



Parent Student Handbook 2022-2023

Virtual Preparatory Academy of West Virginia

It is the mission of Virtual Preparatory Academy of West Virginia (VPA of West Virginia) is to reach all students with an individualized, career-focused education in an inactive learning environment rooted in rigor and innovation. We are dedicated to academic excellence that empowers and prepares students for a world of opportunity.

Note: The VPA of West Virginia Parent Student Handbook is developed in partnership with parents and the VPA of West Virginia staff and is approved by the school's Board of Trustees. This Handbook does not constitute a contract between the school and the student/parent, and the school reserves the right at its discretion to change or amend the handbook at any time in the future.

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****NOTICE****

The school is a community school established under Title 126 Series 79 Charter Public Schools (3300) of the West Virginia Department of Education. The school is a public charter school and students enrolled in and attending the school are required to take summative assessments and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. W. Va. Code §18-5G-3(a)(1), §18-5G-3(c)(6) and W. Va. Code §18-5G-3(c)(9). For more information about this matter contact the school administration or the West Virginia Department of Education.

I. Introduction

Welcome to Virtual Preparatory Academy of West Virginia (VPA). This school handbook will clarify mutual expectations to ensure your student has a successful school year.

The Virtual Preparatory Academy of West Virginia envisions a learning experience that combines the best of online instruction with its capacity for individualized flexible learning. Our statewide public charter school, serving all K-12 grades, will feature an innovative and interactive curriculum, fully aligned to the West Virginia Content Standards, and taught by talented West Virginia state-certified teachers. Teacher-led instruction will include synchronous and asynchronous learning opportunities, one-to-one tutoring, organized peer interaction, and a focus on critical skills for success in college and the workforce.

This Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. Become familiar with the following information and keep the Handbook available for reference by you and your parents. The term “parent” when used herein means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about this Handbook, please contact the Head of School. The Head of School has similar authority and responsibilities as the superintendent of schools for a local district.

Cooperation, respect for others, and a sense of wonder are essential to learning. For this reason, the following regulations and guidelines have been outlined in this manual to assist in maintaining a positive learning environment.

II. Admission Information

Preference of Admission

Participation in a public charter school is based on parent choice. Each year, VPA of West Virginia will announce its open enrollment period for any West Virginia parents or guardians who would like to apply for their student(s). If the number of applicants exceeds the capacity of the school or grade level, VPA of West Virginia will conduct a random selection lottery after first granting enrollment preferences for prior year students and then for a sibling of a current student enrolled in the school. As a statewide school, VPA of West Virginia will admit all students who reside in the state, provided there is capacity to serve that student’s grade level per the annual enrollment goals for each year. (W.V. §18-33-9) All students are welcome.

Enrollment Process

- A parent or legal guardian should complete the digital or paper Application for Admission to VPA of West Virginia to be considered in the lottery process.
- Open enrollment occurs each year in February and March of the first year and January and February in subsequent years.
- Applications submitted up to the announced enrollment decision date will be reviewed by a designee for completeness, legal residence, and age/grade of student. Incomplete application forms will not be considered.
- A child must be five (5) years of age on or before July 1 in the school year enrollment is being applied for kindergarten.
- Notification of the lottery will serve as public notice of an official meeting, even if no action(s) are anticipated to be taken by members of the Board at the time of the lottery.
- If an enrollment lottery is required, it will be conducted based on the previously described guidelines.

- Once the lottery is complete, applicants will be notified by the designee of their status.
- Digital registration will be made accessible to applicants who received enrollment offers in the lottery process. If a family requires a paper enrollment form, they will be provided one. Families will have two weeks to complete the registration accurately and thoroughly, including the submission of all compliance related documentation.
- Registrations that are not completed within the designated time, or applicants that cannot produce appropriate priority information, will forfeit enrollment offers.
- Seat placement determinations are made following receipt of the completed, compliant registration.
- If the number of lottery applications does NOT exceed seats available, parents/guardians that have submitted a lottery application have 1 week to complete registration. At the end of that week, the registration opens to the public and school enrolls until capacity.
- As openings occur post lottery, applicants on the grade level waitlist will be contacted in the established order. Registration process access will be provided. Completion of the registration process is expected in two weeks order to prompt a seat placement determination.
- VPA of West Virginia will continue to enroll students using this process until the established enrollment number is met and maintained.
- A provision shall be made for the children with a sibling enrolled at VPA of West Virginia. If a child must be placed on a waitlist due to capacity issues, the child with an enrolled sibling will be granted priority.

Waitlist

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

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

Kindergarten Entrance and Screening

Children entering the kindergarten program must be five years of age on or before July 1st or qualify for early entrance under the school's policy. All children enrolling for the first time must be screened for vision, hearing, or speech and language disabilities. If the screening reveals the possibility of potential learning needs, the school must provide a further assessment. A child's screening and assessment data cannot be used to determine eligibility to enter kindergarten. Furthermore, the screenings are not intended to diagnose an educational disability or to be used for placement procedures. Screening results help identify areas of individual development that require further assessment for educational programming, particularly for students who might benefit from early intervention, prevention, acceleration, and enrichment programs.

Registration and Enrollment

Registration and enrollment are two different steps in the process of becoming a student at the school. Registration initiates the first step in the two-step process. By registering, the parent expresses a desire to have his/her child attend the school. It does not mean the child will be enrolled in the school.

Parents/express the desire to have their child attend by:

- Completing and submitting the Registration Form;
- Providing the child's:

- Birth Certificate or other certification permitted by state law;
- Proof of Residency
- Current Immunization Record; and
- Last Report Card, when appropriate

Annual Verification Information:

- Parent/guardians/students 18 years of age and older are required to provide the school with proof of residency/Address Verification annually and at any time a change of address, residency, or custody changes.

The second step is enrollment. After the registration period, as described above is completed and the lottery process is completed, enrollment can begin. The child is not officially a student at the school until the second step, enrollment, is completed.

The child is enrolled when:

- All the registration steps are complete;
- The enrollment packet including all required documents is completed and submitted; and
- Grade placement is assigned.

Enrollment of students shall comply with the admissions procedures specified in the West Virginia Code and the school's Admission and Enrollment Policy.

Re-Enrollment

For those students presently attending the school, re-enrollment starts at the end of March or during the first week of April. Students are not automatically re-enrolled from school year to school year. All parents must state their intention to have their child/student be re-enrolled each school year. It is the responsibility of the parent to inform the school of any changes to their residency or contact information.

Non-Discrimination Policy

Enrollment will not be denied to any eligible applicant on the basis of gender, age, race, religion, color, national origin, ancestry, pregnancy, marital or parental status, economic status, sexual orientation, or physical, homelessness, mental, emotional or learning disability. The school will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

Health Certification and Immunization Requirements

State of West Virginia Immunization Requirements for School Attendance

All new students are required to submit a copy of their Immunization Records prior to enrollment. No student shall be permitted to remain in school if the student has not met the minimum immunization requirements established by the West Virginia department of health (WV Code §16-3-4 and 64CSR95) which may be accessed at https://oeps.wv.gov/immunizations/Documents/school/New_School_Entry.pdf

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 must have a minimum interval of 12 weeks between the 1st and 2nd doses. • 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.

Medical authorities and school educators urge that every child have a complete medical examination before entering school so that the child may be physically ready to accept all the advantages which education has to offer.

Change of Address / Phone Number / Custody

It is the parent's/responsibility to inform the school office of any change of address, phone number or custody. For changes of address, a new proof of residence will be required. For a change of custody, parents will be required to provide a copy of the custody order to the school.

III. Student and Parent Responsibilities

Behavior Guidelines

VPA of West Virginia expects positive behavior from all students, teachers, staff, and parents. Effective learning occurs with an approach to student behavior that stresses self-discipline, consistent with the maturity level of the students. Discipline, which reflects the school's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers shall be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual child.

The following are the main ideas basic to the school's system of discipline. Students will be successful by:

- Knowing and obeying the rules,
- Accepting responsibility for their behavior, and
- Engaging in their learning daily.

The code below applies to student conduct on school property, on live web conferencing and while in the control or custody of the school, regardless of whether on or off school premises, or at a school- related activity, regardless of location. The types of conduct prohibited by this code are listed below.

Code of Conduct

In order to maximize learning for all students, VPA of West Virginia will provide a virtual school environment that promotes appropriate behavior and minimizes disruptions. The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. All students are expected to have a clear and consistent understanding of the Student Code of Conduct and comply with all school policies and procedures.

The Code of Conduct requires students to:

- conform to reasonable standards of socially acceptable behavior;
- respect the person and property of others;
- respect the rights of others;
- preserve the degree of order necessary to the educational program in which they are engaged; and
- comply with the requests of school administrators, teachers, and staff.

The Code of Conduct, included as part of the VPA of West Virginia Board Policy Manual in Appendix B.1, designates sanctions for student noncompliance with the Code which shall:

- relate in kind and degree to the noncompliance;
- help the student learn to take responsibility for their actions; and
- be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

Positive Behavior Intervention and Supports

Students are supported by Positive Behavior Intervention and Supports (PBIS), which is an approach to discipline that targets desired outcomes with teachable moments and prevention of poor choices, rather than focusing on punitive measures and reactive punishment. The research based PBIS model teaches positive behavior choices, alongside and embedded within SEL lessons to ensure that students understand behavioral expectations. Once this is taught, student behavior is also seen as a form of communication, and teachers strive to see through the behavior to what the student might need and offer proactive support and guidance. Student Success Plans are crafted with the goal of both behavioral and academic success, and intervention strategies are tiered based on a multi-tiered level of support system.

Student Success Plans

The Student Success Plan is an essential part of the Student Services model. The success plan outlines the individual student needs and specific actions for a student to become successful with the goal of academic achievement. Student Services, teachers, students, and learning coaches develop the Student Success Plan together. The assigned Student Services team member facilitates the process, monitors the plan, and provides ongoing follow up.

Attendance

Regular attendance and punctuality are essential for success in School and necessary for success later in life. Each student at the School is responsible for attending all classes regularly, being on time, and engaging in instructional programs.

West Virginia state law requires that schools offer at least 180 days of instruction per School year. The daily amount of expected instructional time is 5 hours 15 minutes of instructional time for students in grades Kindergarten-5, 5 hours 30 minutes of instructional time for students in grades 6-8, and 5 hours 45 minutes of instructional time for students in grades 9-12. Daily attendance is tracked via a combination of the following: offline time submissions submitted by Parents/Guardians, online activity reports automatically generated by the school Learning Management System when students work in courses or attend live sessions, participation in state and local assessments, contact with school staff, and other methods as dictated by the School.

- It is expected that students are engaged and actively participating in schoolwork each day. Students should be online, completing asynchronous lessons through the course dashboard and attending live sessions as instructed by teachers. If students are not maintaining the expected level of engagement or not maintaining expected course progress, students will be referred to the engagement intervention program.
- Live session attendance is critical to student success in the online classroom. It is highly recommended that all students attend all live class offerings daily to interact with teachers and receive instruction and practice, especially when students are not receiving passing grades. These live sessions are recorded and available for students to view at any time.
- Students must show up for in-person state testing at designated locations on assigned days.
- Failure to log into the system and complete course work each day and/or to show up for assigned testing constitutes an unexcused absence for the student.
- Students must attend School on all official school days, complete all assignments in a timely manner in accordance with stated class schedules, and attend live class sessions or view archived materials as directed.
- Students must contact her/his teacher(s) every week.
- Parents/Guardians may be directed to log offline hours and/or properly document the Student's offline work.
- Parents/Guardians must provide the School with written notes documenting why absences should be excused, within 3 days of the absence date.
- Students who miss School are encouraged to review recordings of any live instructional sessions missed, and to make-up any daily asynchronous course assignments that were not completed during the absence.
- Students that fail to meet engagement requirements related to completion of diagnostic assessments, state testing, live session participation, and completion of course assignments and assessments may be subject to discipline and/or interventions as outlined in the School's Student Engagement Policy.

The required attendance of students shall conform to the minimum standards prescribed by West Virginia State Law. Therefore, absences from School should be only for illness or an emergency. In case of an absence from School:

- The parent must notify the School before the beginning of the school day from which his/her child will be absent.
- Both "excused" and "unexcused" absences are counted toward the maximum allowable absences. The distinction is made between "excused" and "unexcused" absences for determining whether a student may have the opportunity to make up classwork and whether disciplinary action is in order.
- All documentation relating to absences must be provided to the School no later than three instructional days after the first day the student returns to School.

- Students who are habitually or excessively absent may be referred for interventions pursuant to the School's Attendance, Truancy, and Withdrawal Policy.

The term "excused" will refer to any absence from a class based on the following:

- Personal illness or injury
- Medical or dental appointment with a written excuse from the doctor or dentist
- Chronic medical conditions that impact attendance
- The disability that impacts attendance
- Disaster situations such as a flood or fire
- A death in the family
- School or county approved extra-curricular activities
- Obligation to appear in court that involves the student
- Military requirements for students enlisting in the military
- Personal or academic circumstances approved by the principal
- Other situations that be determined by the county school board

The term "unexcused" will refer to any absence from a class based on the following:

- Absence not recognized by the state law or VPA of West Virginia
- Other unexcused absences defined by the school administrator.

NOTE: Failure to attend any school function outside the regular school day will not be considered an absence.

Truancy

Overview

Attendance at school is key to achievement. Students are expected to attend school regularly and on time. Parents/guardians are encouraged to partner with the school to ensure attendance and timeliness. Parents/guardians are encouraged to make any doctor, dentist, etc., appointments for times other than school hours. No student shall be suspended or expelled based solely on the number of absences.

Habitually Truant

When a student is habitually truant:

1. In the case of three total unexcused absences of a student during a school year, the attendance clerk will make meaningful contact with the parent, guardian, or custodian of the student to ascertain the reasons for the unexcused absences and what measures the school may employ to assist the student in attending and not incurring any additional unexcused absences.
2. In the case of five total unexcused absences, the attendance clerk will again make meaningful contact with the parent, guardian, or custodian of the student to ascertain the reasons for the unexcused absences and what measures the school may employ to assist the student in attending school and not incurring any additional unexcused absences.
3. In the case of 10 total unexcused absences of a student during a school year, the attendance clerk may make a complaint against the parent, guardian or custodian before a magistrate of the county. If it appears from the complaint that there is probable cause to believe that an offense has been committed and that the accused has committed it, a summons or a warrant for the arrest of the accused shall issue to any officer authorized by law to serve the summons or to arrest persons charged with offenses against the state. More than one parent, guardian or custodian may be

charged in a complaint. Initial service of a summons or warrant issued pursuant to the provisions of this section shall be attempted within ten calendar days of receipt of the summons or warrant and subsequent attempts at service shall continue until the summons or warrant is executed or until the end of the school term during which the complaint is made, whichever is later.

4. The magistrate court clerk, or the clerk of the circuit court performing the duties of the magistrate court as authorized in §50-1-8 of this code, shall assign the case to a magistrate within 10 days of execution of the summons or warrant. The hearing shall be held within 20 days of the assignment to the magistrate, subject to lawful continuance. The magistrate shall provide to the accused at least 10 days' advance notice of the date, time, and place of the hearing.
5. When any doubt exists as to the age of a student absent from school, the attendance clerk has the authority to require a properly attested birth certificate or an affidavit from the parent, guardian or custodian of the student, stating age of the student. In the performance of his or her duties, the school attendance clerk have authority to take without warrant any student absent from school in violation of the provisions of this article and to place the student in the school in which he or she is or should be enrolled.
6. A student whose educational services are provided in conjunction with an SAT Plan, IEP, or Section 504 Plan may warrant special consideration when a pattern of single, multiple, or chronic absences exist. The student's current status should be reviewed by the SAT, IEP, or Section 504 Plan team as deemed appropriate and in accordance with state and federal laws.

Reporting

The school shall report as soon as practical to the State Superintendent of Schools on attendance at times required and provide all necessary details. The attendance clerk will file with the county superintendent and county board at the close of each month a report showing activities of the school attendance office and the status of attendance in the county at the time. The absences that are excluded by rule shall include, but are not limited to, excused student absences, students not in attendance due to disciplinary measures and absent students for whom the attendance clerk has pursued judicial remedies to compel attendance to the extent of his or her authority. The School will report all dropout data to the West Virginia Department of Education.

See the Attendance, Truancy and Automatic Withdrawal policy in the Board Policy Manual for more information.

Suspension and Expulsion Procedures

The school recognizes that exclusion from the educational program is a serious sanction, and that suspension and expulsion must follow due process mandates. Additionally, the school will comply with all state and federal law pertaining to students with disabilities.

A student may be disciplined for any violation of the student code of conduct, even if the violation occurs on property not owned or controlled by the school if the violation took place during activities connected with the school or if the behavior is directed at a school official.

Any student suspended or expelled under this policy will not be permitted to participate in any extracurricular activities.

Suspension

The administrator or designee may suspend a student from the school for not more than ten school days. If at the time a suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the principal may require the student to participate in a community service program or another alternative program for a number of hours equal to the remaining suspension period. The student shall be required to begin the program during the first full

weekday of the summer break. A principal may not apply the remaining suspension period to the following year.

Except in the case of a student given an in-school suspension, no student shall be suspended unless prior to the suspension the administrator does both of the following:

- (1) Gives the student written notice of the intention to suspend the student and the reasons for the intended suspension;
- (2) Provides the student an opportunity to appear at an informal hearing before the administrator or designee and challenge the reason for the intended suspension or otherwise to explain the student's actions.

The school shall provide students an opportunity to complete any classroom assignments missed because of an in-school or out-of-school suspension. Students shall be entitled to receive at least partial credit for a completed assignment; however, reasonable grade reduction may be made on account of a student's suspension. The school shall not assess a failing grade for a completed assignment solely on account of the student's suspension.

Expulsion

The superintendent may expel a student from the school for a period not to exceed one school. If at the time an expulsion is imposed, there are fewer than eighty school days remaining in the school year in which the incident that gives rise to the expulsion takes place, the superintendent may apply any remaining part or all of the expulsion period to the following school year. No student shall be expelled under this policy unless, prior to the student's expulsion, the Superintendent does both of the following:

- (1) Gives the student and the student's parent, guardian, or custodian written notice of the intention to expel the student;
- (2) Provides the student and the student's parent, guardian, custodian, or representative an opportunity to appear in person before the superintendent or superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the student's actions.

The notice required under this section shall include the reasons for the intended expulsion, notification of the opportunity of the student and the student's parent, guardian, custodian, or representative to appear before the superintendent or superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the student's action, and notification of the time and place to appear. The time to appear shall not be earlier than three nor later than five school days after the notice is given, unless the superintendent grants an extension of time at the request of the student or the student's parent, guardian, custodian, or representative. If an extension is granted after giving the original notice, the superintendent shall notify the student and the student's parent, guardian, custodian, or representative of the new time and place to appear.

A principal shall suspend a student from school in the determination of the principal after an informal hearing pursuant to subsection (d) of this section, has: (i) Violated the provisions of subsection (b), section fifteen [§ 61-2-15], article two, chapter sixty-one of this code; (ii) violated the provisions of subsection (b), section eleven-a [§ 61-7-11a], article seven of said chapter; or (iii) sold a narcotic drug, as defined in section one hundred one [§ 60A-1-101], article one, chapter sixty-a of this code, on the premises of an educational facility, at a school-sponsored function or on a school bus. If a student has been suspended pursuant to this subsection, the principal shall, within twenty-four hours, request that the county superintendent recommend to the county board that the student be expelled. Upon such a request by a principal, the county

superintendent shall recommend to the county board that the student be expelled. Upon such recommendation, the county board shall conduct a hearing in accordance with subsections (e), (f) and (g) of this section to determine if the student committed the alleged violation. If the county board finds that the student did commit the alleged violation, the county board shall expel the student.

Each suspension or expulsion imposed upon a student under the authority of this section shall be recorded in the uniform integrated regional computer information system (commonly known as the West Virginia Education Information System) described in subsection (f), section twenty-six [§ 18-2-26], article two, chapter eighteen of this code.

(1) The principal of the school at which the student is enrolled shall create an electronic record within twenty-four hours of the imposition of the suspension or expulsion.

(2) Each record of a suspension or expulsion shall include the student's name and identification number, the reason for the suspension or expulsion and the beginning and ending dates of the suspension or expulsion.

(3) The state board shall collect and disseminate data so that any principal of a public school in West Virginia can review the complete history of disciplinary actions taken by West Virginia public schools against any student enrolled or seeking to enroll at that principal's school. The purposes of this provision are to allow every principal to fulfill his or her duty under subsection (b), section fifteen-f [§ 18-5-15f], article five, chapter eighteen of this code to determine whether a student requesting to enroll at a public school in West Virginia is currently serving a suspension or expulsion from another public school in West Virginia and to allow principals to obtain general information about students' disciplinary histories.

Principals may exercise any other authority and perform any other duties to discipline students consistent with state and federal law, including policies of the state board. The school board is solely responsible for the administration of proper discipline in the public charter schools and shall adopt policies consistent with the provisions of this section to govern disciplinary actions.

Right to Appeal to Board

Within one school day after the time of a student's expulsion or suspension, the superintendent or principal shall notify in writing the parent, guardian, or custodian of the student and the Board of Directors of the school of the expulsion or suspension. The notice shall include the following reasons for the expulsion or suspension and notification of: (1) the right of the student or the student's parent, guardian, or custodian to appeal the expulsion or suspension to the Board of Directors of the school or to its designee; (2) the right to be represented in all appeal proceedings; (3) the right to be granted a hearing before the Board of Directors of the school or its designee in order to be heard against the suspension or expulsion; (4) and the right to request that the hearing be held in executive session. The notice shall specify the manner and date by which the student or the student's parent, guardian, or custodian shall notify the school's Board of Directors of the student's, parent's, guardian's, or custodian's intent to appeal the expulsion or suspension to the board or its designee. If the superintendent expels a student under this section for more than twenty school days or, for any period of time, if the expulsion will extend into the following semester or school year, the notice shall provide the student and the student's parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion. The information shall include the names, addresses, and phone numbers of the appropriate public and private agencies.

If the student or the student's parent, guardian, or custodian intends to appeal the expulsion or suspension to the Board of Directors of the school or its designee, the student or the student's parent, guardian, or custodian shall notify the Board of Directors of the school in the manner and by the date specified in the

notice. The student or the student's parent, guardian, or custodian may be represented in all appeal proceedings and shall be granted a hearing before the Board of Directors of the school or its designee in to be heard against the suspension or expulsion. At the request of the student or of the student's parent, guardian, custodian, or attorney, the Board of Directors of the school or its designee may hold the hearing in executive session but shall act upon the suspension or expulsion only at a public meeting. The Board of Directors of the school, by a majority vote of its full membership or by the action of its designee, may affirm the order of suspension or expulsion, reinstate the student, or otherwise reverse, vacate, or modify the order of suspension or expulsion. The Board of Directors of the school or its designee shall make a verbatim record of hearings held under this division.

This policy shall not be construed to require notice and hearing in the case of normal disciplinary procedures in which a student is removed from a curricular activity for a period of less than one school day and is not subject to suspension or expulsion.

For purposes of this policy, the Board of Directors appoints the Operator as its designee.

Discipline for Students with Disabilities

VPA of West Virginia Code of Student Conduct shall apply to all children unless a child's individualized education program specifically provides otherwise. VPA of West Virginia will ensure that the parents/guardians and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline, and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review.

Authority of School Personnel

VPA of West Virginia will consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of federal and state law and school board of education rules, is appropriate for a child with a disability who violates the code of student conduct.

VPA of West Virginia may remove a child with a disability who violates the code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days, and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct.

After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal, VPA of West Virginia will provide services to the extent required. VPA of West Virginia will conduct manifestation determination reviews as necessary.

For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, VPA of West Virginia will apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities except as outlined below.

Services A child with a disability who is removed from his or her current placement for more than 10 consecutive school days must:

- Continue to receive educational services, as provided in West Virginia Department of Education (WVDE) Policy 2419, Regulations for the Education of Students with Exceptionalities, and Section 504 regarding Free and Appropriate Public Education, so as to enable the child to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

- Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications as set forth in the behavioral intervention plan and IEP, where appropriate, that are designed to address the behavior violation so it does not recur.
- VPA of West Virginia will provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are provided to a child without disabilities who has been similarly removed.
- After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is not for more than 10 consecutive school days and is not a change in placement because of disciplinary removals, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- If the removal is for more than 10 consecutive school days or is a change in placement because of disciplinary removals, the child's IEP Team determines appropriate services needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- The services required may be provided in an interim alternative educational setting.

Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, VPA of West Virginia, the parent, and the relevant members of the child's IEP Team (as determined by the parent/guardian and the LEA) will review all relevant information in the child's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP

If VPA of West Virginia staff, the parent/guardian, and relevant members of the child's IEP Team determines the conduct in question was a direct result of the failure of the LEA to implement the IEP, VPA of West Virginia will take immediate steps to remedy those deficiencies.

Determination that the Behavior was a Manifestation

If VPA of West Virginia staff, the parent/guardian, and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will either:

- Conduct a functional behavioral assessment, unless VPA of West Virginia had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior, and except as provided in special circumstances below, return the child to the placement from which the child was removed, unless the parent/guardian and VPA of West Virginia agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances

VPA of West Virginia may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the State or the LEA;

- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to a school function under the jurisdiction of the State or the LEA; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or the LEA.

The interim alternative educational setting is determined by the IEP Team.

Notification

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of child conduct, VPA of West Virginia will notify the parents/guardians of that decision and provide parents/guardians the procedural safeguards notice described by Individuals with Disabilities Education Act in §§300.502 through 300.503, §§300.505 through 300.518, and §§300.500 through 300.537.

Appeal

The parents/guardians of a child with a disability who disagrees with any decision regarding placement or the manifestation determination under this Rule, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing request pursuant to Policy 2419

Withdrawal Policies and Procedures

Voluntary Withdrawal

Parents withdrawing students from School are asked to give the school at least one week's notice. The school requests that parents use the Withdrawal Form available from the School Office to provide notification of the new school the student will be attending. This signed form gives official notice of the child's withdrawal. Records will not be released until a Release of Information form is completed by the legal parent or a request for records is received from a subsequent school. In addition, all outstanding fees, academic records, or obligations must be met, including the return of all textbooks/electronics. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

IV. Academics

VPA of West Virginia is a Career Readiness School. The model is an innovative, online educational approach that includes the ability to work virtually, learn critical college and career skills, and collaborate in teams. The school will leverage the best technological resources and capitalize on partnerships with industries, institutions, and community organizations to create a clear path to success in academics as well as in college and/or career.

The model revolves around the readiness triad of awareness, exploration, and preparation. In addition to standards-based curriculum in all grade levels, K-5 students will receive a strong foundation with social emotional learning and STEM based lessons alongside career awareness that is tied to the career readiness standards. Students in grades 6-8 will begin career exploration in targeted elective courses, research, industry-specific community projects and mock interviews. Students in grades 9-12 will prepare for their career with internships, externships, certification programs, competitive events, and workplace experience.

A key component for all learners is the school's extensive access to data. Throughout the learning process, teachers can see a need for intervention for all students including ELLs, students with exceptionalities, gifted and talented students, and those who are at risk for dropping out of school. Real time attendance and

academic data, collected and reviewed daily, allows for immediate course correction and intervention to ensure that students receive targeted, individualized instruction at the level they need.

Curriculum

Our statewide public charter school will feature an innovative and interactive curriculum, fully aligned to the West Virginia College- and Career-Readiness Standards. All core curriculum and supplementary curricular resources are aligned to each state standard. Every course will have a Resource Module which provides a course-specific curriculum map against state standards, as well as a gap analysis with guidance for which aligned supplemental curriculum tools can be used to fill the gaps, which allows for teachers to assign supplementary instructional choices to students as needed. This means that when real-time student performance data indicates a need for reteaching or remediation, teachers have standard-aligned resources quite literally at their fingertips.

VPA of West Virginia's curriculum is found within the ACCEL Management Platform (AMP) for Education. The AMP system includes state-of-the-art technology with state-specific reporting components, and full curriculum alignment to state standards. Curriculum vendor coursework is embedded seamlessly within the AMP system. The ACCEL curriculum team first verifies alignment to the state standards, cross referencing with other vendors to ensure effective coverage. When the verification of alignment is completed, any gaps are identified immediately, and the ACCEL team procures supplementary materials to support mastery of each standard. The best stand-alone curriculum program will still have its flaws, and the benefit of embedding courses into the AMP system is that the school is not limited to the operational system of one vendor. This provides ACCEL with the flexibility to assemble the strongest curriculum choices to offer the school.

VPA of West Virginia's proposed curriculum is innovative, rigorous, research-based, and can be custom-tailored to students' unique skills and interests. It includes world class content and college preparatory skill-building, as well as access to fine arts, world languages, and career-focused electives. The school's curriculum and instructional framework is guided by national best practices in K-12 online learning models. The curriculum design methodology uses principles of Universal Design for Learning, ensuring that both the curriculum and the instructors provide multiple opportunities for engagement, representation, as well as action and expression to ensure that students will repeat their encounters with the same topics throughout their career, each time increasing the complexity to reinforce previous learning, and also to reteach concepts one-on-one and in small groups to ensure mastery.

All VPA of West Virginia middle school students will be provided counseling, advisement, career awareness, career interest inventories, and information to assist them in evaluating their academic skills and career interests. Before the end of the second semester of the eighth grade, all VPA of West Virginia students shall develop an individual graduation plan in consultation with their parents. High school students will be provided guidance, advisement, and counseling annually that will enable them to complete their individual graduation plans. To be eligible for graduation, per State Board Policy 2510, VPA of West Virginia students must successfully earn a minimum of 22 credits to graduate. Below are the current minimum graduation requirements for public high school students that VPA of West Virginia will adopt.

- Reading and English Language Arts- 4 credits
- Mathematics- 4 credits
- Science- 3 credits
- Social Studies- 4 credits
- Physical Education- 1 credit
- Health- 1 credit
- The Arts- 1 credit

- Personalized Education Plan - CTE Program of Study or 4 credits leading directly to Education, Enlistment, or Employment

The VPA of West Virginia CTE school framework is more than just a program, but rather an integrated and inclusive approach to student learning that is designed to close the skills, interest, and equity gaps in this evolving, global society. The following components are the core CTE offerings delivered in each student's educational program.

1. Career Exploration via Homerooms- Students will be organized into homerooms that allow for the development of learning communities around career awareness and exploration.
2. Career Courses- In addition to general education courses, career and technical education courses are offered and aligned to career goals with opportunities in high-skill and in-demand fields.
3. Career Development- Each student will have an individualized college and career readiness plan with ongoing updates and activities each year. Counselors will teach college and career awareness lessons, aligned to the State Board of Education's Policy 2520.13, College and Career Readiness Standards for Career and Technical Education.
4. Career & Technical Student Organizations (CTSO)- Appropriate CTSSO chapters will be established based on pathway alignment. The CTSSO charter(s) will be established with a student leadership team and a calendar of work outline for the school year. Students will have an opportunity to participate in local and state events.
5. Work Based Learning- CTE Pathway exploration activities are provided for all students during each grade level to assure CTE Pathway completers and concentrators. Students will participate in structured age-appropriate career related education that offers a variety of activities with at least 2 online events per semester and 1 face-to-face regional event that allow students to apply academic and technical skills.
6. Professional Skills-Preparation for soft skills necessary to be successful in the workplace regardless of profession will be threaded throughout the educational program.
7. Advisory Council- School based CTE advisory council will be assembled to give advice and support.
8. Business & College Partnerships- Business and Industry partnerships will be established to support work-based learning, advisory committee development, and to give student opportunities to apply skills they are learning in their career exploration and pathway courses. The school will partner with local college and universities to offer concurrent enrollment for qualified high school students.
9. Social Emotional Learning- Supporting the whole student is essential to establishing the skills needed for academic success and college/career readiness.

Assessment and Intervention

A strong assessment plan is the cornerstone of any successful instructional program. ACCEL Schools implements numerous assessment tools for students and would propose the following for the Virtual Preparatory Academy of West Virginia. In order to verify curricular alignment, ensure instructional efficacy, and monitor student learning, schools must employ a balanced assessment system that includes several types of testing methods to determine what students are learning, how teachers are teaching, and what instructional and curricular decisions must be made with regard to scaffolding, alignment, adjustments, and interventions. In a balanced assessment program, school leaders plan for diagnostic, formative, interim and summative assessments. In this way, assessment results provide identification of students in need of intervention, feedback to teachers about instructional practice, and verification of curricular strengths and weaknesses.

VPA of West Virginia Assessment System

- Incoming Assessment – All new students will be assessed for learning readiness using a computer adaptive, nationally normed test. The results from this initial assessment will assist teachers in

developing a personalized plan for each student using West Virginia College- and Career-Readiness Standards.

- Ongoing Assessments – Once a student is enrolled and has finalized his/her personalized plan with an advisor, the student will participate in a variety of performance assessments over to time to monitor their progress and modify their academic program keeping them on track for academic success. These assessments include:
 - Short Cycle Assessments
 - Course level Assessments
 - Computer-adaptive Nationally Normed Assessments: The assessments are taken three times per school year by all students. Baselines (incoming assessment) are established the first month of the school year. Once a baseline has been established, performance is also measured in the winter and spring.
- State tests: Summative assessments to measure student achievement in learning the standards.

Below is a summary of specific tests:

- Local Benchmark/Diagnostic (Computer Adaptive Nationally Normed)- iReady
- Incoming Assessment- iReady
- Short Cycle Assessments- iReady (K-8) and MasteryConnect (K-12)
- Reading Fluency- DIBELS
- Classroom Assessments- iReady Standards Mastery, MasteryConnect, Course assessments
- State Assessments:
 - West Virginia General Summative Assessment- ELA & Math for grades 3-8; Science in grades 5 and 8
 - Grade 11 College and Career Readiness Assessment
 - West Virginia ELP Assessment for 21st Century (ELPA21)
 - WVASA- ELA and Math for grades 3-8 and 11; Science in grades 5 and 8, and 11
 - NAEP
 - CTE Technical Assessments

Make-Up Work

When an excused absence occurs, students are responsible for making up the assignments that are missed. The teacher will assign make-up work and set a date for completion, which shall be the same number of days as the corresponding absence. Assignments not completed will result in failing grades.

In the event of a planned excused absence, the school must be provided with three or more days of advanced notice for teachers to provide class assignments. Students must return completed assignments within two days of returning to school.

Make-up work will not be provided for unexcused absences or suspensions.

It is strongly suggested that absences not occur during state testing week(s).

Student Referral and Support Multi-Tiers

Understanding the Multi-Tiered Levels of Support

Level 1: Compliant

- Student and family do not need additional services. School wide prevention and programming, along with teacher support provide the first level of service to all students and families.

Level 2: Targeted Support

- A student need has been identified. Student and family are unresponsive to standard teacher interventions and support. Student Services staff begins supporting the student/family to address the issue at hand. Student and family are engaged in the process.

Level 3: Action Plan & Accountability

- Student Services team member has been working with the student/family. However, the family is not complying and must be held accountable to meet the student's educational needs. Non-compliance may result in consequences as defined by the school.

Level 4: Escalation to Administration

- All available resources and interventions have been exhausted. The family is not compliant or is unengaged in the process. School administration determines course of action.

Report Cards

Report cards are sent to the home through the mail, given directly to the parent, or sent home with the student for each grading period (four times a year). See the school calendar for these dates. Please check with the administrator to learn what distribution method is used at the school.

Copies of all report cards are placed into the student's cumulative file.

Kindergarten students will receive a report card at the conclusion of the second and fourth grading period. Kindergarten students will receive an Interim Report at the conclusion of the first and third grading period.

The grading scale is as follows:

90%-100%	A
80%-89%	B
70%-79%	C
65%-69%	D
64% and below	F

Parent / Teacher Conferences

Formal parent-teacher conferences are conducted at least once a year. Conference dates are specified in the school calendar. Conference schedules will be issued through the school office but arranged by each student's teacher. Once a conference date and time have been arranged, parents should contact the student's teacher if a change is necessary. Parents may request conferences throughout the year.

Parent-teacher conferences are a focal point in student evaluation and reporting to the parents. This is a two-way avenue for both parents and teachers and may be initiated by either party as needed.

Orientation

Orientation will be held during the month of August and January. Parents will be notified of the exact dates and are encouraged to attend. The sessions will be offered through our online platform.

V. School Operations

Field Trips

Field trips may be conducted throughout the school year and are correlated with students' educational experiences within the classroom. Parental permission slips are required for a student to participate.

Without a signed permission slip, the student will not be able to participate in the field trip. In addition, an Emergency Medical Authorization Form must be on file at the school before a student may participate. Teachers may request parents/guardians to assist in organizing and chaperoning field trips.

VPA of West Virginia teachers arrange a variety of special gatherings for students and families monthly. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents about school. Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. 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 School Community Board and/or the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Parents, 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.

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 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 VPA of West Virginia 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.

VI. Health and Safety

The school provides a safe and clean environment and takes precautions to protect students and staff.

Medication Administration

The administration of medication to students during the school day is the responsibility of the parents per West Virginia Code §126-27. West Virginia Code §126-27-6.5.b. promotes student individual responsibility and education. Self-administer prescribed emergency or acute medications, such as but not limited to epinephrine, insulin, asthma inhaler or ibuprofen when the prescription indicates that said student may maintain possession of the medication. The student must be able to bring the medication to school, carry the medication in a safe and responsible manner, and use the medication only as prescribed. At the discretion of county boards of education, high school students (not below grade 9) may be allowed to carry and self-administer non-prescribed OTC medication with parent/guardian authorization, unless restricted by the administrator/principal.

Technology and Internet Safety

The use of technology is a privilege and an important part of the school's overall curriculum. The school will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and employees of the school but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error-free or uninterrupted. The school always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

By signing the Parent/Student Contract Page at the end of the Parent/Student Handbook, the parent and student agree:

- To abide by all school policies relating to the use of technology;
- To release all school employees from any and all claims of any nature arising from the use or inability to use the technology;
- That the use of technology is a privilege; and
- That use of the technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

The parent/student further agrees and understands that the student may have his/her privileges revoked or other disciplinary actions taken against him/her for actions or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials the school believes may be unlawful, obscene, pornographic, abusive, harmful to minors or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized purposes – the school technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, bullying, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without consent of the school;
- Violating the conditions of federal and West Virginia law dealing with students and employees' rights to privacy;
- Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware;
- Damaging any technology devices;
- Allowing anyone else to use an account other than the account holder; and
- Other unlawful or inappropriate behavior.

The parent and student also acknowledge and agree that the student is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action.

The parent and student must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user will be liable for any and all costs; and

- Violation of the Internet Usage Policy is also a violation of the school Code of Conduct and may result in other disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

Acceptable Use of Technology

All students and parents must be aware of and understand their responsibilities when accessing and using school technology and resources. The Virtual Preparatory Academy of West Virginia instructional computing resources include any computer, software or transmission system that is owned, operated, or leased by the Virtual Preparatory Academy.

Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in removal of your access to the school's instructional computing resources, which could result in your inability to complete learning activities.

Accountability

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

In addition:

- Do not interfere with other users' ability to access the Virtual Preparatory Academy of West Virginia's AMP system 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-Virtual Preparatory Academy of West Virginia commercial activities, non-Virtual Preparatory Academy of West Virginia product advertising, or political lobbying on a Virtual Preparatory Academy of West Virginia-owned or leased instructional computing resource.
- Do not use the Virtual Preparatory Academy of West Virginia 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 the Virtual Preparatory Academy of West Virginia's instructional computing resources.
- Do not post any MP3 files, compressed video, or other non-instructional files to any Virtual Preparatory Academy of West Virginia server.

Student Internet Safety

Do not reveal 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 the Virtual Preparatory Academy of West Virginia. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with the Virtual Preparatory Academy of West Virginia.

“Netiquette”

At the Virtual Preparatory Academy of West Virginia, parents 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. Students are expected to refrain from using profanity and derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Any responses should be focused on the questions or issues being discussed, not on the individuals involved. Criticism should be constructive not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos. Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's e-mail addresses.

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).

Students shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using the Virtual Preparatory Academy of West Virginia computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected. Source Citation Many courses require written work in which students will need to cite sources. Any direct quotations from instructional materials 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. When 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).

Appropriate Use of Technology

The Virtual Preparatory Academy of West Virginia reserves the right to review any material transmitted using school instructional computing resources or posted to a school instructional computing resource to determine the appropriateness of such material. The Virtual Preparatory Academy of West Virginia may review this material at any time, with or without notice. E-mail transmitted via school instructional computing resources is not private and may be monitored.

Harassment, Intimidation, Bullying

As more fully set forth in the school's Policy on Harassment, Intimidation and Bullying, including by an electronic act, and attached as Appendix 1 to this handbook, harassment, intimidation, or bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include counseling, suspension, or expulsion from school. The school's commitment to addressing harassment, intimidation, and bullying, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which this behavior will not be tolerated by students, faculty or school personnel.

It is imperative that harassment, intimidation, and bullying be identified only when the specific elements of the definition are met, because the designation of the conduct of such behavior carries with its special statutory obligations. Any misconduct by one student against another student or staff, whether appropriately defined as harassment, intimidation, or bullying will result in appropriate disciplinary consequences for the perpetrator.

Prohibited Gang Activity

Students are prohibited from engaging in gang activities while at school, on school property, to or from school, or at a school-related function or event whether at the school or outside of the school facility, and on the Internet. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from school.

The term “gang” is defined as any non-school sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others

The term “gang activity” is defined as any conduct engaged in by a student:

- On behalf of a gang;
- To perpetrate the existence of a gang;
- To effect or promote the common purpose and design of any gang, including the wearing of apparel, jewelry, or symbols;
- To recruit for membership in a gang;
- To threaten or intimidate by use of gang affiliation; or
- To represent a gang affiliation, loyalty, or membership in any way while on school grounds or while attending a school function.

These activities may include things such as recruiting students for membership in a gang and threatening or intimidating other students or staff against their will to promote the common purpose and design of any gang.

Drug-Free School

In accordance with applicable law, the school prohibits the use, possession, concealment, or distribution of drugs by students on the school grounds, in the school building, on school buses, or at any school related event. Drugs include any alcoholic beverage, an anabolic steroid, and any dangerous controlled substance as defined by state or federal statute, or any substance that could be considered a “look alike” controlled substance. Compliance with this school policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action as specified in this Parent/Student Handbook, up to and including expulsion from the school. When required by state law, the school will also notify law enforcement officials.

Weapon-Free School

No student at any time, for any reason shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon or considered a “look-alike” weapon in or on property of the school, school bus, or any school-sponsored activity held away from the school property. Possession of a weapon may result in immediate expulsion and involvement of local law enforcement.

- A weapon is anything that is commonly used or designed to hurt someone or to put someone in fear (examples: guns, knives, knuckles, clubs, box-cutters, etc.).
- A dangerous instrument is anything that although not specifically designed to hurt someone, can be used to hurt someone, or put someone in fear (examples: belts, combs, compasses, etc.).
- An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.).
- Any object that closely resembles a weapon or explosive and could put persons in fear for their safety is included in this category (examples: starter pistols, pellet guns, toy guns, smoke bombs, etc.).

Firearm has the same meaning as provided under the “Gun Free Schools Act of 1994.” At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter’s gun) which will or is designed to or can readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the “Gun Free Schools Act of 1994” changes, then the definition outlined in this policy shall automatically change to conform to it.

Knife is defined as a cutting instrument consisting of a sharp blade or edge, not to include scissors, wire cutters or other similar tools determined by the administrator to be necessary for the school setting at a particular building or grade level, if used only for the necessary purpose.

Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services (CPS), per required timelines. The school must also investigate for the purpose of determining whether there has been a violation of the School Policy or Procedure, even if law enforcement or CPS is also investigating. All school personnel must cooperate with investigations by outside agencies.

School Crisis Response Plan

VPA of West Virginia shall create a comprehensive crisis response plan, appropriate for a virtual school, with necessary safeguards to protect information contained in each response plan that may be considered protected critical infrastructure information, law enforcement sensitive information or for official use only. The crisis response plan will conform with the West Virginia School Safety Act.

VII. School Records

The school takes student records and their confidentiality very seriously and has a policy of not disclosing any student records to anyone outside of the school except in strict accordance with state and federal law. Records of students are only released to another school upon properly authorized request from that school or from a signed release by the parent or as otherwise required by law.

Current Information

To ensure student records are up-to-date parents must inform the school of address, telephone (home/work), and legal custody changes as they occur during the school year.

Request for Records

The school secretary will request student records from the previous school(s) upon completion of enrollment. Pursuant to the West Virginia code, the requested records must be received within fourteen (14) days. If the records are not received within fourteen (14) days or if the previous school indicates there are no records, the local law enforcement agency will be notified regarding the possibility that the student may be a missing child. All fees are due at the time of record release.

Student Directory Information

While FERPA permits schools to adopt a policy allowing the release of Directory Information Policy under which “directory information” concerning students may be released to the public under certain circumstance, schools are not required to do so. Whereas the school has not adopted such a policy, the school’s practice in compliance with FERPA is not to release education records or personally identifiable information in the absence of explicit consent from a parent or student over the age of eighteen.

Audio-Visual Information

The school recognizes the value of audio-visual and other types of electronic communication in providing students with an effective education. In communicating school-related activities, opportunities exist to photograph and videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channel, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in school is an integral

part of the reporting responsibility to the community. The school will, however, respect parents' wish for privacy in this area. Parents should call the school with any questions or concerns. Parents may also notify the school in writing if they prefer that the school not use their student's name, picture or work product for presentations or other uses.

Release of Student Records

Access to records will be in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to release of records. In compliance with FERPA, parents have the right to inspect and request corrections to student records. Parents are required to submit their request to inspect student records in writing to the administrator to allow him/her to schedule a reasonable and appropriate time and date for the parent to present their case. Records will be provided for parental inspection only under the direct supervision of administrator or his/her designee. The school must comply with the parent's request for inspection within forty-five (45) days.

Parents have the right to request corrections to student records. Requests for corrections must be submitted in writing to the administrator in a letter that includes the basis for such correction. Parents have the right to a response to reasonable requests for explanations and interpretations of the records. Parents also have a right to obtain copies of the records or make other arrangements where circumstances would effectively prevent the parent or student from exercising the right to inspect.

Release or inspection of student records will be handled in accordance with the Board of Director's Student Records Policy.

Parents have the right to file a complaint with the West Virginia Department of Education if they think that the school or the school district their student previously attended is not complying with the federal laws or regulations regarding student records.

Non-Custodial Parent Record Request

The school will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the enrollment file, academic file, vocational file, Title One file, and graduation file);
- Health records;
- Psychological records;
- Parent conferences and lab observations.

Only the custodial parent can have access to Due Process where the child is classified as being handicapped, and only the custodial parent can make decisions about the child.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

Protection of Pupil Rights Amendment (PPRA) Notification

Description of Intent

The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the

effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. Families may also be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, parent, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents of minors' certain rights regarding the school's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- The right to provide consent before students are required to submit to a survey that concerns one or more protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:
 1. political affiliations or beliefs of the student or student's parent
 2. mental or psychological problems of the student or student's family
 3. sexual behavior or attitudes
 4. illegal, antisocial, self-incriminating, or demeaning behavior
 5. critical appraisals of others with whom respondents have close family relationships
 6. legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 7. religious practices, affiliations, or beliefs of the student or parent/
 8. income, other than as required by law to determine program eligibility
- The right to receive notice and an opportunity to opt a student out of the following:
 1. any other Protected Information Survey, regardless of funding
 2. any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
 3. activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
- The right to inspection, upon request and before administration or use, of the following:
 1. Protected Information Surveys of students
 2. instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 3. instructional material used as part of the educational curriculum

Notification Procedures

The school will work to develop and adopt policies regarding these rights in consultation with parent. The school will also work to plan to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The school will directly notify the parent of these policies annually in this PPRA Notice or after any substantive changes. The school will also directly notify by U.S. mail, e-mail, or other reasonably available method, the parents of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent to opt students out of participation in the specific activity or survey. The school will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the parent will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The parent will also be provided an

opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or other distribution
- administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a student is scheduled to participate in these activities, the student will be notified as described above.

Reporting a Violation

The parent/or student who believes his/her rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

VIII. Special Populations and At-Risk students

The Student Services team empowers students to overcome academic, social, emotional, mental health or other challenges to ensure students are successful in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources. Student Services team members and teachers work together with families to provide the wrap around supports needed to ensure students are motivated and stay on track for graduation. Blocks of time for remediation and enrichments will be deliberately added into the daily and weekly schedule.

Gifted Students

Gifted and high ability students will thrive at VPA of West Virginia. Through the placement process, these learners will be provided the most appropriate curriculum, pacing and teaching approaches from day one. Teachers will work closely with the parent/guardian and the Accel curriculum team to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of virtual gifted education as they will be able to work at their own pace without the restraints of traditional school classroom pacing.

English Language Learners

The Virtual Preparatory Academy of West Virginia will meet the needs of English Language Learners as required by State and Federal law by increasing the English language proficiency (ELP) and academic language proficiency in content-area subject matter. The school will seek to employ teachers with the teaching ESL endorsement will serve as the English learners' Teacher of Record. The ELL teacher-to-student ratio is set at 1:20 in the school budget.

All English Learners in the Virtual Preparatory Academy of West Virginia will have a learning plan per state guidance, and the plan will be implemented with fidelity by all teachers and staff who work with the student. The learning plan will detail strategies, instructional and assessment accommodations, modifications, goals for the student, and results on the state and local assessment data. The learning plan will be updated annually or earlier if needed to reflect the student's language proficiency growth.

The English Learner Plan will:

- Be aligned to state academic content standards for the appropriate grade level of the ELs;

- Include EL instruction delivered by properly certified teachers who hold a West Virginia ESL endorsement certificate or who are working in conjunction with ESL endorsed teachers.
- Provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- Not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

EL students will be monitored for their progress throughout the school year and assessed annually using the English Language Proficiency Assessment for the 21st Century (ELPA21) assessments. Students who meet West Virginia’s exit criteria on that assessment will be reclassified and exit EL services but be monitored per state guidelines for the next two years.

The EL program will be reviewed annually based on local and state data of English Learners and the general student population and other overlapping subgroups such as special education and free and reduced lunch eligible students. The annual review will include looking at data regarding equitable representation, academic achievement, elementary and secondary programming, professional learning and teacher capacity, family engagement, and resource allocation.

IX. Child Find

Student Identification and Child Find

VPA of West Virginia will develop and implement written policies and a variety of procedures to ensure the location, identification, and evaluation of students who are in need special education and related services. As a statewide charter school, VPA of West Virginia understands that its child-find responsibilities extend throughout the state, and that those responsibilities will overlap with those of school districts around the state, as well. Accordingly, VPA of West Virginia will utilize a variety of community outreach procedures available in a primarily online format to reach families across the state who suspect their child may be eligible for special education services. These procedures may include social media outreach, postings on the VPA of West Virginia website, site-based postings, and outreach to community organizations, home-school populations, and private school populations throughout the state. School administration will ensure that all staff are appropriately trained in these policies and procedures and that they receive appropriate support. School administration and other school staff will also ensure that parents/guardians are aware of the process for determining if a student is eligible for special education and how to initiate and participate in the process.

Screening

School staff will be identified for participation in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) Team, including a special education staff member. The special education staff member will provide guidance to the team on specific instructional and behavioral interventions for students. The team will ensure that students who are not responding adequately to the established interventions are referred for a special education evaluation in a timely manner, engaging the parent/guardian in the process. The team will verify that the struggling student has received appropriate instruction and that the student’s difficulties are not related to Limited English Proficiency or, if they are, identify appropriate support. Data related to academic achievement, behavior concerns, intervention results, and academic progress will also be reviewed by the team.

Pre-Referral/Referral/Initial Evaluation/Eligibility

Students may be referred for special education evaluation by their parent/guardian, teacher, or the Student Support Team (SST). The team, consisting of general education teachers, special education staff, and school

administrators will regularly review data on students that are not progressing as expected. The SST will consult with the parent/guardians and address struggling students' needs through the MTSS/RtII process. The teacher will implement and document interventions and the student's response to interventions. If a student is referred for an evaluation, the students' response to MTSS/RtII efforts are used as one data metric in the determination of special education eligibility. These interventions will not be used to delay or deny a parent/guardian-requested special education evaluation. A student's eligibility for special education and related services will be determined through assessments administered by a school psychologist, classroom data, review of records and parent and teacher input.

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations must consider the child's English language skills and ethnic background to ensure that the testing and evaluation will be equitable for children of any race or culture. Tests will be given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible. Upon enrollment in VPA of West Virginia the parent/guardian will complete a Language Preference Form to ensure communication and assessments are delivered in the student/family's native language.

Instructional Programming

Students enrolled in VPA of West Virginia will receive a Free and Appropriate Public Education in the Least Restrictive Environment to the maximum extent possible.

Students determined in need of itinerant or supplemental level of support will access the general education curriculum with adaptations and modifications as outlined in their IEP in the general education classroom with their typical peers. Special education and general education teachers will collaborate to make necessary adaptations and modifications. Students may receive more intense instruction in small groups (with or without general education peers) or one-on-one sessions, depending on the specific needs of the student and as described in the student's IEP. Students that qualify for the alternative state assessment, West Virginia Alternative Summative Assessment (WVASA), will utilize a comprehensive program using an alternative curriculum which will include core content, social skills instruction and daily living skills based on individual needs. Instruction will follow the West Virginia Alternate Academic Achievement Standards.

Alternative placements are considered when current educational environment is no longer meeting the needs of the student and the IEP team determines that a student needs more intensive supports and programming. Alternative placements can include center-based programs, approved private placements and/or home and hospital instruction.

Assistive Technology (AT)

Assistive Technology is any sort of device that helps those with disabilities have equal access to the curriculum. These tools might include recording devices, closed captioning, personal listening devices and special keyboards. If the case conference committee determines that a student needs any assistive technology devices or services, VPA of West Virginia will provide – at no extra cost to the family - the requisite AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the students' IEP. Transition The IEP team will develop a transition plan that will be in effect when the student enters 9th grade, becomes 14 years of age, or earlier if the IEP team determines it appropriate. The transition plan will prepare the student to move from school to post-school activities including post-secondary education, vocational education, or adult education independent or supported employment and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the IEP meeting.

Progress Monitoring

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

Disproportionality

VPA of West Virginia will collect and examine data regularly to ensure disproportionality is not evident in the areas of identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices will be implemented to ensure students are found eligible for special education services without unjust bias:

- Evaluations will be administered by trained and licensed personnel
- More than one single measure or assessment will be used to determine a disability
- Evaluations will not be discriminatory or racially/culturally biased
- Evaluations will take into consideration the child's English language skills, including ethnic background Evaluations will be administered in the child's native language, or mode of communication If there is any evidence of disproportionality, the school will review, and revise if needed, all procedures and policies that may be contributing.

X. Complaint Procedure

The Virtual Preparatory Academy of West Virginia (VPA) is committed to fostering and achieving student/ family satisfaction. The Virtual Preparatory Academy of West Virginia does not discriminate based on a protected class including but not limited to race, color, national origin, age, religion, disability or sex (including sexual stereotype nonconformity), in the programs or activities which it operates or the employment therein or admission thereto. The school strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. VPA of West Virginia has designated several staff members as coordinators of non-discrimination and anti-harassment. The coordinators are responsible for monitoring and ensuring compliance with all non-discrimination and anti-harassment law. The coordinators shall document all reports of discrimination or harassment and establish a protocol for recordkeeping.

Step 1: The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School will respond within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. The Head of School contact information is in the school handbook and is listed in the Help section on the school's AMP learning system.

Step 2: If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Virtual Preparatory Academy of West Virginia Board of Directors, and they will

attempt to resolve the issue. To be consistent with the follow-up timeline of the Head of School, the Board President or designee will meet with the parent within ten days. A meeting will be scheduled virtually, by phone or in person that will include the parent, Board President/designee, Head of School, Principal, teacher and/or student if applicable. The Board of Directors contact information will be available in the school handbook and website.

Step 3: If the Virtual Preparatory Academy of West Virginia governing board does not resolve the situation, the family may file a complaint with the West Virginia Professional State Charter School Board.

XI. Non-Discrimination and Title IX/ Section 504 Notice

The school does not discriminate on the basis of religion, race, color, ethnicity, national origin, gender, sexual orientation, economic status, homelessness, or disability in its programs and activities.

All employees shall report to the Title IX coordinator at any time the employee has notice of sexual harassment, including allegations of sexual harassment.

The following have been designated to handle inquiries regarding non-discrimination policies and can advise parents on the specific civil rights grievance procedure.

Title IX Coordinator

ACCEL Schools
Vice President of Operations
4700 Rockside Road
Suite #345
Independence, OH 44131
216-583-5095

Section 504 Coordinator

ACCEL Schools
Vice President of Operations
4700 Rockside Road
Suite #345
Independence, OH 44131
216-583-5095

XII. Homeless Policy

The school provides an educational environment that treats all students equally. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. Accordingly, the School will enroll each homeless student in the school determined to be in the student's best interest. This commitment to the educational rights of homeless or unaccompanied youth applies to all services, programs, and activities provided or made available. The school shall fully comply with McKinney-Vento Homeless Assistance Act.

The school shall designate a staff member to be the school liaison for homeless students ("School Liaison"). The school shall display the contact information for the School Liaison in the building. Homeless issue awareness training shall be provided to all staff members. All questions and concerns of the staff members should be referred to the School Liaison.

The School Liaison for Homeless Students shall ensure that the parent or guardian of a homeless student and any unaccompanied youth is:

- Assisted in accessing transportation to the selected school
- Provided assistance in exercising the right to attend the school of his/her choice
- Serviced without being labeled as homeless by school personnel
- Provided the information in this policy in a manner and form understandable to the parent or guardian, and if necessary, in the native language of the parent or guardian
- Assisted in the Dispute Resolution process as outlined herein

Eligibility:

A student may be considered eligible for services as a “Homeless Child” under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- With other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubling up”)
- In a shelter, temporary shared housing, or transitional living program
- In emergency or transitional shelters
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus or train station, park, car, or abandoned building, public spaces, substandard housing
- In a temporary or transitional foster care placement or awaiting placement
- Abandonment in hospitals
- A primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- Migratory students

Placement: The School shall make school placement determinations based on the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student’s parent or guardian or otherwise not in the best interest of the student.

To the extent feasible, the school shall comply with a request made by parents regarding school placement regardless of whether the student lives with the homeless parents or is temporarily residing elsewhere.

Immediate Enrollment: Should a dispute arise over eligibility, school selection, or enrollment the dispute resolution procedures shall be followed as provided herein and the student shall be immediately enrolled during the pendency of the dispute and all appeals. Proof of residence, birth certificate, immunization records, and other documentation cannot serve as a barrier to enrollment in a school.

School Selection: The eligible student has the right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which he/she currently resides (School of Residency)

Participation in Programs: Eligible students have a right to access all the school’s programs and services on the same basis as all other students, including special education, and any extra-curricular activities.

Dispute Resolution: The student, parent or guardian has the right to appeal any School determination of eligibility, school selection, or enrollment. The School Liaison will guide the student, parent, or guardian

through the entire dispute resolution process. The School Liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian, or unaccompanied youth cannot do so by him or herself and providing access to School materials, such as copiers and fax machines.

Should a dispute arise over eligibility, school selection, or enrollment in a school the following procedure is to be followed:

1. The school shall immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment for these purposes is defined as attending classes and participating fully in school activities.
2. Upon determination of eligibility, enrollment, or school selection, the school will provide a written explanation of any decisions made to parents, guardians, or unaccompanied youth. The school should use capture all relevant information. Regardless of what form is used, the written explanation should be easy to understand and free of jargon. When appropriate, the school will translate the decision into the recipient's dominant language. At a minimum, the written explanation of how the school reached its decision regarding eligibility, school selection, or enrollment will include:
 - A description of the action that the school proposed or refused
 - An explanation of why the school proposed or refused the action
 - A description of any other options the school considered
 - The reasons why the school rejected any other options
 - A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination. (This includes the facts, witnesses and evidence relied upon and their sources.)
 - Appropriate timelines to ensure any relevant deadlines are met
 - Contact information for the school liaison and state homeless education coordinator and a brief description of their roles
 - Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal
3. The school will refer the student, parent or guardian to the School Liaison who will initiate the dispute resolution process as quickly as possible. The Liaison will make sure that the school follows the dispute resolution process. The Liaison also must ensure that unaccompanied youth receive the same rights to appeal the school's eligibility, school selection or enrollment decision as parents and guardians. The role of the Liaison is to assist the student, parent, or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.
4. Following an appeal at the school level, if the student, parent, or guardian still disagrees with the determination, they may appeal to the West Virginia Department of Education. The School Liaison will forward all written documentation and related documents to the state coordinator for Homeless Education at the West Virginia Department of Education. The School Liaison may use Attachment 2 to help capture all relevant information. Upon receipt of any requested documentation, the state coordinator for Homeless Education will investigate the dispute and request applicable documentation. The West Virginia Department of Education will decide within 15 school days from the receipt of all necessary materials. The Department will provide the final decision to the school superintendent, building principal, School Liaison, and parent, guardian, or unaccompanied youth. All parties must immediately adhere to the final determination.

Disclaimer: Parent-Student Handbook is based in significant part on policies contained in the Board Policy Manual adopted by the Board of Directors. Those Board Policies are incorporated by reference into the provisions of this Handbook. The Policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the policies provided in this Handbook since it was printed and disseminated. If anything in this Parent-Student Handbook conflicts with a Board

Policy, the Board Policy Manual shall supersede the Parent-Student Handbook. If you have questions or would like more information about a specific policy or document, contact the school principal.



Parent/Student Handbook Contract
2022-2023

Student's Name: _____ Grade: _____
PRINT

Parent's/Guardian's Name: _____
PRINT

We have read and understand all the information contained in this manual including student code of conduct, internet usage policy and related policies. We agree to abide by and support the school's policies and code of Conduct in the Parent – Student Handbook and all policies included in the Board of Director's Board Policy Manual.

Agreed to by:

Student's Signature: _____ Date: _____

Parent / Guardian's Signature: _____ Date: _____

Please return signed form to school Office.
This agreement will be placed into the student's file.

Media Release

STUDENT INFORMATION FORM

Please print clearly:

_____ Age _____
Name of participating student

School

_____ grade
city/town/zip

TO BE COMPLETED BY PARENT or GUARDIAN:

I/We understand that as part of my/our child's/my attendance at the school, photos, videos, and quotations may be taken for use in publications and reports about the program. I/We further understand that members of the news media invited to cover the program may take photos, videos, and quotations. I/We grant permission to use such materials for the promotion of the program.

_____ date
Signature of parent or guardian

- PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY.
- PLEASE RETURN THIS FORM TO THE OFFICE.

