West Virginia Virtual Academy (WVVA)

WEST VIRGINIA
VIRTUAL ACADEMY

POWERED BY STRIDE K12

Table of Contents

About West Virginia Virtual Academy ***5***

Our Mission and Vision **5**

West Virginia Office & Key Contacts **5**

Academic Calendar **5**

Emergency Closings & Communication **8**

Questions or Concerns **8**

Enrollment & Attendance ***9***

Student Rights & Responsibilities **9**

Learning Coach Rights & Responsibilities **9**

Staff Responsibilities **11**

Strong Start/Orientation **11**

Attendance Requirements **12**

State of West Virginia Required Testing **15**

Change of Home Address **18**

Withdrawal **18**

Transportation Disclosure **19**

Academics **20**

Learning at WVVA **20**

Licensed Teachers 20
The WVVA Learning Model 20
K12 School (OLS) 21
Student Progress and Mastery 21
Student and Learning Coach Engagement 21
Virtual Learning Environment Expectations 22
Learning Coach Participation in Live Class Connect Sessions 22
Academic Programs 23
Elementary School (Grades K–5) 24
Middle School (Grades 6–8) 25
High School (Grades 9–12) 25

Wellness Education **26**

Grading & Academic Integrity **26**

Grading 26
Late Work 27

Academic Integrity 27
Source Citation 27
Artificial Intelligence (AI) 28

Progress Reports, Report Cards & Transcripts 28
Promotion, Credits & Graduation 29
Elementary Promotion & Retention (Grades K–5) 29
High School Credit Requirements 29
Transfer Credits 29
Weighted Grades 30
Credit Recovery 30
Graduation Requirements 30
Report Cards & Transcripts 30
Schedule Changes 31
Retaking Courses 31
Summer School 31
NCAA Eligibility 31

Academic Policies 32

Academic Integrity 32

Dual Enrollment 33

Stride Career Prep 35

RISE Program 36

Student Support Services 39

School Counseling Services 39

Multi-Tiered System of Supports (MTSS) 39

Title I Services 41

Mandatory Benchmark Assessments 42

Failure to Participate in Instructional Activities 43

Special Education 43
Services by Disability 43
Child Find 44
IDEA 44
Special Education Screening 45
Use of Restraint 45
West Virginia Tiered System of Support (WVTSS) 47
Commitment to Serve Students 47
504/Child Find 47
English Learners 51
McKinney-Vento 52

Foster Care 56

Student Life ***57***

Student Clubs **57**

Educational Outings & Field Trips **57**

School Gatherings & Community Events **57**

K12 Zone Policy and Procedure **58**

Learning Coach Resources ***60***

Communication Expectations **60**

Learning Coach Community **60**

Learning Coach Involvement Policy **60**

School Improvement and Family Engagement **60**

Annual Policy Review **60**

Support for Families **61**

School Supplies **61**

End-of-Year Tasks **61**

Work Permits **62**

Family Engagement Opportunities **63**

Learning Coach Checklist **63**

Student Conduct ***65***

Student Code of Conduct **65**

Student Infractions and Consequences **66**

Technology & Privacy ***86***

Internet Service Provider (ISP) Reimbursement Program **86**

Device Use (Use of School Property) **86**

Acceptable Use **86**

Accountability **89**

Network Etiquette **90**

Internet Safety **90**

Use of Copyrighted Materials **91**

Webcam Expectations **91**

Confidential Communications **93**

FERPA **93**

Photo Release **97**

Communication (My Info and Email) **97**

West Virginia Virtual Academy Indemnification Provision **98**

Class Connect **98**

School Policies ***99***

Non-Discrimination Equal Education Opportunity Policy (Title IX) **99**

FOIA **104**

Personal Belief Exemption **104**

Confidentiality **105**

Student Identity **106**

Health Policy **106**

Medication Policy **107**

Whistleblower Policy **109**

Objectional Content Policy **110**

Appendices ***111***

Special Education Appendices - WVVA Age of Majority **111**

Special Education Appendix – Speech Screening at WVVA **115**

Special Education Appendix – Procedural Safeguards **115**

Glossary **116**

Compact **117**

Handbook Acknowledgement **118**

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.

About West Virginia Virtual Academy

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 WVVA 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, Doug Cipoletti (dcipoletti@westvaacademy.org)
Operations Manager, Jeremy Criss (jcriss@westvaacademy.org)
State and Federal Compliance Manager, Nicole Colson (ncolson@westvaacademy.org)
Elementary Academic Administrator, Maria Clendenin (mclendenin@westvaacademy.org)
Middle School Academic Administrator, Nicole Drobish (ndrobish@westvaacademy.org)
High School Academic Administrator, Hillary Hulver-Thorne (hhulver@westvaacademy.org)
Special Programs Administrator, Amanda Bailey (abailey@westvaacademy.org)

Academic Calendar

WVVA provides students with 24/7 access to the online curriculum and learning platform throughout the school year. Students are expected to engage in instruction each scheduled school day. Daily instructional time typically averages five to six hours but may vary depending on grade level, lesson requirements, and individual student needs.

Attendance is determined based on student engagement, including logins, communication with teachers, completion of coursework, and participation in instructional activities. If a student's engagement does not demonstrate sufficient progress or participation, the school will collaborate with the Learning Coach, teachers, counselors, and Academic Administrator to provide appropriate support.

West Virginia Virtual Academy

2026-2027 School Calendar for Students

August 2026 - June 2027

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

August 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					

August 2026

Tueaday, August 11 - First Day for Teachers
Wednesday, August 19 - First Day for Students

September 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			

September 2026

Monday, September 7 - Labor Day (School & Office Closed)

October 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

October 2026

Thursday, October 22 & **Friday, October 23** - Fall Staff PD Event

November 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					

November 2026

Wednesday, November 11 - Veterans Day (School & Office Closed)
Monday, November 23 - **Friday, November 27** - Thanksgiving Break (School & Office Closed)

December 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**		

December 2026

Wednesday, December 23 - January 1 - Winter Holiday (School & Offices Closed)

January 2027						
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 2027

Friday, January 1 - New Year's Day
Monday, January 18 - Martin Luther King Jr. Holiday (School & Office Closed)
Tuesday, January 19 -End of 1st Semester
Wednesday, January 20 - 2nd Semester/3rd Nine Weeks Begins

February 2027						
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 2027

Monday, February 15 - President's Day (School & Office Closed)

March 2027						
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 2027

Thursday, March 4 & **Friday, March 5** - Spring Staff PD Event
Monday, March 29 - Friday, April 2 - Spring 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

Thursday, April 1 & Friday, April 2 - Spring Break

May 2027 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 2027
Monday, May 24 - 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 4 - Last Day of School for Students **Friday, June 11** - Last Day of School for Teachers

Emergency Closings & Communication

In the event of an emergency or if a scheduled event, such as state testing or a school outing, must be canceled or rescheduled, WVVA will make every effort to notify families as quickly as possible. Notifications may be sent through multiple communication channels, including email, the Learning Coach Community, and automated phone calls and texts through SchoolMessenger.

Questions or Concerns

Please follow these steps for general questions or assistance in resolving a concern.

Step 1: Contact your student's teacher first. Most questions and concerns can be resolved at the classroom level. If the teacher is unable to resolve the issue (such as questions related to materials or technology), they will direct the Learning Coach to the appropriate staff member and help ensure the concern is resolved.

Step 2: If the concern involves the student's teacher or is not resolved at the classroom level, contact the appropriate Academic Administrator.

Step 3: If the concern remains unresolved, contact the Executive Director.

Enrollment & Attendance

Student Rights & Responsibilities

WVVA is committed to providing a safe, respectful, and inclusive learning environment. Students have the right to:

- Receive a public-school education if eligible under West Virginia law.
- Be free from discrimination or exclusion from school privileges based on marital status, pregnancy, disability, eligibility for special education services, race, color, religion, sex, sexual orientation (known or perceived), or national origin.
- Be free from corporal punishment.
- Receive disciplinary due process as outlined in this handbook.
- Request and receive interpretation or translation assistance for school-related matters if English is not the student's or Learning Coach's primary language.

Students share responsibility with the administration, staff, and Learning Coaches for maintaining a safe and productive learning environment. Students are expected to:

- Attend school each scheduled school day, including all required Class Connect sessions and assigned asynchronous coursework.
- Put forth a conscientious effort in all coursework and work toward mastery of the material. At the teacher's discretion, this may include revising and resubmitting assignments.
- Follow appropriate citation practices to maintain academic integrity.
- Know and follow school rules, regulations, and applicable laws.
- Use respectful and appropriate language in both written and verbal communication.
- Report incidents or activities that may threaten the safety of or disrupt the school or learning environment.
- Attend Class Connect sessions on time, remain engaged, participate as directed by the teacher, and remain in the session until dismissed.
- Complete assignments by the established due dates.
- Communicate regularly with Learning Coaches and teachers regarding schoolwork, assignments, and academic progress.
- Maintain a working webcam and microphone and report technical issues to the IT Help Desk as soon as possible.
- Treat classmates, staff, and school property with respect.
- Respond to teacher and administrator communications in a timely manner.

Learning Coach Rights & Responsibilities

WVVA recognizes the important role Learning Coaches play in a student's success. Learning Coaches have the right to:

- Receive regular reports regarding the student's academic progress.

- Inspect, copy, and request corrections to the student's educational records in accordance with applicable laws and policies.
- Receive an explanation of grades and academic performance from the student's teacher.
- Request a conference with the student's teacher or Academic Administrator.
- Receive translation or interpretation services for school-related communications when needed.
- Appeal disciplinary decisions in accordance with school policy.
- Request reasonable accommodations to participate in the student's education when supported by appropriate documentation and in accordance with applicable laws.

Learning Coaches share responsibility with students and WVVA staff for supporting student success. Learning Coaches are expected to:

- Ensure that students between the ages of 5 and 17 who are enrolled in WVVA attend school in accordance with West Virginia law.
- Follow the student's daily learning plan and accurately record daily attendance.
- Enroll the student in another educational program if they withdraw from WVVA.
- Present questions, concerns, or complaints to school staff in a respectful and constructive manner.
- Support the student each day to ensure assignments are completed and academic progress is maintained.
- Become familiar with this handbook and review its contents with the student.
- Ensure the student participates in all required assessments, including state assessments (WVGSA, WVASA, WV PEAKS, SAT) and school-administered assessments, such as STAR and interim benchmarks, as scheduled by WVVA.
- Ensure the student has reliable internet access. If internet service is unavailable for more than 24 hours, arrange for the student to access an alternative location with internet access.
- Maintain a current email address, check it regularly, respond to school communications in a timely manner, and notify the school of any changes.
- Submit an absence excuse within 24 hours of a student absence, when applicable.
- Ensure the student receives required health examinations and immunizations in accordance with state law.
- Ensure that students enrolling for the first time in kindergarten, 2nd grade, 7th grade, or 12th grade have the required health and dental examinations on file within 45 days of enrollment, as required by law.
- Monitor the student's academic progress regularly.
- Participate in surveys, conferences, and educational planning activities as appropriate.
- Read school email communications regularly and respond within 24 hours when requested.
- Demonstrate respect for the school community, including staff, students, and other families.

Staff Responsibilities

WVVA staff are committed to providing a safe, supportive, and engaging learning environment for all students. Staff members are expected to:

- Provide a safe and supportive learning environment.
- Teach engaging lessons that promote student achievement.
- Provide feedback on student work within 72 hours, except for major written assignments, which may require up to five (5) school days for grading.
- Instruct students on the appropriate use of Artificial Intelligence within their content areas.
- Motivate and encourage students to achieve their academic goals.
- Set high expectations and support every student in meeting the West Virginia College- and Career-Readiness Standards.
- Provide opportunities for Learning Coaches to observe instruction, when appropriate.
- Participate in professional learning focused on improving teaching, learning, and family engagement.
- Collaborate with Learning Coaches and colleagues to promote an accessible and welcoming school community.
- Communicate regularly with students and Learning Coaches and notify the appropriate administrator after three unsuccessful communication attempts.

Strong Start/Orientation

A successful start is essential to student success at WVVA. All new students and their Learning Coaches are required to participate in the Strong Start /Orientation process to become familiar with the virtual learning environment, school expectations, and available resources.

During orientation, students and Learning Coaches will learn how to:

- Navigate the K12 School (OLS) platform.
- Access lessons and course materials.
- Submit assignments and monitor academic progress.
- Record attendance and understand attendance expectations.
- Communicate with teachers and school staff.
- Access school resources and support services.
- Understand expectations for participation, technology use, and student success.

Orientation Requirements

Students must:

- Attend all required live orientation sessions.
- Complete the required orientation course within three (3) school days of their start date.

- Complete the required math and reading diagnostic assessments within three (3) school days of their start date.

Failure to attend required live orientation sessions may result in the student not being picked up in WVEIS.

Learning Coaches must:

- Participate in the Strong Start/Orientation process.
- Complete the Student & Family Handbook acknowledgment within three (3) school days of the student's start date.
- Support the student in completing all required onboarding activities.

Each school year, students and Learning Coaches may also be required to participate in annual orientation activities to review school procedures, expectations, and updates that support success in the virtual learning environment.

Attendance Requirements

Compulsory school attendance begins with the school year in which a student reaches six years of age prior to July 1 of that school year or upon enrolling in a full-time publicly funded kindergarten program. Attendance continues until the student's 17th birthday or for as long as the student remains enrolled in a school system after turning 17 years of age, in accordance with West Virginia Code §18-8-1a.

The West Virginia Department of Education (WVDE) requires schools to monitor and report attendance and student engagement for all students. High-quality attendance data is essential to support student success, ensure accountability, and meet state and federal reporting requirements.

In the virtual learning environment, attendance is based on meaningful student engagement rather than physical presence. Students are expected to participate regularly in instructional activities and demonstrate progress through coursework and communication.

Attendance Expectations

Instructional time and attendance may include one or more of the following:

- Attendance at live instructional sessions.
- Logging into lessons or instructional activities that can be documented.
- Participation in small-group or one-on-one instructional sessions.
- Documented communication between the student and teacher.
- Documented learning activities completed with the Learning Coach.

- Completion of approximately five to six hours of instructional time each school day to meet state requirements.
- Attendance recorded for each course on a weekly basis, regardless of whether the student's schedule is blocked or flexible.
- Participation in required onboarding activities, including Parent/Guardian Orientation, Introduction to Online Learning, or other required orientation activities, as applicable.
- Regular communication with teachers and school staff. If WVVA staff are unable to reach a family after three unsuccessful attempts, a welfare check by local authorities may be requested.
- Students and Learning Coaches are expected to check school email and phone messages daily and respond within 24 hours or the next business day.
- Attendance at all required Class Connect sessions, including remediation and small-group instruction, as assigned by the teacher.
- Log into K12 School (OLS) daily to access instructional materials.
- Participate appropriately during live instructional sessions using the chat feature, microphone, or other teacher-directed methods.
- Maintain a working webcam and microphone when required for instruction.
- Join live instructional sessions on time. Students arriving more than five minutes after the start of class may be marked tardy and admitted in a manner that minimizes classroom disruption.
- Learning Coaches should notify the student's teacher before planned absences and as soon as practical following unplanned absences, including any supporting documentation.
- If chronic tardiness becomes a concern, the teacher may schedule a meeting with the Learning Coach to develop an attendance improvement plan.

Attendance Monitoring

Students are expected to follow the official school calendar. While instructional time may be recorded on weekends, holidays, or other days when learning occurs, students must log in to K12 School (OLS) on each scheduled school day.

Students who do not complete a minimum of 90 minutes of active work in Engageli and/or Canvas will be marked absent for that day.

WVVA reserves the right to verify attendance through coursework, Class Connect participation, communication records, and other approved measures of student engagement. Attendance that cannot be supported by documentation may be adjusted accordingly. Unexcused absences may result in the loss of credit for missed assignments.

Continued lack of engagement or communication may result in withdrawal from the program. A student will be considered truant after ten (10) unexcused absences or a documented lack of meaningful engagement. Students will be disenrolled for truancy upon accumulating 15 or more unexcused absences.

Students who enroll in WVVA with a documented history of truancy may be placed on an Attendance Contract and may be disenrolled after accumulating ten (10) unexcused absences.

Excused and Unexcused Absences

WVVA recognizes excused absences for student illness, death in the family, approved school events, required court appearances, religious observances, family emergencies, counseling or administrative appointments, and other circumstances permitted by state law. All other absences, including those submitted outside the required 72-hour timeframe, will be coded as unexcused.

Learning Coaches must submit absence documentation within three (3) calendar days of the student's absence using the Attendance Excuse Link on the school website. Documentation must include the student's name, the date(s) of the absence, the reason for the absence, and any required supporting documentation.

Any absence form submitted without appropriate documentation will be coded as a parent note.

Excused Absences

Illness or Medical Appointment

A doctor's excuse or other appropriate medical documentation is required. WVVA reserves the right to verify all submitted documentation.

Bereavement

Students are eligible for up to three (3) excused days for bereavement. Learning Coaches may be asked to provide documentation to verify the absence. Some students may require additional time following the death of a family member or close friend. Extended bereavement leave requires appropriate medical documentation.

Legal

A legal absence requires documentation from a court hearing or court-ordered visit. Please contact the Attendance Office with any questions regarding legal absences.

Religious Observances

WVVA honors religious observances and will excuse absences for recognized religious holidays when an absence excuse form is submitted.

Internet or Power Outages

Families must provide documentation of the outage, such as a screenshot of a service interruption notice from the provider. Students experiencing internet or power outages are expected to use an alternative location with internet access whenever possible.

Technical Issues

Technical issues include computer, OLS, or other school platform problems. Absences related to technical issues must be supported by proof that the student contacted the Help Desk. The absence will not be excused until Help Desk contact has been verified.

Learning Coaches should submit a tech ticket for issues related to Stride K12 or WVVA systems. The Help Desk can be reached at www.help.k12.com or 1-866-K12CARE. School staff are unable to troubleshoot or resolve these issues directly.

Parent Notes

Students are allowed a total of ten (10) parent notes per school year for absences such as illness without a doctor's excuse or family emergencies. Any absence submitted without appropriate documentation will automatically be coded as a parent note.

Parent notes used at previous school enrollments transfer to WVVA. For example, a student who used four (4) parent notes at a previous school will have six (6) remaining parent notes available at WVVA.

Pregnancy and Parental Leave

Pregnant students are expected to attend school unless otherwise directed by their medical provider. WVVA will work with students and families to develop an attendance and return-to-school plan consistent with medical recommendations.

Students may be excused for pregnancy, childbirth, miscarriage, recovery, medical appointments, and high-risk pregnancy-related needs when supported by appropriate medical documentation.

New parents are eligible for up to six (6) weeks of parental leave. Documentation may include the child's birth certificate or other appropriate medical records.

State of West Virginia Required Testing

State Testing Requirements

As a West Virginia public school, WVVA is required to follow all testing requirements established by the West Virginia Department of Education (WVDE). In accordance with state law, students in grades 3–11 are required to participate in state assessments.

Participation in WVVA includes required state testing, which may require travel to a designated testing location. Learning Coaches are responsible for providing transportation to and from testing sites.

In-Person Standardized Testing

In-Person Testing is required for some WV Standardized Tests. This includes the SAT School Day, a required test for all 11th graders in the state of WV. State testing is conducted at multiple locations throughout West Virginia.

Testing dates and locations will be communicated no later than two (2) weeks before the testing window. WVVA cannot guarantee that a student's assigned teacher will serve as the test administrator.

Every effort will be made to assign students to a testing location within approximately one hour of their home; however, some families may be required to travel farther based on testing availability.

Remote Standardized Testing

Certain portions of the required West Virginia state assessments will be administered remotely when permitted by the WVDE. WVVA families agree to comply with the following Remote Testing Agreement.

Learning Coach Responsibilities

Preparing for Testing

Learning Coaches agree to:

- Review the Student Remote Test Administration Agreement with the student.
- Ensure the student's testing device is fully charged and has access to a charger.
- Verify that reliable internet access is available before testing begins.

During Testing

Learning Coaches agree to:

- Encourage the student to do their best.
- Help maintain the security of the assessment by ensuring that test content is not copied, photographed, recorded, streamed, memorized, or reproduced.
- Provide a quiet, private, and well-lit testing environment.
- Eliminate background distractions such as televisions, music, or conversations.
- Assist only with technical issues or login difficulties.
- Refrain from assisting the student with test questions.
- Avoid viewing assessment content, including questions, passages, graphics, and answer choices.
- Leave the testing room after login procedures are complete while remaining available in the home.

- Understand that the testing device camera must remain on throughout testing and that testing will be monitored by a trained and certified test administrator.

After Testing

Learning Coaches agree to:

- Follow the test administrator's instructions to properly log the student out of the assessment.
- Comply with all requirements outlined in the Remote Test Administration Agreement.

Student Responsibilities

Students participating in remote testing agree to:

- Do their best on every assessment.
- Keep their webcam on throughout the testing session.
- Complete all work independently.
- Not ask for or receive assistance with test questions.
- Not provide assistance to other students.
- Use only approved testing materials and resources.
- Not copy, photograph, screenshot, record, post, or share any assessment content.
- Not discuss test questions or seek assistance during testing breaks.
- Demonstrate honesty and academic integrity throughout the assessment.

Students who cannot meet the remote testing requirements must notify the school before testing so alternative arrangements, including in-person testing, can be made.

Students participating in remote testing must have a working webcam and microphone available for testing.

Standardized Testing Score Reporting

Student assessment results are sent directly to the WVVA Office. Upon receipt, scores will be shared with Learning Coaches by email and made available through the West Virginia State Assessment Family Portal or the College Board Student Account.

Remote Testing Procedures

Additional remote testing procedures and instructions will be communicated before each testing window, as applicable.

Standardized Testing Score Reporting

Student assessment results are sent directly to the WVVA Office. Upon receipt, scores will be shared with Learning Coaches by email and made available through the West Virginia State Assessment Family Portal or the College Board Student Account.

Change of Home Address

If your address changes after enrollment, please notify the WVVA Office by emailing wvvaoffice@westvaacademy.org and provide documentation verifying your new address. Please include the names of all students associated with your household.

Your email should include:

- Previous address and new address (required)
- New phone number, if applicable
- Effective date of the address change (required)
- Proof of residency

In addition to the email notification, the following documentation must be submitted to the WVVA Office within ten (10) days of the address change. These documents are required by the State of West Virginia for all enrolled students. Failure to submit the required documentation may result in the student being out of compliance with state requirements.

Submit one (1) of the following as proof of residency:

- Current utility bill (gas, water, electric, sewer, cable, or landline telephone)
- Current signed lease agreement
- Current mortgage statement
- Current notarized residency affidavit/card
- Valid military orders
- Current property tax bill
- McKinney-Vento Form

Withdrawal

Students may withdraw from WVVA at any time. The following process applies regardless of the reason for withdrawal.

Transfer to Another School

- The receiving school must submit a request for records to WVVA before the withdrawal can be finalized.

- Records requests may be sent by fax to 304-220-3104 or by email to wvvarecords@westvaacademy.org.
- Families are encouraged to begin this process as soon as possible to avoid delays in enrollment at the receiving school.

Withdrawal to Homeschool

- Families choosing to homeschool must submit a Letter of Intent to Homeschool to the appropriate county Board of Education.
- The county superintendent is responsible for approving homeschooling in accordance with state law.
- Once the county Board of Education submits a request for records, WVVA will process the student's withdrawal and update the student's enrollment in WVEIS.
- Additional information regarding homeschooling is available through the West Virginia Department of Education.

Special Education

Families choosing to withdraw to homeschool should be aware that once a student is withdrawn from public school and enrolled in homeschool, the student is no longer entitled to a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act (IDEA), and the public school district is no longer required to provide IEP services.

Returning School Property

Following a successful withdrawal, families will receive shipping instructions from Customer Support, typically within two weeks, to return school-issued materials and equipment at no cost.

Questions regarding the return of instructional materials or technology should be directed to Customer Support through www.help.k12.com or 855-K12-HELP (855-512-4357).

Failure to return school-issued equipment and materials in satisfactory condition may result in collection efforts.

Questions About Withdrawal

Questions regarding the withdrawal process may be directed to the WVVA Office at wvvaoffice@westvaacademy.org or 304-807-9370.

Transportation Disclosure

West Virginia Virtual Academy (WVVA) does not provide transportation to or from any optional school-related, connected, endorsed or sponsored events, activities or functions. This includes but is not limited to: other schools, field trips, career & technical education (CTE) centers, testing centers, graduation, or similar events. Families are solely responsible for arranging transportation if they and their students choose to participate in these programs.

Academics

Learning at WVVA

Licensed Teachers

Every student is assigned a state-certified teacher for each course. Teachers are certified in the subject area they teach and may be supported by partner teachers with expertise in specific curriculum areas.

WVVA teachers are responsible for:

- Establishing assignment due dates and learning expectations.
- Providing direct instruction through live Class Connect sessions and individual or small-group support.
- Grading assignments and providing timely, meaningful feedback.
- Monitoring student progress and academic mastery.
- Communicating regularly with students and Learning Coaches regarding progress, missing assignments, and academic concerns.
- Providing additional instructional support when students require intervention.

Special Education teachers work collaboratively with classroom teachers to ensure that students with Individualized Education Programs (IEPs) receive the accommodations, modifications, and services required to support student success and maintain compliance with each student's IEP.

The WVVA Learning Model

WVVA utilizes the Stride K12 curriculum to provide a rigorous, standards-based educational program aligned to the West Virginia College- and Career-Readiness Standards. The curriculum is designed to promote mastery of academic standards while allowing flexibility for students to learn at an appropriate pace.

Students access their courses through K12 School (OLS), where they complete lessons, submit assignments, monitor progress, communicate with teachers, and access instructional resources.

Instruction at WVVA combines both asynchronous and synchronous learning experiences. Students complete independent coursework while also participating in live instructional sessions, conferences, and teacher-led support opportunities.

K12 School (OLS)

K12 School (OLS) serves as the primary learning platform for WVVA students.

Through K12 School (OLS), students can:

- Access daily lessons and instructional materials.
- View assignments and due dates.
- Submit coursework electronically.
- Receive teacher feedback and grades.
- Communicate with teachers.
- Access school announcements and important information.
- Monitor academic progress throughout the school year.

Students and Learning Coaches are encouraged to log in regularly to monitor assignments, review teacher feedback, and stay informed of upcoming deadlines and school communications.

Student Progress and Mastery

The goal at WVVA is for students to demonstrate mastery of course standards rather than simply complete assignments. Teachers may require students to revise or resubmit work when additional practice or evidence of mastery is needed.

Students are encouraged to complete all assigned lessons and activities within K12 School (OLS). Teachers may also require specific assignments to be submitted directly for teacher evaluation and feedback.

Students should maintain their own K12 School (OLS) account and are not permitted to access teacher editions, answer keys, or other instructional materials intended solely for educators.

Student and Learning Coach Engagement

Regular communication between students, Learning Coaches, and teachers is an essential component of student success in the virtual learning environment.

Students are expected to:

- Participate in all required Class Connect sessions, teacher conferences, and instructional activities.
- Engage actively during live instructional sessions.
- Communicate with teachers when assistance is needed.

- Use a working webcam and microphone during live instructional sessions when required by the teacher.
- Monitor school email and course announcements regularly.

Learning Coaches are expected to:

- Encourage and support student participation in daily learning activities.
- Monitor student progress and attendance.
- Maintain regular communication with teachers and school staff.
- Support students before and after live instructional sessions while encouraging increasing independence.

Students who actively participate in instruction, communicate regularly with teachers, and remain engaged in their coursework are more likely to achieve academic success.

Virtual Learning Environment Expectations

The student's learning space serves as the classroom during live instructional sessions. Learning Coaches are expected to help maintain a safe, respectful, and distraction-free learning environment by ensuring that:

- The student has a quiet workspace with minimal background distractions, including televisions, radios, video games, and unrelated conversations.
- Camera backgrounds are school appropriate or blurred.
- Alcohol, tobacco products, vaping devices, weapons, or other inappropriate items are not visible during instructional sessions.
- Anyone visible on camera is appropriately dressed.
- Profanity and smoking or vaping are prohibited during instructional sessions.
- The student maintains a working webcam and microphone and reports technical issues promptly.

WVVA teachers and administrators may require students to blur their backgrounds when appropriate. Repeated violations of webcam or microphone expectations may result in restrictions on camera or microphone use during live instructional sessions.

Learning Coach Participation in Live Class Connect Sessions

To maintain a safe, distraction-free environment for all students, live classes must be accessible only to enrolled students and school staff. Learning coaches are welcome and encouraged to support their students' learning, but this support must occur outside the live session environment. While our online learning platform contains features that allow Learning Coaches

to join live classes through their accounts, WVVA strictly prohibits adults from entering or participating in live instructional sessions unless directly requested by the teacher.

Learning Coaches may:

- Remain nearby to assist their student if needed.
- Watch class recordings to stay informed about lesson content.
- Support students before and after live instructional sessions.

Learning Coaches may not:

- Log into or directly join live Class Connect sessions.
- Participate in classroom discussions or communicate during live instruction unless invited by the teacher.

Consequences for Unauthorized Participation

WVVA may implement the following progressive consequences if a Learning Coach or other adult enters a live Class Connect session without authorization:

- **First Occurrence:** The adult will be asked to leave the session immediately and reminded of WVVA expectations.
- **Second Occurrence:** The student may lose access to live Class Connect sessions for one (1) week and will complete coursework by viewing recorded lessons and completing assignments asynchronously.
- **Third Occurrence:** The student may lose access to live Class Connect sessions for the remainder of the semester and will complete coursework by viewing recorded lessons and completing assignments asynchronously.

Students with IEPs and 504s will continue to receive all required services. Any restriction on live class attendance will not affect the delivery of special education minutes, which will continue through resource time or other appropriate means.

Academic Programs

WVVA provides a rigorous, standards-based educational program designed to meet the needs of students at every grade level. As students progress through the program, instruction gradually shifts from increased Learning Coach support in the elementary grades to greater student independence in middle and high school.

Elementary School (Grades K–5)

The elementary program focuses on building strong foundational skills in reading, writing, mathematics, science, and social studies while fostering curiosity and a love of learning.

Elementary teachers maintain regular communication with students and Learning Coaches through:

- Live Class Connect instruction
- Individual conferences
- Telephone and email communication
- School-sponsored gatherings and events
- State and local assessments

Teachers establish individualized learning goals, monitor student progress throughout the school year, and provide additional support for students who require intervention. Students identified as at risk or receiving special education services may receive increased instructional support and more frequent communication between teachers and Learning Coaches.

Academic Advancement

WVVA recognizes that students learn at different rates and in different ways. Instruction focuses on mastery of lesson objectives rather than simply completing assignments. Students are encouraged to spend the time necessary to master each concept before progressing to new material.

The Stride K12 curriculum provides rigorous instruction aligned to West Virginia standards and includes enrichment opportunities for students who are ready for additional challenges.

Meeting Attendance

LCs are required to be at home with their student during the day; therefore, any required meeting (i.e. 504, IEP, SAT, parent-teacher conference) will be scheduled according to the student's schedule and teachers' availability.

Promotion and Retention (Grades K–5)

Student progress is monitored throughout the school year using course performance, teacher observations, submitted work, local assessments, and progress within K12 School (OLS).

A child may be considered for retention if he/she is failing one or more core subjects, is receiving support by the Student Assistance Team, and should qualify as a FAY (full-academic year) student. Retention is a data-based SAT decision. After the third grading period, if a student is at risk of grade-level retention, teachers will notify Learning Coaches. A SAT meeting involving the Learning Coach,

teacher, and administration will be scheduled to review the student's data and determine the most appropriate educational placement for the following school year. If the SAT cannot agree, the principal/ED and/or Board will have the final say.

Teachers will notify Learning Coaches after the third grading period if a student is at risk of grade-level retention. A meeting involving the student, Learning Coach, teacher, and administrator will be scheduled to review available data and determine the most appropriate educational placement for the following school year.

Students are expected to participate in required live instructional sessions, conferences, and assessments. These measures help teachers monitor student growth, determine mastery of grade-level standards, and make informed promotion or retention decisions.

For students receiving special education services, Individualized Education Program (IEP) goals will guide instructional planning and progress monitoring. Students may also participate in alternate state assessments, when appropriate.

Middle School (Grades 6–8)

During middle school, students begin developing greater independence while continuing to receive support from teachers and Learning Coaches. Students are expected to take increased responsibility for completing assignments, communicating with teachers, and managing their daily coursework.

Students in grades 7 and 8 may have the opportunity to enroll in a world language course. Placement into high school world language courses may require demonstrated success in English Language Arts or administrative approval.

High School (Grades 9–12)

The high school program prepares students for postsecondary education, career readiness, military service, and other future opportunities.

Students are expected to demonstrate increasing independence by:

- Participating in daily coursework and live instructional sessions.
- Following course calendars and assignment deadlines.
- Communicating regularly with teachers.
- Monitoring academic progress.
- Seeking assistance when needed.
- Completing assignments independently and on time.

Teachers continue to provide direct instruction, individualized support, timely feedback, and intervention when needed while encouraging students to develop the academic skills necessary for success beyond high school.

Wellness Education

Wellness Education supports students in developing healthy habits that contribute to lifelong physical, mental, emotional, and social well-being.

The WVVA Wellness Education program includes:

- Health Education
- Physical Education
- Wellness Education

Instruction promotes healthy decision-making, personal responsibility, physical fitness, and lifelong wellness while supporting the development of skills necessary for college, career, and life readiness.

Wellness instruction is aligned with the West Virginia College- and Career-Readiness Standards for Wellness Education (Policy 2520.5).

Grading & Academic Integrity

Grading

WVVA uses a standards-based curriculum supported by teacher evaluation and ongoing progress monitoring. Student grades reflect the quality and completion of required coursework throughout each course.

Graded assignments may include:

- Online or paper-based assignments
- Quizzes
- Unit, semester, and final exams
- Essays, research papers, and other writing assignments
- Projects, presentations, and laboratory activities
- Discussion activities, where applicable

Assignments may be teacher-graded or computer-graded depending on the activity. Students and Learning Coaches may monitor grades and assignment feedback through K12 School (OLS) throughout the school year.

Late Work

WVVA encourages students to submit assignments by the established due dates so they can remain engaged in instruction and receive timely feedback. The late work policy is intended to support student learning while establishing clear expectations for assignment completion.

Late Work Window

- Students may submit missing assignments, retakes, tests, and quizzes from the previous month only.
- All eligible late work must be submitted by the second Friday of the following month.

Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive all accommodations outlined in their plans.

Academic Integrity

Academic integrity is an essential component of the WVVA learning environment. Students are expected to submit original work and demonstrate honesty in all academic activities.

Academic misconduct includes, but is not limited to:

- Plagiarism
- Cheating
- Copying another student's work
- Allowing another student to copy your work
- Using unauthorized materials during assessments
- Submitting work completed by another individual

Students are responsible for completing unit tests and final examinations independently unless accommodations are documented in an Individualized Education Program (IEP) or Section 504 Plan.

Incidents involving academic dishonesty may result in disciplinary action and loss of academic credit in accordance with WVVA policies.

Source Citation

Students are expected to properly cite all sources used in written assignments, projects, tests, and examinations.

Citations should include appropriate source information such as:

- Author
- Title

- Publisher or website
- Publication date
- Page number, when applicable
- URL for online sources

Teachers may require citations to follow a specific style, including MLA or APA.

Failure to properly cite sources may result in reduced or no credit for an assignment.

Artificial Intelligence (AI)

WVVA recognizes that Artificial Intelligence (AI) tools are becoming increasingly common in education. Students may use AI tools only when permitted by their teacher and in accordance with course expectations.

Unless otherwise directed by the teacher:

- AI may be used to support brainstorming, studying, note-taking, or research.
- AI may not be used to generate papers, essays, reports, or other assignments submitted for academic credit.
- Students remain responsible for ensuring that all submitted work reflects their own understanding and learning.

Improper use of AI may be considered a violation of the Academic Integrity Policy.

Progress Reports, Report Cards & Transcripts

Students and Learning Coaches may monitor academic progress throughout the school year using K12 School (OLS).

Elementary report cards are issued at the end of the school year.

Secondary report cards are issued at the end of the second semester.

High school semester grades are recorded on the student's official transcript. Official and unofficial transcripts may be requested through the student's school counselor in accordance with WVVA procedures.

Promotion, Credits & Graduation

Elementary Promotion & Retention (Grades K–5)

Student progress is monitored throughout the school year using classroom performance, teacher observations, submitted assignments, local assessments, and progress within K12 School (OLS).

After the third grading period, teachers will notify Learning Coaches if a student is at risk for grade-level retention. A meeting involving the student, Learning Coach, teacher, and administrator will be scheduled to review current student performance and determine the most appropriate educational placement for the following school year.

Students are expected to participate in all required live instructional sessions, teacher conferences, and assessments. These measures provide valuable information regarding student progress and mastery of grade-level standards.

Promotion or retention decisions are based on a comprehensive review of the student's academic performance and progress throughout the school year.

For students receiving special education services, Individualized Education Program (IEP) goals will guide instructional planning and progress monitoring. When appropriate, students may participate in alternate state assessments.

High School Credit Requirements

WVVA follows West Virginia Board of Education Policy 2510 for graduation requirements.

Students must successfully complete a minimum of 23 credits for graduation, including:

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

Transfer Credits

WVVA recognizes that school districts may calculate credits differently.

For transfer students:

- Previous schools may be contacted to verify credit calculations.
- Transfer credits will be evaluated according to West Virginia graduation requirements.
- Courses that do not meet graduation requirements may be awarded elective credit when appropriate.
- Students may be required to repeat courses that were not successfully completed.

Weighted Grades

Grades earned in approved weighted courses receive additional grade point value when calculating grade point averages.

Weighted courses include:

- Advanced Placement (AP)
- Dual Credit
- Other approved college-level coursework meeting West Virginia requirements

Transfer students who completed AP, International Baccalaureate (IB), or Dual Credit coursework will have grades weighted according to the West Virginia GPA scale.

Credit Recovery

Credit recovery opportunities may be available for students who have previously failed a course or are behind in meeting graduation requirements.

Enrollment in credit recovery is determined on a case-by-case basis by the student's school counselor.

Students and Learning Coaches must review and acknowledge the expectations for the credit recovery program before enrollment.

Credit recovery courses award academic credit, and the student's transcript will indicate that credit was earned through credit recovery.

Graduation Requirements

Students intending to participate in the graduation ceremony must complete all graduation requirements by the published deadline. Coursework for graduating seniors must be completed by the Wednesday preceding the graduation ceremony unless otherwise approved by school administration.

Report Cards & Transcripts

Elementary report cards are issued at the end of the school year.

Secondary report cards are issued at the end of the second semester.

Official transcripts are updated at the conclusion of each semester.

Unofficial transcripts may be requested through the student's counselor or Academic Administrator. Official transcripts are generally sent directly to receiving schools or postsecondary institutions upon request.

Schedule Changes

Requests for schedule changes must be submitted during the first week of the semester or within two (2) weeks of a student's enrollment date.

Schedule changes are subject to counselor review and approval and must align with the student's Educational Development Plan (EDP) and graduation requirements.

Approval of a schedule change request is not guaranteed.

Retaking Courses

Students who fail a course may be eligible to retake the course to replace the original letter grade and grade point average calculation.

Students should consult with their school counselor to determine how retaking a course may affect graduation planning and overall academic progress.

Summer School

Students in grades 9–12 who fail required courses may be required to attend summer school or complete credit recovery to remain on track for graduation.

NCAA Eligibility

WVVA's high school program is approved by the NCAA for Division I, II, and III eligibility.

Students interested in participating in NCAA athletics should review eligibility requirements through the NCAA Eligibility Center and consult their school counselor regarding course selection and graduation planning.

Academic Policies

Academic Integrity

At WVVA, academic integrity is a core value that supports student learning and success. Students are expected to complete their own work, demonstrate honesty in all academic activities, and appropriately acknowledge the work and ideas of others.

Academic integrity includes two primary areas:

- **Academic Dishonesty** – Copying, cheating, sharing assignments or assessment materials, using unauthorized resources, or otherwise gaining an unfair academic advantage.
- **Plagiarism** – Presenting another person's work or ideas as one's own, including failing to properly cite sources or using another individual's academic work without appropriate attribution.

When a student violates the Academic Integrity Policy, WVVA will use a progressive approach that emphasizes education, reflection, and skill development while maintaining accountability. Violations are cumulative throughout the school year.

First Offense

For a first offense, the student will:

- Revise and resubmit the assignment after receiving instructional support.
- Review the Academic Integrity Policy with the teacher.
- Complete a grade-appropriate self-reflection activity.

The Learning Coach will be notified, and the incident will be documented in PowerSchool.

Second Offense

For a second offense, the student will:

- Revise and resubmit the assignment while working directly with the teacher.
- Review the Academic Integrity Policy.
- Complete a grade-appropriate self-reflection activity.

As part of the progressive intervention process, the school counselor will meet with the student and Learning Coach. The incident will be documented in PowerSchool.

Third Offense

For a third offense, the student will:

- Revise and resubmit the assignment.
- Complete a grade-appropriate self-reflection activity.

The teacher will refer the student to the Academic Administrator for a conference with the student and Learning Coach. The Academic Administrator will determine whether additional academic or assignment consequences are appropriate. The incident will be documented in PowerSchool.

Fourth Offense

For a fourth offense, the Academic Administrator will meet with the student and Learning Coach to determine appropriate academic and/or disciplinary consequences.

The incident and any resulting disciplinary actions will be documented in both PowerSchool and WVEIS as part of the student's official educational record.

Students with IEPs or Section 504 Plans

Students receiving services through an Individualized Education Program (IEP) or Section 504 Plan will continue to receive all accommodations outlined in their educational plan. Additional instructional support or tutoring may be provided, as appropriate.

Dual Enrollment

WVVA may allow eligible high school students to participate in dual enrollment opportunities. Students and Learning Coaches must consult with the student's school counselor before enrolling to determine eligibility and ensure the course aligns with the student's graduation plan.

Eligibility Requirements

To be considered for dual enrollment, students must:

- Have a cumulative GPA of 3.0 or higher.
- Be passing all current courses at the time of application.
- Not be enrolled in any credit recovery courses.
- Participate in all state and school-required assessments.
- Obtain two teacher recommendations and one administrator recommendation.
- Remain enrolled in at least one WVVA course to maintain WVVA student status.

Course Requirements

Eligible dual enrollment courses must:

- Be academic in nature or directly related to career preparation.

- Apply toward degree or graduation requirements.
- Not be in the areas of physical education, theology, divinity, religious education, hobby, craft, or recreational coursework, as prohibited by applicable legislation.

Participation Expectations

Participation in dual enrollment is subject to approval by the student's school counselor and school administration. Students, Learning Coaches, and school administration must sign the required dual enrollment agreement before enrollment.

Students participating in dual enrollment are expected to:

- Follow all WVVA and postsecondary institution academic policies and deadlines.
- Maintain academic integrity in all coursework.
- Communicate regularly with both WVVA and the postsecondary institution regarding academic progress.

Academic dishonesty, including plagiarism, may result in immediate removal from the dual enrollment program and may make the student ineligible for future dual enrollment opportunities while enrolled at WVVA.

Grades and Credit

Grades earned through dual enrollment will be included in the student's cumulative grade point average (GPA).

Students who fail a dual enrollment course, or who fail to withdraw from a course before the postsecondary institution's withdrawal deadline, will receive the resulting grade on their high school transcript.

Incomplete Grades

An incomplete grade indicates that course requirements have not been fully completed.

- First-semester incompletes must be completed no later than two (2) weeks after the start of the second semester.
- Second-semester incompletes must be completed no later than one (1) week after the end of the school year.

Failure to complete outstanding coursework within these timelines may result in a final grade of F and the loss of one semester of credit for the course.

Stride Career Prep

Stride Career Prep provides students with opportunities to explore career interests while completing the academic requirements for high school graduation. In addition to core coursework, students may choose elective courses that introduce them to career pathways and help develop the knowledge and skills needed for college, careers, military service, and other postsecondary opportunities.

WVVA's Career Technical Education (CTE) program includes courses taught by highly qualified professionals with relevant industry experience.

Participation in Stride Career Prep is optional. Students and Learning Coaches who wish to opt out of the program should contact the Career Readiness Coordinator for additional information.

Career Pathways

In addition to the academic coursework required for graduation, students participating in Stride Career Prep select a career pathway that aligns with their interests and future goals.

Career pathway courses are designed to help students develop career-specific knowledge, technical skills, and workplace readiness.

TechBridge / Career & Technical Education (CTE) Program Participation

Some WVVA students choose to take part in hands-on Career & Technical Education (CTE) programs through local partner schools. WVVA supports these partnerships through the TechBridge Program, which allows eligible students to stay enrolled at WVVA while attending classes at a CTE Center or partner site.

Participation requirements apply. Travel to another school or training location is not provided by WVVA. Eligibility and continued participation are dependent on course scheduling and, when applicable, a review of how IEP services can be delivered in the selected program.

If your student is currently enrolled in a Career & Technical Education (CTE) program through another school and would like to continue while enrolled at WVVA or if your student is interested in applying for the TechBridge Program to begin CTE coursework while enrolled at WVVA, please notify your academic administrator, guidance counselor and/or CRE Coordinator Jeremy Greene (jgreene@westvaacademy.org).

Work-Based Learning Experiences

Students enrolled in a career pathway participate in a variety of work-based learning experiences designed to connect classroom learning with real-world career exploration.

Work-based learning opportunities may include:

- Virtual and in-person field trips
- Workplace visits
- Job shadowing
- Mentoring opportunities
- Guest speakers from business and industry
- Internships
- Apprenticeships

These experiences help students:

- Apply classroom learning in real-world settings.
- Develop career-ready and professional skills.
- Explore career interests before graduation.
- Build connections with business and industry partners.
- Prepare for college, careers, military service, or other postsecondary opportunities.

Students participating in work-based learning experiences represent both WVVA and the Stride Career Prep program. Students are expected to demonstrate professionalism and appropriate conduct at all times. Concerns regarding student performance or behavior during work-based learning activities may be referred to the Career Readiness Coordinator.

For additional information about Stride Career Prep or to discuss participation, please contact the Career Readiness Coordinator.

RISE Program

The WVVA RISE (Reimagined Individual Schedules for Empowerment) Program is designed to provide eligible students with increased flexibility while maintaining academic growth and success. Students enrolled in the RISE Program may choose to attend live Class Connect sessions or watch recorded lessons based on their individual schedules and learning needs. Regardless of participation in live sessions, students are expected to view lesson recordings, actively engage in coursework each school day, and meet all program requirements.

Applying to the RISE Program

New and returning students interested in participating in the RISE Program **must apply** at the start of each school year. Families will receive information via email at the start of the school year or new cohort start date. Then eligibility will be reviewed based on the following criteria:

- Completion of orientation course
- Completion of diagnostic testing in both ELA and math

- A review of previous attendance and academic records may also occur to ensure the student will be able to maintain requirements to remain in the program long term.

Continued Participation

Students enrolled in the RISE Program must continue to meet the following expectations:

- Maintain passing grades (70% or higher) in all core courses.
- Maintain an attendance rate of at least 90%.
- Attend weekly RISE monitoring meetings with a working webcam.
- Participate in all required state and school assessments.

Student progress will be reviewed weekly to ensure continued eligibility.

Students with Services

All Special Education and English Learner students are **required** to participate in their live Special Education and Related Service sessions per IEP compliance. Furthermore, students are accepted into the RISE program based on their current student program status. If the program status changes at any point, their status as a RISE student will be reviewed, and they may be removed from the RISE program.

Removal from the RISE Program

Students who do not meet program expectations may be removed from the RISE Program and returned to the traditional instructional model for the remainder of the semester.

Removal guidelines include:

Academic Performance

Students earning core grades below 70% will receive notification from the RISE Coordinator and will be provided a two-week grace period to improve their grades.

Attendance

Students whose attendance falls below 90% will receive notification and a one-week opportunity to submit appropriate absence documentation and improve their attendance status.

Testing Requirements

Students who fail to participate in required state or school assessments may be removed from the program.

Weekly Monitoring Meetings

Students who miss one and two weekly monitoring meetings will receive a warning from the RISE Coordinator. Students who miss three monitoring meetings will be removed from the program.

Students removed from the RISE Program may reapply at the beginning of the next semester and must meet all eligibility requirements.

Student Support Services

School Counseling Services

WVVA provides a comprehensive, developmentally appropriate school counseling program designed to support students' academic achievement, personal and social development, and college and career readiness. Through a combination of direct services, individual planning, and web-based resources, school counselors help students develop the knowledge and skills needed to succeed in school and prepare for life beyond graduation.

The WVVA School Counseling Program includes:

- Career interest assessments, career exploration, and career readiness activities.
- Individual and small-group counseling to support students' personal, social, and academic development.
- Study skills instruction and academic support based on individual student needs.
- Classroom guidance and instruction that promotes academic success, personal growth, and responsible decision-making.
- Outreach, education, and support for Learning Coaches, including referrals to community resources when appropriate.
- Individual academic advising, graduation planning, and course selection.
- College and postsecondary planning, including guidance on college selection, applications, admissions, financial aid resources, and career planning.

Multi-Tiered System of Supports (MTSS)

WVVA uses a Multi-Tiered System of Supports (MTSS) to provide students with the academic and engagement support they need to be successful. As student needs increase, additional interventions and support may be provided through a collaborative team approach involving teachers, Learning Coaches, intervention staff, counselors, and administrators.

Tier 1: Universal Support

All students receive Tier 1 support as part of their regular instructional program.

Tier 1 supports include:

- Orientation and onboarding to the online learning environment.
- Assistance navigating the K12 School (OLS) platform.
- Support with accessing lessons and submitting assignments.
- Guidance on creating schedules and setting academic goals.
- Ongoing monitoring of attendance, grades, and course progress.
- Regular communication between teachers, students, and Learning Coaches.

Tier 2: Targeted Support

Students experiencing academic, attendance, or engagement concerns may receive additional targeted interventions.

Tier 2 supports may include:

- Small-group instruction provided by a teacher or interventionist.
- Additional academic intervention based on identified skill gaps.
- Increased communication between teachers and Learning Coaches.
- Individualized strategies to improve attendance, engagement, and academic progress.
- Review of online learning expectations and successful learning strategies.

Tier 3: Intensive Support

Students who continue to experience significant academic or engagement concerns may receive intensive support coordinated by school administration and teachers.

Tier 3 supports may include:

- Development of an Academic Success Plan or Academic Probation Agreement.
- Increased monitoring of academic progress and attendance.
- Regular meetings with the student, Learning Coach, teachers, and administrator.
- Individualized intervention strategies designed to improve student engagement and success.

Student success plans are typically reviewed in four-week intervals to monitor progress. Failure to make satisfactory academic progress may result in disenrollment, when appropriate.

Tier 4: Intensive Team Review

Tier 4 involves a collaborative meeting with the student, Learning Coach, Academic Administrator, and, when appropriate, the student's teachers.

During this meeting, the team will review:

- Academic progress
- Attendance and engagement
- Previous intervention strategies
- Communication and outreach efforts
- Recommendations for the student's continued educational success

The purpose of Tier 4 is to determine the most appropriate plan to support the student's academic success and identify the educational setting that best meets the student's needs.

Title I Services

WVVA participates in the federal Title I program in accordance with applicable federal and state requirements. The Title I program is designed to provide additional academic support and family engagement opportunities to help eligible students achieve academic success.

WVVA recognizes the important role Learning Coaches play in student achievement and is committed to maintaining meaningful, two-way communication regarding student learning and school programs.

Learning Coaches are encouraged to:

- Play an active role in supporting their student's education.
- Participate in school activities, meetings, and conferences.
- Partner with teachers and staff to support student success.
- Participate in Title I planning and family engagement opportunities, when applicable.

Annual Title I Meeting

WVVA will hold an annual Title I meeting during the first quarter of each school year to:

- Explain the school's participation in the Title I program.
- Review Title I requirements and family rights.
- Provide opportunities for Learning Coaches to participate in program planning and feedback.

The meeting will be offered through a live Class Connect session and made available as a recording for families who are unable to attend. Learning Coaches may also provide feedback directly to the Title I Coordinator.

Student Identification and Support

Students eligible for Title I services are identified using multiple measures of academic need and other qualifying factors, in accordance with federal and state guidelines.

WVVA provides targeted interventions and supplemental instructional support designed to improve student achievement. Services may include reading interventions, mathematics interventions, supplemental instructional programs, and other research-based supports as determined by student need.

Migrant Education Program

WVVA identifies, supports, and accurately reports students who qualify for the West Virginia Migrant Education Program.

The goal of the Migrant Education Program is to ensure eligible students receive appropriate educational services and have the opportunity to meet challenging academic standards and graduate prepared for future success.

For additional information, families may contact the WVVA Office or the Migrant Education Program Coordinator.

Title I Coordinator Responsibilities

The Title I Coordinator is responsible for:

- Overseeing the implementation of the Title I program.
- Ensuring the Learning Coach Involvement Policy is implemented.
- Providing communications in a language and format that families can understand.
- Coordinating opportunities for Learning Coach involvement.
- Involving Learning Coaches in the development, review, and improvement of Title I activities and the Learning Coach Involvement Policy.
- Providing information regarding curriculum, academic assessments, and expected proficiency levels.
- Supporting implementation of the WVVA Title I Policy.

Mandatory Benchmark Assessments

WVVA administers three benchmark assessments each school year to monitor student academic progress and identify areas where additional support may be needed. Assessment data is used to guide instructional decisions, measure student growth, and determine appropriate interventions.

Participation in all required benchmark assessments is mandatory for WVVA students.

Students who do not demonstrate proficiency on benchmark assessments may be assigned additional academic interventions, such as small-group instruction, supplemental support, or remedial coursework. At the high school level, remedial courses may be scheduled as elective credits.

Failure to Participate in Instructional Activities

WVVA expects all students to actively and consistently participate in required instructional activities. Regular participation is essential for academic success and is a requirement for continued enrollment.

When a student demonstrates a pattern of failing to participate in instructional activities, WVVA will work collaboratively with the student, Learning Coach, and appropriate school staff to identify barriers, provide interventions, and develop a plan to improve engagement.

In accordance with W. Va. Code § 18-5G-14, a student may be subject to disenrollment from WVVA if:

- The student's Learning Coach has received written notification regarding the student's failure to meaningfully participate in instructional activities;
- The student fails to comply with interventions established by the principal or principal's designee, in consultation with the Executive Director, appropriate staff, and with Board input, within a reasonable period of time; and
- Additional interventions fail to result in consistent participation in required instructional activities.

If these conditions are met, the student may be disenrolled from WVVA, subject to Board oversight and comment.

Students who are disenrolled under W. Va. Code § 18-5G-14 will be returned to their resident school district and are not eligible to enroll in WVVA or another West Virginia virtual charter school for one (1) school year following the date of disenrollment.

Special Education

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.

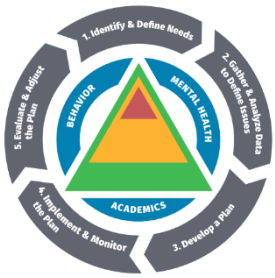
A core team of personnel in each school, including an administrator designee and any general or special education personnel likely to use restraint, must be trained annually in the use of:
nationally recognized restraint process, and
current professionally accepted practices and standards regarding behavior interventions and supports including prevention and de-escalation techniques.

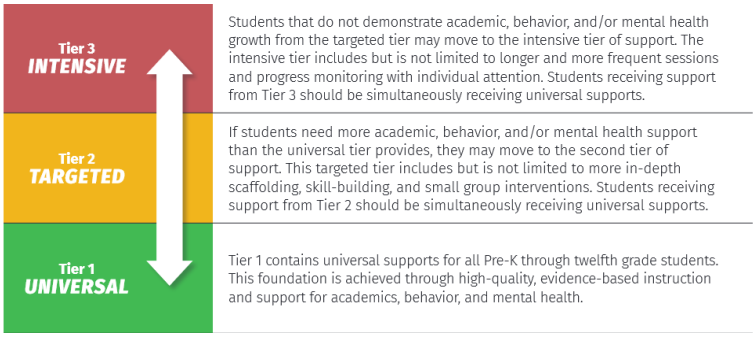
Any non-trained personnel called upon to use restraint in an emergency must receive training within 30 days following the use of restraint if the principal determines the situation is likely to reoccur.

Comprehensive documentation and immediate notification of restraint usage is required.

Time Requirement	Documentation/Notification
Within one hour following	The principal/designee must be provided with a verbal and written

the use of restraint	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	Written notification of the use of restraint must be: provided to the parent or guardian, and included in the student's official school record. The written notification includes: 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. 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.





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 ESSA 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 (WVCCRS).

504/Child Find

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 Learners

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. E L P A 2 1 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.

McKinney-Vento

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:
transportation services;
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 dominate 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.

Foster Care

Students in foster care have the right to educational stability and equal access to educational opportunities. Under the Every Student Succeeds Act (ESSA) and West Virginia guidance, students in foster care should be immediately enrolled in a new school if a placement change occurs, even when typical enrollment documents are not immediately available. Schools and child welfare agencies must work together to ensure students in foster care experience minimal disruption to their education and have full access to academic, social-emotional, and support services necessary for success.

For questions or assistance regarding the rights and services available to students in foster care, please contact the West Virginia Virtual Academy Foster Care Point of Contact (POC), Nicole Colson, Compliance Manager**,** at ncolson@westvaacademy.org**.**

Student Life

Student Clubs

WVVA offers a variety of optional student clubs designed to enrich the educational experience, encourage student engagement, and foster connections among students across the state. Clubs provide opportunities for students to explore shared interests, develop new skills, build friendships, and, in some cases, participate in service-learning activities.

Clubs are sponsored by WVVA staff, and Learning Coach participation is welcomed when appropriate. Information about available clubs, meeting schedules, and sponsor contact information will be shared throughout the school year. Additional clubs may be offered based on student interest, and suggestions for new clubs are always welcome.

Unless otherwise noted, families are responsible for providing any materials or supplies needed to participate in club activities that are not included as part of the school's curriculum.

School-sponsored clubs hosted during the school day or through school-approved platforms must have a WVVA staff sponsor. Student-led meetings, forums, or organizations that are not school-sponsored will not be restricted based on religion, race, sex, or other protected characteristics unless the activity is determined to cause a significant disruption to the school environment.

Educational Outings & Field Trips

WVVA offers optional educational outings, field trips, and community events throughout the school year to enhance the virtual learning experience and encourage connections among students, Learning Coaches, and staff. These opportunities are designed to complement classroom learning while fostering school community and engagement.

Information about upcoming outings will be shared through school communications, including email, newsletters, the Learning Coach Community, and other official WVVA communication channels.

Participation in outings is optional and may be limited based on registration capacity or venue requirements. Unless otherwise noted, Learning Coaches are responsible for providing transportation and covering any applicable admission or parking fees.

Students, Learning Coaches, and guests are expected to conduct themselves in a respectful manner and demonstrate WVVA's B.E.A.R. Values while participating in school-sponsored outings and events.

School Gatherings & Community Events

West Virginia Virtual Academy hosts a variety of optional gatherings and community events throughout the school year to help students, Learning Coaches, and families connect outside the virtual classroom. These events provide opportunities to build relationships with WVVA staff, meet other school families, and strengthen our statewide school community.

Information about upcoming gatherings will be shared through official WVVA communication channels, including email, newsletters, the Learning Coach Community, and other school communications.

Unless otherwise noted, Learning Coaches are responsible for providing transportation and any associated costs, such as parking or admission fees. When possible, WVVA works with community partners to reduce or cover event costs. Students who qualify under the McKinney-Vento Act may be eligible for transportation assistance for qualifying school events, including state testing and selected educational outings.

Students attending educational field trips may receive attendance credit in accordance with WVVA attendance procedures when the activity supports instructional requirements.

Students may participate in gatherings by completing any required registration or RSVP process. A permission form may be required for certain events. Learning Coaches are responsible for supervising students and any accompanying guests throughout the event unless otherwise specified by WVVA. Please contact the event coordinator in advance if accommodations, including the use of a service animal, are needed.

Students are expected to dress appropriately for school-sponsored events and conduct themselves in accordance with WVVA's B.E.A.R. Values and the Student Code of Conduct.

Additional event-specific information, including required forms or participation requirements, will be communicated before each gathering.

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.

Learning Coach Resources

Communication Expectations

Learning Coach Community

Learning Coach Involvement Policy

WVVA recognizes that Learning Coaches are essential partners in student success. To support school-wide goals and continuous improvement, WVVA is committed to fostering meaningful, two-way communication and collaboration among Learning Coaches, staff, students, and other stakeholders.

Learning Coach involvement includes regular participation in student learning and school activities by:

- Supporting the student's academic success.
- Actively participating in the student's education.
- Partnering with teachers and school staff to support student achievement.
- Participating in school decision-making and advisory opportunities, when appropriate.

School Improvement and Family Engagement

WVVA encourages Learning Coach involvement in the review and continuous improvement of school programs through a variety of opportunities, including:

- Learning Coach and student satisfaction surveys.
- Learning Coach forums and feedback meetings.
- Learning Coach mentoring opportunities.
- Newsletters, email communications, progress reports, and other school communication tools.
- Virtual and in-person meetings, when appropriate.
- Opportunities to provide feedback on school programs, practices, and policies.

WVVA values Learning Coach feedback and uses survey results and other input to strengthen academic programs, school operations, and family engagement efforts.

Annual Policy Review

Each year, WVVA will evaluate the effectiveness of the Learning Coach Involvement Policy with input from Learning Coaches.

The annual review will:

- Identify barriers to Learning Coach involvement.
- Seek input from families representing diverse backgrounds and needs, including families experiencing economic hardship, disabilities, limited English proficiency, or limited literacy.
- Use evaluation results to improve family engagement activities and revise the Learning Coach Involvement Policy, when appropriate.

Support for Families

WVVA is committed to providing Learning Coaches with the information, resources, and support needed to promote student success. The school will communicate regularly through a variety of methods and provide opportunities for Learning Coaches to remain informed and actively engaged throughout the school year.

School Supplies

WVVA provides the curriculum materials needed for students to participate in their courses. Some lessons may require common household or consumable items that are not included with the curriculum.

Learning Coaches are encouraged to use the **Advanced Planning** feature in K12 School (OLS) to prepare for upcoming lessons that require additional materials.

Teachers will provide a recommended school supply list at the beginning of each school year.

End-of-Year Tasks

Re-Registration

Each spring, WVVA begins the re-registration process for the upcoming school year. Learning Coaches should watch for emails and K12 School (OLS) notifications beginning in late March and early April and complete the re-registration process as soon as possible to secure their student's enrollment for the following school year.

To assist with planning and staffing for the upcoming school year, families are encouraged to complete re-registration by the end of May.

Curriculum Materials

WVVA provides most curriculum materials needed for student learning. At the end of the school year, families will receive instructions for returning school-owned materials.

Consumable Materials

Consumable materials, such as workbooks that have been written in, paints, seeds, soil, and other expendable classroom supplies, do not need to be returned.

If consumable workbooks or other materials have not been used, families are encouraged to return them so they may be redistributed when appropriate.

Returnable Materials

School-owned materials, including hardcover books, CDs, microscopes, and other designated equipment, must be returned to K12 using the prepaid shipping labels provided.

Shipping labels are automatically generated and emailed to families after a student completes a course.

Learning Coaches may be responsible for the replacement cost of school-owned materials that are not returned or are returned damaged beyond normal wear and tear.

Students Withdrawing During the School Year

Students who withdraw before the end of the school year are required to return all curriculum materials and equipment provided by K12, including student workbooks, regardless of condition. Families will receive return instructions after the withdrawal process is completed.

Work Permits

WVVA issues work permits in accordance with the child labor requirements established by the State of West Virginia, including the applicable provisions of W. Va. Code §§ 21-3-10a, 21-6-3, 21-6-4, and 21-6-5**.** Application for permits may be found at https://labor.wv.gov/Wage-Hour/Child_Labor/Pages/Child-Labor-Forms.aspx.

Work permits must be approved and signed by the Executive Director or the appropriate school administrator.

Work permit applications are available through the West Virginia Division of Labor.

Completed applications should be submitted to the WVVA Career Readiness Coordinator or the WVVA Office for processing.

Family Engagement Opportunities

WVVA values the partnership between Learning Coaches, students, and school staff. Families are encouraged to participate in a variety of opportunities throughout the school year to stay informed, provide feedback, and connect with the school community.

Learning Coach involvement opportunities include:

Learning Coach & Family Surveys

Throughout the school year, WVVA distributes surveys to gather feedback from Learning Coaches and students. Survey responses are reviewed and considered when evaluating school programs, policies, and future planning.

Learning Coach Community Meetings

Learning Coach Community Meetings provide timely information on important school topics, such as testing, academic programs, and school initiatives. These meetings also provide opportunities for families to ask questions, share feedback, celebrate successes, and connect with school leadership.

Learning Coach Community

The Learning Coach Community is a central location for school announcements, reminders, resources, and family collaboration. Learning Coaches can connect with other families, share ideas, ask questions, and stay informed about WVVA programs and events.

Local School Improvement Council (LSIC)

Families are encouraged to participate in the Local School Improvement Council (LSIC). Family representatives work collaboratively with WVVA leadership to provide input and support continuous school improvement efforts.

Learning Coach Checklist

Daily

- Check school email and respond as needed.
- Support completion of scheduled K12 lessons.
- Ensure the student attends required live Class Connect sessions or completes alternative teacher communication when applicable.

Weekly

- Keep track of questions or concerns to discuss with the student's teacher.

Throughout the School Year

- Notify the school of changes to contact or mailing information.
- Maintain an organized learning environment.
- Participate in student progress conferences.
- Attend special education or Section 504 meetings, when applicable.
- Complete school and K12 surveys as requested.
- Participate in school training sessions and testing workshops, as scheduled.

End of the School Year

- Return required curriculum materials according to K12 instructions.
- Complete the re-registration process for the upcoming school year, if applicable.

Student Conduct

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.

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:
The right to attend a school and ride a bus that is safe, orderly and drug free;
The right to learn and work in a school that has clear discipline codes with fair and consistently enforced consequences for misbehavior;
The right to learn and work in a school that has alternative educational placements for violent or chronically disruptive students;
The right to be treated with courtesy and respect;
The right to attend a school and ride on a bus that is free from bullying;
The right to support from school administrators when enforcing school discipline;
The right to support from parents, the community, public officials and businesses in their efforts to uphold high standards of conduct; and
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.

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
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.

Prohibition of Fighting Students shall refrain from confrontations involving physical contact with any school community members.	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.
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.	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.
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	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.
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.	Suspend from school and will go to an expulsion hearing.
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.	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 harassment is serious to an individual's life or safety, a student could be presented to the Board for expulsion.

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. 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: Substantially interfering with educational opportunities, benefits, or programs of one or more pupils; 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; Having an actual and substantial detrimental effect on a pupil's physical or mental health; or Causing substantial disruption in, or substantial interference with, the orderly operation of the school.	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.
Prohibition of Possession of a Weapon West Virginia Virtual Academy has a zero-tolerance policy on weapons violations. 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.	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.
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.	Suspend from school. A student who violates this code section may go to an expulsion hearing.

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 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.	May go to an expulsion hearing

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.

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 the 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:
    a. The student's age

b. The student's disciplinary history
c. Whether the student is a student with a disability
d. The seriousness of the violation or behavior committed by the student
e. Whether the violation or behavior committed by the student threatened the safety of any student or staff member
f. 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).

Technology & Privacy

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 maintain compliant attendance, as described in the WVVA Handbook, to qualify for ISP reimbursement. Additionally, current proof of residence must be on file for each enrolled student. Families are eligible for ISP reimbursement beginning with the month in which they enroll.

Please be aware that if an ISP reimbursement check is lost, WVVA does not automatically reissue a replacement check. If a check is lost, Learning Coaches or guardians must contact the school office within sixty (60) days, or a replacement may not be issued. Students must be in good standing, meaning they have participated in all required online learning opportunities, testing, and supplemental activities, while maintaining appropriate academic progress and up-to-date attendance, to receive ISP reimbursement.

The Internet Service Provider (ISP) Reimbursement Form for the 2026-2027 school year must be completed and submitted by June 30, 2027, for consideration. A copy of the ISP Reimbursement Form may be requested by emailing the WVVA Office at wvvaoffice@westvaacademy.org.

Device Use (Use of School Property)

WVVA provides instructional materials, a computer, a printer, books, and other curricular supplies. All provided materials are school property and must be kept in good condition. Learning Coaches or guardians are responsible for the repair or replacement of any lost, stolen, or damaged school property. A list of property that must be returned is provided to Learning Coaches.

All school property and equipment must be returned in good working condition upon a student's withdrawal from the program. All printed materials are protected by copyright. Unauthorized copying of these materials is a violation of copyright law. Materials may not be sold or transferred and are to be used solely by the student while enrolled at WVVA. Learning Coaches and guardians are expected to comply with this policy and all terms and conditions outlined during the enrollment process.

Acceptable Use

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, and do not share them with anyone.

Do not interfere with other users' ability to access West Virginia Virtual Academy's Online School or Virtual High School, disclose anyone's password, or allow others to use another user's account. You are responsible for all activity 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 (such as your address or 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 intended for personal gain or profit, non-West Virginia Virtual Academy commercial activities, non-West Virginia Virtual Academy product advertising, or political lobbying using West Virginia Virtual Academy-owned instructional computing resources.

Do not use West Virginia Virtual Academy instructional computing resources to sell or purchase illegal items or substances. Do not upload or post software that is not specifically required and approved for your assignments on West Virginia Virtual Academy instructional computing resources. Do not post MP3 files, compressed video, or other non-instructional files to any West

Virginia Virtual Academy server.

Network Etiquette

At West Virginia Virtual Academy (WVVA), students, Learning Coaches, and guardians are expected to communicate respectfully and responsibly in all online learning environments. Appropriate online behavior helps create a safe, welcoming, and productive learning community for everyone.

When communicating through school email, Class Connect sessions, discussion boards, or other school-approved platforms, students and Learning Coaches are expected to:

- Communicate respectfully and courteously with students, staff, and families.
- Use appropriate language and maintain a respectful tone.
- Avoid profanity, personal attacks, harassment, bullying, or discriminatory language.
- Respect differences of opinion and focus discussions on ideas rather than individuals.
- Review messages before sending to ensure they are clear, respectful, and appropriate.
- Respect the privacy of others and never share another person's personal information or private communications without permission.

WVVA is committed to maintaining a safe and respectful online learning environment. Communications or behavior that disrupt instruction, intimidate, harass, or threaten students or staff are prohibited and may result in disciplinary action in accordance with WVVA policies.

Learning Coaches are responsible for monitoring student behavior during school-sponsored online activities, including Class Connect sessions.

All online activity conducted through WVVA systems can be reviewed when necessary. The use of false usernames or accounts does not prevent the school from investigating inappropriate behavior.

Discipline

Behavior concerns involving online communication or virtual classroom participation will be addressed by school staff in accordance with WVVA's discipline policies. Whenever appropriate, the school will emphasize reteaching expectations, promoting positive decision-making, and encouraging respectful online behavior.

Internet Safety

WVVA encourages students and Learning Coaches to practice safe and responsible online behavior at all times.

Students should:

- Never share personal information online, including their home address, phone number, passwords, or other identifying information.
- Respect the privacy of others and never share another person's personal information without permission.
- Avoid posting photographs, videos, or other personal information publicly unless authorized by a Learning Coach or guardian.
- Never arrange to meet in person with someone they have met online unless that individual is affiliated with WVVA and the meeting has been approved and supervised by a Learning Coach or guardian.
- Report any suspicious, inappropriate, or unsafe online interactions to a Learning Coach, teacher, or school administrator immediately.

Learning Coaches are encouraged to monitor students' online activity and reinforce safe internet practices while participating in school-related activities.

Use of Copyrighted Materials

Course materials provided through WVVA are protected by copyright and are intended solely for use by enrolled students.

Students may print or photocopy course materials for their own educational use unless otherwise indicated. Copying, distributing, sharing, posting, or using copyrighted course materials for any other purpose is prohibited without permission.

Students and Learning Coaches may not upload, download, transmit, copy, or distribute copyrighted materials, copyrighted software, or materials protected by intellectual property laws using WVVA technology resources unless authorized to do so.

Unauthorized use or distribution of copyrighted materials may result in disciplinary action, including the loss of access to course materials or school technology resources.

Webcam Expectations

All WVVA-issued laptops and desktop computers include a webcam. To promote student engagement, collaboration, and participation, students are expected to use their webcam during live instructional sessions when requested by the teacher.

If a webcam is not functioning properly, the student or Learning Coach is responsible for contacting the K12 Help Desk for technical support.

Webcam use is intended solely for educational purposes. The WVVA Student Code of Conduct applies to all virtual classroom interactions. Failure to follow webcam expectations may result in the temporary or permanent loss of webcam privileges and/or other disciplinary action in accordance with school policy.

Dress and Appearance

Students are expected to dress appropriately for a school environment while participating in live instructional sessions.

Clothing may not:

- Create a safety concern.
- Disrupt the educational environment.
- Display references to drugs, alcohol, tobacco, vaping, weapons, profanity, or other inappropriate content.
- Include gang-related attire or costume masks.

Head coverings and sunglasses may not be worn during instructional sessions unless required for religious, cultural, or medical reasons.

Learning Environment

Students should participate from an environment that supports learning whenever possible.

Learning Coaches are encouraged to help students select a location that:

- Minimizes background noise and distractions.
- Uses an appropriate, neutral, or blurred background.
- Limits interruptions from other people or pets.
- Is free from inappropriate language, activities, or visible prohibited items.

If other individuals appear on camera, they must be appropriately dressed and avoid behavior or conversations that may disrupt instruction.

Teachers and administrators may require students to blur or change their background if it is determined to be distracting or inappropriate.

Technical Expectations

Students are expected to maintain a working webcam and microphone for participation in required live instructional sessions. Technical concerns should be reported promptly to the K12 Help Desk.

Confidential Communications

WVVA respects the privacy of students and recognizes that some oral and written communications between students and school personnel may be confidential.

However, information shared by a student may be disclosed by the Executive Director or other appropriate school officials, including law enforcement or other authorities, when disclosure is necessary to protect the health, welfare, or safety of the student or others, or as otherwise required by law.

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.
2. 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.
3. 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.
4. 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.

5. 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.
6. 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.
7. 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.
8. 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:
9. Family Policy Compliance Office
10. U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202
11. 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:
    a. 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))
    b. 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))

c. 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)

d. 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))

e. 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

12. § 99.38. (§ 99.31(a)(5))

a. organizations conducting studies for, or on behalf of, the school, in order to:

b. Develop, validate, or administer predictive tests;

c. Administer student aid programs; or

d. Improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

e. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

f. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

g. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))

h. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10)

i. Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

j. 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)

k. 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

Photo Release

The WVVA staff understands the importance of privacy, and 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 publicly outside of the academy. Requests to limit or prevent the use of a student's name or image may be emailed to wvvaoffice@westvaacademy.org.

Please note that student records are accessible only to authorized employees.

Communication (My Info and Email)

Students and Learning Coaches may contact their teachers through email. Teacher email addresses are available through the K12 School (OLS) and may also be provided directly by teachers.

School correspondence will be sent to Learning Coaches using the personal email address provided during enrollment. Students will receive school communications through their WVVA school email account. Students and Learning Coaches are expected to check their email at least once each school day, as important school information is communicated through email.

WVVA provides students with a school email account using the **@westvaacademy.org** domain. For data reporting purposes with the West Virginia Department of Education, all WVVA students also have access to a **@k12.wv.us** email address. However, WVVA uses

the **@westvaacademy.org** email account for school communications. Students should use their **@westvaacademy.org** email address when communicating with WVVA staff.

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.

Class Connect

Students are expected to:

- Arrive on time for scheduled Class Connect sessions.
- Wait for whiteboard and microphone privileges, which are assigned at the teacher's discretion.
- Participate appropriately and communicate only about the lesson content.
- Be respectful and courteous to teachers and classmates at all times.
- Remain actively engaged throughout the session. Leaving a session without teacher approval may be considered an absence.
- Log in to each Class Connect session using their own account.

Individual teachers may establish additional classroom expectations specific to their courses.

If a student displays inappropriate behavior or becomes ill during a Class Connect session, the parent/guardian should remove the student from the session and notify the teacher.

Learning Coaches with questions about a lesson should contact the teacher by phone, email, or during office hours. Because Class Connect sessions are designed for student participation, microphones should be used by students unless otherwise directed by the teacher. Learning Coaches are encouraged to allow students to participate independently and avoid coaching during live instructional sessions whenever possible.

School Policies

Non-Discrimination Equal Education 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.org

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
3. 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.
4. 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.

5. 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.
6. 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.
7. 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.
8. 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:
    a. Identification of the allegations potentially constituting sexual harassment as defined in §106.30; 2027
    b. A description of the procedural steps taken from the receipt of the formal complaint
9. 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;
    a. Findings of fact supporting the determination;

b. Conclusions regarding the application of the recipient's code of conduct to the facts;
c. A statement of, and rationale for, the result as to each allegation, including a

10. 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.

11. 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.

FOIA

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 .

Personal Belief Exemption

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:

- Political affiliations;
- Mental and psychological problems potentially embarrassing to the student and his/her family;
- Sex behavior and attitudes;
- Illegal, anti-social, self-incriminating and demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- 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:

- 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;
- 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;
- The right of parents or guardians to inspect, upon request, any instructional material used as part of the educational curriculum for students;
- The administration of physical examinations or screenings that the school may administer to students;
- 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
- 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.

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.

Student Identity

Staff are expected to follow West Virginia Code §18-5-29(d), which states, "If a student enrolled in a public school requests from a person employed by the public school an accommodation that is intended to affirm a change in the student's gender identity that is different from a student's biological sex, including a request that the student be addressed using a name or pronoun that is different than the name or pronoun assigned to the student in the public school's registration forms or records for the purpose of affirming a change in the student's gender identity that is different than the student's biological sex, the public school employee shall report the student's request to an administrator employed by the county board and assigned to the school, and the administrator shall report the student's request to the student's parent, custodian, or guardian."

Per West Virginia Code §18-5-30(b)(1), staff are not "[r]equired to use a student's preferred pronoun when referring to the student if the preferred pronoun is not consistent with the student's sex."

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 rules[1] 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 exempted[2]. 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 4th birthday.	After one dose, student may be allowed up 8 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	• 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 4th birthday.	After one dose, student may be allowed up 7 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	• If polio immunization series included both OPV and IPV, then a total 3 of 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 1st birthday.	After one dose, student may be allowed up to 30 days to complete the series.	• Doses should be a minimum of 28 days apart.
Varicella	Before admission, two doses required. First dose must be after the 1st birthday.	After one dose, children **less than 13 years of age** may be allowed up to 90 days to obtain 2nd dose; children aged **13 years and older** may be allowed up to 30 days to obtain the 2nd dose.	• 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.	• 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 rules[1] 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 exempted[2]. 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 1st 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 2nd dose of Tdap.
MCV4 (meningococcal /meningitis)	Proof of 2st 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 16th birthday**

Health Check 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

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.

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:

- they are acting in the public interest;
- the disclosure tends to show past, present, or likely future wrongdoings in one or more of the following categories:
    - criminal offense, including financial impropriety
    - failure to comply with the law, including special education and IDEA violations
    - miscarriage of justice
    - environmental damage
    - health and safety violations
    - 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.

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- 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.

Objectional 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.

Appendices

Special Education Appendices - 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:

- **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.
- **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).
- **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.
- **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.
- **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).
- **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)
- Home | WV Parent Training and Information (wvpti-inc.org)
- County Family Resource Centers - West Virginia Department of Education (wvde.us)
- WV Developmental Disability Council
- Disability Rights | Disability Rights of West Virginia | United States (drofwv.org)

Additional Parent and Student Resources

- Parental Rights When Your Child with an IEP Turns 18 (Understood.org)
- Transitioning to Life After High School (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)

Guardianship Resources

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

Glossary

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.

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 Acknowledgement

Guardians and students are required to review the WVVA Student and Family Handbook for the 2026–2027 school year. Please read the handbook carefully before signing the acknowledgement form linked here: 2026-2027 Handbook Confirmation