluated every three weeks. Students who fail to meet the required expectations will be transitioned back to the traditional live class model for the remainder of the current semester. During this time, students will be required to attend all live classes and adhere to attendance monitoring requirements.

Removal from the RISE Program:

Students will be removed from the RISE program upon failure to meet program requirements.

- Grades below 70% - You will receive an email from the RISE coordinator telling you that you have a 2-week grace period to raise your grades above 70%. You will receive a follow up email 1 week prior to the potential removal date.
- Attendance below 90% - You will receive an email from the RISE coordinator telling you that you have a 1-week grace period to submit excuses and raise your percentage above 90%.
- Testing issues – Failure to achieve proficient or advanced on the Beginning-of-year, middle-of-year, or end-of year exam will result in removal from the program. If you fail to participate in STAR testing, or any other state monitored testing, you will be removed from the RISE program.
- Weekly Check-Ins – If you miss 3 weekly check-in sessions with your RISE monitoring teacher, you will receive an email from the RISE coordinator warning of possible removal from the program. If you miss 5 total weekly check-in sessions, you will be removed from the program.

Students who are removed from the RISE program must reapply to the RISE program at the beginning of the next semester and meet all eligibility requirements.

Stride Career Prep at West Virginia Virtual Academy

In addition to core courses required for graduation, students' electives allow them to explore different career fields and gain skills that can help them be successful in the workplace and in college.

Whether students intend to go to college, are working in their career field now, or plan to enlist or start their career right out of high school, the occupational programs offered can combine passion and interests with the skills needed to compete for jobs in high-demand fields. WVVA's Career Technical Education program includes courses taught by highly qualified professionals with industry experience.

Students may opt out by choice. If you would like more information about opting out, please contact CTE Coordinator, Jeremy Greene, at jgreene@westvaacademy.org.

Career Pathways/ Program Descriptions

Along with the standard academic coursework required for high school graduation, students in the Stride Career Prep Program choose courses concentrating on a career pathway.

Career and Technical Student Organizations

Students in the Stride Career Prep program have the unique opportunity to participate in Career and Technical Student Organizations (CTSOs). CTSOs are extracurricular groups for students in career pathways, designed to further their knowledge and skills by participating in activities, events, and competitions.

Work-Based Learning Experiences

Each student enrolled in a career pathway will participate in work-based learning activities and experiences. This can include virtual and in-person field trips; worksite visits; mentoring activities with local business partners; job shadowing events; and internships or apprenticeships.

Work-Based Learning Experiences offer wide benefits for both the students and the sponsoring business. These include:

- Providing relevant and meaningful work-based learning that could include mentoring by professionals in career sectors, worksite visits, speakers and internships;
- Addressing a skills gap where the nation faces a critical shortage of workers possessing the necessary skills and

- training to succeed;
- Providing a roadmap to post-high school success; and
- Providing an opportunity for students to experience a career before attending college, saving significant amounts of time and money.

While participating in any work-based learning experience, Stride Career Prep students are learning valuable professional skills. Students should remember that they represent not only themselves, but WVVA and the Stride Career Prep program. Concerns regarding student performance or behavior will be immediately referred to the Career Readiness Coordinator.

Foreign Languages:

Students in grades 7 and 8 will be afforded the opportunity to enroll in a foreign language course of study. It is strongly recommended that students show strong English Language Arts success at the 8th grade level to be approved for foreign language placement in the 9th grade. (A/B grade marks or administrative approval)

Dual Enrollment:

WVVA may allow students to take Dual Enrollment courses but must meet the following guidelines: Students/LC's must consult with their counselors first to determine eligibility for dual enrollment.

Eligibility Requirements:

Have a cumulative GPA of at least 3.0.

Must be passing current courses at the time of the application and not have any credit recovery courses

Must take all testing required by WVVA.

Have 2 teacher recommendations along with an administrator recommendation.

Students must be enrolled in at least 1 WVVA course to be considered an WVVA student.

Additional Guidelines:

- The postsecondary courses must be academic in nature or applicable to career preparation.
- The postsecondary course must apply toward the satisfaction of degree requirements and may not be in the subject areas of physical education, theology, divinity or religious education. Hobby, craft and recreational courses are not eligible under legislation.

School counselor and administration reserve the right to deny or allow student's participation in dual enrollment. Students/Learning Coaches/ and school administration will all sign a dual enrollment contract/document agreeing to the above items. The student must follow ALL the college's and WVVA's important academic dates. Committing plagiarism or any other academic infraction is automatic grounds for withdrawal from dual enrollment and will make student ineligible for dual enrollment while actively enrolled at WVVA.

Grades earned in a dual credit program will be calculated into the overall GPA. Students who fail courses due to academic non-success or failure to drop before the withdraw window closes will have the failing grade on their high school transcript.

Incompletes:

A mark of incomplete indicates that the work required for the course has not been completed. Any incomplete for a first semester grade shall be made up no later than two (2) weeks into the second semester. Any incomplete for a second semester grade shall be made up no later than one (1) week after school is dismissed for summer break. Failure to do so may result in an automatic F and loss of one semester of credit for that class.

School Counseling

WVVA will provide all students with a developmentally appropriate comprehensive school counseling program. The school counseling program guides students through a systematic approach to developing the academic, personal, social and career skills of each student. WVVA will use a combination of curriculum, web-based tools and strategies that have demonstrated success. The school counseling program is a key piece of the school's mission to make all students "college and career ready" as they prepare for the complex demands of the 21st century.

WVVA will offer the following components to support our comprehensive school counseling program:

- Career assessment, exploration, and skills development
- Individual and group counseling services for all students on personal/social issues
- Study skills as determined by needs assessment
- Instruction to promote the academic success and personal growth of every student
- Parent outreach, education and support services, facilitating community resources and referral programs
- Individualized academic advisement and graduation planning, ensuring all students graduate with the most rigorous course selection,
- College and postsecondary education counseling and web tools that guide students through the preparation, selection, application and admissions processes

Student Code of Conduct

WVVA has a goal to be fair and consistent in moving students toward independent learning and appropriate behavior. While participating in any school sponsored event or outings, WVVA students are subject to the student discipline policies. Any behavior which disrupts the learning environment, endangers the safety of others, or endangers the safety of the student will not be tolerated. Disruptive students will be removed from school activities.

At WVVA, proper behavior is expected online and, in all Class Connect sessions. Any communications or postings that harass or intimidate students or teachers or disrupt any online classes are considered unacceptable. It is a Learning Coach's responsibility to monitor behavior during all school activities. It is important for all students to understand that any inappropriate postings made during a Class Connect session can be traced back to the home address in much the same way that a phone call can be traced to a single phone number. Using a false username will still result in a successful trace. WVVA staff responds to all inappropriate language or behavior, and students will receive consequences in accordance with school policy.



We expect students to act responsibly.

We reinforce positive behaviors and recognize improvement.

We provide opportunities for students to be involved and contribute in our school community.

We teach students how to be responsible for their own behavior.

We treat students with respect.

The goal of WVVA is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior.

Students share with the school community responsibility for developing WVVA into a school that exemplifies high standards and excellence. WVVA’s Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The WVVA Student Code of Conduct shall apply in all environments: home and community, during the school day and at any school function that goes beyond these hours.

WVVA acknowledges the W.V. Code §18A-5-1C Bill of Rights and Responsibilities for Students and School Personnel. WVVA agrees that rights carry responsibilities and believes our Student Code of Conduct embodies the intent of the law. Therefore, WVVA acknowledges verbatim the Bill of Rights and Responsibilities for Students and School Personnel in this document holding that both students and school personnel have:

1. The right to attend a school and ride a bus that is safe, orderly and drug free;
2. The right to learn and work in a school that has clear discipline codes with fair and consistently enforced consequences for misbehavior;
3. The right to learn and work in a school that has alternative educational placements for violent or chronically disruptive students;
4. The right to be treated with courtesy and respect;
5. The right to attend a school and ride on a bus that is free from bullying;
6. The right to support from school administrators when enforcing school discipline;
7. The right to support from parents, the community, public officials and businesses in their efforts to uphold high standards of conduct; and
8. The responsibility to adhere to the principles in this Bill of Rights and Responsibilities for Students and School Personnel, and to behave in a manner that guarantees that other students and school personnel enjoy the same rights.

Outings

WVVA sponsors optional outings for students and families on a regular basis that enhances the K12 curriculum/learning activities. Outing information will be shared through email school newsletters. WVVA families may participate in outings planned by any WVVA teacher. Participation may be limited to space availability. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings. WVVA parents and students are expected to conduct themselves appropriately at all optional outings following the B.E.A.R. Values.

K12 Zone Policy and Procedure

The K12 Zone is a new and innovative tool for WVVA and is used for implementing improved engagement, retention, and socialization among our students. Teachers also have the option of conducting instruction in the K12 Zone.

It is WVVA's goal to ensure that every student can communicate and collaborate in a safe and reliable environment. When using an interactive tool like the K12 Zone we encourage positive activity and engagement among our students.

Students will comply with our Digital Citizen Expectations and any action that is deemed offensive will have disciplinary actions that follow our Student Handbook Guidelines. Moderators will report any offensive actions or use directly to the school K12 Zone POC and then escalation will go to the grade band administrator. Any student actions that could be perceived as threats of injury to a student or someone else, will be taken very seriously with an immediate phone call made to a Learning Coach.

Our disciplinary guidelines apply to all school sponsored events or activities, classes or sessions including the K12 Zone. Our goal is to be fair and consistent in moving students toward independent learning and appropriate behavior. Any behavior which disrupts the learning environment, endangers the safety of others, or endangers the safety of the student will not be tolerated. Disruptive students will be removed from school activities, including the K12 Zone. Students may be banned from either a WVVA or the National K12 Zone for any infraction that is a violation of the discipline code.

At WVVA, we expect proper behavior online and, in all Class Connect sessions. Any communications or postings that harass or intimidate students or teachers or disrupt any online classes are considered unacceptable in the school district. It is the Learning Coach's responsibility to monitor behavior during all school activities. It is important for all students to understand that any inappropriate postings made during a Class Connect session can be traced back to the home address in much the same way that a phone call can be traced to a single phone number. Using a false username will still result in a successful trace. WVVA staff responds to all inappropriate language or behavior, and students will receive consequences in accordance with school district policy. Discipline Procedures Each situation is different and will be addressed appropriately by school staff. For common discipline issues, steps will be taken to promote positive decision making, re-teach expectations, and encourage positive behaviors.

Student Infractions and Consequences

Disciplinary procedures shall be consistent with applicable requirements of the West Virginia Code in Chapters 18,49,61,67,81 and IDEA. Student offenses dictate the severity of the consequence WVVA will impose. In addition to the specific offenses set forth below, WVVA has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of WVVA in accordance with the law. A student has the right to certain discipline procedures as outlined in final section of this code.

Rule	Possible Consequence or Intervention for Infraction
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Prohibition of Disruption of School

Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:

- If a student fails to obey directions; uses beepers, cell phones, non-approved websites, streams, games, movies, videos, or telephonic devices during school function or in class; or fails to attend class without a valid excuse.
- Students must also not disrupt the school environment with items, people or language in their background that is detected through either the web camera or microphone.

- Discuss incident with student.
- Hold a disciplinary meeting with parents/guardians, student, and staff members.
- Suspend student from school privileges.
- Suspend from school if above interventions are not effective.

Compliance with Dress Code

Students and all persons appearing live on webcam and at in person events shall dress in accordance with the standards described below:

- A shirt must be worn at all times unless at an activity involving swimsuits
- Pants must be worn on the waist, so no undergarments are showing.
- No halter tops, strapless garments, or garments revealing midriff or cleavage
- No garments that reveal undergarments or that are see through
- No hats, stocking caps, doo rags, bandanas
- No clothing that has profanity, drug or offensive slogans

Note: This section is enforced for students when attending a school function such as testing, West Virginia Virtual Academy outings, web-cam usage, orientations or other face-to-face events.

- Discuss incident with student.
- Hold a disciplinary meeting with parents/guardians, student, and staff members.
- Remove webcam and/or microphone privileges.
- Suspend student from school privileges.
- Suspend from school if above interventions are not effective.

Prohibition of Offensive Language

Students and all persons appearing live on webcam and at in person events shall not use offensive language. Violation of this includes but is not limited to:

- Curses, uses vulgar or obscene language
- Sending, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.

- Discuss incident with student.
- Hold a disciplinary meeting with parents/guardians, student, and staff members
- Remove webcam and/or microphone privileges.
- Suspend student from school privileges
- Suspend from school if above interventions are not effective.

Mandate of Academic Honesty
 Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:

- Copying work from another person
- Plagiarizes work of another
- Using answer keys provided for learning coach
- Copies work from internet sources without proper citations
- Forges notes
- Shares test questions with others
- Utilizes foreign language translators
- Inappropriately uses AI platforms to generate written work

- As posted in Teacher’s classrooms and syllabi.

Abuse of Computer or Internet Privileges
 Students shall respect the computer privileges granted to them.

Violations include:

- Gives his/her password to another individual or uses another individual’s account.
- Uses school issued computer for non-instructional purposes including streaming of movies and videos or use of computer for gaming during academic periods.
- Illegally downloads copyrighted materials from the internet.
- Visits sites on the internet which contain sexually explicit material.
- Harms or destroys data of another student or person, the internet or other networks.
- Creates, downloads, or uploads computer viruses; or
- Violates any rule outlined in the Acceptable Use Policy.

- Discuss incident with student.
 - Hold a disciplinary meeting with parents/guardians, student, and staff members.
 - Suspend student from school privileges.
 - Suspend from school if above interventions are not effective.
- In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.
- Note: It is the parent/guardian’s responsibility to ensure that students are not using school-issued computers for non-instructional purposes.

Prohibition of Threats
 A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Anti-Bullying Policy and will result in zero tolerance.

- Discuss incident with student.
 - Hold a disciplinary meeting with parents/guardians, student, and staff members.
 - Suspend student from school privileges.
 - Suspend from school if above interventions are not effective.
- If the threat is serious to an individual’s life or safety, a student could be presented to the Board for expulsion.

<p>Prohibition of Fighting Students shall refrain from confrontations involving physical contact with any school community members.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Tobacco Products and Paraphernalia A student may not possess or use any tobacco product, cigarette lighters, vaping, matches, rolling papers, pipes, or other such paraphernalia.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Drugs or Alcohol for Personal Use A student will not unlawfully possess, use, be under the influence of, distribute, or sell any substance containing alcohol, over-the-counter drugs, prescription drugs, any other substance included in the Uniform Controlled Substances Act as described in W. Va. Code §60A-1-101, et seq., or any paraphernalia intended for the manufacture, sale, and/or use of illegal substances in any building/area under the control of a county school system, including all activities or events sponsored by the school</p>	<ul style="list-style-type: none"> • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Illegal Substance Related Behaviors A student will not use, sell or distribute a narcotic drug as defined in W. Va. Code §60A-1-101 on the premises of an educational facility, at a school-sponsored function, or on a school bus.</p>	<ul style="list-style-type: none"> • Suspend from school and will go to an expulsion hearing.
<p>Prohibition of Bullying and Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates, or creates a hostile environment because of someone’s gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. <p>If the harassment is serious to an individual’s life or safety, a student could be presented to the Board for expulsion.</p>

<p>Prohibition of Bullying and Serious Threats Bullying of a pupil, whether by other students, staff, visitors, parents, guests, contractors, or volunteers, is prohibited. All students are protected under this policy, and bullying is prohibited without regard to its subject matter or motivating animus.</p> <p>Bullying is defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:</p> <ol style="list-style-type: none"> 1. Substantially interfering with educational opportunities, benefits, or programs of one or more pupils; 2. Adversely affecting the ability of a pupil to participate in or benefit from the West Virginia Virtual Academy’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress; 3. Having an actual and substantial detrimental effect on a pupil’s physical or mental health; or 4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school. 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • Expulsion is also possible when the nature of the incident is serious or repeated.
<p>Prohibition of Possession of a Weapon West Virginia Virtual Academy has a zero-tolerance policy on weapons violations.</p> <p>Students shall not possess any weapon as defined in the Possession of Weapon Policy. A student violates this rule even if he/she did not intend to use such a thing as a weapon.</p>	<ul style="list-style-type: none"> • Students who violate this policy will be reported to the student’s parent(s) or guardian(s) and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.
<p>Prohibition of Battery on a School Employee A student will not commit a battery by unlawfully and intentionally making contact of an insulting or provoking nature with the person of a school employee or causing physical harm to a school employee as outlined in W. Va. Code §61-2-15.</p>	<ul style="list-style-type: none"> • Suspend from school. • A student who violates this code section may go to an expulsion hearing.
<p>Prohibition of Felony Acts or Conduct A student will not commit an act or engage in conduct that would constitute a felony under the laws of this state if committed by an adult as outlined in W. Va. Code §18A-5-1a(b)(i). Such acts that would constitute a felony include, but are not limited to, arson as outlined in W. Va. Code §61-3-1; malicious wounding and unlawful wounding, as outlined in W. Va. Code §61-2-9; bomb threat, as outlined in W. Va. Code §61-6-17; sexual assault, as outlined in</p>	<ul style="list-style-type: none"> • May go to an expulsion hearing

West Virginia Code §61-8B-3; terrorist act or false information about a terrorist act, hoax terrorist act, as outlined in W. Va. Code §61-6-24; and grand larceny, as outlined in W. Va. Code §61-3-13.	
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Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

Disciplinary Meetings and Action

Referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

Discipline Appeal:

In the event the student and parent(s), custodian(s) or legal guardian(s) disagree with any disciplinary measures they should address, in writing, any concern or grievance to the Executive Director. The Executive Director responds within ten (10) working days. If the concern or grievance is not resolved by the Executive Director, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Executive Director's response, request a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. The Executive Director shall investigate and respond within ten (10) working days. If the family's concern is not resolved at the meeting with the Executive Director, the family may file a complaint with the West Virginia Virtual Academy Board of Directors.

Procedures for Suspensions of 3 Days or Less:

Students who are suspended shall meet with the Academic Administrator before being suspended. During the conference, the student shall be:

- Informed of the alleged violation and any of the surrounding circumstances examined;
- Given an opportunity to respond to the accusations if he/she has not already done so;
- Informed of the recommended remedial measure; and
- Informed of the consequences of future infractions.

After the conference with the student, the Academic Administrator shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

Procedure for Suspensions of More than Three 3 Days:

Students who are suspended for more than three (3) days shall be afforded an informal hearing. Parents/guardian(s) of the students must be notified in writing when the suspension is between three (3) and ten (10) days. The notification must afford the parent time to attend the hearing. When the suspension is regarding health, safety and welfare the student may be suspended immediately. The hearing allows the student to meet with the appropriate

official(s) to explain why he/she should not be suspended. During the hearing the student will be:

- Informed of the alleged violation and any of the surrounding circumstances examined;
- Given an opportunity to respond to the accusations if he/she has not already done so;
- Informed of the recommended remedial measure; and
- Informed of the consequences of future infractions.

Expulsion

By definition, expulsion is any exclusion from school for a period of more than ten (10) days. Written notice describing the misconduct and containing specific reference to the rules and setting the time and place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- May be represented by an attorney;
- Has the right to have the information on the prosecution's witnesses;
- Has the right to testify and present witnesses on his/her own behalf; and
- Has the right to appeal to the appropriate judicial authority.

Discipline of Students with Disabilities

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, it must be considered whether the student has a disability evidenced by evaluation documents current or pending. While all students may be disciplined, it is unjust to punish a child when the offense is directly related to his/her disability or when the IEP is not implemented. Disciplinary actions give students with disabilities extra legal protection when the discipline constitutes a change in placement.

A "change in placement" is a legal term that applies to the following situations:

- The removal is for more than ten (10) consecutive days; or
- The student has been subjected to a series of suspensions that constitute a pattern

If the offense and subsequent suspensions do not exceed ten (10) consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form, then it is not a change in placement and the student may be subject to the same consequence that applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent or guardian) must hold a Manifestation Determination Review meeting within ten (10) days of the decision to remove the student to determine two (2) issues:

- Was the student's misconduct caused by or directly and substantially related to the student's disability; or
- Was the student's misconduct a direct result of the school's failure to follow the child's IEP?

The parent/guardian must be provided with a copy of the Special Education Procedural safeguards. If the team answers "yes" to either question, then the student's behavior is a manifestation of his or her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior.

The team

must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student's conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to

an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

If a student:

- Possesses illegal drugs;
- Is selling prescription drugs;
- Carries a weapon; or
- Causes serious bodily injury to another either at school or during a school related activity.

The school may immediately remove the student for up to forty-five (45) school days to an alternative or remedial disciplinary setting because drugs, weapons, and serious bodily injury are so dangerous to a safe school regardless of whether a child has a disability or even if the team believes that the behavior is a manifestation of the student's disability.

A forty—five (45) school day emergency removal for serious bodily injury must be serious, i.e. requiring medical treatment, etc. During the forty-five (45) school day period, the school must convene a Manifestation Determination Review. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the forty-five (45) day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the forty-five (45) school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

If the parent or guardian disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent or guardian may request a due process hearing to challenge this finding. If the hearing officer agrees with the parent or guardian, the student will remain in the school where the offense was committed unless the parent or guardian and the school agree otherwise.

Emergency Hearing for Dangerousness

If a school has solid reasons to believe that keeping the student in his current school is “substantially likely to result in injury to the child or others”, the school will consult with the Special Programs Director who may request an emergency hearing to ask a hearing officer to transfer the student to an alternative setting for up to forty (45) school days. Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

Academic Honesty Policy

At WVVA, demonstrating academic integrity is a core value that will impact student success. There are two different components related to academic integrity: dishonesty, and plagiarism. Academic dishonesty is defined as copying, cheating, or sharing materials. Plagiarism is the practice of taking someone else's work or idea and passing it off as one's own which also includes inappropriately citing or not citing someone else's academic work. When a student engages in either academic dishonesty or plagiarism, they are gaining an advantage or acting unfairly for academic gain.

Through a series of progressive actions, WVVA will work with students to ensure that violations of the academic integrity policy are used as opportunities for reflection and mastery of the skill or content being addressed. Policy violations are cumulative.

First Offense

Students who violate the academic integrity policy for a first offense will revise and resubmit the assignment after remediation. Instructional staff will review the policy with the student to ensure understanding and the student will be asked to complete a grade appropriate self-reflection. The learning coach will be contacted, and a note of the incident will be recorded in PowerSchool.

Second Offense

At the second offense, the student will be asked to revise/resubmit the assignment while working with the teacher. The teacher will also review the policy and have the student complete a grade appropriate self-reflection. As part of the progressive remediation process, the guidance counselor will meet with the student and learning coach. Documentation of the offense will be recorded in PowerSchool.

Third Offense

Once a student has reached a third offense, they will be asked to revise and resubmit the assignment along with a self-reflection. The teacher will refer the student to the Academic Administrator for a conference with the learning coach. The Academic Administrator will determine if any additional consequences, including grade or assignment penalties, are needed. Documentation of the offense will be recorded in PowerSchool.

Fourth Offense

Once a student has reached the fourth offense, the Academic Administrator will meet with the student and learning coach. Academic or other penalties will be issued. Documentation of the offense and any disciplinary penalties will be recorded in PowerSchool and WVEIS as part of a student's official student record.

Students receiving IEP or 504 services will follow the accommodations outlined in their academic program and can participate in additional tutoring for support.

Bullying and Cyber Bullying Anti-Bullying Policy – links for reference

<https://code.wvlegislature.gov/18-2-33/> Rules for Anti-Hazing

<https://code.wvlegislature.gov/18-2C-1/> Harassment, Intimidation or Bullying Prohibition

<https://code.wvlegislature.gov/18-2C-2/> Definition of Harassment, Intimidation or Bullying

<https://code.wvlegislature.gov/18-2C-3/> Policy Prohibiting Harassment, Intimidation or Bullying

The WVVA Board of Directors recognize that a school that is physically and emotionally safe and secure for all students and staff, promotes good citizenship, increases attendance and engagement and supports academic achievement. The WVVA Board of Directors expects students and staff to behave in a way that promotes positive relationships and school climate with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

To protect the rights of all students and staff for a safe and secure school environment, the Board of Directors prohibits acts of bullying, including cyberbullying, harassment and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, coaches and students are expected to refuse to tolerate bullying and harassment and will demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) to provide

positive examples for student behavior.

“Bullying” or “Harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, computer, or wireless handheld device, currently in use or later developed and used by students) that is perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying or harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child’s imminent safety or over-all wellbeing may be at issue.

Definitions in Accordance with West Virginia Code §18-2C-2:

Harassment/Bullying/Intimidation:

W. Va. Code §18-2C-2 defines harassment, intimidation, or bullying as any intentional gesture, or any intentional electronic, written, verbal, or physical act, communication, transmission, or threat that:

- a reasonable person should know will have the effect of harming a student, damaging a student’s property, placing a student in reasonable fear of harm to his/her person, and/or placing a student in reasonable fear of damage to his/her property;
- is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or emotionally abusive educational environment for a student; or
- disrupts or interferes with the orderly operation of the school.

An electronic act, communication, transmission or threat includes, but is not limited to, one which is administered via telephone, computer, pager, or any electronic or wireless device, and includes, but is not limited to, transmission of any image or voice, email, or text message using any such device.

Acts of harassment, intimidation, or bullying that are reasonably perceived as being motivated by any actual or perceived differentiating characteristic, or by association with a person who has or is perceived to have one or more of these characteristics, shall be reported using the following list: race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity or expression; physical appearance; sexual orientation; mental/physical/developmental/sensory disability; or other characteristic.

When harassment, intimidation, or bullying are of a racial, sexual, and/or religious/ethnic nature, the above definition applies to all cases regardless of whether they involve students, staff, or the public. Detailed definitions related to inappropriate behavior of this nature are as follows:

Sexual Harassment: Sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education; or submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education by creating an intimidating, hostile, or offensive employment or educational environment. Amorous relationships between WVVA employees and students are prohibited.

Racial Harassment: Physical, verbal or written conduct relating to an individual's race when the conduct has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; or otherwise adversely affects an individual's academic opportunities.

Religious/Ethnic Harassment: Physical, verbal, or written conduct related to an individual's religion or ethnic background when the conduct has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment.

Sexual Violence: Physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts include the primary genital area, groin, inner thigh, buttocks or breast, and the clothing covering these areas. Sexual violence may include, but is not limited to: touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex; coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts; coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another; or; threatening or forcing exposure of intimate apparel or body parts by removal of clothing.

Racial Violence: Physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

Hazing: Hazing or conspiring to engage in the hazing of another person. Hazing means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons, to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any activity or organization, including both co-curricular and extra-curricular activities.

Summary of WVVA's Understanding of Bullying and Harassment

"Bullying" is conduct that meets all the following criteria:

Actions perceived as being dehumanizing, intimidating, hostile, humiliating, threatening or otherwise likely to evoke fear of physical harm or emotional distress;

The action:

- is directed at one or more students;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more students;
- adversely affects the ability of a student to participate in or benefit from the school's educational programs or activities by placing the student in fear of physical harm or by causing emotional distress; and,
- is based on a student's actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

"Harassment" is conduct that meets all of the following criteria:

- repeated or continuing unwanted contact perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more students or staff;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more students or staff;
- adversely affects the ability of a student to participate in or benefit from the school's educational programs or activities because the conduct, as perceived by the student is so severe, pervasive, and objectively offensive as to

- have this effect; and,
- is based on a student or staff's actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students or staff and/or the orderly day-to-day operations of any school or school program.

The WVVA Board of Directors believe that a comprehensive health education curriculum, within the whole school, whole community, whole child framework helps students attain skills and knowledge vital to school success, a productive and healthy workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts and developing cultural competency.

The WVVA Board of Directors recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with students on school policies and procedures regarding bullying and harassment to help promote a positive school climate.

Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them. (Examples of appropriate trainings include, but are not limited to, age-appropriate strategies for immediate and effective interventions to stop incidents; internet safety issues as they relate to cyberbullying; and fostering an understanding of, and respect for diversity and differences.)

The WVVA Board of Directors believe that standards for student behavior must be set through interaction among the students, parents and guardians, staff and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents and community members.

The WVVA Board of Directors believe that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members and volunteers who interact with students shall role model respectful behavior apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

School employees who exhibit bullying or harassing behavior that is directed toward school employees, volunteers, parents, or students will also be held accountable. If the Executive Director is the alleged aggressor, the WVVA Board of Directors or its designee shall be responsible for investigating the report and taking any necessary steps.

Since bystander support of bullying and harassment can encourage these behaviors, the school prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students *not* to be part of the problem; *not* to pass on the rumor or derogatory message; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the student who is being bullied or harassed. Regular classroom meetings should be conducted to help promote a positive and connected classroom. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. This meeting time can be used to

teach students how and when to respond to incidents of bullying and harassment. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The WVVA Board of Directors require the principal or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school staff and volunteers are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The WVVA Board of Directors requires the principal or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three (3) school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school of the investigation's outcome (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The WVVA Board of Directors encourages the principal or the principal's designee charged with investigating to consider the following questions:

- What is the history between the students involved? Have there been past conflicts?
- Is there a power imbalance? Remember that a power imbalance is not limited to physical strength. It is sometimes not easily recognized. If the student being bullied feels like there is a power imbalance, there probably is.
- Has this happened before? Is the student worried it will happen again?
- Have the students dated? There are special responses for teen dating violence.
- Are any of the students involved with a gang? Gang violence has different interventions.

The WVVA Board of Directors requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

1. Age, development, and maturity levels of the parties involved.
2. Degree of harm (physical and/or emotional distress)
3. Surrounding circumstances
4. Nature and severity of the behavior(s)
5. Incidences of past or continuing pattern(s) of behavior
6. Relationship between the parties involved
7. Context in which the alleged incident(s) occurred
8. Prior to suspending or expelling a student, consider the six (6) factors. These factors include the following:
 - The student's age
 - The student's disciplinary history
 - Whether the student is a student with a disability
 - The seriousness of the violation or behavior committed by the student
 - Whether the violation or behavior committed by the student threatened the safety of any student or

- staff member
- Whether a lesser intervention would properly address the violation or behavior committed by the student

To ensure students' perception of fair and impartial treatment, a student's academic or athletic status is *not* a legitimate factor for determining consequences. The consequences must be perceived as fair and impartial.

Factors for Determining Remedial Measures Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities (beyond academics and athletics) for student engagement, involvement, and recognition for achievement.

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the WVVA Board of Directors' approved Code of Student Conduct or Employee Handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of

problem behaviors and performance, and must be consistent with the WVVA Board of Directors' approved Code of Student Conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ consistent disciplinary practices within the school. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Transfer of student exhibiting bullying or harassing behavior from same classroom as student being bullied
- Loss of privileges
- Referral to Principal
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

Strategies for Individual Behavioral Change:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Service team.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy
- Strategies for Environmental Change (Classroom, School Building, or School):
 - Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally- neutral and strength-based approach
 - School and community surveys or other strategies for determining the conditions contributing to school culture and climate, including harassment, intimidation, or bullying
 - Improvement in school culture and climate, conditions for learning, and instructional pedagogy (incorporation of brain-compatible strategies)
 - Adoption of research-based, comprehensive health education curriculum that includes bullying prevention and needed skills

- Modifications of schedules
- General professional development programs for certificated and non-certificated staff
- Professional development plans for all staff
- Disciplinary action and/or additional professional development for school staff or volunteers who may not have appropriately addressed the issue
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement
- Engage in community awareness events and planning sessions

The WVVA Board of Directors prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The WVVA Board of Directors prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian or because West Virginia Virtual Academy believes the complaint needs to be more thoroughly investigated.

Formal Complaint Policy

Complaint Response/Due Process Procedure:

The WVVA is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people promptly. WVVA prohibits discrimination against students/families based on disability, race, creed, weight, color, gender, national origin or religion.

The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Executive Director. The Executive Director responds within ten (10) working days. If the concern or grievance is not resolved by the Executive Director, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Executive Director's response, request a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. The meeting request must be in writing. The Executive Director shall investigate and respond within ten (10) working days. If the family's concern is not resolved at the meeting with the Executive Director, the family may file a complaint with the West Virginia Virtual Academy Board of Directors Legal Counsel, Zak Ritchie, at zritchie@hfdrlaw.com The West Virginia Virtual Academy governing body may address the complaint directly, or the family may file a complaint with the West Virginia Superintendent of Schools (information can be found on the West Virginia Department of Education website).

WVVA Whistleblower Policy

Whistleblowing, as defined under the Whistleblower Protection Act of 1989, is a term used when a worker, contractor, volunteer or school board member passes along information concerning a real or perceived wrongdoing. The wrongdoing is typically something witnessed at the workplace and prevents retaliation to the reporter. As a recipient of federal funds, West Virginia Virtual Academy is governed by this federal law.

To be covered by a whistleblowing law, a reporter who makes a disclosure must reasonably believe two things:

- 1) they are acting in the public interest;
- 2) the disclosure tends to show past, present, or likely future wrongdoings in one or more of the following categories:
 - a. criminal offense, including financial impropriety
 - b. failure to comply with the law, including special education and IDEA violations
 - c. miscarriage of justice
 - d. environmental damage
 - e. health and safety violations
 - f. covering up wrongdoing in the above categories.

Whistleblowing laws do not address personal grievances or complaints.

Purpose

West Virginia Virtual Academy is committed to maintaining the highest standards of ethical conduct and accountability. This Whistleblower Policy is intended to encourage and enable individuals to raise serious concerns internally so that West Virginia Virtual Academy can address and correct inappropriate conduct and actions.

Scope

This policy applies to all employees, contractors, volunteers, and Board members of West Virginia Virtual Academy.

Reporting Procedures

Internal Reporting: Employees should report any concerns regarding unethical behavior, fraud, or violation of policies or laws internally to the governing Board's Legal counsel, Zak Ritchie, at zritchie@hfdrlaw.com.

- Confidentiality: All reports will be treated with sensitivity and discretion. The identity of the whistleblower will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.
- Protection Against Retaliation: West Virginia Virtual Academy prohibits retaliation against any employee, contractor, volunteer, or Board member, who, in good faith, reports a concern under this policy. Retaliation is a serious violation and may result in disciplinary action, up to and including termination.

Investigation

- Handling of Reports: Upon receipt of the report, Mr. Zak Ritchie, will promptly investigate the matter in a fair and objective manner.
- Documentation: West Virginia Virtual Academy will maintain documentation of all reports and investigations.

Compliance with WV Statutes

- Statutory Reference: This Whistleblower Policy complies with the provisions outlined in West Virginia Code § 6C-1-1 et seq., which protect whistleblowers from adverse actions for reporting suspected violations as well as the federal Whistleblower Protection Act of 1989.
- Non-Compliance: Any retaliation against a whistleblower is strictly prohibited and may lead to legal consequences under West Virginia law.

Contact Information

For questions or to report a concern under this policy, please contact the governing Board's Legal counsel, Zak Ritchie, at zritchie@hfdrlaw.com.

Amendment

West Virginia Virtual Academy reserves the right to amend this policy at any time. Any changes will be communicated to all relevant parties.

Confidentiality

Every effort is made to maintain the confidentiality of students who attend WVVA. Parent/guardian permission is required for a student's name or picture to be displayed in a public manner. Confidential student information is encrypted before being transferred over the internet. The encrypted information can only be decrypted by another party authorized by WVVA. Student files are accessible only to authorized WVVA employees who have an interest in the student's education. Adults and students should not share their K12 School (OLS) username and password with any unauthorized individuals.

Whenever a parent/guardian or teacher believes the security of the K12 School (OLS) has been compromised, the parent can use the tools provided in the K12 School (OLS) to change usernames and passwords. Parents/guardians are advised to avoid sharing personal information in e-mails. Using the child's first initial rather than full name is

preferred.

Health Policy

All students must comply with the requirements of the State Immunization Code. [West Virginia Division of Immunization Services \(WVDIS\)](#)

West Virginia Immunization Requirements for New School Enterers

State law and rules¹ require that all children entering school in West Virginia for the first time in grades K-12 must show proof of immunization against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, varicella, and hepatitis B unless properly medically exempted². The table below outlines immunization requirements as most commonly met.³ The West Virginia Bureau for Public Health recommends that vaccine doses administered 4 days or fewer before the minimum interval or age should be considered valid.

Vaccine	Requirements	Provisional Enrollment	Additional Information
DTaP/DTP Td/Tdap	Before admission, four doses required. One dose must be after the 4 th birthday.	After one dose, student may be allowed up to 8 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	<ul style="list-style-type: none"> Three doses only for children completing primary series at age 7 years and older. Children exempted from the pertussis component of DTaP vaccine should receive DT vaccine instead, or if past 7th birthday, Td / Tdap vaccine, as applicable.
Polio (IPV)	Before admission, three doses required. One dose must be after the 4 th birthday.	After one dose, student may be allowed up to 7 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	<ul style="list-style-type: none"> If polio immunization series included both OPV and IPV, then a total of 3 or 4 doses are required depending upon the age of the child.
Measles, Mumps & Rubella (MMR)	Before admission, two doses required. First dose must be after the 1 st birthday.	After one dose, student may be allowed up to 30 days to complete the series.	<ul style="list-style-type: none"> Doses should be a minimum of 28 days apart.
Varicella	Before admission, two doses required. First dose must be after the 1 st birthday.	After one dose, children less than 13 years of age may be allowed up to 90 days to obtain 2 nd dose; children aged 13 years and older may be allowed up to 30 days to obtain the 2 nd dose.	<ul style="list-style-type: none"> Children less than 13 years of age are recommended to have an interval of 12 weeks between the 1st and 2nd doses, however, an interval of at least 4 weeks is acceptable. Children aged 13 years and older may receive the 2nd dose 28 days after the first dose. Immunity may also be demonstrated through the legal guardian's written or verbal attestation of varicella (chickenpox) disease.
Hepatitis B	Before admission, three doses required. Last dose must be after the age of 6 months.	After one dose, student may be allowed up to 4 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	<ul style="list-style-type: none"> Final dose is not valid if administered before 24 weeks / 6 months of age.

West Virginia Immunization Requirements for 7th & 12th Graders

Beginning in 2012-2013, state law and rules¹ require that all children entering school in West Virginia in grades 7 and 12 must show proof of immunization against diphtheria, pertussis, tetanus, and meningococcal disease unless properly medically exempted². The table below outlines immunization requirements as most commonly met.³ The West Virginia Bureau for Public Health recommends that vaccine doses administered 4 days or fewer before the minimum interval or age should be considered valid.

7th Grade School Entry Requirement

Vaccine	Requirement	Provisional Enrollment	Additional Information
Tdap (tetanus, diphtheria, acellular pertussis)	Proof of one dose of Tdap vaccine	No provisional enrollment permitted	
MCV4 (meningococcal / meningitis)	Proof of 1 st dose of MCV4 vaccine	No provisional enrollment permitted	

12th Grade School Entry Requirement

Vaccine	Requirement	Provisional Enrollment	Additional Information
Tdap (tetanus, diphtheria, acellular pertussis)	Proof of one dose only of Tdap vaccine	No provisional enrollment permitted	This is not a requirement for a 2 nd dose of Tdap.
MCV4 (meningococcal / meningitis)	Proof of 2 nd dose of MCV4 vaccine if indicated. (See additional information)	No provisional enrollment permitted	Second dose of MCV4 is indicated if first dose was received before the 16 th birthday

HealthCheck or Wellness Exam and Oral Health Exam Requirements:

Proof of Health and Vision Examination families of Kindergarteners, 2nd, 7th, or 12th have 45 days after enrolling to submit proof of the following:

- a HealthCheck screening form or a comprehensive health screening (Wellness Exam) provided and conducted by the healthcare provider. More information on HealthCheck may be found here: <https://dhhr.wv.gov/HealthCheck/Pages/default.aspx>
- a record of an oral health examination

As for its validity of form, it has to be done within the prior 12 months and be signed and dated by the health care provider. This applies to all new first time entry Kindergarten, 2nd Grade, 7th Grade, or 12th Grade students. The oral examination may be conducted as a part of and listed in the comprehensive health screening that is signed and dated by the provider.

Medication Policy

USE OF MEDICATIONS

Neither the Board of Directors nor the school leader shall be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, medication shall include all medicines including those prescribed by a physician and any non-prescribed (over the counter) drugs, preparations, and/or remedies and performance- enhancing drugs. Treatment refers to the way in which a medication is administered and to health care procedures that require special training, such as catheterization.

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription from the child's physician and the written authorization of the parent.

Before any non-prescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent who must also authorize any self-medication by his/her child. Medications will be administered by the school in accordance with the Executive Director's procedures.

Only medication in its original container that is labeled with the date (if a prescription), the student's name, and exact dosage may be administered. Parents, or students authorized in writing by their physician and parent(s) may administer medication or treatment. Staff members are to administer medication or treatment only in the presence of another adult, except in an emergency that threatens the student's life or health. Staff licensed as professional registered nurses are exempt from this requirement.

All staff authorized to administer medication or treatment will receive training on appropriate procedures for administering the medication or treatment. This training shall be provided by qualified individuals with knowledge of the school's policy and procedures and knowledge of the administration of medications or treatment.

Students may possess and self-administer a metered dose or dry powder inhaler for relief of asthma (or before exercise to prevent onset of asthma symptoms), on school-sponsored transportation, or at any school-sponsored activity in accordance with the following procedures, if all the following conditions are met:

- There is written approval from the student's physician or other health care provider and the student's

- parent/guardian (if student is under eighteen (18) to possess and use the inhaler and
- The Executive Director has received a copy of the written approvals from the physician and the parent/guardian; and
- There is on file at the student's school a written emergency care plan prepared by a licensed physician in collaboration with the student and his/her parent/legal guardian. The plan shall contain specific instructions on the student's needs including what to do in the event of an emergency.

Students with a need for emergency medication may also be allowed to self-possess and administer such medication, provided they meet the same conditions established above. Students prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and administer the medication if they meet the conditions stated above.

This policy and these procedures developed to establish appropriate procedures shall be implemented in such a manner to comply with school's obligations and the student's needs under any Individualized Education Plan, Section 504 Plan, or other legally required accommodation for individuals with disabilities.

Change of Home Address

In the event you change addresses after initial enrollment, please send an email to office administration at wvvaoffice@westvaacademy.org with proof verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your email:

- Previous address and new address (Required)
- New phone if applicable
- Effective date of address change (Required)
- Proof of residency

In addition to the email, you must submit the following documents to our office within ten (10) days of receipt of this letter. Please be advised, the documents are state mandated for all enrolled students. Failure to submit the documents will cause your child to be out of compliance with state requirements.

Proof of Residence (please see below for acceptable documentation of residency). Submit ONE (1) of the following:

- Current utility bill (gas, water, electric, sewage, cable and land line phone)
- Current lease agreement - signed
- Current mortgage statement
- Current residency card – notarized
- Valid Military Orders
- Property tax bill
- McKinney Vento Form

Use of School Property

WVVA provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Parents/guardians are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in

the school. Parents/Guardians are to comply with this policy and all the terms and conditions stipulated during the enrollment process.

Webcams

All laptops and desktop computers provided to students include a webcam. To promote collaboration and student engagement, students are expected to utilize the webcam during live sessions. If a webcam is not working, it is the student and learning coach's responsibility to contact the IT help desk at www.help.k12.com and receive assistance.

While increased webcam exposure can enhance the collaborative and interactive nature of live instruction, it can also pose challenges with respect to proper webcam etiquette and disciplinary action based on webcam usage or misuse.

Use of a webcam can be limited or prohibited at any time if proper webcam etiquette or behavior is not followed. The webcam should be used for educational purposes and academic collaboration only. The WVVA Student Code of Conduct policy applies to all webcam interactions. In addition to common sense etiquette, the following guidelines must also be followed.

Dress Code for interaction on Webcam

WVVA will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of WVVA. The Board authorizes the Executive Director to establish a reasonable dress code to promote a safe and healthy school setting and enhance the educational environment. The Executive Director is permitted to establish such dress code guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress practices which:

- A. present a hazard to the health or safety of the student or to others in the school;
- B. materially interfere with school work, create disorder, or disrupt the educational program;
- C. cause excessive wear or damage to school property;
- D. prevent the student from achieving his/her educational objectives.

Clothing must be appropriate for a learning environment even when exhibited on a webcam. The following should not be worn.

- Distracting clothing
- Revealing clothing
- Clothing with content relative to drugs, alcohol, tobacco or any other controlled substance
- Clothing with content relative to explicit language or inappropriate content, such as weapons
- Gang attire
- Costume masks
- Head coverings (such as inappropriate hats and beanies) or sunglasses worn in a building during school hours; no bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps. (Exceptions will be made for religious or medical reasons.)

Placement of Webcam: Efforts should be made to locate the webcam in an area that meets the following suggestions:

- Limit background noise
- A quiet area without distractions
- Area where other people or animals are not visible – siblings, pets or other people in the home should not appear on camera

- Should any people appear in the background they must be fully attired and refrain from language or conversation that can be detected by the microphones. Background figures must not have smoking or vaping materials present.
- Background should be free of distractions including items that may be deemed offensive

Internet Service Provider (ISP) Reimbursement Program

Families at WVVA will receive ISP reimbursement checks twice per year at the rate of \$12.00 per month (per family) for the school year. Disbursements will be made in January and June of the school year if receipts are submitted for reimbursement. Families must participate in the online school and have compliant attendance as described in the WVVA Handbook to qualify for ISP reimbursement. Additionally, there must be current proof of residence for each student enrolled. Families are eligible for ISP reimbursement for the month in which they enroll.

Please be aware that if an ISP check is lost, WVVA does not automatically reissue a check to that family. If a check is lost, parents/guardian(s) must contact the school office within sixty (60) days, or a replacement may not be issued. Students must be in good standing, which means that they have participated in all online learning opportunities, testing, supplemental activities, have appropriate progress and up to date attendance to receive their internet reimbursement.

The Internet Service Provider (ISP) Reimbursement Form for School Year 2025-2026 must be filled out completely and submitted by June 30, 2026, for consideration. A copy of the ISP Reimbursement Form can be requested by emailing the office at wvvaoffice@westvaacademy.org.

School Supplies

WVVA provides most curriculum items needed to participate in school. There are times when household and consumable items are needed to complete a lesson. Be sure to use the Advanced Planning feature through the K12 School (OLS) to assist with upcoming lessons requiring certain materials. A suggested school supply list is provided by the teacher at the beginning of the school year.

Objectionable Content Policy

There may be times a parent/guardian considers certain lessons, books or materials objectionable for various reasons. The following process is used if a parent/guardian finds material objectionable; he or she should contact his or her WVVA teacher via email. Teachers will work with parents/guardians to find alternative lessons to meet the lesson objectives. Learning coaches may be asked to recommend appropriate alternate reading materials for English classes if they find course content objectionable. An assessment for the lesson must be completed to show that the objectives have been met.

End of Year Tasks

Re-Registration

Each spring we begin the process for re-enrolling for the next school year. Please watch for emails and K12 School (OLS) notifications in late-March and early-April and respond as quickly as possible to secure your spot. All re-enrollments should be completed by the end of May for the next school year.

Consumables vs. Returnable Materials

Some materials in the curriculum are considered “consumable”, such as paints, seeds, write-in workbooks, and dirt. Consumable materials are not required to be returned. If consumable items such as workbooks have not been written in, please return them as well so they can be redistributed to other families. Other materials are “returnable,” such as hard bound books, CDs, and microscopes. All items on the returnable list cannot be written in and must be returned to K12 using the pre-paid shipping labels provided by K12. Shipping labels are auto generated and sent to families when a student completes a course and will be delivered via email. The parent/legal guardian will be responsible for the cost of replacing items on the list that are not returned.

PLEASE NOTE: When a student withdraws prior to the end of the school year, all items, regardless of condition, must be returned to K12. This includes used student workbooks.

Student Records

Student records are maintained at the WVVA office. The WVVA provides parents/guardians access to the academic records of their children. The access rights of parent/guardian consist of:

- The right to inspect and review the contents of educational records.
- The right to obtain one copy of the education records at no charge, and additional copies, if requested, at a charge. These will be stamped as “unofficial.”
- The right to receive from school personnel an explanation and interpretation of the educational records.
- The right to a hearing to challenge the contents of the educational records.
- The right to bring an attorney or parent/guardian advocate to review educational records.

A parent or guardian seeking access to the educational records may make a request by telephone or in person to the Executive Director or designee. However, prior to reviewing and inspecting the educational records, a parent or guardian must sign an official request form. Access to educational records is granted within forty-five (45) days of the receipt of the written request.

After examining their child's educational record, parents/guardian(s) may request a hearing to challenge the contents of the record. The hearing's purpose is to establish the record's accuracy. At an informal meeting between the parent/guardian and the Site Administrator or designee, an attempt is made to answer any questions raised by the parent/guardian. If the questions are not resolved, a formal hearing is conducted in the office of the Executive Director.

In general, the school may not permit access to, nor release of, educational records to third parties without the consent of the child's parents or guardians. However, educational records may be released without the consent of parent/guardian to another public school system to which a pupil transfers. Pupil directory information, which includes: the pupil's name; address; date and place of birth; photographic likeness; major field of study; dates of attendance; degrees and awards received; and participation in officially recognized activities and sports may be released without the consent of the parent/guardian unless the school is notified annually by the parent/guardian not to release the information without their prior written consent. State law provides that the following additional conditions will apply regarding the educational records of special needs students:

- If you have asked to see your child's records, you must be allowed to do so prior to a conference regarding an individualized education program and prior to a hearing regarding the identification, evaluation, or placement of your child.
- You may designate another person to examine your child's records, if you wish to have further advice. You may ask for a list of the types and locations of the records kept about your child.

The WVVA has a schedule for the destruction of Special Education records of students who have been out of the program for at least five (5) years. You will be sent a notice by mail at a time shortly before the student's records are destroyed and advised of your right to obtain them for your own use or the student's use. You are responsible for providing the school with your current address so that you will receive the notification. You should do so by sending your address, the student's name, and birth date to WVVA.

Parents/legal guardians may contact the office to obtain a copy of student records. A copying fee may be assessed. If parents/guardians change their address, telephone, e-mail address, or place of employment, they are asked to notify their children's teachers immediately. Parents/guardians are responsible for keeping contact-information current within the account setup section of the K12 School (OLS).

Family Education Rights and Privacy Act (FERPA)

WVVA maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to: cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents.

Records can be maintained electronically, on paper, microfiche, audio and videotape.

Records can be located in the central administrative offices of the WVVA, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students (when they turn) eighteen (18) years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day West Virginia Virtual Academy receives a request for access.
Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask West Virginia Virtual Academy to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent, is disclosure to school officials with

legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if they need to review an education record to fulfill their professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by West Virginia Virtual Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- organizations conducting studies for, or on behalf of, the school, in order to:
 - (a) Develop, validate, or administer predictive tests;
 - (b) Administer student aid programs; or
 - (c) Improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FERPA Opt-Out Directory Operational Guidelines and Procedures

FERPA Directory – Model Notice for Directory Information

The *Family Educational Rights and Privacy Act (FERPA)*, a federal law, requires that West Virginia Virtual Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, WVVA may disclose appropriately designated "directory information" without written consent, unless you have advised the WVVA to the contrary in accordance with WVVA procedures. The primary purpose of directory information is to allow the WVVA to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act

of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want West Virginia Virtual Academy to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the WVVA in writing by September 1st. WVVA has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- *Weight and height of members of athletic teams*
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The FERPA Opt-Out form is available at our website: www.wvva.k12.com

Point of Contact for FERPA Opt-Outs:

wvvaoffice@westvaacademy.org

304-807-9370

Right to Amend

The information in this handbook represents approved state and school-wide policies and guidelines. WVVA reserves the right to modify this handbook, amend or terminate any policies, procedures, whether or not described in this handbook at any time.

Photo Release Statement

The WVVA staff understands the importance of privacy; confidentiality is of the utmost importance for all students attending WVVA. By signing this handbook, parents/guardians grant permission for their child's name or image to

be displayed in a public manner outside of the academy. Requests to limit or prevent the usage of information can be emailed to wvvaoffice@westvaacademy.org. Please note that student files are only accessible to employees.

Personal Belief Protection Policy

In compliance with the Protection of Pupil Rights Amendment (PPRA), WVVA will obtain written consent from parents or guardians before minor students are required to participate in any survey, analysis, or evaluation that reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

WVVA will provide parents or guardians of minor students annual notice of the following:

1. The right of parents or guardians to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students;
2. Arrangements to protect student privacy in the event of the administration of a survey to students, including the right of parents or guardians to inspect, upon request, the survey, if the survey contains one or more of the same eight items of information noted above;
3. The right of parents or guardians to inspect, upon request, any instructional material used as part of the educational curriculum for students;
4. The administration of physical examinations or screenings that the school may administer to students;
5. The collection, disclosure or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose; and
6. The right of parents or guardians to inspect, upon request, any instrument used in the collection of information, as described in number 5.

WVVA will provide parents or guardians of minor students an opportunity to opt out of (remove their child) from participation in the following activities:

- Activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose;
- The administration of any third party (non-Department of Education funded) survey containing one or more of the above described eight (8) items of information; and
- Any non-emergency, invasive physical examination or screening that is: 1) required as a condition of attendance; 2) administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Title I

The Title program is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The program will be planned and implemented with the consultation of eligible parents of participating students. Parents will be provided, to the extent practical, full opportunities to participate when limited English proficiency, disabilities and parents of migratory children in an understandable and uniform format upon request.

WVVA will be governed by the definition of parental involvement as participation of parents in regular, two-way (email, phone, Class Connect sessions, face to face meetings), and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child’s learning;
- That parents are encouraged to be actively involved in their child’s education at school;
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Section 1118 (c) (1) WVVA shall convene an annual Title I meeting at a convenient time, to which all parents of participating (Title I) children shall be invited and encouraged to attend, to inform parents of their school’s participation in the Targeted Title I Program and to explain the requirements of Title I and the right of the parents to be involved in Title I programming.

- The annual meeting will be held in the first quarter of each school year during the Learning Coach Committee Meeting, open to all parents and learning coaches at West Virginia Virtual Academy. This meeting will be held at a convenient time for parents and learning coaches.
- Parents, WVVA Staff, and Administration are invited to Class Connect session .
- The Class Connect session will be available in recordings and parents can send responses to the Title I Coordinator, who will share with WVVA Administration.
- Parents involved in the WVVA Parent Targeted program will review Title I requirements and their right to be involved in Title I programs as a participant or as a facilitator.

Students will be identified for the Title program based on multiple factors (Free and Reduced Lunch, English Language Learner, Below Grade Level on M-Step, Below Grade Level on District Benchmark Assessments, Teacher Recommendation).

WVVA will be focusing on students in grades K-3 that are on Individualized Reading Improvement Plans or IRIPs. Students will receive instruction on concepts and work within Star 360 or another supplemental instructional program.

WVVA Math Interventionists will be focusing on students in grades 4-10. Students struggling in Algebra will be targeted. Students will receive instruction on concepts where they are struggling and work within Star 360 or other supplemental instructional program.

WVVA will identify, support, and accurately report all students who qualify for the West Virginia Migrant Education Program. The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate. Please contact *Chris Arbogast* carbogast@westvaacademy.org or 304-807-9370 for more information.

Homeless Children and Youth Policy

References: 42 U.S.C. 11431 et seq. (McKinney - Vento Homeless Act)

McKinney-Vento/ Homeless Student Liaison

Chris Arbogast: carbogast@westvaacademy.org 304-807-9370

Definition: The West Virginia Virtual Academy defines any homeless children and youth according to the Federal McKinney-Vento Homeless Definition, as individuals who lack a fixed, regular, and adequate nighttime residence.

The term includes children and youth who are:

- Sharing housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Children and youth who have a primary residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public space, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in the circumstances described above.

Homeless Children and Youth Services

West Virginia Virtual Academy will ensure that homeless students are provided services including but not limited to the following:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
 - programs for children with disabilities;
 - programs for English Learners (ELs) (i.e., students with Limited English Proficiency (LEP));
 - programs in career and technical education;
 - programs for gifted and talented students;
 - school nutrition programs; and
 - before - and after-school programs.

The West Virginia Virtual Academy Liaison for Homeless Children and Youth is *Chris Arbogast* carbogast@westvaacademy.org 304-807-9370. Mrs. Colson will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

WVVA will identify, support, and accurately report all students who are students supported in West Virginia Foster Care. The goal of identifying students in Foster Care is to ensure educational stability and appropriate support. Point of contact for this is *Chris Arbogast* carbogast@westvaacademy.org 304-807-9370.

Maintaining a Stable School Environment:

To ensure stability for homeless students, WVVA will make school placement determinations based on the “best interest” of the homeless student based on student-centered factors. The Academy will:

- 1.) continue the student’s education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- 2.) enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is living are eligible to attend.

When determining a student’s best interest, WVVA will assume that keeping the homeless student in the school of origin is in that student’s best interest, except when doing so is contrary to the request of the student’s parent or guardian, or the student if he or she is an unaccompanied youth. The school of origin is the school the student

attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, WVVA will also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). WVVA also considers the school placement of siblings when making this determination.

If WVVA finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, WVVA will provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian, or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Immediate Enrollment for Homeless Students:

WVVA is obliged to remove barriers to the enrollment and retention of homeless students. A school chosen based on the best interest determination shall enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student shall be enrolled immediately regardless of whether they missed application or enrollment deadlines during the period of homelessness or have outstanding fines or fees.

The enrolling school shall contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school shall refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or Academy. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be considered in order to facilitate immediate enrollment.

WVVA will also make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (if available). In addition, WVVA may consider giving homeless children and youth's priority if there is a waitlist for these schools, programs, and activities.

Transportation Services for Homeless Students:

WVVA will provide homeless students with transportation services that are comparable to those available to non-homeless students. Also, WVVA will provide for, or arrange for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request for an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success. The following procedures also apply subject to a determination of the student's best interest:

- 1.) If the homeless student moves but continues to live within the area covered by the Academy's charter the Academy is considered the school of origin and the school of residence and, therefore, transportation will be provided or arranged for the student's transportation to or from the school of origin by the Academy.
- 2.) If the homeless student moves to an area outside of the Academy's charter, though continuing his/her

education at the school of origin, the Academy and the public school district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the Academy and the public school district cannot agree upon such a method, the responsibility and costs will be shared equally.

- 3.) When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

WVVA shall determine the mode of transportation in consultation with the parent or guardian based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. WVVA will work with the State to resolve transportation disputes with other Academies. If the disputing Academy is in another State, the Academy will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the Academies.

Dispute Resolution Procedure

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the Academy must follow its dispute resolution procedures, consistent with the State's procedures. If such a dispute occurs, the Academy will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, Academy and Board of Directors policies, West Virginia Virtual Academy will provide the parent, guardian or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the Academy or State, along with a written explanation of appeal rights.

West Virginia Virtual Academy's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The Academy must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. West Virginia Virtual Academy will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

West Virginia Virtual Academy ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, the Academy will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to federal laws. West Virginia Virtual Academy will also provide electronic notices via email if the parent, guardian or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

Public Notice of Educational Rights

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable

rights described above, West Virginia Virtual Academy post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, West Virginia Virtual Academy will post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

Homeless Student Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA.

No Board policy, administrative procedure, or practice will be interpreted or applied to inhibit the enrollment, attendance, or school success of homeless children.

Special Education Services

West Virginia Virtual Academy's Special Education program meets the individual needs of students by using specially-designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver programming and related services to West Virginia Virtual Academy students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

Services by Disability

Special Education services are collaborative teamwork among the parent/guardian, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the West Virginia Virtual Academy school community believe that varied instructional practices and learning environments benefit all children.

Services by disability area are as follows:

- Autism Blindness and Low Vision, Deafness, Gifted, Hard of Hearing, Intellectual Disability Traumatic Brain Injury
- Emotional/Behavioral Disorder Orthopedic Impairment Developmental Delay Specific Learning Disability
- Speech /Language Impairment
- Deaf-Blindness
- Other health impairments

Child Find

WVVA seeks to assure that all of its students with disabilities, including those who are homeless or are wards of the West Virginia, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are (i) identified, located, and evaluated; and (ii) a practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

Child Find questions are completed by the parent within the online enrollment portal. These questions are asked again during the enrollment approval and placement process.

Once the school year begins, the assigned general education teacher will again question the parent to determine if the student has any academic need. Any student for whom a parent answers that they previously or are currently receiving special education services is immediately referred to the Special Education Principal or designee.

Any special education or evaluation records shared by the parent with the assigned homeroom teacher are forwarded to the special education department at WVVA so that they can be reviewed by the school psychologist and/or Special Education Principal or designee to determine next steps.

IDEA

The 2007 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children (from birth through age 21), with disabilities, who live in that specific district. West Virginia Virtual Academy will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll in West Virginia Virtual Academy and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy of West Virginia Virtual Academy that children with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these children with a free, appropriate, public education.

Special Education Screening

West Virginia Virtual Academy screens and evaluates children to determine eligibility for special education and related services. WVVA undertakes screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following:

- On-going analysis of the child's response to instruction and performance on statewide and district-wide assessments
- Periodic vision and hearing assessments by the school nurse and review of the results of physical examinations by school or private physicians as mandated by the West Virginia School Laws.
- Baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over an extended period. Such intervention-based screening occurs when requested by the child's teacher, parents/guardian(s), or other concerned school personnel.

Use of Restraint

Per WVBE Policy 4373, restraint, reasonable force, may be used to prevent a student from hurting himself/herself or any other person or property. Behavior interventions and support practices must be implemented to protect the health and safety of the student and others. When the use of physical restraint is necessary, the following guidelines must be followed:

- shall be limited to the use of such reasonable force as is necessary to address the emergency;
- shall not restrict breathing (e.g. prone restraint); place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck, or throat; or cause physical harm;
- shall be discontinued at the point at which the emergency no longer exists;
- shall be implemented in such a way as to protect the health and safety of the student and others; and
- shall not deprive the student of basic human necessities.

Appropriate (intended use) utilization of mechanical restraints, such as seat belts or feeding tables, when applied for

their intended purpose is not prohibited. The application of mechanical restraint is prohibited as an intervention or consequence for inappropriate behavior.

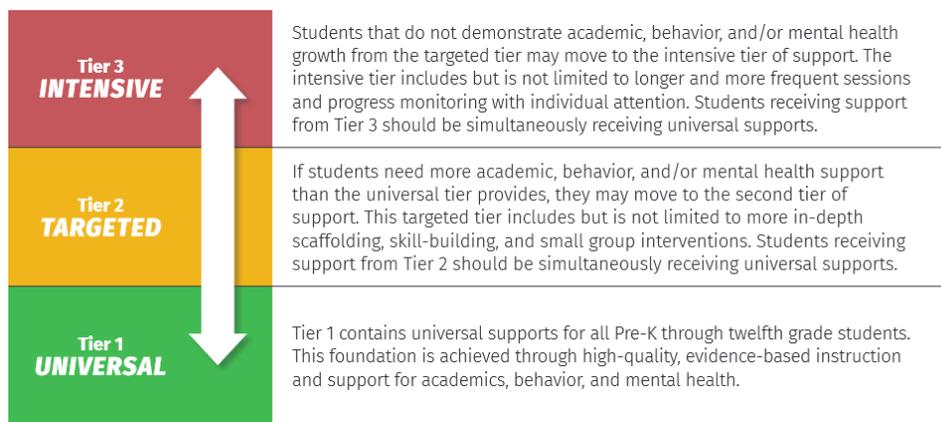
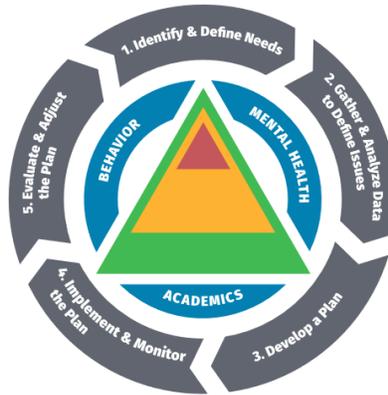
A core team of personnel in each school, including an administrator designee and any general or special education personnel likely to use restraint, must be trained annually in the use of:

- nationally recognized restraint process, and
- current professionally accepted practices and standards regarding behavior interventions and supports including prevention and de-escalation techniques.

Any non-trained personnel called upon to use restraint in an emergency must receive training within 30 days following the use of restraint if the principal determines the situation is likely to reoccur.

Comprehensive documentation and immediate notification of restraint usage is required.

Time Requirement	Documentation/Notification
Within one hour following the use of restraint	The principal/designee must be provided with a verbal and written description of the restraint process used on a given student.
Same day	A good faith effort shall be made to verbally notify the parent or guardian of the restraint process used.
Within one school day	<p>Written notification of the use of restraint must be:</p> <ul style="list-style-type: none"> • provided to the parent or guardian, and • included in the student’s official school record. <p>The written notification includes:</p> <ul style="list-style-type: none"> • name of the student; • name of the staff member(s) administering the restraint; • date of the restraint and the time the restraint began and ended; • location of the restraint; • narrative that describes antecedents, triggers, problem behavior(s), rationale for application of the restraint, and the efforts made to de-escalate the situation and alternatives to restraint that were attempted; and • documentation of all parental/guardian contact and notification efforts. <p>This notification must be available to determine if the student’s behavior impacts the student’s learning and/or the creation of or revision to a behavior plan.</p>



West Virginia Tiered System of Support (WVTSS)

The WVTSS framework consists of three levels or tiers that are fluid and overlapping. The tiers provide various levels of support to students in terms of duration and intensiveness. The more instructional support needed the higher up on the model the student moves. Teachers using MTSS utilize research-based instructional practices, targeted interventions, and curricular enhancements to support students in accomplishing their individual learning goals and include innovative scheduling and resource allocations. Fluidity between the instructional tiers is critical to students’ receiving the supports they need. Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process, which results in differentiating instructional practices for all learners.

Commitment to Serve Students

West Virginia Virtual Academy is committed to the full implementation of NCLB and IDEA. When students with

special education needs are given the support necessary for success as outlined by their IEP, we believe they can achieve the same high standards that are required for all students enrolled in our school. Therefore, we will ensure that our enrolled students with special education needs will have full access to those curricular offerings aligned to West Virginia Grade Level Content Expectations (GLCE).

504 Service Plan and Child Find

Under Section 504 of the Rehabilitation Act of 1973, and under the Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria of IDEA may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical impairment that substantially limits a major life activity.

CHILD FIND: United States Department of Education Guidance

West Virginia Virtual Academy understands that per [34 C.F.R. 300.111](#), Child Find policy and procedures must be in place to ensure all children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and a practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

West Virginia Virtual Academy uses processes outlined by federal regulations to identify students eligible for services under Section 504.

- Children for whom a concern is escalated regarding a possible mental or physical impairment in a major life activity as outlined in Section 504 are entitled to an evaluation under Section 504 per [34 C.F.R. 104.35](#).

West Virginia Virtual Academy does not consider "mitigating measures" used by a student in determining whether the student has a disability under Section 504.

- Beginning January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must **not** consider the ameliorating or improving effects of any mitigating or reducing measures that a student is using. This is a change from prior law.
- Congress did not define the term "mitigating measures" but rather provided a non-exhaustive list of "mitigating measures." The mitigating measures are as follows: medication; medical supplies, equipment or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.
- Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if an impairment substantially limits a major life activity. "Ordinary eyeglasses or contact lenses" are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas "low-vision devices" (listed above) are devices that magnify, enhance, or otherwise augment a visual image.

West Virginia Virtual Academy understands it must use multiple formulas or scales that measures substantial limitation.

- West Virginia Virtual Academy's determination of substantial limitation must be made on a case-by- case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35 (c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.
- West Virginia Virtual Academy may and most often will utilize data obtained by a multi-tiered system of supports (MTSS) team, the classroom teacher, data reports, a physician's statement, a prior evaluation data, previous school's determination; other appropriate data will also be reviewed.

West Virginia Virtual Academy understands there are no impairments which automatically means a student has a disability under Section 504.

- West Virginia Virtual Academy understands an impairment in and of itself is not a disability. The impairment must *substantially limit* one or more major life activities to be considered a disability under Section 504.

A medical diagnosis cannot suffice as an evaluation for the purpose of providing FAPE (Free and Appropriate Public Education)

West Virginia Virtual Academy does accept a physician's medical diagnosis as one of several data sources reviewed as part of the 504-evaluation process. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, multi-tiered systems of support team recommendation, teacher recommendation, physical condition, social and cultural background, adaptive behavior, and other appropriate data. Section 504 of the Rehabilitation Act of 1973 requires school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

West Virginia Virtual Academy understands a medical diagnosis of an illness does not automatically mean a student can receive services under Section 504.

- West Virginia Virtual Academy understands a medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. The student must undergo an evaluation as outlined in Section 504 to determine whether the student exhibits a substantial mental or physical impairment that impacts a major life activity. For example, a student who has a physical or mental impairment would not be considered a student in need of services under Section 504 if the impairment does not limit the student's ability to learn or other major life activity, or only results in some minor limitation in that regard.

West Virginia Virtual Academy may utilize an outside independent evaluation. West Virginia Virtual Academy considers all data brought to a multi-disciplinary committee where the weight of each is determined by a committee.

- West Virginia Virtual Academy may utilize a multi-disciplinary committee such as the multi-tiered system of supports team (MTSS), the classroom teacher, data reports, a physician's statement, prior evaluation data, a previous school's determination, or other appropriate data, and understands the results of an outside

independent evaluation may be one of many sources to consider. The multi-disciplinary committee, must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. All significant factors related to the subject student's learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior, among others. Information from all sources must be documented and considered by knowledgeable committee members. The weight of the information is determined by the committee given the student's individual circumstances.

West Virginia Virtual Academy may use regular education intervention strategies for referring a student for evaluation for services under Section 504.

- West Virginia Virtual Academy may use regular education intervention strategies to assist students with difficulties in school. West Virginia Virtual Academy understands Section 504 requires students may be referred for an evaluation for possible Section 504 or special education or related aids and services or modification to regular education if the student, because of disability, needs or is believed to need such services.

Please note the following:

If a parent of a student does not wish services to continue, they may withdraw the services.

- A parent or guardian may revoke consent of an evaluation or a 504 plan at any time. West Virginia Virtual Academy has the right to initiate a Section 504 due process hearing to resolve the dispute if the district believes the student needs the services to receive an appropriate education.

A student who has a disability referenced in the IDEA, but does not require special education services, may be eligible for services under Section 504.

- The student may be eligible for services under Section 504. West Virginia Virtual Academy must determine through evaluation whether the student has an impairment which substantially limits a major life activity and, if so, make an individualized determination of the child's educational needs for regular or special education or related aids or services. For example, if determined eligible, such a student may receive adjustments in the regular classroom.

West Virginia Virtual Academy view of a temporary impairment, such as a broken leg, arm or other temporary circumstances.

- Per the Protecting Students With [Disabilities guidance document](#) from the Office for Civil Rights (OCR), West Virginia Virtual Academy understands a temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.
- Congress clarified that an individual is not “regarded as” an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

An impairment that is episodic or in remission may be a disability under Section 504.

- West Virginia Virtual Academy understands that under certain circumstances, an episodic impairment or impairment in remission may be considered a disability under Section 504. Congress clarified that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. A student with such an impairment is entitled to a free appropriate public education under Section 504.

English Language Learner Program

EL Contact: *Nicole Colson* ncolson@westvaacademy.org 304-807-9370

Students who are identified as English Language Learners through a review of the Home Language Survey or other procedure, will be given the ELPA21 screener within 30 school days of enrollment. If the student has received previous ELL services, the prior year's English Language Proficiency Assessment (ELPA21) scores will be reviewed within 10 days of enrollment. ELPA21 scores will be reviewed and those students needing support will be provided targeted English as a Second Language support.

All students who are identified as an English Language Learner by the state of West Virginia are required to take the state ELPA21 assessment in February-March each year until the student has achieved proficiency in English and can be exited from the program. Information is available for translation by request. If needed, a translator can be used to ensure parent/school communication.

Communication (My Info and Email)

Students and Learning Coaches are able to contact their teachers through email. Staff emails will be made available by teachers and within the K12 School (OLS) system. Correspondence will be sent to Learning Coaches and families through their personal email addresses as provided during enrollment. Students will be contacted via their school-based email. It is expected that students and their parent/guardian read their email at least once a day. Critical information is sent via email.

The school-based email domain provided by WVVA is @westvaacademy.org. For data record keeping purposes with the West Virginia Department of Education all students of WVVA have access to a @k12.wv.us email domain. However, WVVA uses the school-based email domain for communication with our students and families. This means that students must use their provided @westvaacadmy.org email address when communicating with staff.

Special Interest Student Clubs

Student clubs will be offered to all students, to enhance their complete educational experience at WVVA. Clubs facilitate student socialization, community and in some cases, service. Clubs are sponsored by WVVA teachers who welcome parent/guardian participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of the supplied curriculum) needed for the clubs are the responsibility of the family, neither Stride K12 or WVVA will provide these materials or supplies.

Please Note: School-based clubs hosted during the school day or within school platforms must have a teacher

sponsor; however, non-sponsored student-led events, meetings, or forums will not be restricted based on religious, racial, gender or other basis unless said meetings are determined to cause potential significant disruption to the school day.

West Virginia Virtual Academy Gatherings

West Virginia Virtual Academy teachers arrange a variety of special gatherings for students and families throughout the year. Attendance is not required; however, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents/guardians about school. Parents/guardians are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Students qualifying under the McKinney Vento Policy may be eligible for transportation support to face to face events including testing and outings.

Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the Learning Coach Community.

Any student may attend any outing he or she wishes by submitting an RSVP and turning in a permission slip, if required, to the teacher listed in the outing information. Parents, guardians, or adults who they specify are responsible for supervising children at all times during an outing. Please contact the event teacher should arrangements be needed for the inclusion of a service animal.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Parents/guardians may contact the school if further information is needed. All attending children must bring a signed (by parent/guardian) and completed Liability Release Agreement.

The Board recognizes that students attending West Virginia Virtual Academy gatherings may require medication for various reasons. Parents and guardians shall be encouraged to administer medications outside the hours of school gatherings. Parents and guardians shall assume full responsibility for the care of this part of their child's health.

During periods of public health crises, attendees at any face-to-face event may be asked to wear a mask and/or social distance. Please refer to the WVVA Preparedness Plan for specific details to be updated according to current and appropriate Federal and State guidance.

Work Permits

Work permits will be issued according to the State of West Virginia guidelines outlined in W.V. Code Sec. 21-3-10a, Sec.21-6-3, Sec.21-6-4, Sec.21-6-5, and must have the approval and signature of the Executive Director or the school Principal. Application for permits may be found at https://labor.wv.gov/Wage-Hour/Child_Labor/Pages/Child-Labor-Forms.aspx

Completed forms should be sent to Mr. Jeremy Greene at jgreene@westvaacademy.org

Learning Coach School Involvement Opportunities

West Virginia offers multiple opportunities for Learning Coaches and Parents to be involved!

- 1) Surveys sent throughout the year to see how things are going. All responses are read and taken into consideration when making school policy and planning decisions.

- 2) Learning Coach Community Meetings: meetings covering timely topics to prepare LC's for relative items such as Testing. These meetings are also used to garner feedback on various topics as well as provide an opportunity for families to share celebrations and any concerns.
- 3) Learning Coach Community: This is a great place to get school-wide updates and reminders as well as look for Learning Coach advice, connect with families in your area, or help other families get started.
- 4) Local School Improvement Council: Family representatives are invited to join the LSIC which provides support to WVVA's leadership.

Acceptable Use Guidelines

Source: P.L. 106-554, Children's Internet Protection Act of 2000, P.L. 110-385, Title II, Protecting Children in the 21st Century Act, 18 U.S.C. 1460, 18 U.S.C. 2246, 18 U.S.C. 2256, 20 U.S.C. 6777, 9134 (2003), 20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003), 47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003), 47 C.F.R. 54.520

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Directors provides Technology Resources to support the educational and professional needs of its students and staff. With respect to students, Academy Technology Resources affords them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Directors provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The Academy's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of WVVA Technology Resources by principles consistent with applicable local, State, and Federal laws, WVVA's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of WVVA Technology Resources and students' personal communication devices when they are connected to the WVVA computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or a Board-sponsored activity.

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using WVVA Technology Resources (including, but not limited to, privacy in the content of their personal files, emails, and records of their online activity when using the Academy's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted procedures and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic

information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children’s Internet Protection Act. At the discretion of the Board or the School Leader, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. WVVA also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. However, the Board is cognizant of the fact that such software and/or hardware is not perfect and relies on students to self-police (and immediately cease viewing) online activity that would otherwise be in conflict with these policies and to immediately report such to the Executive Director. The technology protection measures may not be disabled at any time that students may be using WVVA Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children’s Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Executive Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

The Executive Director, is directed to prepare procedures which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyber bullying and other unlawful or inappropriate activities by minors online.

Pursuant to Federal law, students shall receive education about the following:

- Safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- The dangers inherent with the online disclosure of personally identifiable information;
- The consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyber bullying and other unlawful or inappropriate activities by students online, and
- Unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

The Board directs staff members to provide instruction for their students and/or the Educational Service Provider to implement procedures regarding the appropriate use of technology and online safety and security as specified above. Furthermore, the Educational Service Provider will implement monitoring procedures for the online activities while students are at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The Educational Service Provider is responsible for providing training so that Internet users under their supervision

are knowledgeable about this policy and its accompanying procedures. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of WVVA Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyber bullying awareness and response. All users of Academy Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying procedures.

Students are responsible for good behavior when using Academy Technology Resources – i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures.

Students may only use WVVA Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher’s approved plan for such use.

Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of WVVA Technology Resources that are not authorized by this policy and its accompanying procedures.

The Board designates the Educational Service Provider and Executive Director, as the persons responsible for initiating, implementing, and enforcing this policy and its accompanying procedures as they apply to students’ use of Academy Technology Resources.

Accountability

Posting anonymous messages is not permitted unless authorized by the teacher of the online course. Impersonating another person is also strictly prohibited. Use only your own username and password, but do not share these with anyone.

Do not interfere with other users’ ability to access West Virginia Virtual Academy’s Online School or Virtual High School or disclose anyone’s password to others or allow them to use another user’s account. You are responsible for all activity that is associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information (address and phone number) or anyone else’s. Do not publicly post any messages that were sent to you privately. Do not download, transmit or post material that is intended for personal gain or profit, non-West Virginia Virtual Academy commercial activities, non-West Virginia Virtual Academy product advertising, or political lobbying on a West Virginia Virtual Academy-owned instructional computing resource. Do not use West Virginia Virtual Academy instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments, on West Virginia Virtual Academy’s instructional computing resources. Do not post any MP3 files, compressed video, or other non-instructional files to any West Virginia Virtual Academy server.

Student Internet Safety

Do not reveal on the internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of West Virginia Virtual Academy. Do not agree to meet in person, anyone you have met only on the internet and who is not affiliated with West Virginia Virtual Academy.

Network Etiquette

At West Virginia Virtual Academy, parents, guardians and students are expected to follow the rules of network etiquette, or “netiquette.” The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards. Avoid sarcasm, jargon, and slang. Swear words are unacceptable. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Focus your responses on the questions or issues being discussed, not on the individuals involved. Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.

Respect other people’s privacy. Do not broadcast online discussions and never reveal another person’s email address.

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using West Virginia Virtual Academy computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

West Virginia Virtual Academy Indemnification Provision

West Virginia Virtual Academy assumes no responsibility for information obtained via the internet which may be illegal, defamatory, inaccurate or offensive. West Virginia Virtual Academy assumes no responsibility for any claims, losses, damages, costs or other obligations arising from the use of instructional computing resources. West Virginia Virtual Academy also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement accessible on the computer network or the internet is understood to be the author’s individual point of view and not that of West Virginia Virtual Academy, its affiliates or its employees. West Virginia Virtual Academy assumes no responsibility for damages to the user’s computer system.

Nothing in this policy negates any obligation the student and parent or guardian have to use the instructional computing resources as required in the Use of Instructional Property Agreement (“Agreement”) the parent or guardian signed as part of the student’s enrollment packet. In the event that this code conflicts with the Agreement, the terms of the Agreement shall prevail.

West Virginia Freedom of Information Act (WVFOIA)

W. Va. Code 29B-1-1 et seq. grants any person access to public records of a governmental agency. The WVFOIA coordinator is the Executive Director and requests may be sent to the West Virginia Virtual Academy’s Executive Director at wvvaoffice@westvaacademy.org

Confidential Communications of Students

Some oral or written communications between students and school personnel are confidential. Information that is expressed as confidential or received in confidence by a staff member from a student may be revealed to, or by the Executive Director or other appropriate authority, including law enforcement personnel, when the health, welfare or safety of the student or other persons is clearly in jeopardy.

Class Connect

Students should:

- Arrive promptly at the scheduled time for the Class Connect session.
- Wait for whiteboard and microphone privileges which will be assigned at the discretion of the teacher.
- Only communicate regarding direct content of the lesson.
- Be respectful and courteous towards others at all times.
- Always participate and engage in the session (stepping away without the teacher's approval will count as an absence).
- Log in to each session individually.

Please bear in mind that individual teachers may have expectations that are specific to their classrooms. Parents/guardians should remove their child from a Class Connect session if the student displays offensive behavior or is ill. If you must remove your child from a Class Connect session, please contact the teacher to discuss the situation.

Contact your child's teacher by phone, email or in person during office hours should a learning coach have any questions about a lesson. Because the lessons are student-centered, only students should be using the microphones during the sessions. Please refrain from coaching your child during Class Connect sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

Helpful Parent/Guardian/Learning Coach Checklist

Daily:

- ✓ Check email messages from the teacher and respond as needed
- ✓ Follow and complete the scheduled K12 lessons as shown in The Online School
- ✓ Attend all live Class Connect sessions as required. If unable to attend, complete direct weekly contact with teacher via content area Class Connect, phone, email, or face-to-face

Weekly:

- ✓ Note topics to discuss on next regularly scheduled conference call

Throughout the Year:

- ✓ Report any changes in telephone, email, mailing address, or shipping address information to the office at wvvaoffice@westvaacademy.org
- ✓ Set up learning space and organize materials
- ✓ Participate in progress conferences with teacher and student

As Required or Scheduled:

- ✓ Conference via phone or Class Connect with WVVA teacher during regularly scheduled time
- ✓ Submit assignments
- ✓ Review Individualized Learning Plan goals with WVVA teacher
- ✓ Attend special education conferences and/or 504 placement meetings (if applicable)
- ✓ Complete parent surveys for K12 and WVVA
- ✓ Attend training sessions and testing workshops

End of Year:

- ✓ Gather returnable materials and prepare for shipping back to K12 (Shipping labels from K12 will be sent via email.)

✓ Indicate registration status and complete re-enrollment paperwork for the next school year as instructed

Disclaimer:

This handbook is a “living” document and may be changed, amended, or edited to reflect policy or procedural updates at any time. Parents/Learning Coaches will be notified of changes.

Please see below for Parent “I Understand Statements” and Signature Page.

Special Education Appendix – WVVA Age of Majority

Dear Parent/ Guardian,

I hope this email finds you well. As we embark on a new academic year, we want to bring your attention to an important aspect of your child's education that becomes relevant as they grow older.

In the state of West Virginia, the Age of Majority is set at 18 years old. This means that when your child reaches the age of 18, they are considered legal adults with certain rights and responsibilities. This milestone has implications for families with students, particularly those with disabilities, and we want to ensure that you are well-informed.

Here are key points to consider:

1. Legal Rights and Responsibilities:

- At the age of 18, your child gains the legal right to make decisions about various aspects of their life, including medical treatment, education, and finances.

2. Education Transition:

- Transition planning becomes crucial as your child moves from special education services under the Individuals with Disabilities Education Act (IDEA) to services under the Individuals with Disabilities Education Improvement Act (IDEIA).

3. Guardianship and Alternatives:

- Families may need to explore legal options such as guardianship or consider alternatives like supported decision-making agreements to ensure the best support for your child.

4. Transition Planning:

- Start early to prepare your child for adulthood, focusing on life skills, vocational training, and community resources. Collaborate with educators and community organizations for a seamless transition.

5. Social Services and Benefits:

- Explore adult services and benefits available to individuals with disabilities, including Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI).

6. Advocacy and Support:

- Engage in advocacy efforts to protect your child's rights and ensure they have the support needed for a fulfilling adult life.

We encourage you to consult with legal professionals, educators, and disability service providers to tailor this information to the specific needs of your child. If you have any questions or concerns, please feel free to reach out to Amanda Bailey at abailey@k12.com or 304-807-9370 ext. 1011, for further guidance.

Thank you for your attention to this matter, and we look forward to supporting you and your child as they navigate this important transition.

Best regards,

Amanda Bailey, Office of Special Programs

AGE OF MAJORITY

Transfer of Rights for Students with Disabilities

Office of Federal Programs and Support
Special Education Services
West Virginia Department of Education



SUMMARY

School-age students who receive special education services are protected under the Individuals with Disabilities Education Improvement Act 2004 (*IDEA*). A school representative must provide written notice of the transfer of rights at the age of 18. Both parent and student must be informed that special education rights will automatically transfer to the student on the student's 18th birthday. This document describes what Individualized Education Program (*IEP*) Team members need to know and do before a student reaches the age of majority.

WHAT HAPPENS WHEN A STUDENT REACHES THE AGE OF MAJORITY?

In West Virginia, students with disabilities who reach the age of majority (*i.e., age 18*) may begin making educational decisions that were previously handled by their parents. This includes students who have an IEP or a Section 504 plan. It also applies to students with disabilities in a juvenile or adult correctional facility.

Turning 18 is a milestone for many students. But for a student with a disability, it can come with a responsibility for which they may not be prepared: the transfer of educational decision-making rights, also known as "parental rights."

WHAT IS MEANT BY TRANSFER OF RIGHTS?

Adult students will begin:

- » Receiving IEP meeting notices as an adult student
- » Participating in IEP meetings as a decision-making adult student
- » Giving permission or refusing an evaluation for disability determination
- » Giving permission or refusing a change in placement
- » Requesting dispute resolution (*mediation, due process, state complaint*) about a Free Appropriate Public Education (*FAPE*)
- » Requesting or reviewing educational records

WHY IS THIS IMPORTANT?

It is important students understand the choices they will have to make when turning 18. Students can prepare for this responsibility by talking to parents, teachers, and other trusted adults about the supports they need for adult life.

Teachers, parents, or other adults can help students learn more about special education laws. Participating in the development of their IEP and transition plans helps students make informed decisions about their educational program when they reach the age of majority. Transition planning begins at age 14 and happens annually until students exit special education or graduate with a regular high school diploma.

March 2023

WHO HANDLES NOTIFYING STUDENTS ABOUT THE TRANSFER OF RIGHTS?

A school representative must give written notice of the transfer of rights at 18. Per WVBE (*West Virginia Board of Education*) Policy 2419, this must happen no later than the student's 17th birthday and must be provided to both the parent and the student. Both parent and student must be informed that special education rights will automatically transfer to the student on the student's 18th birthday. This requirement gives families time to prepare for the transfer of parental rights.

Because students need to fully understand what is expected of them and what they can expect from their LEA (*Local Educational Agency*), parental rights must be presented in writing and verbally explained to students. All student questions should be answered so to make sure adult students have a thorough understanding of the process.

WILL PARENT(S) STILL TAKE PART IN SPECIAL EDUCATION MEETINGS?

If the adult student gives permission, parents can continue to receive notice of meetings and written information related to special education services. The actual level of parental involvement in the special education process is up to the individual student after the student turns 18. Sometimes students ask their parent or another adult to continue helping them make decisions. Asking for help does not mean students are giving up their decision-making authority.

WHAT IF A STUDENT IS NOT READY TO MAKE THESE DECISIONS?

Preparing students to make their own educational decisions is a process that can be overwhelming for some students. IEP teams should consider starting these discussions early for transition-age students (*ages 14-21*) as part of the transition planning process. Students may need time to develop self-advocacy skills as they prepare to make their own educational decisions. Parental rights are often difficult to understand, so IEP teams should consider the student's disability when beginning these conversations as families may need support with this part of transitioning into adulthood.

If a student is unwilling or unable to assume educational decision-making rights, there are other options that should be discussed with the parents before a student's 18th birthday. The adult student can ask their parent to informally continue helping them make decisions until they are comfortable making them on their own. If a student is unable to make independent decisions, other options may include supported decision-making or filing a legal process for court-appointed guardianship. Seeking guardianship of an adult is a removal of an individual's decision-making rights and should only be considered when all other options have been exhausted. IDEA also includes an option for states to appoint an educational surrogate if the student has been determined unable to make informed educational decisions and does not have a court appointed guardian.

THE FOLLOWING RESOURCES MAY BE HELPFUL IN GUIDING THESE CONVERSATIONS:

West Virginia Resources

- [Family and Community Engagement - West Virginia Department of Education \(wvde.us\)](https://www.wvde.us)
- [Home | WV Parent Training and Information \(wvpti-inc.org\)](https://www.wvpti-inc.org)
- [County Family Resource Centers - West Virginia Department of Education \(wvde.us\)](https://www.wvde.us)
- [WV Developmental Disability Council](https://www.wvde.us)
- [Disability Rights | Disability Rights of West Virginia | United States \(drafwv.org\)](https://www.drafwv.org)

Additional Parent and Student Resources

- [Parental Rights When Your Child with an IEP Turns 18 \(Understood.org\)](https://www.understood.org)
- [Transitioning to Life After High School \(pacer.org\)](https://www.pacer.org)
- [Getting Ready for When Your Teen Reaches the Age of Majority: A Parent's Guide | Center for Parent Information and Resources \(parentcenterhub.org\)](https://www.parentcenterhub.org)

Guardianship Resources

- [Adult Guardianship / Conservatorship: What Do I Need to Know? - Legal Aid WV](https://www.legalaidwv.org)
- [Guardianship Fact Sheet - PDF.pdf \(wv.gov\)](https://www.wv.gov)
- [West Virginia Code | §44A-1-8 \(wvlegislature.gov\)](https://www.wvlegislature.gov)
- [Guardianship Services \(wvdhhr.org\)](https://www.wvdhhr.org)

If you need further information, please email WVDE at ssip.wvde@k12.wv.us



Special Education Appendix – Speech Screening at WVVA

Dear Parent/Guardian,

All Preschool and Kindergarten students who have not been screened previously, all students new to WV schools, and all students who are at-risk, will be screened for speech and language skills during the first 45 days of enrollment. Should your child need referred for further articulation/language testing, you will be notified by West Virginia Virtual Academy's speech therapist.

If you have any questions or concerns regarding these screenings, please contact West Virginia Virtual Academy's Office of Special Programs.

Thank you,

Amanda Bailey, Office of Special Programs
abailey@k12.com

Special Education Appendix – Procedural Safeguards



Procedural-Safeguards-English-2024 (1).

Learning Coach and Student Compact

By signing the Signature Page found at the end of this handbook, parents/guardians confirm that they understand and agree to the contents of this page. Please initial each statement. The purpose of this section is to set expectations for West Virginia Virtual Academy parents/guardians. Students' success is a primary goal of West Virginia Virtual Academy and that can only be achieved if you, the parent or guardian, are successful. Therefore, it is important that parents of West Virginia Virtual Academy children understand and agree with the following curricular and attendance requirements:

- I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is 5-6 hours per day depending on my child's grade level.
- I accept the responsibility to supervise my student in using the Stride K12 curriculum, and I understand that I am expected to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and does not take the place of, the Stride K12 curriculum lessons. West Virginia Virtual Academy does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework.
- I understand and agree that student progress is an expected part of the West Virginia Virtual Academy program, in addition to the attendance hours logged. Teachers review progress and consider other factors including parental input, when making student advancement decisions. Promotion is based on progress, content mastery, and/or credits earned, not simply attendance.
- I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the West Virginia Virtual Academy program with my student.
- I understand and agree that I am expected to participate in scheduled interactions with my student's teacher, and that I must submit work samples when requested by my student's teacher.
- I understand and agree that, as a public school, West Virginia Virtual Academy students are required to participate in state standardized and other testing. My child is expected to participate fully in the testing at his or her grade level. Your participation is critical to WVVA remaining a school option for your child.
- I understand and agree to the Remote Testing Agreement provided.
- I understand and agree that my child is expected to participate in Star360, or other performance/achievement testing.
- I understand and agree that it is my responsibility to secure an internet service provider (ISP) in order to access the Online School.
- I understand that if I will be without internet for more than 24 hours I will notify my teacher and travel to a location, such as a library, that has internet access. Regular, daily attendance is still expected in order to meet state attendance guidelines.
- I understand and agree that I must have a working email address and notify the school if it changes.
- I understand and agree that West Virginia Virtual Academy is a full-time public school program, and that my child may not be enrolled in any other full-time or part-time public or private school.
- I read and understand West Virginia Virtual Academy policies for all addressed topics found in the West Virginia Virtual Academy Handbook including the Student Code of Conduct.

Handbook Acknowledgment Form

Guardians and students are required to review the West Virginia Virtual Academy (WVVA) Handbook for the 2025–2026 school year. Please read the handbook carefully at the following link before signing this acknowledgement form:

[Handbook Acknowledgement Form](#)