

2023-2024

West Virginia Virtual Academy (WVVA)

STUDENT HANDBOOK



WEST VIRGINIA
VIRTUAL ACADEMY
POWERED BY K12

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

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Our Mission and Vision

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

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

West Virginia Office:

Main Office: 304-807-9370

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

Principal- Ms. Cheryl Stahle (cstahle@westvaacademy.org)

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

WVVA Where to Go for Help

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

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

Executive Director: **Doug Cipoletti**

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

Where To Go with Questions or Concerns

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

Step 1: All concerns and issues should first be directed to the student's teacher. If a West Virginia Virtual Academy teacher cannot resolve the issue (e.g., materials and computer issues) he or she will direct the parent/guardian to the appropriate contact for assistance. The West Virginia Virtual Academy teacher will monitor the concern to ensure resolution.

Step 2: If the issue or concern is about the West Virginia Virtual Academy teacher, parents are advised to contact the grade level principal/administrator as applicable.

Step 3: If the concern is not resolved at the principal level, parents/learning coaches are advised to contact the Executive Director.

Emergency Closings and Communication Procedure

In the event of an emergency or if a scheduled outing or activity such as state testing must be cancelled, West Virginia Virtual Academy attempts to notify families in a variety of ways including, but not limited to: email, Learning Coach Community posts, Facebook posts, and an "Auto dialer" call via Blackboard Connect.

West Virginia Virtual Academy Academic Calendar

West Virginia will make educational services available to pupils for a minimum of:

The school calendar shall provide for one hundred eighty (180) separate instructional days or an equivalent amount of instructional time as provided in this section.

WVVA will afford students 24/7 access to the online school's curriculum and lessons throughout the school year. Students will be expected to log into the online school every official school day for approximately 5-6 hours, although this may vary from day to day depending on lesson length and individual student needs.

Attendance will be recorded based on log ins, communications with teachers, completion of course work, and participation in class activities. In the event that a student has logins and communications that do not substantiate sufficient coursework the school will work with the learning coach, teachers, counselor, and academic administrator in place.

Academic Calendar:

2023/24 School Calendar

August 2023							September 2023							October 2023							November 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
December 2023							January 2024							February 2024							March 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6					1	2	3						1	2
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30
31																					31						
April 2024							May 2024							June 2024							July 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1		1	2	3	4	5	6
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
														30													
Aug 21							First Day of School for students							Jan 15							Martin Luthing King Day						
Sep 4							Labor Day							Feb 19							Presidents' Day						
Oct 9							Columbus Day							Fed 20-24							Mid-Winter break						
Nov 10							Veterans Day (obs.)							Apr 1-5							Spring Break						
Nov 20-24							Thanksgiving							May 27							Memorial Day						
Dec 25-Jan 2							Holiday/New Year Break							Jun 7							Last Day of School for Students						

Non-Discrimination Equal Educational Opportunity Policy (TITLE IX)

Title IX Coordinator:

Amanda Bailey

abailey@westvaacademy.org

304-807-9370

Non-Discrimination Policy:

West Virginia Virtual Academy (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.

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

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 and/or observed and/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.

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 those records are made or maintained by a physician, psychiatrist, or other recognized professional and made for the purpose of providing treatment to the party. These records can only be accessed with a party’s voluntary written consent.

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

The grievance procedures will be as follows:

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

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

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

8. If after an investigation, the decision-maker determines that there is reasonable cause to believe that sex discrimination or sexual harassment in violation of the school's policy has occurred, WVVA shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such support services may include, no contact orders, academic accommodations, 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 something that is highly and substantially more probable 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 but not limited to 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 accommodations, 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 accuse will promote a fair process that will benefit 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 on the basis of 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 cause may include, but are not limited to, considerations such as the absence of a party or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Record Retention

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

Retaliation

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

DISSEMINATION OF INFORMATION

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

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

Glossary of Terms

Bullying is conduct that meets all of 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 shall mean bullying that occurs by use of electronic devices through means of 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 of 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.

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

Rights and Responsibilities for Students and Parents

Responsibilities and Rights of Students:

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

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

Responsibilities and Rights of Parents/Guardians:

- Ensure that your children between the ages of 5 and 17 enrolled in West Virginia Virtual Academy attend school daily in accordance with the laws of the State of West Virginia;
- Follow the daily plan and daily log attendance in the Online School;
- Enroll your child in another school if he/she withdraws from West Virginia Virtual Academy;
- Present to the school administration any concern or complaint in a calm, reasoned manner;
- Work with your child daily to ensure that student is completing assignments;
- Know the rules set forth in this handbook and review the contents with your child(ren);
- Ensure that your child complies with all required testing and assessments, including but not limited to required state tests (WVGSA, WVSA, WV PEAKS, SAT) and internal assessments including STAR and interim benchmarks, as scheduled by West Virginia Virtual Academy;
- Ensure that your child has access to internet at all times. If the internet is out for more than 24 hours, travel to an alternative location such as a library will be required;
- Maintain a working email address, checking it daily and updating the school when it changes;

- Contact the teacher within 24 hours of a student absence;
- Ensure that your child receives the periodic health examinations and update immunizations as required by law;
- Ensure that your child, if applying to enroll for the first time in kindergarten, 2nd grade, 7th grade or 12th grade has a health examination and dental examination on file with the school within 45 days of enrollment as required by law.
- Receive regular official reports of your child's academic progress;
- Inspect, copy, and challenge according to the appropriate guidelines any and all information contained in your child's records;
- Receive an explanation for the basis of any grade given by the teacher;
- Request a conference with the teacher and/or the principal;
- Receive translations and/or interpretations of any written or verbal communications regarding your child and your child's education;
- Appeal disciplinary actions;
- Receive reasonable accommodations for any disability to have access to participate in your child's education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

Parent Involvement Policy

In an effort to meet the school-wide goals, WVVA will actively engage Learning Coaches, Parents, Staff and all Stakeholders to ensure student success.

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

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

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

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

WVVA will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy to improve the quality of WVVA. The evaluation will seek to identify barriers to parental involvement. Particular attention will be given to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. WVVA will use the findings of the evaluation regarding its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise (if necessary and with the involvement of parents) its parental involvement policies.

- Provide support and information to help students/families succeed

- Conduct formal online surveys regarding parent/student satisfaction with the school's operations and academic and instructional programs and the parent involvement policies and programs
- Provide parent involvement information using school communication tools and at various school activities when appropriate
- Conduct virtual parent forums to review program improvements

Title 1 Coordinator Responsibilities:

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

Staff Responsibilities:

- Provide a safe and supportive learning environment.
- Teach classes that are engaging and promote student achievement.
- Motivate students to learn.
- Set high expectations and assist every child in meeting the West Virginia academic standards.
- Provide opportunities for parents to observe in the classroom.
- Participate in professional development that focuses on improving teaching and learning and supports the formation of partnerships with family and the community.
- Participate in collaborative decision making with parents and colleagues to make school accessible and welcoming to families.

Student Responsibilities:

Strong Start

- Students must complete the orientation course within three days of their start date. Failure to complete the orientation within this time frame will result in the locking of curriculum.
- Students must complete the STAR Reading and Math Diagnostic within three days of their start date. Failure to complete the diagnostic within this time frame will result in the locking of curriculum.
- The learning coach must sign the Parent Student Handbook within three days of their student's start date. Failure to do so will result in the locking of curriculum.
- Come to Class Connects on time, stay engaged, be ready to learn, work hard and remain until the session is over.
- Come to Class Connects on time and complete Online School lessons and assignments from the teacher.
- Communicate regularly with his/her parents and teachers about school experiences, lessons and assignments so he/she can be successful.

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

Parent and Learning Coach Responsibilities:

- Provide a quiet place for your child to work. All background noise, such as TV, radio, etc. should be avoided.
 - This quiet place serves as your students classroom and should be treated as such. Paraphernalia (alcohol, tobacco, vaping, weapons, etc.) of any kind in camera view is strictly prohibited. Repeated violations will result in your student losing the ability to use their camera and/or microphone during class connect sessions.

- **PLEASE BE MINDFUL OF WHO AND WHAT IS IN YOUR CHILD'S CAMERA BACKGROUND**

- Ensure that your child attends school every day.
- Participate in surveys.
- Regularly monitor your child's progress in school.
- Participate as appropriate in decisions about your child's education.
- Attend scheduled parent-teacher conferences.
- Read email every day and respond within 24 hours as needed.
- Respect the school, staff, students and other families.
- Appropriate attire, specifically shirts and pants, for all persons on camera is required at all times.
- Profanity of any kind is strictly prohibited.

West Virginia Virtual Academy Attendance Policy and Instructional Time

Compulsory school attendance begins with the school year in which the sixth birthday is reached prior to July 1 of such year or upon enrolling in a full-time publicly funded kindergarten program and continues to the 17th birthday or for as long as the student continues to be enrolled in a school system after the 17th birthday. [ARTICLE 8. COMPULSORY SCHOOL ATTENDANCE. W.V. Code §18-8-1a.]

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

As a reminder:

Schools, districts, and the WVDE are required to report attendance data for all students, including reports produced for state and federal purposes. Teachers and administrators need accurate and reliable data to help them monitor student progress and determine needed supports. Currently, we must rely on attendance data to determine students' eligibility for Pandemic Electronic Benefits Transfer (P-EBT) benefits.

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

Attendance Responsibilities

The following criteria are counted toward instructional time:

- Pupil attended a live lesson from the teacher.
- Pupil logged into a lesson or lesson activity and the login can be documented.
- Pupil and teacher engaged in online help sessions.
- There is documentation of an email dialogue between the pupil and teacher.
- There is documentation of activity/work between the learning coach and pupil.
- Schedules may be blocked or flexible; however, attendance in each course needs to be logged each week.
- Approximately 5-6 hours daily must be logged to meet the state's hourly requirements.
- Extended family travel, except during normal school vacation periods, requires written notification and vacation contract approval by Executive Director or designee. This should be completed at least one week prior to the extended absence.
- All families must attend a Parent (Guardian) Orientation and the new students will attend "Introduction to Online Learning" course via the online school.
- The family must maintain regular communication with the West Virginia Virtual Academy teachers.
- Students and parents/guardians/learning coaches must check their email, and phone messages daily. Return response should be within 24 hours or on the next business day.
- Students must attend all Required Live Class Connect sessions, including remediation and small group, for direct instruction as directed by their teachers.

Elementary Addition

- Students must come to all daily required live sessions
- Students must log in to the OLS and access daily course materials
- Students must be appropriately responsive via chat and/ or microphone during class connect sessions
- Learning coaches are responsible for emailing the student's teacher as well as the attendance office before each planned absence and after each unplanned absence (including relevant documents)
- Student must be in attendance within the first five minutes of each live session to avoid being marked tardy
- When a live session begins, the student will have the first five minutes to freely enter the classroom. After five minutes, the student will have to be admitted with a possible delay and tardiness will be recorded. Student's microphones will be muted, and cameras will be turned off when entering class late to avoid disrupting instruction.
- If tardiness becomes chronic, the teacher reserves the right to hold a meeting with the learning coach to create an action plan to discuss time management

Process for Attendance Monitoring

Students are required to follow the school calendar. Instructional time can be entered on any day (e.g., weekends, holidays, etc.). Students are expected to log into the OLS (K-5) LMS (6-12) each scheduled school calendar day.

School days in which students are working 100% offline must be communicated to his/her homeroom teacher or advisor to ensure proper attendance verification.

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

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

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

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

- **Doctor/Medical Excuses:** Students must present doctor's notes when they are absent from school for three or more days consecutively due to illness. Parents should send doctor's notes to the assigned teacher through email.
- **Bereavement:** It is understandable that some students may require more time than others to heal from the loss of a family member or friend. If families feel as though more than 3 days are necessary for leave, they must contact school administration to address the additional time needed and create a plan for makeup work.

Technology: Learning Coaches must submit a Tech Ticket number for technology issues related to Stride K12/West Virginia Systems and Technology concerns. 1-866-K12CARE. Please note that the school staff is unable to repair or resolve technology issues.

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

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

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

Excessive Absences: Excessive absences adversely affect a student's academic performance and relationship with the school. Students who amass excessive absences or have long periods of a lack of

engagement will fall under the truancy policy and may be withdrawn from WVVA.

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

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

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

Educational Leave: Pupils may be excused for educational trips not sponsored by the school according to the West Virginia School Code. Please understand that it shall be the family's responsibility to contact the teacher(s) to determine what obligations must be met as a result of this proposed absence. Further understand that:

- No more than ten (10) days of absence during the school year.
- No absence can occur in the last ten (10) days of the school year.
- Experiences such as "long weekends" and "vacations" will not suffice as valid justification.
- Request must be submitted to the school and approved 24 hours prior to the trip.
- Requests will not be approved for time off during the state testing window.

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

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

- **Before we can withdraw your student** from WVVA, we will need a request of records sent to WVVA from the prospecting school. They can fax it to us at 304-220-3104, or they can email it to wvvaarecords@westvaacademy.org. This process is the same if transferring your student out of state, or to a private school.
**We ask that this process is completed as soon as possible.*
- **Without the request of records, we are unable to drop your student in the state WVEIS system**, for their new school to pick them up. Therefore, any absences accrued while your student is transferring schools, will follow their WVEIS account, and follow them for the remainder of the school year. Excuses for a missed day of school can be sent to wvvaattendance@westvaacademy.org. After ten unexcused absences, the truancy process will begin. The attendance policy and responsibilities can be found in this handbook, above, on page 20. The policy does apply while transferring your student.
- **If you intend to homeschool your student**, you will need to fill out an Intent to Homeschool form and file it at the corresponding county's Board of Education. **ONLY** the county superintendent has the authority to grant permission to homeschool. If you are granted permission to homeschool your child, the corresponding county's board of

education will submit a request of records to the WVVA office, and we can then withdraw them from WVVA and drop them in the state WVEIS system. You can find more information about homeschooling your child here: <https://wvde.us/middle-secondary-learning/guidance-and-considerations-for-county-homeschool-policy/>.

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

Student Support Services

Mandatory Benchmark Testing

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

Tier 1- Support provided by Teachers

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

Tier 2- Support Provided by Teachers

The student and learning coach are struggling to keep up with class requirements and attendance. If the struggle is due to academic skill gaps, students may be assigned for additional small group support.

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

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

Tier 3- Support Provided by Administrator, and Teacher

Tier 3 support is intended to evoke any and all methods for helping to re-engage the student in school. The administrator may determine whether or not West Virginia Virtual Academy is in the student's best academic interest, and the teacher may brainstorm further ways in which to re-engage the student.

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

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

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

Enrollment Probation Individualized Contract

This contract is created by the Student Attendance Specialist during a meeting with the learning coach and student. It is meant to help the truant student to become re-engaged in their classwork and attending live class sessions. Student and learning coach must follow the plan or face possible withdrawal due to not participating in instructional activities as mandated by W.V. Code §18-5G-14 (B).

Failure to Participate in Instructional Activities Policy and Procedure:

It is essential that students participate in instructional activities and WVVA expects students and families who partner with us to consistently and meaningfully participate in required instructional activities. Therefore, a student who habitually fails to participate in instructional activities shall become subject to certain consequences that may include disenrollment from the school. Pursuant to W.Va. Code §18-5G-14(13)(B) a student shall be disenrolled from WVVA should both of the following conditions be met: (i) after the student's parent, guardian or custodian receives a written report and the student fails to comply with interventions determined by the principal or principal's designee in consultation with the Executive Director and all relevant staff members and with Board input to meaningfully participate in instructional activities within a reasonable time determined by the aforementioned persons; and (ii) other interventions employed by WVVA fail to cause a student to consistently participate in instructional activities that student will be become subject to disenrollment from WVVA subject to Board oversight and comment. Should the disenrollment event occur, the student shall be transferred to the district of residence and shall not be eligible to re-enroll at WVVA or another virtual charter school for one (1) school year from the date of the student's disenrollment.

State of West Virginia Required Testing

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

Standardized Testing Attendance

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

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

West Virginia Department of Education Assessment Schedule:

Spring 2022 Testing Schedule for Summative Assessments																	
Assessment	Week of																
	2/7- 2/11	2/14- 2/18	2/21- 2/25	2/28- 3/4	3/7- 3/11	3/14- 3/18	3/21- 3/25	3/28- 4/1	4/4- 4/8	4/11- 4/15	4/18- 4/22	4/25- 4/29	5/2- 5/6	5/9- 5/13	5/9- 5/20	5/23- 5/27	
M-STEP Grades 5, 8, and 11										4 weeks							
M-STEP Grades 3 , 4, 6, and 7											4 weeks						
MI-Access Alternate Assessments										7 weeks							
College Entrance: SAT w/ Essay										4/13 Only		Makeup 4/26					
Accommodated Testing Window										4/13-26							
Work Skills: ACT WorkKeys										4/14 Only		Makeup 4/28					
Accommodated Testing Window										Initial 4/14 – 27 Makeup 4/28-5/4							
PSAT 8/9 (grade 8)*										4/13 Only	Primary 4/13-19	Makeup 4/26-27					
Accommodated Testing Window										4/13-26							
PSAT 8/9 (grade 9) and PSAT 10**										4/13-19		Makeup 4/26-27					
Accommodated Testing Window										4/13-26							
WIDA ACCESS and WIDA Alternate ACCESS for ELLs	7 weeks																
<p>* Schools must administer the PSAT 8/9 for grade 8 on April 13, 2022. The remainder of the Primary window (4/14-4/19) is available for students who were absent on 4/13 (unless students are approved with accommodations that designate them to test in the accommodated testing window).</p> <p>** Schools must administer the PSAT 8/9 for grade 9 and PSAT 10 during the window of April 13-19, 2022 (one day must be chosen by schools as primary date) unless students are approved with accommodations that designate them to test in the accommodated testing window.</p> <ul style="list-style-type: none">• Schools can choose which date works best for them as the initial test day.• The same grade must test on the same day at the same time.• Schools can administer multiple grades in one day, but grades must be in separate administration sessions (grade 9 students must be tested separate from grade 8 students).																	

Sample Schedule Below- The 2023-2024 Schedule is not available at this time.

Standardized Testing Score Reporting

Student Test Scores are sent directly to West Virginia Virtual Academy office. Scores will be distributed upon receipt to the parent/legal guardian on record via US Mail.

Academic Programs

Wellness Education

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

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

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

Wellness Education K-5

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

Health Education

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

Physical Education

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

High school physical education programs focus on fitness, offer diverse movement patterns, development of motor

skills and emphasize lifetime activities. It addresses students' need to be exposed to a wide variety of activities—both competitive and non-competitive—that bring them enjoyment and challenge, thus enabling them to maintain an active lifestyle for a lifetime.

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

The Elementary Program (Grades K-5)

West Virginia Virtual Academy elementary teachers will maintain contact with students via telephone conferences, Class Connect online lessons, face-to-face conferences via Class Connect, WVVA gatherings and during standardized testing participation.

Through these contacts the teacher will develop clear instructional learning goals for each student and monitor progress toward these goals throughout the school year.

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

Curriculum

Students will be placed into general education grade level curriculum based on benchmark assessments.

- Students falling in the 0-69th percentile will be assigned the core curriculum as well as class connect sessions. The core curriculum targets the priority state standards and allows time for students to attend weekly class connect sessions for focused content instruction. Students will also be asked to participate in small group instruction facilitated by the classroom teacher or interventionist.
 - The core curriculum will have missing lesson numbers (ex: lesson 1.1, lesson 1.2, lesson 1.4, lesson 1.6) this is not an error but rather a function of the Online School.
- Students falling in the 70th-100th percentile will be assigned the core curriculum along with additional lessons to allow for deeper investigation into the priority state standards.

Academic Advancement (Grades K-5):

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent, teacher and principal. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of West Virginia Virtual Academy and the [Stride K12](#) curriculum. West Virginia understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. Our program focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of lesson objectives.

Academic achievement through content and standard mastery is the cornerstone of WVVA and the [Stride K12](#) curriculum. The Stride K12 curriculum is rigorous, broad and offers optional extension activities in the lessons. Students who need additional challenges are encouraged to complete all extension activities. Students who achieve a score in the 90th percentile or above, during Star360 testing in the Fall, will be placed in enrichment Class Connect sessions to help supplement the grade level content. Supplemental material will be suggested by the teacher for students to complete at home with the Learning Coach.

K-5 Promotion and Retention:

Throughout the school year, West Virginia grade level standards will be measured for all students in grade K-5. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student- teacher interaction with results from local assessments, work submissions and Stride K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarter a formal “report card” will be sent via mail.

Percentage is calculated from the following: Expected Online School Progress 75% of Grade, Teacher Created Assignments/School Assessments 25% of Grade.

Less than 60% Expected Progress: NY (Not Yet Meeting Progress Goal)

60 – 79% Expected Progress: AP (Approaching Progress Goal)

80 – 100% Expected Progress: M (Meet Progress Goal)

Grading Scale:

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

Grade Level Retention:

After the Third Quarter, teachers will notify learning coaches whose students are at risk for grade level retention. A meeting will be arranged with the student, learning coach/parent, teacher, and administrator to make a team decision regarding retention based on current student information.

It is imperative that all students attend each scheduled “required” live Class Connect session, individual teacher conferences, and participate in all assessments – either face-to-face and/or Live Class Connects. As their progress is monitored, students may be asked to attend supplemental sessions for additional instructional support. These are integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels which will be reported on the student’s progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the student’s progress and achievement for the school year are analyzed at the end of the academic year. Our goal is to foster a child’s individual strengths and help each child develop to his or her fullest potential. Please note, if your child is receiving special education services, the learning goals that have been created and recorded on the students IEP for him/her will supersede this list of grade level standards; however, assessment on grade level standards may still occur. Though, they may qualify for alternative state assessment.

Online School (OLS) Progress:

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

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

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

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

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

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

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

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

West Virginia Virtual Academy's Middle and High School program is a blend of synchronous and asynchronous work. Teachers provide asynchronous and synchronous

– live support. Course activities may include:

- Reading online text and transcripts;
- Viewing moving and static images and streaming video;

- Listening to audio recordings and pronunciations;
- Linear and interactive animations and simulations;
- Hands-on and virtual activities;
- Threaded discussions with teachers and fellow students in a section, cohort or group;
- Teacher announcements;
- Online self-check exercises; or
- Teacher-created instructional materials

Student learning will continue to benefit from close relationships among parents, students, advisors, teachers and other support personnel. For students to achieve mastery of high school level courses, the instructional component will rely heavily upon skilled subject-specific teachers who will serve as coaches and guides through a clearly defined, high-quality curriculum. Learning coaches will still be crucial as mentors and coaches; however, students' academic success in virtual high school will depend upon the student's level of engagement with the curriculum and interactions with their teachers.

Students are Required to:

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

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

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

Licensed Teachers:

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

Middle/High School Grading Policies:

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

Graded activities may include:

- Online or paper-based worksheets and practice sets;
- Quizzes;
- Exams (e.g. Unit, Semester, Final);
- Threaded-discussions;
- Essays, research papers, and other writing assignments;
- Presentations

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

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

Students must cite sources in all assignments, tests and exams. Students will not receive credit for work that does not appropriately cite sources. If a student uses information from a source, but does not cite the source, the student will receive a zero for that assignment and may be suspended or expelled.

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

Late Work Policy:

- Graded assignments must be completed and submitted no later than midnight on the due date. Teachers will post late work policies in their courses.
- A zero will be entered automatically once the assignment due date has passed.
- Students will be able to submit late assignments after a zero is assigned; however, teachers may choose to give an alternative assignment.
- For computer-scored **quizzes** that are late, **the student** will need to contact the teacher before they will be allowed to take the quiz.
- For computer-scored **tests** that are late, **the learning coach** will need to contact the teacher before they will be allowed to retake the test.

Teachers are expected to discuss the late submission of work past the above-listed deadlines with students. Please contact teachers directly as soon as possible to find out if this is an option. Teachers will grant due date extensions on assignments. Due date extensions must be requested before the due date of the assignment and on a school day. Requests received on or past the due date, or on a non-school day will most likely not be granted.

Source Citation:

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

Academic Dishonesty Policy/Plagiarism:

Academic integrity is highly valued at West Virginia Virtual Academy. Incidents involving plagiarism and cheating are serious offenses that warrant immediate administrative attention. Students are required to submit original work.

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

They are obligated to cite the sources of all references they use. See also Student Rights and Responsibilities Behavior Guidelines for additional information regarding this policy.

Grading Scale:

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

Progress Updates/Report Cards:

Students in grades 6-12 will receive progress updates via email at the end of 1st 9Weeks and 3rd 9Weeks. Report cards will be mailed at the end of 2nd 9Weeks and 4th 9Weeks (Semesters 1 and 2).

High School semester grades (Grades 9-12) will be reported on the student's official transcript.

High School-Specific Guidelines

Determining Class Rank and Honor Roll:

For students in grades 9-12, class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Students earning a semester grade point average of 3.25 or higher will be eligible for the Honor Roll.

The following values will be assigned to semester grades in each course:

Conversion of Credits:

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

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

Weighted Grade Policy

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

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

For students transferring into WVVA, grades from AP, International Baccalaureate (IB) and dual credit classes will be weighted per the West Virginia GPA scale regardless of previous district GPA points.

Home School Credits:

Students coming to WVVA from home school will have grades assessed and transferred to his/her transcript in a variety of manners including curriculum and portfolio review, subject exams and possible Credit Recovery course placement. Final credit determination (including Pass/Fail) will be made in coordination with the students’ counselor, principal and subject-area teachers.

Credit Recovery:

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

High School Graduation Requirements:

Course Requirements

West Virginia Virtual Academy will follow [WVBE Policy 2510](#) with the minimum graduation requirements outlined below.

Course Requirements

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

Graduation Honors:

During the graduation ceremony seniors will be recognized in the following manner: Grade Point Average (rounded to the nearest hundredth.)

- Honors cord awarded to students with a cumulative GPA of 3.5 or higher
- Medals awarded to Valedictorian and Salutatorian

Graduation Requirements for Seniors:

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

Valedictorian/Salutatorian:

Valedictorian: the student or students in the graduating class that has the highest cumulative GPA.

Salutatorian: the student or students in the graduating class that has the second highest cumulative GPA.

In order for a student to qualify for Valedictorian/Salutatorian they must meet the following criteria:

- Have the highest/second highest GPA
- Complete the final year (two semesters) of school at WVVA.

Report Cards and Transcripts:

Report cards are mailed out to students at the end of semesters.

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

To request an official transcript be sent to a College or University, please email your grade level counselor and include the student's name, transcript requirements, address and deadlines as appropriate.

Schedule Change Deadline:

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

student's EDP and approved by the counselor.

Retaking Courses:

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

Summer School:

Middle school students (grades 6-8) who fail English and/or math classes for the year will be required to attend summer school to demonstrate mastery of the content prior to participating in the next grade level curriculum. Failure to successfully complete summer school course(s) may result in students participating in remediation courses.

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

Stride Career Prep at West Virginia Virtual Academy

The Stride Career Prep Program at West Virginia Virtual Academy is dedicated to preparing all students for success in post-secondary opportunities by providing real-world education experiences, industry certification opportunities and relevant skills that will allow our students to thrive in a competitive and cutting-edge career environment.

Career Pathways/ Program Descriptions

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

Career and Technical Student Organizations

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

Students will have the opportunity to join SkillsUSA. SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. We improve the quality of our nation's future skilled workforce through the development of SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success. For more information: <https://www.skillsusa.org/>

Work-Based Learning Experiences

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

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

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

- Providing an opportunity for students to experience a career before attending college, saving significant amounts of time and money.

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

Using Tallo in the Stride Career Prep Program

An exciting benefit for students in the Stride Career Prep program is the ability to access Tallo, an online platform where students can build their virtual resume, showcase their talent, discover scholarships, and be seen by colleges and companies. Tallo is free, and available to students age 13 and higher.

Tallo offers students the opportunity to:

- Research careers and college majors;
- Find job and internship opportunities that match their interests;
- Research and apply for scholarships using a leading scholarship aggregator integrated into Tallo.com;
- Access listings of college and job fairs in their area; and
- View organization profiles.

Creating a profile on Tallo allows students to:

- Build a digital resume;
- Share their profile digitally;
- Invite parents and others to view their profile and mentor them;
- Upload videos to enhance their profile;
- Link external sites to highlight their activities;
- Display digital badges; and
- Manage and view their profile in a responsive design for all mobile devices (tablet, smart phone) as well as their computer.

Safety and Security

Tallo is a closed network, meaning a student profile cannot be viewed by another student, or another company or college not on the Tallo platform. All companies and colleges on Tallo must complete a background check and verification process to help ensure students' personal information is kept safe and secure.

Honors Courses:

WVVA may offer Honor Courses for students looking to take more rigorous classes at WVVA. Honors Courses require counselor and/or teacher approval. Once enrolled in an honors class, a student must complete the required work with at least an 80%. If a student does not achieve at least 80% on their semester report card, they may not be placed into an honors class for the next semester.

Advanced Placement Courses:

WVVA may offer AP courses for 11th and 12th graders. Students can take the AP exam at a high school near them. It is the responsibility of the student to find a school near them where they can take the AP exam, register with that school and pay for the exam themselves.

Foreign Languages:

It is strongly recommended that students show strong English Language Arts success at the 8th grade level to be approved for foreign language placement in the 9th grade. (A/B grade marks or administrative approval.)

Dual Enrollment:

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

Eligibility Requirements:

Have a cumulative GPA of at least 2.5.

Must have taken at least one of the state tests (PSAT, ACT, SAT).

Must be passing current courses at the time of the application.

Must take all testing required by WVVA.

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

Additional Guidelines:

The number of postsecondary dual enrollment courses that a pupil may take is limited to not more than 10 courses overall.

The postsecondary courses must be academic in nature or applicable to career preparation.

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

An eligible postsecondary course must not be offered by the school.

School counselor and administration reserve the right to deny or allow student's participation in dual enrollment. Students/Learning Coaches/ and school administration will all sign a dual enrollment contract/document agreeing to the above items. The school has a set amount of funds set aside for dual enrollment tuition. If there is a balance left after the school has sent the prorated amount, the student/family is responsible for the outstanding fee. If a student drops out of DE course(s) after the college's official dropout date, he/she is responsible for refunding the amount used for tuition back to WVVA. The student must follow ALL of the college's and WVVA's important academic dates. Committing plagiarism or any other academic infraction is automatic grounds for withdrawal from dual enrollment and will make student ineligible for dual enrollment while actively enrolled at West Virginia.

Incompletes:

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

School Counseling

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

West Virginia Virtual Academy will offer the following components to support our comprehensive school counseling program:

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

West Virginia Virtual Academy Student Code of Conduct

The goal of West Virginia Virtual Academy 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 West Virginia Virtual Academy into a school that exemplifies high standards and excellence. West Virginia Virtual Academy's Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The West Virginia Virtual Academy Student Code of Conduct shall apply in all environments: home and community, during the school day and at any school function that goes beyond these hours.

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

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

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 West Virginia Virtual Academy will

impose. In addition to the specific offenses set forth below, West Virginia Virtual Academy 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 West Virginia Virtual Academy 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
<p>Prohibition of Disruption of School</p> <p>Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Compliance with Dress Code</p> <p>Students and all persons appearing live on webcam and at in person events shall dress in accordance with the standards described below:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>Prohibition of Offensive Language</p> <p>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:</p>	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • Curses, uses vulgar or obscene language • Sending, forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature. 	<ul style="list-style-type: none"> • Suspend from school if above interventions are not effective.
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<p>Mandate of Academic Honesty</p> <p>Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • As posted in Teacher's classrooms and syllabi.
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<p>Abuse of Computer or Internet Privileges</p> <p>Students shall respect the computer privileges granted to them.</p> <p>Violations include:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. <p>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.</p>
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<p>Prohibition of Threats</p> <p>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.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. <p>If the threat is serious to an individual's life or safety, a student could be presented to the Board for expulsion.</p>
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<p>Prohibition of Fighting</p> <p>Students shall refrain from mutual confrontations involving physical contact with any members of the school community.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Tobacco Products and Paraphernalia</p> <p>A student may not possess or use any tobacco product, cigarette lighters, vaping, matches, rolling papers, pipes, or other such paraphernalia.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Drugs or Alcohol for Personal Use</p> <p>A student will not unlawfully possess, use, be under the influence of, distribute, or sell any substance containing alcohol, over-the-counter drugs, prescription drugs, any other substance included in the Uniform Controlled Substances Act as described in W. Va. Code §60A-1-101, et seq., or any paraphernalia intended for the manufacture, sale, and/or use of illegal substances in any building/area under the control of a county school system, including all activities or events sponsored by the school</p>	<ul style="list-style-type: none"> • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Illegal Substance Related Behaviors</p> <p>A student will not use, sell or distribute a narcotic drug as defined in W. Va. Code §60A-1-101 on the premises of an educational facility, at a school-sponsored function, or on a school bus.</p>	<ul style="list-style-type: none"> • Suspend from school and will go to an expulsion hearing.
<p>Prohibition of Bullying and Harassment</p> <p>Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatens, intimidates, or creates a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. <p>If the harassment is serious to an individual's life or safety, a student could be presented to the Board for expulsion.</p>

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

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

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

Disciplinary Meetings and Action

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

Discipline Appeal:

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

Procedures for Suspensions of 3 Days or Less:

Students who are suspended shall meet with the Principal 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 Principal 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 in regard to 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 protections 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 a copy of the Special Education Procedural safeguards. If the team answers "yes" to either question, then the student's behavior is a manifestation of his or her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student's conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education

services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

If a student:

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

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

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

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

Emergency Hearing for Dangerousness

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

Academic Honesty Policy

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

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

First Offense

Students who violate the academic integrity policy for a first offense will revise and resubmit the assignment after remediation. Instructional staff will review the policy with the student to ensure understanding and the student will

be asked to complete a grade appropriate self-reflection. The learning coach will be contacted and a note of the incident will be recorded in TotalView.

Second Offense

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

Third Offense

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

Fourth Offense

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

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

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

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

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

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

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

The West Virginia Virtual Academy (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 conduct themselves in a manner 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) in order 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, as well as 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 of the following criteria:
is 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;
- 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 on the outcome of the investigation (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, consideration of the six (6) factors. These factors include the following:
 - The student's age
 - The student's disciplinary history

- Whether the student is a student with a disability
- The seriousness of the violation or behavior committed by the student
- Whether the violation or behavior committed by the student threatened the safety of any student or staff member
- Whether a lesser intervention would properly address the violation or behavior committed by the student

In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is *not* a legitimate factor for determining consequences. 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 Process

Anyone may initiate a formal complaint of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. West Virginia Virtual Academy will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witnesses. Student complainants and witnesses may have a parent/guardian with them, if requested, during any school initiated investigatory activities. The Executive Director or designated Compliance Officer (hereinafter referred to as the "Compliance Officer") may conclude that the school needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

1. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The Compliance Officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
2. Regardless of the complainant's interest in filing a formal complaint, the Compliance Officer may conclude that the school needs to draft a formal complaint based on the information in the Compliance Officer's possession.
3. The Compliance Officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the Compliance Officer's possession that the Compliance Officer believes requires further investigation.
4. When the investigation is completed the Compliance Officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the Executive Director shall take further action on the report.
5. The Executive Director or designee, who is not the Compliance Officer, shall respond in writing to the complainant and the accused within thirty (30) days, stating that West Virginia Virtual Academy intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that West Virginia Virtual Academy does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Executive Director's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
7. If a student remains aggrieved by the Executive Director's or the designee's response, the student may pursue the complaint as one of discrimination pursuant to The West Virginia Virtual Academy Grievance Policy.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other school policies and rules at student orientation sessions and on other appropriate occasions, which may include parents or guardians.

Grievance/Complaint Policy

Parent Complaint Response/Due Process Procedure:

The West Virginia Virtual Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. West Virginia Virtual Academy prohibits discrimination against students/families on the basis of 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. 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 Public Instruction (information can be found on the West Virginia Department of Education website).

Confidentiality

Every effort is made to maintain the confidentiality of students who attend West Virginia Virtual Academy. 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 West Virginia Virtual Academy. Student files are accessible only to authorized employees of West Virginia Virtual Academy who have an interest in the education of its students. Adults and students should not share their STRIDE Online School (OLS) username and password with any unauthorized individuals.

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

Health Policy

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

West Virginia Immunization Requirements for New School Enterers

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

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

West Virginia Immunization Requirements for 7th & 12th Graders

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

7th Grade School Entry Requirement

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

12th Grade School Entry Requirement

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

HealthCheck or Wellness Exam and Oral Health Exam Requirements:

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

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

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

Medication Policy

USE OF MEDICATIONS

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

For purposes of this policy, medication shall include all medicines including those prescribed by a physician and any non-prescribed (over the counter) drugs, preparations, and/or remedies and performance- enhancing drugs.. Treatment refers both to the manner 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 the case of an emergency that threatens the life or health of the student. 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 of 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 self-administer such medication, provided that they meet the same conditions established above. Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and administer the medication if they meet the conditions stated above.

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

Change of Home Address

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

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

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

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

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

Withdrawing From West Virginia Virtual Academy

Parents/guardians wishing to withdraw their children from the West Virginia Virtual Academy must contact their teacher or advisor and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school officials of their decision. The Operations Manager or designee will confirm withdrawal date once the form has been received and arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Families choosing to withdraw to homeschool their children will be asked to submit a letter of intent to Homeschool..

Supplemental Activities

Parents/guardians seek to provide a fuller education for their child by enriching their child's curriculum with extra activities and family trips. These activities may be logged into the student's daily schedule and counted toward his or her mandatory hours of instruction if the activity directly relates to lesson objectives. It is necessary that the learning coach first discuss their supplemental activities with their students' assigned West Virginia Virtual Academy teacher(s).

Use of School Property

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

Webcams

All laptops and desktop computers provided to students will include a webcam. Eventually, WVVA intends to increase the ability for all participants in a Class Connect session to collaborate with webcams enabled. While increased webcam exposure can enhance the collaborative and interactive nature of live instruction, it can also pose challenges with respect to proper webcam etiquette and disciplinary action based on webcam usage or misuse.

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

Dress Code for interaction on Webcam

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

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

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

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

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

- Limit background noise
- A quiet area without distractions
- Area where other people or animals are not visible – siblings, pets or other people in the home should not appear on camera
- Background should be free of distractions including items that may be deemed offensive

Webcams cannot be enabled without the student's knowledge and can only be enabled for educational purposes.

The student/parent has the option of disabling or covering the webcam, unless the webcam is required to be engaged and visible for attendance confirmation, course requirements or other educational purposes. Certain courses or assessments (such as Star360) may require face-to-face interaction via webcam. A student not wishing to engage on a webcam may seek an alternative by contacting their teacher or principal.

Internet Service Provider (ISP) Reimbursement Program

Families at West Virginia Virtual Academy 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 provided that receipts are submitted to receive a reimbursement. Families must participate in the Online School, as well as have compliant attendance as described in the West Virginia Virtual Academy Handbook, in order to qualify for ISP reimbursement. Additionally, there must be current proof of residence for each student enrolled. Families are eligible for ISP reimbursement for the month in which they enroll.

Please be aware that if an ISP check is lost, West Virginia Virtual Academy does not automatically reissue a check to that family. If a check is lost, parents/guardian(s) must contact the school office within sixty (60) days,

or a replacement may not be issued. Students must be in good standing, which means that they have participated in all online learning opportunities, testing, supplemental activities, have appropriate progress and up to date attendance to receive their internet reimbursement.

School Supplies

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

Printer Ink Usage Guidelines

Printer ink is expected to be used sparingly and only for school needs. We encourage families to use the student pages instead of printing. West Virginia Virtual Academy does not provide printer ink cartridges or refills. Refills are the responsibility of the family. In order to conserve ink, it is recommended that your printer is set to always print in fast draft mode. To set for fast draft mode:

- Go to your Start menu
- Go to Printers and Faxes
- Right click on your printer name
- Scroll down to Properties
- Click on the Advanced tab
- Click on Printing Defaults
- In the drop-down menu under Print Quality, choose Fast Draft
- Click Apply, then click OK

Objectionable Content Policy

There may be times a parent/guardian considers certain lessons, books or materials objectionable for various reasons. The following process is used if a parent/guardian finds material objectionable; he or she should contact his or her West Virginia Virtual Academy teacher via email. Teachers will work with parents/guardians to find alternative lessons to meet the lesson objectives. An assessment for the lesson must be completed to show that the objectives have been met.

Student Records

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

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

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

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

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

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

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

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

Family Education Rights and Privacy Act (FERPA)

West Virginia Virtual Academy 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 West Virginia Virtual Academy, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

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

1. The right to inspect and review the student's education records within forty-five (45) days after the day West Virginia Virtual Academy receives a request for access.
Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask West Virginia Virtual Academy to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory

information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- organizations conducting studies for, or on behalf of, the school, in order to:
 - (a) Develop, validate, or administer predictive tests;
 - (b) Administer student aid programs; or
 - (c) Improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FERPA Opt-Out Directory Operational Guidelines and Procedures

FERPA Directory – Model Notice for Directory Information

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

Examples include:

A playbill, showing your student's role in a drama production;

- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is 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

Please feel free to contact the person named above concerning FERPA Opt-Outs.

Right to Amend

The information in this handbook represents approved state and school-wide policies and guidelines.

West Virginia Virtual Academy reserves the right to modify this handbook, amend or terminate any policies, procedures, whether or not described in this handbook at any time.

Photo Release Statement

The WVVA staff understands the importance of privacy; confidentiality is of the utmost importance for all students attending West Virginia Virtual Academy. Parents/ guardians must give permission before their child's name or image can be displayed in a public manner. Student files are only accessible to employees.

Personal Belief Protection Policy

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

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

West Virginia Virtual Academy will provide parents or guardians of minor students annual notice of the following:

1. The right of parents or guardians to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students;
2. Arrangements to protect student privacy in the event of the administration of a survey to students, including the right of parents or guardians to inspect, upon request, the survey, if the survey contains one or more of the same eight items of information noted above;
3. The right of parents or guardians to inspect, upon request, any instructional material used as part of the educational curriculum for students;

4. The administration of physical examinations or screenings that the school may administer to students;
5. The collection, disclosure or use of personal information collected from students for the purpose of marketing or selling, or otherwise providing the information to others for that purpose; and
6. The right of parents or guardians to inspect, upon request, any instrument used in the collection of information, as described in number 5.

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

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

Title I

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

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

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

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

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

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

Once identified, the Reading or Math Interventionist will reach out to the parent and student with the program

requires and the Title I Student-Learning Coach- School Contract. Before Title I program supports can begin, the Title I Student-Learning Coach-School Contract must be signed and on file. Students may be recommended for removal from the Title I program services if they fail to meet participation guidelines.

- Miss six or more intervention class sessions in a row or eight sessions in a quarter
- Fail to complete the required number of assignments four weeks in a row
- Are sent to a breakout room for behavior more than 3 times per quarter

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

WVVA Math Interventionists will be focusing on students in grades 4-10. Students who are struggling in the area of Algebra will especially be targeted. Students will receive instruction on concepts where they are struggling as well as working within Star 360 or other supplemental instructional program.

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

Homeless Children and Youth Policy

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

McKinney-Vento/ Homeless Student Liaison

Nicole Colson ncolson@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 circumstances described above.

Homeless Children and Youth Services

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

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:

- programs for children with disabilities;
- programs for English Learners (ELs) (i.e., students with Limited English Proficiency (LEP));
- programs in career and technical education;
- programs for gifted and talented students;
- school nutrition programs; and
- before - and after-school programs.

The West Virginia Virtual Academy Liaison for Homeless Children and Youth is *Nicole Colson* ncolson@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 *Nicole Colson* ncolson@westvaacademy.org 304-807-9370.

Maintaining a Stable School Environment:

To ensure stability for homeless students, West Virginia Virtual Academy 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 actually living are eligible to attend.

When determining a student’s best interest, West Virginia Virtual Academy 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, West Virginia Virtual Academy 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). West Virginia Virtual Academy also considers the school placement of siblings when making this determination.

If West Virginia Virtual Academy 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, West Virginia Virtual Academy 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:

West Virginia Virtual Academy has an obligation to remove barriers to the enrollment and retention of homeless

students. A school chosen on the basis of a 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 the student missed application or enrollment deadlines during the period of homelessness or has 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 taken into account in order to facilitate immediate enrollment.

West Virginia Virtual Academy 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, West Virginia Virtual Academy 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:

West Virginia Virtual Academy will provide homeless students with transportation services that are comparable to those available to non-homeless students. Additionally, West Virginia Virtual Academy 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 in the case of 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.

West Virginia Virtual Academy 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. West Virginia Virtual Academy will work with the State to resolve transportation disputes with other Academies. If the disputing Academy is in another State, the Academy will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the Academies.

Dispute Resolution Procedure

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

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

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

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

Public Notice of Educational Rights

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

Homeless Student Records

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

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

under FERPA.

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

Special Education Services

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

Services by Disability

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

Services by disability area are as follows:

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

Child Find

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

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

Once the school year begins, the assigned general education teacher will again query the parent in order 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 in such a way as 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:

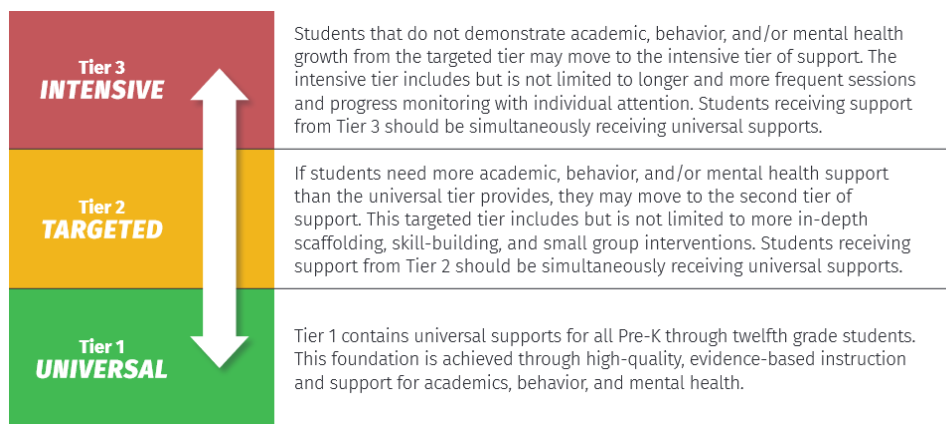
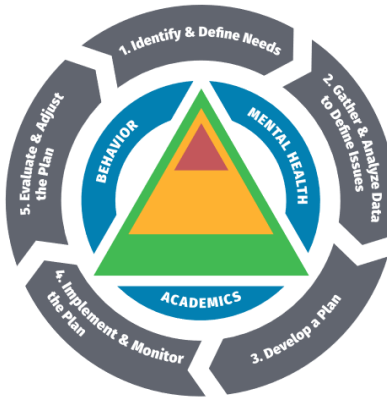
- nationally recognized restraint process, and
- current professionally accepted practices and standards regarding behavior interventions and supports including prevention and de-escalation techniques.

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



West Virginia Tiered System of Support (WVTSS)

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

Commitment to Serve Students

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

504 Service Plan and Child Find

Under Section 504 of the Rehabilitation Act of 1973, and under the Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria of IDEA may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are

entitled to such protections, adaptations, and accommodations if they have a documented mental or physical impairment that substantially limits a major life activity.

CHILD FIND: United States Department of Education Guidance

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

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

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

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

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

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

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

previous school's determination; other appropriate data will also be reviewed.

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

- West Virginia Virtual Academy understands an impairment in and of itself is not a disability. The impairment must **substantially limit** one or more major life activities in order 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 in order to receive an appropriate education.

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

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

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

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

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

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

English Language Learner Program

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

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

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

Communication (My Info and Email)

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

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

West Virginia Virtual Academy Special Interest Student Clubs

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

Please Note: School-based clubs hosted during the school day or within school platforms must have a teacher sponsor; however, non-sponsored student-led events, meetings, or forums will not be restricted based on religious, racial, gender or other basis unless said meetings are determined to cause potential significant disruption to the school day.

West Virginia Virtual Academy Gatherings

West Virginia Virtual Academy teachers arrange a variety of special gatherings for students and families throughout the year. Attendance is not required; however, these special gatherings provide wonderful

opportunities to meet teachers, make new friends, and to talk with fellow parents/guardians about school. Parents/guardians are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Students qualifying under the McKinney Vento Policy may be eligible for transportation support to face to face events including testing and outings.

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

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

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

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

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

Work Permits

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

Completed forms should be sent to wvarecords@westvaacademy.org

Learning Coach School Involvement Opportunities

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

- 1) Surveys sent throughout the year to see how things are going. All responses are read and taken into consideration when making school policy and planning decisions.
- 2) Learning Coach Community Meetings: meetings covering timely topics in order to prepare LC's for relative items such as Testing. These meetings are also used to garner feedback on various topics as well as provide an opportunity for families to share celebrations and any concerns.
- 3) Learning Coach Teacher Organization Meetings: West Virginia's equivalence to PTO-type organizations. Come share ideas, help fundraise and brainstorm fun ideas for the school!

- 4) Learning Coach Community: This is a great place to get school-wide updates and reminders as well as look for Learning Coach advice, connect with families in your area, or help other families getting started.

Acceptable Use Guidelines

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

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

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

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

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

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

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the School Leader, the technology protection measures may be configured to protect against access to other material considered

inappropriate for students to access. WVVA also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. However, the Board is cognizant of the fact that such software and/or hardware is not perfect and relies on students to self-police (and immediately cease viewing) online activity that would otherwise be in conflict with these policies and to immediately report such to the Executive Director. The technology protection measures may not be disabled at any time that students may be using WVVA Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

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

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

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

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

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

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

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

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

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

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

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

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

Accountability

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

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

Student Internet Safety

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

Network Etiquette

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

your messages before sending them. Remove easily misinterpreted language and proofread for typos.

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

Use of Copyrighted Materials

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

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

West Virginia Virtual Academy Indemnification Provision

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

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

West Virginia Freedom of Information Act (WVFOIA)

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

Confidential Communications of Students

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

Class Connect

Students should:

- Arrive promptly at the scheduled time for the Class Connect session.
- Wait for whiteboard and microphone privileges which will be assigned at the discretion of the teacher.
- Only communicate regarding direct content of the lesson.
- Be respectful and courteous towards others at all times.

- Always participate and engage in the session (stepping away without the teacher’s approval will count as an absence).
- Log in to each session individually.

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

Parents and guardians should keep comments and questions specific to the lesson. Contact your child’s teacher about other concerns by phone, email or in person during office hours. Because the lessons are student-centered, only students should be using the microphones during the sessions. Please refrain from coaching your child during Class Connect sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

Disclaimer:

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

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

Learning Coach and Student Compact

(Please print the I Understand Statements for easy reference.)

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 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.

Signature Page

We have read and reviewed the West Virginia Virtual Academy's Handbook including the "I understand" statements and FERPA guidelines. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein.

<u>Student Signature(s)</u>	<u>Date</u>	<u>Parent/Guardian Signature(s)</u>	<u>Date</u>
1.		1.	
2.		2.	
3.		3.	
4.		4.	

Please sign and return this signature page to your homeroom teacher!