



Parent-Student Handbook

2025-2026

Virtual Preparatory Academy of West
Virginia

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1. Introduction

Welcome and Overview

Welcome to Virtual Preparatory Academy of West Virginia (VPA of WV)! We are excited to partner with you to ensure a successful and enriching school year for your student(s). This handbook is designed to clearly outline mutual expectations and provide helpful information to support a productive and positive learning experience. VPA of West Virginia offers a unique learning environment that blends the flexibility of online education with the structure and support of teacher-led instruction. As a statewide public charter school serving students in grades K-12, we provide an innovative and interactive curriculum that is fully aligned with the West Virginia Content Standards and delivered by certified West Virginia educators. Our instructional model includes a mix of synchronous (live) and asynchronous (independent) learning, personalized one-on-one tutoring, structured peer interaction, and a strong emphasis on the academic and life skills needed for success in college, careers, and beyond. This handbook addresses many common questions you and your family may have throughout the year. We encourage both students and parents to read it carefully and keep it accessible for reference. For the purposes of this handbook, the term "parent" refers to any legal caregiver of a minor child, including but not limited to a mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about the contents of this handbook, please reach out to the Head of School, who serves in a role similar to that of a superintendent in a traditional school district. At VPA of West Virginia, we believe that cooperation, respect for others, and curiosity are the foundation of meaningful learning. The policies and guidelines outlined in this handbook are designed to foster a safe, supportive, and engaging educational environment for every student. This handbook is available in alternative

formats, such as large print, audio, or translated versions, upon request. Contact the school office at info@vprepwv.org to request accommodations.

Mission and Educational Philosophy

At Virtual Preparatory Academy of West Virginia (VPA of West Virginia), our mission is to provide every student with a personalized, career-focused education in a dynamic and engaging online environment. We are committed to academic excellence, innovation, and preparing students for success in a world full of opportunities.

The VPA of West Virginia Parent-Student Handbook is created in collaboration with both families and school staff, and is approved by the school's Board of Directors. VPA of West Virginia is a public charter school, established under Title 126, Series 79 (3300) of the West Virginia Department of Education. As a public charter school, all enrolled students are required by law to participate in statewide assessments and other mandated examinations. Additional legal requirements may also apply to students. (See W. Va. Code §18-5G-3(a)(1), §18-5G-3(c)(6), and §18-5G-3(c)(9).)

For questions about these requirements, please contact the school administration or the West Virginia Department of Education.

Please note: This handbook serves as a guide to support our shared commitment to student success. Policies may be updated as needed, with changes communicated to families promptly.

2. School Calendar and Key Dates

To support family planning and ensure transparency in accordance with W. Va. Code §18-5G-3(c)(6), the following section outlines the academic calendar and key dates for the 2025-2026 school year.

School Calendar

The Virtual Preparatory Academy of West Virginia operates on a 180-day instructional calendar, aligned with West Virginia state requirements.

Virtual Preparatory Academy of West Virginia

2025-2026 School Calendar

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

 Highlighted Dates (See Lists Below)
 Staff Returns
 Professional Development (PD) Days

 Report Cards
 First and Last Day of School

Aug 4	Staff Returns		
Aug 18	First Day of Classes	April 3	Good Friday
Sept 1	Labor Day	April 5	Easter
Nov 11	Veteran's Day	April 6	Spring Break Starts
Nov 24	Thanksgiving Break Starts	April 10	Spring Break Last Day
Nov 28	Thanksgiving Break Ends	May 12	Election Day
Dec 22	Winter Break Starts	May 25	Memorial Day
Jan 2	Winter Break Last Day	May 29	Last Day of School/Graduation
Jan 19	MLK Jr. Day		
Feb 16	President's Day		
		Semesters	
		1st Semester: August 18th-Jan 14th	
		2nd Semester: Jan 15th- May 28th	
		Testing Dates	
		Grades 3-8 April 13-May 22	
		DLM: April 13-May 15	
		Digital SAT: April 6-April 24	
		Golden Horseshoe - March	

2. Admission and Enrollment

Admission Preferences

Enrollment at Virtual Preparatory Academy of West Virginia (VPA of WV) is open to all students residing in the state and is driven by family choice. Each year, the school will announce its open enrollment window, inviting parents and guardians across West Virginia to apply for their student(s). If the number of applicants exceeds the available capacity for a particular grade level or the school as a whole, VPA of WV will conduct a fair and transparent lottery. Before the lottery takes place, enrollment preference will be given to:

- Students who attended VPA of WV during the previous school year, and
- Siblings of currently enrolled students.

As a statewide public charter school, VPA of WV welcomes all students residing in West Virginia, as long as there is available space in the appropriate grade level, based on the school's annual enrollment capacity goals. [W. Va. Code §18-33-9] All students are welcome to apply and will be considered for admission in accordance with state law and school policy.

Enrollment Process

Enrollment at Virtual Preparatory Academy of West Virginia (VPA of WV) is open to all eligible students residing in West Virginia and begins with the completion of an application during the school's designated open enrollment period.

- **Application Submission:** Parents or legal guardians must complete and submit a digital or paper Application for Admission to be considered for enrollment. This includes participation in a lottery if one is required.
- **Open Enrollment Period:** Open enrollment begins annually in February. Applications submitted by the announced deadline will be reviewed for completeness, legal residency, and student eligibility (age/grade level).
- **Kindergarten Eligibility:** To enroll in kindergarten, a child must be five (5) years old on or before July 1 of the academic year in which enrollment is sought.

- **Application Review:** Only complete applications with the necessary documentation will be considered. Incomplete submissions will not move forward in the process.
- **Lottery Procedure:** If the number of applications exceeds available seats for any grade level or the school overall, a random selection lottery will be held. Public notification of the lottery will serve as an official meeting notice, even if no Board action is planned. Enrollment preferences will be granted to:
 - Students previously enrolled at VPA of WV
 - Siblings of currently enrolled students
- **Post-Lottery Notification:** Following the lottery, families will be informed of their child's enrollment status.

Registration Process:

- Families offered enrollment must complete digital registration (or request a paper version) within two weeks.
- All required compliance documentation must be submitted for the registration to be considered complete.
- Failure to complete registration or submit required documents within the timeframe will result in forfeiture of the enrollment offer.
- **Seat Assignment:** Once registration is complete and all documentation is verified, the student will be placed in an available seat for their grade level.

If No Lottery Is Required:

- When the number of applications does not exceed available seats, applicants will have one week to complete registration.
- After that week, enrollment will open to the public and continue on a rolling basis until grade-level or school capacity is reached.

Summary of Lottery Process:

- Submit application during open enrollment (May).
- Complete applications reviewed for eligibility.
- Lottery held if applications exceed capacity.
- Families notified of status post-lottery.
- Complete registration within two weeks to secure seat.

Waitlist Policy

The waitlist is a ranked list of applicants who have not yet received an enrollment offer. It is established through the enrollment lottery and becomes active once all available seats have been filled.

- Applicants not selected during the lottery will be placed on the waitlist in the order their names were drawn.
- The waitlist remains valid for the duration of the current academic year only and does not carry over to the following school year.
- A new application must be submitted each year to be considered for enrollment or waitlist placement.

Students seeking to transfer into VPA of WV during the school year may do so if space is available at their grade level. If no space is available, the student will be added to the current grade-level waitlist in the order received.

Sibling Priority: If a student is placed on a waitlist but has a sibling already enrolled at VPA of WV, that student will receive priority placement when a seat becomes available. VPA of WV will continue to follow this process until all enrollment slots are filled and maintained for the school year.

Kindergarten Entrance and Screening

To enroll in kindergarten at VPA of West Virginia, children must be five (5) years old on or before July 1 of the school year. Children who do not meet this age requirement may qualify for early entrance under the school's specific early admission policy. All students enrolling in kindergarten for the first time will participate in screenings for vision, hearing, and speech/language development. These screenings are designed to identify any potential areas of concern and are not used to determine a child's eligibility for kindergarten enrollment. If a screening suggests a possible learning need, the school will conduct further assessments to better understand how to support the student's development. However, screening and assessment results are not used for diagnostic purposes or to assign students to specific placements. Instead, this process helps the school identify areas where a student may benefit from additional support, such as early intervention, skill development, acceleration, or enrichment opportunities.

Registration and Re-Enrollment

Becoming a student at Virtual Preparatory Academy of West Virginia (VPA of WV) involves a two-step process: registration and enrollment. These steps are distinct, and both must be completed before a student is officially admitted to the school.

Step 1: Registration

Registration is the first step, where a parent or guardian formally expresses interest in having their child attend VPA of WV. Submitting a registration does not guarantee enrollment.

To register, parents/guardians must:

- Complete and submit the Registration Form, and
- Provide the following required documents:
 - Child's birth certificate or other approved documentation under state law
 - Proof of residency
 - Immunization record
 - Most recent report card (when applicable).

Annual Verification

Parents/guardians (or students age 18 and older) are required to:

- Submit proof of residency each year, and
- Notify the school immediately of any changes in address, residency, or custody.

Step 2: Enrollment

Enrollment begins after the registration process and, if applicable, the lottery process is complete. A child is officially enrolled and becomes a student at the school when all the following are met:

- Registration is fully complete
- All required enrollment documents are submitted as part of the Enrollment Packet, and
- The student's grade placement has been assigned.

All admissions and enrollment practices are conducted in accordance with the West Virginia Code and the school's official Admission and Enrollment Policy.

Re-Enrollment

Students currently enrolled at Virtual Preparatory Academy of West Virginia (VPA of WV) are not automatically re-enrolled for the next school year. Families must confirm their intent to return during the designated re-enrollment period, which typically begins in late March or early April.

To secure a spot for the upcoming school year, parents or guardians must:

- Submit a re-enrollment confirmation by the specified deadline, and
- Notify the school of any changes to residency, contact information, or custody arrangements.

Timely communication ensures accurate planning and helps the school maintain up-to-date records for continued support and services.

Non-Discrimination Policy

Virtual Preparatory Academy of West Virginia (VPA of WV) is committed to providing equal educational opportunities for all students. Enrollment will not be denied to any eligible applicant on the basis of:

- Gender
- Age
- Race or ethnicity
- Religion
- Color
- National origin or ancestry
- Pregnancy, marital, or parental status
- Economic status
- Sexual orientation
- Homelessness, or
- Physical, mental, emotional, or learning disability.

Additionally, the school does not discriminate in its admissions policies or practices based on intellectual or athletic ability, academic achievement, aptitude, or any other factor that would be unlawful for a public school to consider. VPA of WV upholds these principles to ensure a welcoming, inclusive, and equitable learning environment for all students.

Transfer Student Policy

Mid-year transfer students must submit a transfer application and provide prior school records. Placement will be determined based on available seats and academic alignment, with priority given to waitlisted students if applicable. Contact the school office at info@vprepwv.org for assistance with the transfer process.

3. Health and Safety

Health Certification and Immunization Requirements

State of West Virginia Immunization Requirements for School Attendance

VPrep WV requires that all students submit a copy of their Immunization Records at registration. 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://ceps.wv.gov/immunizations/Documents/school/New School Entry.pdf](https://ceps.wv.gov/immunizations/Documents/school/New%20School%20Entry.pdf)

Vaccine	Requirements	Provisional Enrollment	Additional Information
DTaP/DT P Td/Tdap	Before admission, four doses required. One dose must be after the 4th 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.	- Three doses only for children completing primary series at age 7 years and older. - Children exempted from the pertussis component of this vaccine must still have a minimum of four doses of diphtheria and tetanus vaccine (DT or Td) at the appropriate intervals with one dose after the 4th birthday.
Polio	Before admission, three doses required. One dose must be after the 4th birthday.	After one dose, student may be allowed up to 6 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	

Measles, Mumps, Rubella (MMR)	Before admission, two doses required. First dose must be after the 1st birthday.	After one dose, student may be allowed up to 1 month to complete the series if necessitated by the minimum intervals of the vaccine schedule.	- Applies to students entering Kindergarten and above.
Varicella	Before admission, two doses required. First dose must be after the 1st birthday.	After one dose, student may be allowed up to 3 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	- Applies to students entering Kindergarten and above. - A written history of chickenpox disease signed by the parent or guardian is acceptable in lieu of vaccination.
Hepatitis B	Before admission, three doses required.	After one dose, student may be allowed up to 6 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	
Meningococcal	Before admission to 7th grade, one dose required. Before admission to 12th grade, a	After one dose, student may be allowed up to 6 months to complete the series if	- Applies to students entering 7th grade and above.

	second dose is required if the first dose was given before age 16.	necessitated by the minimum intervals of the vaccine schedule.	
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For more information, please contact the West Virginia Department of Health and Human Resources, Bureau for Public Health, Division of Immunization Services at 1-800-642-3634 or <http://www.dhhr.wv.gov/oeps/immunization/requirements/Pages/default.aspx>

Mental Health and Wellness

VPA of WV prioritizes student mental health. Students and families can access school counselors for support with stress, anxiety, or other challenges. For immediate assistance, contact your child’s teacher or the National Crisis Hotline at 988. Referrals to community mental health services are available upon request.

VPrep CARE Team

At VPrep WV, we are committed to providing a safe, supportive learning environment for all students. To help identify and respond to students in crisis, we have established the VPrep CARE Team, group of trained staff members who work together to provide timely support when concerns arise.

What is the CARE Team?

The CARE Team stands for **Crisis, Assistance, Response, and Engagement**. It exists to ensure that when a student is showing signs of distress, emotionally, socially, or physically, there is a clear and compassionate process in place to offer help.

When is the CARE Team Activated?

A student may be referred to the CARE Team if:

- They are unresponsive to staff communication over several days
- They report (or someone reports) feeling unsafe at home or in the community
- They show signs of emotional distress or possible mental health concerns
- Any situation suggests a student may need immediate or extended support

What Does the CARE Team Do?

Once a CARE Alert is submitted by a staff member, the CARE Team:

1. Reviews the concern and gathers relevant information
2. Determines appropriate next steps, such as:
 - a. Reaching out to the family
 - b. Student assessment
 - c. Coordinating with counseling or wellness supports
 - d. Submitting a CPS report (if legally required)
 - e. Requesting a wellness check by local authorities
3. Follows up to ensure ongoing engagement and support

How Does This Help My Student?

The CARE Team exists so that no student falls through the cracks. We believe early intervention can make a big difference and want every student to know they are valued and not alone. If you have questions or concerns, or if you believe your child may need additional support, please contact your child's teacher or school administrator. The VPrep CARE Team is here to help.

Medication Administration

Medication Administration (During School-Sponsored Events)

The responsibility for administering medication to students lies with the parents, in accordance with West Virginia Code §126-27. This code encourages students to take responsibility for managing their own health needs where appropriate. Students who need to self-administer prescribed emergency or acute medications, such as epinephrine, insulin, asthma inhalers, or ibuprofen, are allowed to do so if their prescription permits. The student must be able to safely bring the medication to school events, carry it responsibly, and use it only as prescribed. At the discretion of the school administration, high school students (grade 9 and above) may also be permitted to carry and self-administer non-prescribed over-the-counter (OTC) medications with written parental or guardian authorization, unless restricted by the school administrator or principal.

Medication during School-Sponsored Activities

It is acknowledged that some students may need medication during school gatherings. Parents and guardians are encouraged to administer medications outside of school gathering hours whenever possible. Parents will assume full responsibility for their child's medical care during these events.

Technology and Internet Safety

The use of technology at the Virtual Preparatory Academy of West Virginia is a privilege and a crucial component of the school's educational curriculum. The school will periodically assess whether the use of technology aligns with its policies for students and staff, but does not guarantee that technology resources will meet specific expectations, or that they will be free from errors or interruptions. The school reserves the right to monitor and log technology usage, track file server space utilization, and inspect network activities as needed for maintenance, security, or the safety of users. Students must use school-provided platforms (e.g., Big Blue Button, Canvas/PowerSchool) for all virtual classes and avoid sharing meeting links or engaging in disruptive behaviors, such as unauthorized screen sharing, which may result in disciplinary action.

By signing the Parent/Student Contract, both the parent and student agree to the following:

- Abide by all school policies related to technology usage.
- Release school employees from any claims arising from the use or inability to use technology.
- Acknowledge that the use of technology is a privilege, not a right.
- Accept that all technology use will be monitored, with no expectation of privacy.

Additionally, the parent and student understand that privileges may be revoked or disciplinary actions may be taken if the student engages in misuse or violations such as:

- Altering system technology, including software or hardware.
- Introducing unauthorized information, viruses, or harmful programs to the system.
- Accessing, sharing, or distributing unlawful, obscene, or harmful materials.
- Using school technology for non-educational purposes (e.g., commercial or political activities).
- Modifying or seeking unauthorized access to others' files, passwords, or data.
- Disrupting technology resources or abusing software or hardware.
- Engaging in malicious uses like harassment, hate mail, or discrimination.
- Installing unauthorized software or violating federal and state privacy laws.
- Violating copyright laws by illegally downloading or sharing materials.
- Damaging technology devices or allowing others to misuse an account.

Students are solely responsible for their accounts, passwords, and access privileges. Any misuse may result in disciplinary actions, loss of access, and potential legal consequences.

The parent/student also acknowledges the following responsibilities:

- If a virus or damaging software is transferred, the student is liable for any repair costs.

- If a student intentionally destroys or damages school technology, they are liable for the costs.
- Violations of the Internet Usage Policy may lead to disciplinary action, including suspension or expulsion.

Acceptable Use of Technology

All students and parents must understand their responsibilities when using school technology. The Virtual Preparatory Academy of West Virginia provides access to instructional computing resources, including computers, software, and networks, which are intended for educational use only. Any violations of local, state, or federal laws through the misuse of school technology are considered violations of the Student Code of Conduct. Noncompliance may result in the loss of access to resources, potentially impacting students' ability to complete assignments.

Accountability

Students must respect the integrity of the Virtual Preparatory Academy's online environment. This includes not impersonating others, sharing usernames or passwords, or interfering with other users' access.

Further guidelines include:

- Do not disclose private contact information or publicly post personal messages.
- Do not use school resources for commercial gain, political lobbying, or non-school activities.
- Download or transmit only approved materials, particularly avoiding the uploading of unnecessary non-instructional files like MP3s or videos.
- Abide by the school's policies on online behavior and communication, following "netiquette" guidelines.

Student Internet Safety

Students must never reveal personal information about themselves or others online. They should avoid sharing details such as home addresses, phone numbers, or photos. Additionally, they should not meet in person with anyone they have only met online, especially if that person is not affiliated with the school.

Netiquette

The Virtual Preparatory Academy of West Virginia expects students and parents to follow appropriate online conduct, or "netiquette." This includes refraining from using offensive language, engaging in discriminatory remarks, and ensuring all communications are constructive and respectful. Always proofread messages before sending and avoid disclosing private information.

Use of Copyrighted Materials

All materials provided by the school are copyrighted and intended solely for enrolled students. Unauthorized copying or distribution is prohibited and may result in revoked access to courses. Students should never upload, download, or share copyrighted materials or software unless explicitly authorized for educational purposes.

Appropriate Use of Technology

The school reserves the right to review and monitor any material transmitted through or posted on its systems. This includes emails, which are not private and may be subject to review at any time. The school will ensure that all activity remains appropriate and complies with the Code of Conduct.

School Crisis Response Plan

The Virtual Preparatory Academy of West Virginia will maintain a crisis response plan that conforms to the West Virginia School Safety Act, ensuring the safety and security of all students and staff in the event of an emergency.

Parent Role and Responsibilities in the Online Learning Environment

At VPrep of West Virginia, we recognize that families play an essential role in ensuring student success, especially in a virtual learning environment. To help each student receive the best education possible, parents or guardians must commit to the following expectations:

- **Actively participate in daily learning:** Parents/guardians must be engaged in their child's daily educational activities and provide consistent support and supervision.
- **Support curriculum use:** Parents are responsible for guiding their child through the VPrep curriculum and are expected to become familiar with its structure, tools, and expectations.
- **Follow instructional guidance:** Parents are expected to collaborate with and follow the guidance of their child's certified teachers and academic advisors to support learning at home.
- **Supervision is required:** Students must not be left unsupervised during school hours.
- **Maintain communication:** Ongoing communication between parents and school staff is critical. Parents must be accessible by phone and email and should provide their preferred method and time for communication with teachers and staff.
- **Ensure technology access:** Parents must ensure that the student has a reliable internet connection and a working phone at all times in the learning location. Students are expected to log in daily. Failure to do so will result in unexcused absences.

- **Care for school property:** Parents are responsible for maintaining and returning any school-issued materials, including computers and textbooks. Damaged, lost, or unreturned items may result in fines or fees.
- **Data Privacy Responsibilities:** Parents and students must safeguard account credentials and use secure internet connections to protect personal and academic data. Report any suspected data breaches to your teacher immediately.

4. Student and Parent Responsibilities

Communication

As an online school, Virtual Preparatory Academy of West Virginia relies on electronic communication to stay in touch with parents, students, and families. Most communication will be sent via email, text messaging, phone calls, and mass notifications.

It is the responsibility of parents, students, and learning coaches to regularly check their:

- Text messages
- Emails, and
- Voicemails.

To ensure timely responses, we ask that all communications requiring a reply be addressed within 48 hours.

Learning Coach Expectations

At VPA of WV, the role of the Learning Coach is essential to the success of every student. The Learning Coach works closely with the student, providing guidance and support as they navigate the opportunities and challenges of online education. This partnership is key to helping students thrive in the virtual learning environment. Given the importance of the Learning Coach role, we want to ensure that parents, guardians, and others who take on this responsibility fully understand what is expected of them. Learning Coaches for K-5 students should expect to dedicate 4-6 hours daily to support instruction, while 6-12 coaches typically provide 2-4 hours of oversight, depending on student independence.

At VPA of WV, Learning Coaches are expected to fulfill the following responsibilities, regardless of their student's grade level:

- **Stay informed:** Learning Coaches should check their email and text messages daily for communications and announcements from teachers, success coaches, and administrators.
- **Support scheduling:** Help students plan their day and stay on track with their schedule.
- **Maintain communication:** Regularly communicate with instructors to stay updated on student progress.
- **Report progress:** Keep the teacher informed about both successes and challenges your child is facing.
- **Technical support:** Notify your teacher promptly if there are any technical issues.
- **Use the Parent Portal:** Regularly check the Parent Portal to monitor all aspects of your student's education and stay informed about classroom activities.
- **Attendance:** Complete the attendance form to notify the school of student attendance.
- **Participate in assessments:** Ensure your student participates fully in all mandatory testing, including I-Ready assessments and the annual WV GSA assessments, whether online or in-person.

For Learning Coaches of Elementary Students (Grades K-5):

In addition to the above expectations, Learning Coaches of elementary students are asked to:

- Be present with the student throughout the entire instructional day to ensure tasks are completed and to support the learning process.

For Learning Coaches of Secondary Students (Grades 6-12):

In addition to the above expectations, Learning Coaches of secondary students are asked to:

- Assist students in selecting courses that align with the West Virginia Department of Education's graduation credit requirements.

Offline Work Time Logging Policy

To support academic success and meet state attendance requirements, students at Virtual Prep Academy of West Virginia are expected to complete and log offline instructional time in addition to their live class sessions and online coursework.

What is Offline Work Time?

Offline work time includes any school-related learning activity completed away from the computer. This may include:

- Independent reading
- Completing printed assignments or worksheets
- Practicing math facts or spelling words
- Studying for tests or quizzes
- Project work or experiments
- Parent-led instructional activities

Logging Requirements

- Who Logs Time: Students (or their Learning Coach/Parent) are responsible for entering offline time into the school’s designated learning system or attendance tracker.
- How Often to Log: Offline time must be entered weekly to ensure accurate attendance records.
- What to Include: Each entry should include:
 - Date
 - Subject area
 - Brief description of the activity
 - Duration of time spent

Expectations by Grade Level

While individual learning needs vary, students are expected to engage in a minimum of 5 hours of learning per school day, which can include both online and offline time.

Accountability and Review

- Offline time logs will be reviewed and must be approved by teachers or school administration to ensure alignment with student learning goals.
- Falsifying offline time entries is considered a violation of the school’s Academic Integrity Policy and may result in disciplinary action.

Support for Families

If you are unsure how to track or log offline work, reach out to your student’s teacher for guidance. Our staff is here to support you in building strong routines and meeting your child’s learning needs.

Change of Address/Phone Number/Custody

It is the parents' 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. Please send updates to records@vprepww.org.

Parent Requests for Student Information

Parents of enrolled students may request student record information at any time during the academic year. To initiate this request, parents must send an email to records@vprepww.org. The email should include:

- Parent's name and
- Student's name.

Upon receiving the request, parents will be provided with a link to a form that must be completed for tracking purposes. After submitting the form, the requester will receive a confirmation email acknowledging that the form has been received.

Please note:

- **Academic inquiries:** Parents seeking information about their child's academic performance (such as grade inquiries for the current term, concerns about academic progress, course assignments, makeup work, or offline time submissions) do not need to follow the above process. For these matters, parents should contact the relevant teacher(s) directly.
- **Special Education/Disability documentation:** Parents requesting a copy of Students with Disabilities or Special Education documentation must follow the process outlined above. These requests will be handled by an Operations team member as quickly as possible.
- **Custody agreements or court documentation:** Parents requesting a copy of custody agreements or other court documents on file with the school should also follow the process outlined above. These requests will be processed as soon as possible by an Operations team member.

Parent Role and Responsibilities in the Online Learning Environment

At VPrep of West Virginia, we recognize that families play an essential role in ensuring student success, especially in a virtual learning environment. To help each student receive the best education possible, parents or guardians must commit to the following expectations:

- **Actively participate in daily learning:** Parents/guardians must be engaged in their child’s daily educational activities and provide consistent support and supervision.
- **Support curriculum use:** Parents are responsible for guiding their child through the VPrep curriculum and are expected to become familiar with its structure, tools, and expectations.
- **Follow instructional guidance:** Parents are expected to collaborate with and follow the guidance of their child’s certified teachers and academic advisors to support learning at home.
- **Supervision is required:** Students must not be left unsupervised during school hours.
- **Maintain communication:** Ongoing communication between parents and school staff is critical. Parents must be accessible by phone and email and should provide their preferred method and time for communication with teachers and staff.
- **Ensure technology access:** Parents must ensure that the student has a reliable internet connection and a working phone at all times in the learning location. Students are expected to log in daily. Failure to do so will result in unexcused absences.
- **Care for school property:** Parents are responsible for maintaining and returning any school-issued materials, including computers and textbooks. Damaged, lost, or unreturned items may result in fines or fees.
- **Data Privacy Responsibilities:** Parents and students must safeguard account credentials and use secure internet connections to protect personal and academic data. Report any suspected data breaches to info@vprepwv.org immediately.

Virtual Classroom Expectations

To maintain a professional and distraction-free virtual learning environment, students and families are expected to follow these guidelines during synchronous (live) instructional sessions.

Virtual Classroom Expectations

- **Learning Environment:** Students should participate in live sessions from a quiet, well-lit space with a neutral background to minimize distractions. Avoid settings with excessive noise or visual clutter.

- **Dress Code:** Students must wear appropriate clothing during live sessions, equivalent to what would be acceptable in a traditional classroom (e.g., no sleepwear, offensive graphics, or revealing attire).
- **Camera Use:** Cameras are required to be on during live sessions unless otherwise specified by the teacher (see Camera Policy, Section 6.c).
- **Microphone and Chat:** Microphones should be muted when not speaking to reduce background noise. Use the chat function respectfully for class-related questions or contributions.
- **Engagement:** Students are expected to actively participate, follow teacher instructions, and avoid multitasking or using non-educational websites during sessions.
- **Technical Setup:** Ensure devices are charged, internet connections are stable, and required software (e.g., Big Blue Button, Canvas/PowerSchool) is updated before sessions begin.

Failure to follow these expectations may result in removal from a session and parent notification.

Student Rights and Responsibilities

To ensure a supportive and equitable learning environment, this section outlines the rights and responsibilities of students at VPA of WV, in alignment with federal and state laws (e.g., FERPA, IDEA, Title IX).

Student Rights and Responsibilities

- **Student Rights:**
 - Right to a safe, inclusive, and non-discriminatory learning environment, free from harassment or bullying.
 - Right to access accommodations and support services as outlined in IEPs, 504 Plans, or EL plans.
 - Right to appeal academic or disciplinary decisions through established processes (see Sections 5.k, 7.e).
 - Right to privacy of educational records under FERPA (see Section 8.b).
 - Right to participate in all school programs and activities for which they are eligible, regardless of background or status.
- **Student Responsibilities:**
 - Uphold academic integrity by submitting original work and citing sources properly (see Section 5.q).

- Attend and actively participate in all required instructional sessions and assessments (see Section 6).
- Follow the Code of Conduct and virtual classroom expectations (see Sections 7.b, Virtual Classroom Expectations).
- Respect peers, staff, and school property, including proper use of loaned devices.
- Communicate promptly with teachers or staff about academic or personal challenges.

Students and parents are encouraged to review these rights and responsibilities annually.

5. Academics

Curriculum

VPA of West Virginia is committed to preparing students for career readiness through an innovative, online educational model. This approach emphasizes virtual learning, development of critical college and career skills, and teamwork. The school integrates cutting-edge technology and strategic partnerships with industries, higher education institutions, and community organizations to create clear pathways for academic success and post-graduation opportunities. The school's model is built around the readiness triad: awareness, exploration, and preparation. For students in grades K-5, the curriculum provides a strong foundation in social-emotional learning, alongside career awareness aligned with career readiness standards. Students in grades 6-8 will engage in career exploration through targeted electives, industry-specific community projects, research, and mock interviews. In grades 9-12, students will gain hands-on career preparation through internships, externships, certification programs, competitive events, and workplace experiences. A key feature of the VPA model is extensive data access, enabling teachers to monitor student progress in real-time. This data includes academic performance and attendance, allowing for immediate intervention for all students, including ELLs, students with exceptionalities, gifted and talented students, and those at risk of dropping out. Teachers can then provide personalized, targeted instruction to meet students' needs.

The VPA of West Virginia's CTE framework is an inclusive, integrated approach to education that aims to close skills, interest, and equity gaps in a rapidly evolving global society. The following components are core to every student's educational experience:

- **Career Courses:** In addition to general education, students will have access to career and technical education (CTE) courses aligned with in-demand career fields.
- **Career Development:** Each student will receive an individualized college and career readiness plan, which will be updated annually in High School. Counselors will guide students through

college and career awareness lessons in alignment with the State Board of Education’s Policy 2520.13, College and Career Readiness Standards for Career and Technical Education.

- **Work-Based Learning:** CTE pathway activities will be provided at each 6- 12 grade level to ensure students are prepared as CTE pathway completers and concentrators. These include age-appropriate career-related education activities, including online and regional face-to-face events.
- **Professional Skills:** Soft skills necessary for success in any workplace will be integrated throughout the curriculum, ensuring that students are prepared for future professional environments.
- **Business & College Partnerships:** VPA will forge partnerships with businesses, industries, and local colleges to support work-based learning and offer concurrent enrollment opportunities for qualified students.
- **Social Emotional Learning (SEL):** A focus on SEL is key to supporting the holistic development of each student, ensuring they are prepared for academic success and future career or college endeavors.

Introduction to the AMP Curriculum

The Accel Management Platform for Education (AMP) is a cornerstone of our academic program, providing students with access to a robust curriculum designed to enhance learning and support individualized academic growth. Used across Accel Schools, AMP delivers interactive digital resources, assignments, and assessments that complement classroom instruction, fostering a flexible and engaging educational experience.

Purpose and Goals

The AMP curriculum aims to:

- **Reinforce Core Skills:** Strengthen foundational knowledge in subjects such as mathematics, reading, science, and language arts through targeted lessons and practice.
- **Promote Personalized Learning:** Allow students to progress at their own pace, tailoring content to meet individual needs and learning styles.
- **Develop Digital Literacy:** Equip students with essential technology skills, preparing them for success in a digital world.
- **Support Academic Growth:** Provide supplemental resources to bridge learning gaps and challenge advanced learners.

Curriculum Structure

The AMP curriculum is delivered through an intuitive online platform accessible via a school-provided Canvas login link. Key components include:

- **Interactive Lessons:** Multimedia-rich modules that cover state-aligned standards, incorporating videos, quizzes, and hands-on activities.
- **Managed Assessments:** Periodic evaluations to track student progress, with customizable settings for teachers to align with course goals.
- **Resource Library:** A diverse collection of worksheets, tutorials, and practice materials to support both in-class and at-home learning.
- **Progress Tracking:** Tools for students, parents, and teachers to monitor academic performance and identify areas for improvement.

The curriculum is supplemental, meaning it is designed to enhance, not replace, core classroom instruction. Teachers integrate AMP resources into lesson plans to provide additional practice or enrichment as needed.

Benefits for Students and Parents

- **Flexibility:** Students can access AMP from home or school, allowing for seamless learning anytime, anywhere.
- **Engagement:** Interactive content keeps students motivated, with immediate feedback on assignments to guide improvement.
- **Transparency:** Parents can view student progress through the AMP platform, fostering collaboration with teachers to support academic goals.
- **Support for All Learners:** AMP's adaptive resources cater to diverse needs, from struggling students requiring extra practice to advanced learners seeking challenges.

Accessing the AMP Platform

To get started with AMP:

1. **Obtain Login Credentials:** Visit your school's website or contact school staff for the Canvas login link specific to your school.
2. **Log In:** Use the provided username and password to access the AMP platform.

- 3. Explore Resources:** Navigate through lessons, assessments, and tools with guidance from teachers.

Expectations for Students

Students are expected to:

- Engage with assigned AMP lessons and assessments as directed by their teachers.
- Use the platform responsibly, following school technology policies.
- Communicate with teachers if they encounter issues.
- Review feedback on assignments to improve their understanding and performance.

Expectations for Parents

Parents are encouraged to:

- Monitor their child's progress through the AMP platform and discuss updates with teachers.
- Ensure students have a suitable environment and device for accessing AMP at home.
- Contact school staff for support with login issues or platform navigation.
- Encourage consistent engagement with AMP resources to maximize academic benefits.

Course Add/Drop Policy

- **Dropping a Course:**

Students may drop a course within the first two weeks of enrollment without academic penalty. Drops are only allowed under approved circumstances and must be initiated through a consultation with the Guidance Counselor. A formal drop course request must be completed to gain approval.

- **Adding a Course:**

Courses may be added within the first two weeks of the semester, provided there are valid reasons such as meeting graduation requirements or addressing academic remediation needs. Students must schedule a consultation and complete an add course request with their Guidance Counselor to obtain approval.

Assessment and Intervention

A strong assessment system is crucial to the success of any instructional program. VPA of West Virginia employs a comprehensive, balanced assessment strategy, utilizing a range of testing methods to monitor student learning, evaluate teaching effectiveness, and identify areas for curriculum adjustments.

The VPA Assessment System includes:

- **Incoming Assessment:**

All new students will take a nationally normed, computer-adaptive test to assess learning readiness. The results will inform personalized learning plans and support student learning and access to their educational programming.

- **Ongoing Assessments:**

Students will participate in various performance assessments throughout the year to track progress and adjust their academic programs. These include:

- School Benchmark assessments (Given 3 times per year, fall, winter, and spring)
- Course-Level Assessments

- **State Tests:**

Summative assessments for measuring student achievement in core standards.

Summary of Specific Assessments:

- Local Benchmark/Diagnostic (iReady)
- Classroom Assessments
- State Assessments:
 - West Virginia General Summative Assessment (ELA & Math for grades 3-8; Science for 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 for grades 5, 8, and 11)
 - NAEP
 - CTE Technical Assessments

Academic Support for At-Risk Students

Students identified as at-risk through assessments may receive tutoring or after-hours support sessions. Contact your teacher should you have further questions.

Late Work Policy

At VPrep WV, we understand that our students may face various challenges that can impact their ability to complete assignments on time. However, timely submission of assignments is essential for maintaining academic integrity, fostering good study habits, and ensuring mastery of course material. The following guidelines are in place to support students while encouraging accountability and responsibility.

1. General Expectations

- **Timely Submission:** All assignments must be submitted by the due date specified by the teacher. It is the student's responsibility to manage their time effectively to complete assignments on time.
- **Late Work Notification:** If a student is unable to meet the deadline, they should notify the teacher as soon as possible, prior to the due date, to discuss the possibility of an extension or alternative plan.

2. Acceptable Reasons for Late Work

- Illness, family emergencies, or unforeseen events.
- Extended absence due to medical reasons or personal circumstances.
- Technical difficulties with submitting assignments online, provided proof of the issue is provided.

3. Penalties for Late Work

- **Up to 2 Days Late:** Students will be allowed to submit late work for full credit, as long as the assignment is submitted within 2 days of the original due date.
- **3–5 Days Late:** Late work will be accepted but will incur a penalty of up to 20% off the assignment's total grade.
- **More Than 5 Days Late:** Late work will still be accepted but will incur a penalty of up to 50% off the assignment's total grade. After 10 days, the assignment will no longer be accepted, and the student will receive a zero for the assignment.

4. Make-Up Work

- For excused absences, students are responsible for completing any missed assignments or assessments within a reasonable timeframe, as agreed upon with the teacher. This period will not exceed the number of days the student was absent, plus one additional day for each day absent.
- Students should contact the teacher to arrange for makeup work immediately after their return to school.

5. Communication and Responsibility

- Students must communicate proactively with their teachers regarding any anticipated late submissions. It is expected that students keep track of their assignments and due dates using the tools provided by the school.
- Parents/guardians should monitor student progress and support them in meeting deadlines.

6. Special Circumstances

- In cases of ongoing challenges that impact a student’s ability to submit work on time, a meeting between the student, parents/guardians, and teachers may be scheduled to develop a support plan.
- Students with Individualized Education Plans (IEPs) or 504 Plans may have different arrangements for late work, as specified in their accommodations.

7. Final Grade Impact

- Late work will be factored into the overall grade, and may affect the student's final grade based on the penalties outlined above.
- Teachers will work with students to ensure they understand the impact of late work on their academic performance.

By adhering to this policy, we aim to foster a sense of responsibility, time management, and fairness for all students. Students are encouraged to complete assignments on time and communicate proactively when challenges arise.

School-Wide Testing Diagnostic Assessments:

To help us better understand each student’s progress and needs, our school conducts diagnostic assessments (such as I-Ready) three times a year. These assessments help us tailor instruction to support each child’s growth.

Testing Participation:

All students are required to complete these assessments during the scheduled testing windows. It's important that students participate fully so we can provide the best possible support for their learning.

Absences:

If a student misses a required assessment, it will be recorded as an absence, even if the student participates in other activities like watching recorded sessions or completing off-line tasks.

Support for Students:

If a student is unable to complete the required assessments, we may work with the family to create a Student Success Plan to help them get back on track. Participation in these assessments is also a key part of the re-enrollment process.

State Mandated Testing

In compliance with state requirements, all students in grades 3-8 are required to participate in the West Virginia General Summative Assessment (WVGSA) each spring. Additionally:

- 8th grade students must complete the West Virginia Golden Horseshoe test and essay during the spring semester.
- 11th grade students are required to take the College Board SAT during the spring semester, as mandated by the state.

Participation in these assessments is mandatory and applies to all students, regardless of whether testing is administered online or in person. If testing is held in person, parents/guardians are responsible for ensuring their child attends at the designated testing location assigned by the school. Students must attend and complete all required state assessments. Failure to participate will result in the student being marked absent for the assessment days, regardless of any alternative academic activity (e.g., offline work, recorded lessons) completed.

Please note: Completion of all required school and state assessments is a condition for re-enrollment for the following school year. Students who fail to meet state testing requirements may be ineligible for re-enrollment.

Graduation Requirements

The core graduation requirements for VPA of WV include 24 credits, designed to equip students for both college and career success. The credits must be distributed as follows:

ELA (English Language Arts)	4 Credits
Math	4 Credits
Science	3 Credits
Social Studies	4 Credits
Physical Education (PE)	1 Credit
Health	1 Credit
The Arts	1 Credit
Personal Finance or equivalent	1 Credits
Electives	5 Credits
Total	24 Credits

Graduation Credit Requirements (Total: 24 Credits)

Students must successfully complete coursework in the following subject areas:

- English Language Arts - 4 credits
- Mathematics - 4 credits
- Science - 3 credits
- Social Studies - 4 credits
- Physical Education - 1 credit
- Health - 1 credit
- Fine Arts - 1 credit
- Personal Finance or equivalent - 1 credit

- Electives - 5 credits (may include CTE, dual credit, or other approved options)

Note: School-specific pathways (e.g., CTE, college prep, or honors) may modify elective options or course sequences.

Credit Recovery

Students who have not passed a course may be required to participate in Credit Recovery to make up lost credits and stay on track for graduation. This program offers an accelerated path for students to retake and complete failed courses, helping them catch up academically without falling further behind.

Participation in Credit Recovery may be required for continued enrollment.

Academic Support and Credit Recovery Opportunities

To support students who are behind in credits, we may offer the following options:

- **Summer Credit Recovery Program**
- **Individualized Academic Plans with Ongoing Progress Monitoring**

These interventions are designed to help students recover credits, maintain their progress toward graduation, and avoid grade retention.

Attendance and Academic Success

Per W. Va. Code §18-8-1, regular attendance is a critical component of student achievement. Excessive unexcused absences may lead to loss of credit, retention, or required additional interventions. Students and families are encouraged to communicate proactively with school staff regarding absences and makeup work.

Parental Notification and Involvement

Parents/guardians will be notified if a student is at risk of not meeting promotion or graduation requirements. Ongoing communication between families, counselors, teachers, and administrators ensures that students receive the necessary support to succeed.

High School Summer Credit Recovery

We offer a Summer Credit Recovery program to help high school students recover credits for courses they were unable to pass during the regular school year. This program provides students with the

opportunity to earn up to 1.0 credit over the summer by successfully completing up to two courses, each worth 0.5 credit.

Program Details

- Students may enroll in a maximum of two credit recovery courses during the summer session.
- Each course completed successfully will earn 0.5 high school credits toward graduation requirements.
- Credit recovery courses are designed to focus on essential standards and skills needed to demonstrate mastery.
- Courses must be completed within the summer program timeline as designated by the school.

Eligibility

- Students who have failed a course during the regular school year are eligible to participate.
- Priority may be given to students whose course failures impact their on-time graduation or promotion.
- Enrollment is subject to availability and approval by the school counselor or academic advisor.

Course Format and Expectations

- Credit recovery courses will be offered virtually.
- Students are expected to complete all required assignments, assessments, and participation components to earn credit.
- Progress and completion will be closely monitored by summer school instructors.

Registration

- Interested students and parents/guardians must complete the summer school registration form by the deadline set by the school.
- Counselors will assist students in selecting appropriate courses for credit recovery.

Impact on Transcript

- Credits earned through summer credit recovery will be recorded on the student's transcript as credit recovery credit.
- Grades earned may or may not affect the student's cumulative GPA based on school policy.

Promotion and Retention (Grades K-8)

Student promotion and retention decisions are guided by West Virginia Board of Education Policy 2510 and are based on a student's academic performance, mastery of grade-level standards, and readiness for the next grade level. Our goal is to support each child's continuous academic and developmental growth.

Promotion Criteria

Students in grades K-8 are promoted to the next grade level based on the following factors:

- Demonstrated mastery of the West Virginia College- and Career-Readiness Standards in core subjects (English Language Arts, Mathematics, Science, and Social Studies)
- Satisfactory completion of coursework and assessments
- Regular attendance in accordance with the West Virginia Compulsory Attendance Law (W. Va. Code §18-8-1)
- Social-emotional and developmental readiness, especially in early grades
- Input from teachers, support staff, and school administrators

Retention Considerations

Retention may be considered when a student is significantly below grade level academically and additional time is needed to achieve foundational skills. Retention decisions will be based on:

- Academic performance and progress monitoring data
- Teacher recommendations and classroom assessments
- Parent/guardian input and collaboration
- Previous interventions provided (such as targeted instruction, MTSS Tier supports, and tutoring)
- Social, emotional, and developmental factors

Retention is not taken lightly and is used as a last resort after intensive supports have been provided. Retention is not based on lack of student engagement. Any decision to retain a student will involve communication and collaboration between the school and the student's parent(s)/guardian(s).

Appeals Process

If a parent/guardian disagrees with a retention decision, they may submit a written appeal to the school principal within 10 days of receiving the retention notice. The principal will review the appeal and provide a written response after consultation with the instructional team.

3rd Grade Success Act

At our school, we believe every child deserves the tools and support they need to become confident readers and capable problem-solvers. That’s why we follow the guidelines set by the West Virginia 3rd Grade Success Act (House Bill 3035), a state law designed to ensure students are on track in reading and math by the end of third grade.

We know that early learning lays the foundation for future success, and we’re here to walk alongside your family every step of the way.

Checking In Early and Often

Beginning in kindergarten, all students take part in reading and math check-ins (also called “screeners”) three times a year, once at the start, again in the middle, and once more at the end. These help us spot any early signs that a student may need extra support.

We also screen for challenges like dyslexia and dyscalculia (difficulty with reading or math), at least twice a year. If a student isn’t showing expected growth, we may screen them more often to stay on top of their needs.

If Your Child Needs Extra Help

If we notice your child is struggling, you’ll hear from us right away, within 15 days of the screening. You’ll receive a letter that explains:

- Where your child needs support,
- What we’ll be doing at school to help,
- How you can support learning at home, and
- That third-grade retention may be considered if progress isn’t made.

Personalized Plans That Put Your Child First

If your child has a reading or math deficiency, we’ll meet with you to create a personalized improvement plan within 30 days. This plan includes:

- Clear goals,
- Research-based teaching strategies,
- Targeted small group or one-on-one instruction, and
- Regular progress monitoring to make sure your child is growing.

You'll be part of the team. We value your insight, and your voice matters in this process.

Supporting Growth with Care and Intention

We're committed to providing real help, not just paperwork. That means your child may receive:

- Extra instruction during the school day,
- After-school or summer learning opportunities,
- Access to trained reading and math support staff, and
- Materials that match their needs and learning style.

We're also investing in our teachers by giving them the tools and training to teach using the Science of Reading and other proven methods.

When Retention Is Considered

Starting in 2026, if a student finishes third grade without reaching grade level in reading or math, the school may consider retention. This is never a decision we take lightly. Your child may qualify for an exception if they:

- Have a disability or IEP that allows alternative assessments,
- Are English learners with less than three years of English instruction,
- Have already received two years of intervention or been retained before,
- Are in the process of special education evaluation,
- Show proficiency through summer learning or alternative testing.

If retention is being considered, you'll be involved in every step, and we'll work together to support your child, no matter the decision.

Working Together for Long-Term Success

You know your child best, and we deeply value our partnership with families. Throughout the year, we'll provide:

- Updates on your child's progress,
- Resources to support learning at home,
- Family learning events and conferences,
- Opportunities to ask questions and be heard.

If you ever have concerns about your child's progress or a retention decision, you can request a meeting with our school's Student Administrative Team or follow our district appeal process.

Promotion and Retention (Grades 9-12)

At Vprep of West Virginia, students in grades 9-12 are promoted based on the successful accumulation of credits toward graduation. In accordance with West Virginia Board of Education Policy 2510 and Vprep of West Virginia education standards, students must complete a minimum of 24 credits to earn a high school diploma.

Promotion Requirements by Grade Level

To ensure timely progression toward graduation, students must earn the following minimum credits by the start of each school year:

- Promotion to Grade 10 (Sophomore): 6 credits
- Promotion to Grade 11 (Junior): 12 credits
- Promotion to Grade 12 (Senior): 18 credits
- Graduation: 24 credits (minimum), including all required core subjects

Students who do not meet these thresholds may be retained at their current grade level and placed on an academic support plan to help them get back on track.

Appeals Process

If a parent/guardian disagrees with a retention decision, a formal written appeal may be submitted to the school principal within 10 school days of notification. A review meeting will be held, and the school's decision will be communicated in writing following the review.

Retention

Decisions regarding a student's promotion or retention will be made on an individual basis. The final decision on grade level placement, promotion, or retention will rest with the VPA of WV Administrator. Parents or guardians will be notified in writing about the student's academic progress and any concerns regarding potential retention.

If retention is a concern, a Student Assistant Team (SAT) conference will be scheduled at a convenient time for all involved parties to discuss the student's achievement, attendance, effort, work habits, behavior, and other factors affecting their learning. For students in grades K-8, failure of two or more core subjects (English, science, social studies, and/or math) will prompt consideration for grade retention.

High school students must meet the 24-credit requirement outlined in the Graduation Requirements Policy to be eligible for graduation.

Standards-Based Grading Policy (Grades K-5)

At VPrep of West Virginia, our goal is to ensure that every student develops a strong foundation of academic skills and knowledge. In grades K-5, we use Standards-Based Grading (SBG) to assess and report student progress toward West Virginia College- and Career-Readiness Standards in each subject area.

What is Standards-Based Grading?

Standards-Based Grading focuses on what a student knows and can do in relation to specific grade-level standards. Rather than averaging all assignments or grading based on effort or behavior, SBG provides a clear picture of which skills a student has mastered and which still need support.

This system ensures that report cards reflect true academic progress and help guide meaningful instruction and learning.

How Student Progress is Reported

Students are assessed throughout the grading period using a variety of tools: classwork, teacher observations, assessments, and performance tasks.

Progress toward each standard is reported using a consistent performance scale:

Score	Description	Meaning
4	Exceeding Standard	Demonstrates in-depth understanding and applies skills independently
3	Meeting Standard	Consistently demonstrates grade-level understanding and skills
2	Developing Toward Standard	Demonstrates partial understanding; needs additional practice/support

1	Beginning	Limited understanding; requires significant support
NA	Not Assessed at This Time	Standard has not been taught or assessed during this grading period

Key Principles of Our SBG Approach

- **Learning-focused:** The goal is growth and mastery of essential standards.
- **Ongoing feedback:** Teachers provide regular feedback to help students understand strengths and areas for improvement.
- **Opportunities to relearn:** Students are given chances to improve and demonstrate mastery over time.
- **Separate from behavior:** Academic grades reflect content knowledge only; behavior and effort are reported separately.

Student Progress Reports

Progress is communicated through:

- Semester report cards
- Parent-teacher conferences
- Ongoing teacher communication (via platforms, notes, or phone calls)

Parents will be informed if their child is not meeting grade-level expectations and will be included in developing a plan for support.

Grading Policy (Grades 6-12)

At Vprep of West Virginia, students in grades 6-12 are graded using a traditional percentage and letter grade system that reflects their academic performance in each subject area. Grades are used to measure a student’s understanding of course content, assess skill development, and determine promotion, credit attainment, and graduation readiness.

Grading Scale

Student achievement is reported using the following scale:

Percentage	Letter Grade	Description
90-100%	A	Outstanding mastery of content
80-89%	B	Above average mastery
70-79%	C	Satisfactory mastery
60-69%	D	Minimal understanding; passing
0-59%	F	Failing; does not meet standards

Weighted Categories (Sample Breakdown)

Teachers may assign weight to various types of assignments, such as:

- Assessments (tests/quizzes): 40%
- Classwork/Projects: 30%
- Homework: 10%
- Participation/Engagement: 10%
- Final Exam or Cumulative Assessment: 10%

Exact weightings may vary slightly depending on the subject and teacher and will be communicated clearly at the start of each course.

Grade Reporting

Grades are updated regularly and accessible via PowerSchool. Report cards are issued with semester grades appearing on a student's official transcript.

- Semester grades determine credit in high school courses.

High School Credit and GPA

For high school students (grades 9-12), final course grades count toward the 24-credit graduation requirement and contribute to the student’s cumulative GPA.

GPA is calculated as follows:

Grade	Points
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Parent Teacher Conferences

Formal parent-teacher conferences are held twice a year. Conference schedules are arranged by each student’s teacher. Once a conference date and time are set, parents should reach out to the teacher if any changes are required. Additionally, parents are welcome to request conferences throughout the year. Parent-teacher conferences are an essential part of student evaluation and communication. They provide an opportunity for both parents and teachers to engage in open dialogue, and either party may initiate a conference as needed.

Report Cards and Transcripts

Report Cards

Report cards are issued two times per academic year, at the end of each semester. They provide a summary of the student’s academic achievement in each subject, attendance, and, when appropriate, teacher comments.

Report Card Schedule:

- Semester 1 - January
- Semester 2/Final - June

Report cards will be:

- Accessible via the school's online portal
- Emailed to parent/guardian of record
- Available upon request in printed format

Grades reflect student mastery of West Virginia College- and Career-Readiness Standards and are determined by the teacher using a combination of assignments, assessments, and participation.

Progress Reports

In addition to report cards, progress reports may be issued mid-semester for students who are:

- At risk of failing a course
- Showing significant changes in performance
- On academic improvement plans

Parents are encouraged to maintain regular communication with teachers and to use the school's online learning platform to monitor student progress throughout the year.

Transcripts (Grades 9-12)

Official transcripts are maintained for all students in grades 9-12 and include:

- Courses completed
- Final grades earned
- Credits awarded
- Cumulative GPA (weighted and unweighted)
- Class rank (if applicable)
- Graduation status and diploma type

Transcript Requests:

- Official transcripts can be requested by submitting a Transcript Request Form to the school registrar or through the online parent portal.

- Transcripts can be sent to colleges, scholarship agencies, employers, or directly to students (in a sealed envelope for official use).
- Please allow 3-5 business days for processing.

Final Grades and Credit

Only semester grades are recorded on high school transcripts and used to determine:

- Credit earned toward the West Virginia and Vprep of West Virginia graduation requirement (minimum 24 credits)
- Eligibility for honors recognition (e.g., Honor Roll, Valedictorian, Graduation Distinctions)
- Grade Point Average (GPA)

Withholding of Records

In accordance with state law, student records (including report cards and transcripts) may be temporarily withheld in cases where:

- School-issued equipment (laptops, materials, etc.) has not been returned
- Outstanding fees or obligations are unresolved

Families will be notified and given the opportunity to resolve any issues before records are withheld.

Contact for Academic Records

If you have questions or need assistance with grades, report cards, or transcripts, please contact:

Email: records@vprepwv.org

Academic Integrity

Parent Academic Integrity in Assessments and Assignments

Academic integrity is a fundamental value at the Virtual Preparatory Academy of West Virginia. Students are expected to uphold the following guidelines regarding academic integrity:

- All exams and assignments must reflect the student's original work.
- Collaboration on assignments with other students is only permitted if pre-approved.
- Students must not allow others to copy or reuse their work.
- Plagiarism is strictly prohibited.

Plagiarism and Academic Integrity

Plagiarism is the act of copying or using someone else's ideas, words, or work (from another person, classmate, the Internet, or print sources) and presenting them as your own. If a student is found to have plagiarized in any form, they will face consequences determined by the Virtual Preparatory Academy of West Virginia administration, including the possibility of being removed from the course with a failing grade. Students are prohibited from using notes, quizzes, or textbooks during unit tests or final exams. Additionally, students must not share their work with others during these assessments. If a student fails to complete their own work or shares work with others during unit tests or final exams, they will not receive credit for the work and may face suspension or expulsion.

To support the integrity of written submissions, the school utilizes Turnitin, an anti-plagiarism service. Upon submission, this tool scans the content and compares it to a large database, generating a report for teachers to review.

Plagiarism includes, but is not limited to:

- Directly quoting or paraphrasing another's words without proper citation.
- Presenting another person's ideas, theories, or formulas as your own.
- Purchasing or submitting a term paper or assignment created by someone else as your own.
- Repeating non-common knowledge information, such as statistics or demographics, originally compiled by another person.
- Submitting work generated by artificial intelligence (AI) tools as if it were your own.

Cheating includes, but is not limited to:

- Taking or using someone else's assignment and submitting it as your own.
- Allowing another student to use or submit your assignment as their own.
- Copying another student's test or essay, with or without consent.
- Representing as your own the work or words of a parent, sibling, or another person.
- Discussing a test or quiz with a student who has not yet taken the assessment.
- Using unauthorized teacher test materials or answer sheets.
- Using teacher computer files or grading programs without permission.
- Using a "cheat sheet" or any electronic device, including graphic calculators, to assist in an exam without teacher approval.
- Using artificial intelligence (AI) tools to complete assignments or exams without permission.

Source Citation:

When writing assignments, students must properly cite their sources. Direct quotes from your textbook should be cited as (Author, page number). Any outside sources require a full citation, including the author, title, publisher, date of publication, and page number. For websites, include the full title, URL, author (if known), page number (if applicable), and the publication date of the site (if available).

Academic Dishonesty Policy

At the Virtual Preparatory Academy of West Virginia, academic integrity is a core value. Plagiarism and cheating are serious offenses and will result in immediate administrative action. Students are expected to submit original work and cite all references used. The following are the consequences for citation violations:

Non-citation Infractions:

- **1st incident:** Grade of zero on the assignment, along with counseling on proper citation practices.
- **2nd incident:** Grade of zero on the assignment, counseling on citation practices, and an administrative review.

Academic Support Services

To support all students in achieving academic success, VPA of WV offers a range of academic support services tailored to individual needs.

Academic Support Services

- **School Counseling:** Certified counselors provide academic planning, college and career guidance, and social-emotional support.
- **Tutoring Programs:** Free tutoring is available for students identified as at-risk through assessments (e.g., iReady) or teacher recommendations. Sessions are offered virtually during after-hours or designated remediation periods.

Families are encouraged to contact their Student Success Coach or Guidance Counselor to discuss specific needs and access these resources.

Graduation

To celebrate student achievement and clarify expectations, this section outlines policies for graduation ceremonies.

Graduation

- **Graduation Ceremony:**
 - Format: VPA of WV offers an in-person graduation ceremony for students meeting the 24-credit requirement (see Section 5.h).
 - Eligibility: Students must complete all graduation requirements by May 15, 2026, to participate. Seniors with incomplete credits may appeal to the Head of School.
 - Date and Location: Tentatively scheduled for May 29, 2026; in-person location TBD, with virtual streaming available.
 - Costs: Caps, gowns, and diplomas are provided at no cost.

Participation in these events is a privilege and requires adherence to academic and behavioral expectations.

6. Attendance and Engagement

Attendance Policy

Regular attendance and punctual participation are essential to academic achievement in a virtual learning environment and lay the foundation for lifelong success. Students are expected to attend school each scheduled day, participate in live and asynchronous instruction, and engage fully in their coursework.

State Requirements

In accordance with West Virginia state law, students must receive the equivalent of 180 instructional days per school year, with daily instructional time requirements as follows:

- Grades K-5: 5 hours, 15 minutes
- Grades 6-8: 5 hours, 30 minutes

- Grades 9-12: 5 hours, 45 minutes

Daily attendance is monitored through a combination of:

- Online activity within the Learning Management System (LMS)
- Attendance in live instructional sessions
- Participation in assessments
- Communication with school staff
- Submission of pre-approved offline instructional time
- Participation in state and local testing

Daily Expectations

Students are required to be actively engaged in schoolwork each day by:

- Participating in both synchronous (live) and asynchronous (self-paced) lessons
- Attending required live sessions with cameras on (for orientation, assessments, small group sessions, advisory, IEP/SSP meetings, etc.)
- Completing and submitting assignments and assessments in a timely manner
- Communicating with each course teacher at least once per week

Live class attendance is highly encouraged, especially for students not meeting academic benchmarks. While recordings are available, live participation offers real-time support and feedback that positively impacts student performance.

Offline Time and Excused Absences

If a student engages in learning activities outside of the LMS, a pre-approved offline time log must be submitted by the parent/guardian within three (3) instructional days of the missed day. All offline submissions are subject to teacher approval.

If a student is absent from required activities, the parent/guardian must notify the school before the start of the school day by emailing: attendance@vprepwv.org.

Parents must also inform the student's teachers of the absence. Documentation for absences must be submitted within three (3) instructional days of the student's return. Absences without appropriate documentation will be marked unexcused.

Excused Absences

Excused absences are limited to five (5) per semester with a parent note. Additional absences require documentation from a healthcare provider or administrative approval. Excused absences include:

- Personal illness or injury (up to 5 per semester with parent note)
- Medical, dental, or mental health appointments (with documentation)
- Chronic illness or disability (with documentation and IEP/504 if applicable)
- Family emergencies or disasters (admin discretion)
- Death in the family (up to 3 days with documentation)
- Court appearances involving the student (with documentation)
- Approved school/county extracurriculars
- Military enlistment activities (with documentation)
- Principal-approved academic/personal circumstances

Unexcused Absences

Absences not meeting the criteria above or lacking timely documentation will be marked unexcused. This includes:

- Absences not recognized under WV law or school policy
- Missed days without proper notice or verification
- Failure to submit offline time within the required window

Testing Attendance

Students are required to attend all in-person and virtual state and school-wide mandated testing, such as:

- SAT, PSAT, DLM, ELPA21, GSA, U.S. History, Civics, Golden Horseshoe, i-Ready

Failure to attend may result in an unexcused absence and may lead to disciplinary action or engagement interventions.

Live Instructional Sessions and Attendance Expectations

While VPrep of West Virginia values flexibility in online learning, live instructional sessions are intended to be the primary component of each student's daily attendance. These sessions provide essential, real-time instruction in core subjects such as Math, English, Science, and Social Studies.

Attending live classes allows students to:

- Engage directly with their teachers
- Ask questions and receive immediate feedback
- Collaborate with peers
- Build consistent learning routines

Although recordings are available for later review, relying solely on recorded sessions should not replace regular participation in live classes. Students who consistently attend and participate in live instruction are more likely to succeed academically and stay on pace with their coursework.

To meet learning expectations and attendance requirements, students are expected to attend live classes daily as their primary mode of instruction.

Camera Policy

At VPA of West Virginia, student safety and engagement are top priorities in our virtual learning environment. To maintain a secure and productive classroom environment, students are required to have their cameras turned on during all live (synchronous) class sessions and small group instruction. This policy helps ensure student well-being and promotes active participation.

Exceptions to this requirement may be made for individual students with prior approval from school administration, based on documented needs or extenuating circumstances. Teachers may also designate specific activities during which cameras can be turned off.

If a student consistently appears disengaged or unresponsive, staff may refer the student to the Student Success Team for additional observation, outreach, and supportive intervention. This process ensures that students receive the help they need academically, socially, or emotionally in a timely and compassionate manner.

Truancy Overview

Regular, on-time attendance is essential for academic success. Students are expected to attend all scheduled instructional days, participate actively, and complete coursework in a timely manner. Parents and guardians play a vital role in supporting consistent attendance by scheduling medical or other appointments outside of school hours whenever possible.

Note: Students will not be suspended or expelled solely due to the number of absences.

Definition of Habitual Truancy

A student is considered habitually truant when they accumulate unexcused absences and fail to re-engage in learning despite documented school interventions. The school follows a tiered approach to address attendance concerns:

- At 3 Unexcused Absences: School personnel will contact the parent/guardian to determine the cause of the absences and identify supportive measures to prevent further unexcused absences.
- At 5 Unexcused Absences: The school will again initiate meaningful contact with the family. A Student Success Coach will attempt to meet with the parent/guardian to provide additional resources or support strategies.
- At 10 Unexcused Absences: The school will begin the disenrollment process. Notification of the recommended disenrollment will be sent via email to the parent/guardian and the student's county attendance office.
 - Parents/guardians will have 3 business days from the date of notification to appeal the decision.
 - If no appeal is received, the student will be disenrolled in accordance with school policy.

Disenrollment notifications will be sent to:

- Parent/guardian
- Student
- Classroom teacher(s)
- Student Success Coach
- School Registrar
- Student's County of Residence

Special Considerations for Students with Disabilities

For students with an Individualized Education Program (IEP) or a Section 504 Plan, the IEP/504 team will review the student's attendance pattern to determine whether the absences are related to the student's disability. Intervention and decisions must align with state and federal laws governing the education of students with disabilities.

Legal Authority & Disenrollment Policy

In accordance with West Virginia State Code, the school may disenroll students who do not meet attendance and engagement requirements, provided all intervention steps and due process procedures have been followed.

Per the Code: "A student shall become subject to disenrollment if both the following conditions are satisfied: (i) After the student's parent, guardian, or custodian receives a written report, the student fails

to comply with the policy adopted under the paragraph within a reasonable period of time specified by the school; and (ii) Other intervention strategies contained in the policy adopted under this paragraph fail to cause a student to consistently participate in instructional activities.”

Procedures

1. Outreach for Consecutive Absence

- If a student misses **3 consecutive instructional days** or shows patterns of disengagement, the following outreach will occur:
 - Notification is emailed by the operations team outlining the absences and discussing requirements for engagement
 - Teacher attempts direct contact via phone call, text, and/or email.
- If a student misses **5 consecutive instructional days** or shows patterns of disengagement, the following outreach will occur:
 - Notification is emailed by the operations team outlining the absences and discussing requirements for engagement
 - Administration attempts direct communication via phone call, text, and/or email.
- If a student misses **8 consecutive instructional days** or shows patterns of disengagement, the following outreach will occur:
 - Notification is emailed by the operations team outlining the absences and discussing requirements for engagement
 - Administration attempts direct communication via phone call, text, and/or email and a meeting with the family
- If a student misses **10 consecutive instructional days** or shows patterns of disengagement, the following outreach will occur:
 - Notification of withdrawal due to truancy is sent to the family, home county is also notified and parents are provided with the appeal information.

2. Outreach for lack of Engagement

- If a student is showing a lack of engagement (i.e. higher number of absences, lack of work completion, not attending live class sessions) students are referred to our Student Success Team.
- Initial meetings are held to develop a student success plan, parents are included within this process and this plan is emailed out to families.

- See the Student Success section for a more detailed explanation of student support and parent communication.

Disenrolled students will be:

- Transferred to their district of residence
- Ineligible to enroll in any virtual charter school in West Virginia for one calendar year from the date of disenrollment

Verification of Age (When Applicable)

When age is in question, school personnel may request a certified birth certificate or a sworn affidavit from the parent/guardian. The school attendance officer has the authority to take a truant student and place them in their enrolled school without a warrant if required.

Reporting Requirements

The school attendance clerk is responsible for regularly reporting attendance data to the Head of School as scheduled and providing all relevant details. In cases of student truancy or disenrollment, the attendance clerk will also report to the County Attendance Director in a timely manner.

Absences excluded from truancy reports may include, but are not limited to:

- Excused absences
- Absences resulting from disciplinary actions
- Cases where the school has pursued judicial remedies to compel attendance to the full extent of its authority

Additionally, the school is responsible for reporting all student dropout data to the West Virginia Department of Education in compliance with state regulations.

Student Engagement

At Virtual Preparatory Academy of West Virginia, consistent student engagement is essential to academic success in the virtual learning environment. Engagement is demonstrated through daily course participation, attendance at live instructional sessions, timely completion of assignments and assessments, and participation in required state testing. These actions allow instructional staff to monitor student progress, identify support needs, and tailor instruction accordingly.

Measuring Engagement

Student engagement is monitored using a combination of the following indicators:

- Completion of course assignments
- Completion of diagnostic, formative, and summative assessments
- Attendance and participation in live instructional sessions
- Participation in all state-mandated testing

Course Assignments

Students are expected to complete course assignments and assessments regularly. Consistent submission allows teachers to assess progress toward mastery of state standards. Failure to meet minimum submission expectations by the end of each monthly progress review will result in referral to the Student Success Team.

Assessments

Diagnostic assessments are administered throughout the school year to monitor academic growth and guide instruction. Students are required to complete all assigned assessments in a timely manner. Missed or incomplete assessments may delay academic support and may also result in referral to the Student Success Team.

Live Instructional Sessions

While the program allows flexibility for students to complete work on their own schedules, regular attendance in live classes is strongly encouraged. Live sessions offer students the opportunity to ask questions, collaborate with peers, and engage directly with teachers in core subjects including Math, English, Science, and Social Studies. Live sessions are recorded for later access; however, students who consistently attend live instruction tend to demonstrate stronger academic outcomes.

Student Success Team

The Student Success Team is designed to provide responsive, individualized support for students who are not meeting engagement expectations. Every student receives a personalized learning plan to guide academic progress. The homeroom teacher conducts monthly engagement reviews and initiates intervention plans as needed. Active participation from both the student and Learning Coach is required to support success.

Support Levels

Student engagement is monitored by teachers, support staff, and administration to ensure each student remains on track. Based on engagement levels, support is structured in four tiers:

Tier 1: General Support

- School-wide supports including onboarding, advisory classes, live sessions, and student group activities
- Students are compliant with expectations for course participation, assignment completion, assessment participation, and communication

Tier 2: Targeted Support

- Students demonstrating signs of disengagement are referred to the Student Success Team for further analysis
- Based on Student Success Team recommendations, a Student Success Plan (SSP) may be developed in collaboration with the student, parent/guardian, and school team
- The SSP will outline:
 - Engagement tracking timeline
 - Specific engagement goals
 - Expectations and support strategies
- Progress is reviewed biweekly with direct check-ins to evaluate progress and adjust supports if necessary
- Additional supports may include modified learning goals, increased teacher contact, small group sessions, or identification of external barriers

Tier 3: Intensive Support

- Students who show persistent disengagement despite Tier 2 interventions are escalated to the Intensive Support Team
- A comprehensive assessment is conducted to identify underlying barriers to engagement, including academic, social-emotional, or external factors
- An administrative meeting is held.
- An Intensive Student Success Plan (ISSP) is developed, which includes:
 - Customized interventions tailored to the student's specific needs
 - Increased frequency of check-ins (weekly or as needed)
 - Collaboration with external resources (e.g., counselors, community organizations) if applicable
- Progress is monitored weekly, with adjustments to the ISSP made in real-time based on student response

Tier 4: Disenrollment

The goal of this structured engagement process is to ensure every student has the tools, support, and opportunities to thrive in a virtual learning environment. Collaboration between families and school staff is critical to student success.

Student Assistance Team (SAT) Meeting

At VPrep of West Virginia, the Student Assistance Team (SAT) exists to support students who are experiencing academic, attendance, behavioral, or social-emotional challenges. The SAT is a collaborative team of educators, specialists, administrators, and families who work together to develop strategies that promote student success.

Key aspects of the SAT process:

- Identify students who need additional support.
- Emphasize teamwork and communication between teachers, parents/guardians, and other school staff.
- Rely on data and evidence to inform the team's decisions and interventions.
- Provide support and interventions that are specific to the student's needs.
- Regularly assess the effectiveness of the interventions and adjust as needed.

Referral Process

- Any staff member, parent/guardian may request a SAT meeting if concerns arise regarding a student's academic performance, attendance, behavior, or wellbeing.
- Requests can be made by contacting the student's teacher, school counselor, or administrator.

Meeting Procedures

- The team reviews data about the student's performance and behavior.
- They discuss the student's strengths, concerns, and any interventions that have already been tried.
- The team brainstorms potential strategies and develops an action plan tailored to the student's needs.
- The plan is implemented, and the team monitors the student's progress.

Parent/Guardian Involvement

- Parents/guardians are encouraged to actively participate in SAT meetings.
- Timely meeting notices will be sent via contact information provided to the school upon student enrollment.
- All parties will be kept updated about all decisions and any supports provided.

Confidentiality

- All information shared during SAT meetings is confidential and used solely to support the student's success.

Follow-Up

- Progress toward intervention goals will be monitored regularly.
- Additional SAT meetings may be scheduled to review progress or revise plans as needed.

7. Behavior and Discipline

Behavior Guidelines

VPA of WV expects all students to demonstrate respect, responsibility, and integrity in their interactions with peers, staff, and the virtual learning environment. Behavior guidelines are designed to create a safe and productive educational experience for all.

Code of Conduct

The Code of Conduct outlines expected behaviors and consequences for violations. Students are expected to adhere to the code in all school-related activities, including virtual classrooms, school-sponsored events, and online communications.

Positive Behavior Intervention and Supports (PBIS)

VPA of WV implements a Positive Behavior Intervention and Supports (PBIS) framework to promote a positive school culture and support student success. PBIS focuses on teaching, reinforcing, and recognizing positive behaviors while providing tiered interventions for students who need additional support.

Key Components of PBIS at VPA of WV:

1. **Clear Expectations:**

- a. School-wide expectations are taught and reinforced.
- b. Expectations are tailored to virtual settings, such as appropriate online communication and technology use.

2. Positive Reinforcement:

- a. Students are recognized for demonstrating positive behaviors through verbal praise and/or school-wide acknowledgments.
- b. Ex. Canvas/PowerSchool's include "Student of the Month" or participation in school opportunities.

3. Tiered Supports:

- a. **Tier 1: Universal Supports:** Proactive strategies for all students, such as clear rules and SEL lessons.
- b. **Tier 2: Targeted Supports:** Small-group interventions (e.g., social skills groups, Check-In/Check-Out).
- c. **Tier 3: Intensive Supports:** Individual counseling or behavior coaching, with collaboration with community agencies as needed.

4. Responding to Behavioral Challenges:

- a. **Restorative Approach:** When behavior does not meet expectations, responses focus on restoration, skill-building, and empathy. Restorative practices may include peer mediation, written reflections, or facilitated conversations to repair harm and rebuild community trust.
- b. **Teachable Moments:** Staff treat incidents as opportunities to guide students in better decision-making.
- c. **Progressive Responses:** Disciplinary responses are appropriate to the behavior's severity and frequency, following a consistent framework that may include:
 - i. Reflection activities
 - ii. Restorative conversations or circles
 - iii. Parent conferences
 - iv. Temporary loss of privileges (used sparingly and reflectively)

5. Student Success Plans:

- a. When students display ongoing behavioral challenges, a Student Success Plan may be created, including:
 - i. Clear academic and behavioral goals
 - ii. Specific interventions and strategies
 - iii. Roles for school staff, student, and family

- iv. Regular review and progress monitoring

6. Family Partnership:

- a. Families are essential partners in supporting student behavior. The school will:
 - i. Communicate proactively with families about PBIS expectations and student progress
 - ii. Involve families in the development of Student Success Plans
 - iii. Offer resources or training to help support behavior at home

7. Data and Accountability:

- a. Behavior data is collected and analyzed regularly to:
 - i. Identify trends or problem areas
 - ii. Adjust supports and interventions
 - iii. Monitor the effectiveness of strategies

This PBIS framework ensures that every student is supported in developing the social, emotional, and behavioral skills necessary for success in school and life.

Prohibited Conduct and Infractions

The behaviors listed below are ex. Canvas/PowerSchool of prohibited conduct and are subject to disciplinary action, which may include suspension, expulsion, or referral to law enforcement, as appropriate. This list is not exhaustive. Each incident will be evaluated individually based on context and severity.

- **Cheating:** Using or copying another's work dishonestly.
- **Plagiarism:** Presenting someone else's work as your own without proper citation.
- **Insubordination:** Refusing to follow directions or cooperate with school staff.
- **Theft:** Taking property without permission.
- **Fighting:** Engaging in physical altercations with the intent to harm.
- **Controlled Substance/Alcohol Use:** Possession, use, or being under the influence of illegal substances or alcohol.
- **Vandalism:** Deliberate damage or misuse of school or personal property, including loaned technology.
- **Profanity/Obscene Behavior:** Use of disrespectful or offensive language or gestures.
- **Inappropriate Internet Use:** Misuse of school-provided internet access as outlined in the school's technology policy.

- **Wrongful Conduct:** Any action that violates the school’s values, policies, or mission, even if not specifically listed.
- **Intimidation/Hazing:** Threatening or degrading students or staff verbally, physically, or electronically.
- **False Alarms/Bomb Threats:** Initiating false reports or threats.
- **Illegal Substance Violations:** Possession, use, sale, or distribution of drugs (real or look-alike).
- **Tobacco/E-Cigarette Use:** Use or possession of tobacco products, vaporizers, or e-cigarettes.
- **Weapons:** Possession, use, or distribution of firearms, knives, explosives, or look-alike items.
- **Sexual Misconduct:** Unwelcome sexual behavior, including verbal or physical advances or harassment.
- **Harassment/Bullying:** Any form of harassment, intimidation, or bullying, including cyberbullying. Cyberbullying, including offensive comments in virtual classrooms or social media targeting peers, is prohibited and may result in suspension or loss of technology privileges.
- **Gang-Related Behavior:** Participation in gang-related activity, attire, or symbols.
- **Abuse of School Materials:** Misuse or abuse of any materials or equipment provided by the school.

Additional Guidelines

Misconduct that occurs online, including via social media or digital platforms, is subject to school discipline if it targets students, school personnel, or disrupts the learning environment. If a student withdraws, is withdrawn due to attendance/engagement, or is expelled, all school-issued property must be returned immediately. This includes, but is not limited to, computers, hardware, textbooks, workbooks, and other supplies provided by the school or its management company. Violations of this policy may result in disciplinary consequences even if the behavior does not meet the threshold of a criminal offense, in accordance with school, state, and federal policies.

Suspension and Expulsion Procedures

The school acknowledges that exclusion from the educational program is a serious consequence, and both suspension and expulsion will adhere to due process requirements. The school will also comply with all applicable state and federal laws regarding students with disabilities. A student may be disciplined for any violation of the student code of conduct, even if the violation occurs off school property, as long as it is connected to school activities or directed at a school official. Students who are suspended or expelled will not be allowed to participate in extracurricular activities during the suspension or expulsion period.

Suspension

The principal or their designee may suspend a student for up to ten school days. If there are fewer than ten school days remaining in the school year when the suspension is imposed, the principal may require the student to participate in community service or an alternative program for hours equivalent to the remaining suspension period, starting on the first weekday of summer break. Suspensions cannot be extended to the following school year.

Before a student is suspended (except for in-school suspension), the administrator must:

1. Provide written notice to the student of the intention to suspend and the reasons for the suspension.
2. Allow the student an opportunity for an informal hearing to challenge the reasons for the suspension or explain their actions.

Students will be allowed to complete missed assignments due to in-school or out-of-school suspension. They are entitled to partial credit for completed assignments, but grades may be reduced due to the suspension. A failing grade will not be assigned solely because of a suspension.

Expulsion

The superintendent may expel a student for up to one school year. If fewer than 80 school days remain in the school year, the expulsion period may extend into the following school year.

Before a student is expelled, the superintendent must:

1. Provide written notice to the student and their parent, guardian, or custodian about the intent to expel and the reasons for it.
2. Allow the student and their parent, guardian, or representative the opportunity for a hearing to challenge the expulsion or explain the student's actions.

The notice must include details on the expulsion reasons, the hearing opportunity, and the time and place of the hearing. The hearing must be held no earlier than three and no later than five school days after notice is given, unless an extension is granted.

For serious violations, such as drug sales or violence on school grounds, the principal may suspend the student, and within 24 hours, request the superintendent to recommend expulsion.

All suspensions and expulsions will be recorded in the state's student information system.

Right to Appeal to the Board

Within one school day of a suspension or expulsion, the superintendent or principal will notify the parent/guardian and the school Board of Directors in writing, including the reasons for the action and the right to appeal to the Board. The notice will explain how to appeal and the right to a hearing, which may be held in executive session upon request. The Board will decide whether to affirm, modify, or reverse the suspension or expulsion.

Discipline for Students with Disabilities

The school will follow the provisions of the Code of Student Conduct for all students, unless a student's Individualized Education Program (IEP) specifies otherwise. Parents/guardians and students with disabilities will be informed of the rules and regulations that apply to their child concerning discipline, suspension, and expulsion upon entering the special education program or during the annual IEP review. For students with disabilities, the school will consider each case individually when deciding if a change in placement is needed due to violations of the student conduct code. If a student with a disability violates the conduct code, the school may remove them for up to 10 school days per incident. After 10 days of removal in a school year, the student will continue receiving services as required by law. If a student's behavior is not considered a manifestation of their disability, the school will apply disciplinary procedures the same as for students without disabilities, but will still provide appropriate services.

Manifestation Determination

When a student with a disability is removed for more than 10 consecutive days, the IEP team will review whether the conduct was related to the disability or the failure to implement the IEP. If it is determined the behavior was a result of the disability or IEP failure, the school will take corrective action and return the student to their original placement unless agreed otherwise.

Special Circumstances

In certain cases, the school may remove a student with a disability to an alternative educational setting for up to 45 days, regardless of whether the conduct is related to the disability, if the student carries a weapon, uses illegal drugs, or inflicts serious bodily injury at school.

Appeal Rights

Parents or guardians of students with disabilities who disagree with the manifestation determination or placement decision may request a due process hearing. Similarly, if the school believes a student's continued placement may result in harm, the school may request a hearing.

This policy ensures students, including those with disabilities, are treated fairly and consistently while respecting their rights to due process and educational opportunities.

Harassment, Intimidation, and Bullying

The Virtual Preparatory Academy of West Virginia has a strict policy against harassment, intimidation, and bullying, including through electronic means. Students found engaging in such behavior will face disciplinary actions, which may include counseling, suspension, or expulsion. The school promotes a safe environment where bullying is not tolerated, and misconduct will be addressed accordingly.

Prohibited Gang Activity

Gang-related activities are strictly prohibited on school grounds, during school events, or through the internet. Students found involved in gang activity will face disciplinary measures, including potential expulsion. “Gang activity” includes actions that promote or support gang behavior, recruit members, or intimidate others using gang affiliation.

Drug-Free School

The school prohibits the use, possession, or distribution of drugs on school property or at school events. This includes illegal substances, alcohol, and anabolic steroids. Violations of this policy will result in disciplinary action and potential involvement of law enforcement.

Weapon-Free School

The possession of any weapon, including look-alike weapons or explosives, is prohibited on school property and during school events. Violating this policy may result in immediate expulsion and legal consequences.

Police and Child Protective Services

The school is committed to reporting criminal misconduct and suspected child abuse to law enforcement or Child Protective Services as required by law. School personnel are required to cooperate fully with any investigations by external agencies.

8. Student Records and Privacy

Student Records and Privacy Policy

Confidentiality of Student Records

Our school strictly adheres to federal and state laws regarding the confidentiality of student records. Student information is not released to any external party unless:

- Required by law,
- A valid release is signed by the parent or guardian, or
- Requested by another school with proper authorization.

Maintaining Current Information

To keep student records accurate, parents/guardians must notify the school immediately of any changes in:

- Address
- Phone number (home/work)
- Legal custody

Records Requests from Previous Schools

Upon a student's enrollment, the school's Operations Department will request records from the student's previous school(s). Per West Virginia Code, those records must be received within 14 days. If records are not received in that time, or if the previous school indicates none exist, local law enforcement will be notified in accordance with state procedures for missing children. All outstanding fees must be paid before student records are released.

Directory Information

Although FERPA allows schools to share "directory information" (e.g., name, grade, honors), our school does not release such information without explicit written consent from the parent or eligible student.

Data Breach Notification Policy

In the event of a data breach impacting student records, VPA of WV will notify affected families within 72 hours and provide guidance on protective measures.

Accessing Student Records

In accordance with FERPA (Family Educational Rights and Privacy Act), parents have the right to:

- Inspect their child's educational records (within 45 days of request).
- Request corrections if they believe records are inaccurate.
- Receive copies if personal circumstances prevent in-person access.

- Request explanations or interpretations of record contents.

All requests must be made in writing to the school administrator. Records may be reviewed only under direct supervision by school personnel.

Non-Custodial Parent Access

Both custodial and non-custodial parents have equal rights to access a child's educational records unless a court order states otherwise. To enforce such limitations, custody orders must be on file with the school.

Non-custodial parents may access:

- Cumulative academic and enrollment files
- Health records
- Psychological records
- Parent-teacher conferences and observations

Only the custodial parent may access Due Process protections (for special education) or make educational decisions. Stepparents may only access records if they have:

- Legal adoption.
- Power of attorney, or
- Been shown the records by the legal parent.

Family Educational Rights and Privacy Act (FERPA)

VPrep of West Virginia is committed to protecting the privacy of student educational records in accordance with the Family Educational Rights and Privacy Act (FERPA), a federal law that affords parents and eligible students certain rights regarding the access and control of education records.

Rights Under FERPA

Parents or eligible students (students age 18 or older) have the following rights:

1. The right to inspect and review education records maintained by the school. Requests should be made in writing to the school administration, and the school will provide access within 45 days.
2. The right to request the amendment of education records they believe to be inaccurate, misleading, or in violation of the student's privacy rights. Requests must be submitted in writing, and the school will respond accordingly.

3. The right to consent to disclosures of personally identifiable information from education records, except when FERPA authorizes disclosure without consent (such as to school officials with legitimate educational interests).
4. The right to file a complaint with the U.S. Department of Education regarding alleged failures by the school to comply with FERPA requirements.

Directory Information

VPrep of West Virginia may disclose “directory information” such as student name, grade level, and participation in activities unless the parent or eligible student notifies the school in writing within 15 days of enrollment that such information should not be disclosed.

School Official Access

School officials with legitimate educational interests—such as teachers, administrators, and support staff—may access student records without prior consent when necessary for educational purposes.

Disclosure to Third Parties

Education records will not be released to outside parties without written consent, except as allowed under FERPA (e.g., compliance with a subpoena, health and safety emergencies).

Protection of Pupil Rights Amendment (PPRA)

The PPRA provides rights regarding surveys, marketing data, and certain physical exams. Parents have the right to:

1. Consent before their child is required to participate in any U.S. Department of Education-funded survey covering “protected information,” including:
 - a. Political affiliations or beliefs
 - b. Mental or psychological problems
 - c. Sexual behavior or attitudes
 - d. Illegal or self-incriminating behavior
 - e. Critical family appraisals
 - f. Privileged relationships (doctor, lawyer, clergy)
 - g. Religious practices or beliefs
 - h. Family income (except as required by law)
2. Opt out of:

- a. Any non-funded survey involving protected information
- b. Non-emergency, invasive physical exams (except those required by law, e.g., vision/hearing)
- c. Collection or use of student information for marketing purposes

3. Inspect:

- a. Survey instruments
- b. Data collection tools for marketing/sales
- c. Instructional materials used in curriculum

Parental Notification

The school will inform families annually of their rights under the PPRA, and before any specific surveys or data collection efforts take place. Notifications will be sent by mail, email, or other available means, with an opportunity to opt out.

Reporting Concerns

If you believe your FERPA or PPRA rights have been violated, you may contact:

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

Student Age of Majority

Under West Virginia law and VPrep of West Virginia policy, students who have reached the age of majority (18 years old) have certain rights and responsibilities concerning their education records and decisions.

Rights of Students Who Are 18 or Older

Once a student turns 18, they are considered an adult for educational purposes and hold the same rights as parents under the Family Educational Rights and Privacy Act (FERPA). This includes:

- The right to inspect and review their own educational records.
- The right to consent to the disclosure of personally identifiable information.
- The right to request amendments to their education records.
- The responsibility to communicate directly with school officials regarding their education.

Parental Access

- Parents or guardians of students who have reached the age of majority may not have automatic access to the student's educational records without the student's written consent.
- Exceptions may apply if the student is claimed as a dependent on the parent's federal income tax return or in cases related to health and safety emergencies.

Communication

Students age 18 or older are expected to take an active role in managing their educational progress and communicating with school staff about attendance, grades, and other academic matters.

Exceptions

If a student under 18 is legally emancipated, the rights of an adult student apply. Additionally, if a student 18 or older is legally conserved, the rights of the parents will continue to apply.

Photo and Video Release

At VPrep of West Virginia, we occasionally take photographs and videos of students participating in school activities, events, and virtual classes. These images may be used to promote the school, celebrate student achievements, and share school news through various platforms such as newsletters, websites, social media, and marketing materials.

Consent

- By enrolling at VPrep of West Virginia, parents/guardians grant permission for their child's image, voice, and/or work to be recorded and used by the school for educational and promotional purposes unless a written refusal is submitted.
- If parents/guardians do not want their child's photos or videos used, they must notify the school in writing within 15 days of enrollment.

Use and Protection

- The school is committed to protecting student privacy and will not publish personally identifiable information (such as full names, addresses, or contact details) alongside photos or videos without explicit consent.
- Images will be used responsibly and professionally, respecting the dignity of all students.

Opt-Out

Parents/guardians may withdraw consent at any time by submitting a written request to the school office. Upon receipt, the school will make reasonable efforts to discontinue further use of the student's image or work.

9. Additional Academic and Student Supports

Title I Parent and Family Engagement

VPrep of West Virginia receives federal Title I funds to support our students schoolwide. Title I is a federally funded program that provides all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

We believe that strong partnerships between families and schools are essential to student success. In accordance with the Every Student Succeeds Act (ESSA), VPrep of West Virginia is committed to building meaningful relationships with families and ensuring their voice is included in school planning and improvement efforts.

Goals of Our Title I Program

- Strengthen academic achievement for all students.
- Provide additional services that increase the amount and quality of instructional time.
- Build the capacity of families to support learning at home.
- Engage parents/guardians in decision-making about school programs and activities.

Parent and Family Rights Under Title I (See “Parent’s Right To Know” letter on our school’s website: <https://westvirginia.virtualpreparatoryacademy.com/>)

As the parent or guardian of a student attending a Title I school, you have the right to:

- Be informed about your child’s academic progress and assessment results.
- Participate in regular meetings related to school planning and improvement.
- Receive timely information about Title I programs and your child’s progress.
- Request information about the qualifications of your child’s teachers.
- Be included in the development of the school’s Parent and Family Engagement Plan and School-Parent-Student Compact.

Parent and Family Engagement Opportunities (See “Parent & Family Engagement Policy” on our school’s website: <https://westvirginia.virtualpreparatoryacademy.com/>)

To support family involvement, VPrep of West Virginia will:

- Host annual Title I meetings to inform families about the program and their rights.
- Provide events, trainings, and materials to help families support learning at home.
- Offer parent-teacher conferences and communication tools in a language parents understand.
- Involve families in the development and review of school improvement plans and the Title I Parent Involvement Policy.

Title 1 Contact Information

Name: Danyelle Schoonmaker, Title 1/WVTSS Coordinator

Email: dschoonmaker@vprepwv.org

Title IX Non-Discrimination

VPrep of West Virginia is committed to providing a safe, inclusive, and equitable learning environment for all students, free from discrimination and harassment on the basis of sex, gender, gender identity, or sexual orientation.

In accordance with Title IX of the Education Amendments of 1972, VPrep of West Virginia does not discriminate on the basis of sex in its education programs or activities. This includes protection from sexual harassment, sexual assault, dating violence, and gender-based discrimination in any school program, event, or activity, or in a virtual setting.

All students have the right to learn in an environment that is respectful and free of bias, stereotyping, and discrimination. If a student believes they have experienced or witnessed behavior that violates this policy, they are encouraged to report it immediately to a school staff member or the Title IX Coordinator.

Title IX Contact Information

Name: Megan Nason, Head of Schools

Email: mnason@vprepwv.org

Complaints will be handled promptly, equitably, and confidentially to the extent possible. Retaliation against anyone who makes a report or participates in an investigation under this policy is strictly prohibited.

McKinney-Vento Homeless Assistance Act Policy

VPrep of West Virginia is committed to ensuring that all students, including those experiencing homelessness, have equal access to education and receive the support they need to succeed. In accordance with the McKinney-Vento Homeless Assistance Act, the school provides protections and services to students and families who lack a fixed, regular, and adequate nighttime residence.

Definition of Homelessness

Under the McKinney-Vento Act, homeless children and youth include those who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Children and youths who have 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 (with the meaning of section 103(a)(2)(C));
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1065) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Rights and Services

Students identified as homeless have the right to:

- Immediate enrollment in school, even without required documents or if deadlines have passed.
- Remain in their school of origin (the school they last attended or were enrolled in before becoming homeless) or enroll in the school where they are currently residing.
- Receive transportation to and from the school of origin to ensure educational stability.
- Receive services comparable to those offered to housed students, including access to school programs, extracurricular activities, and other support services.
- Support and referrals for health, dental, mental health, and other services.

Identification and Support

- VPrep has a designated Homeless Education Liaison who will determine whether a student's living arrangement meets the McKinney-Vento definition of homeless.
- Parents, guardians, students, and community members are encouraged to contact the Homeless Education Liaison if they believe a student may qualify under McKinney-Vento.

Confidentiality

All information regarding a student's homeless status is kept confidential to protect the privacy and dignity of the student and family.

Homeless Education Liaison Contact Information

Name: Jessica Bailey, Family Resource & Community Coordinator

Email: jbailey@vprepww.org

Dispute Resolution Process

In West Virginia, the McKinney-Vento Homeless Assistance Act provides a dispute resolution process to address disagreements regarding school selection, enrollment, or other services for homeless students. This process emphasizes resolving disputes at the local level through the school's homeless education liaison. If unresolved, the dispute can be escalated to the state level for the State Homeless Coordinator's review.

Breakdown of the Process:

1. Local Level (School Liaison):

Referral: Any concerns regarding a homeless student's education, including school selection or enrollment, should be initially referred to the school's homeless education liaison.

Information: The liaison informs the student's representative of their rights under the McKinney-Vento Act and the dispute resolution process.

Determination: The liaison makes a determination on the issue within a reasonable time.

Mediation: If the liaison's determination is not accepted, mediation is offered, with a focus on resolving the dispute at the local level.

Appeal: If mediation fails, the dispute can be appealed to the state level.

2. State Level (State Homeless Coordinator):

Review: The State Homeless Coordinator reviews the dispute, considering information provided by the school district and the appealing party.

Decision: The Coordinator issues a decision, typically within ten days of receiving the appeal.

The Homeless Education Liaison ensures that students and families are fully informed of their rights and receive necessary support throughout the enrollment and appeal process. All policies and procedures are applied without discrimination or stigma.

Foster Care Support

VPA of WV designates a Foster Care Point of Contact to support students in foster care with enrollment, academic planning, and access to services.

Foster Care Support Contact Information

Name: Jessica Bailey, Family Resource & Community Coordinator

Email: jbailey@vprepwv.org

West Virginia Tiered System of Supports (WVTSS)

At VPrep of West Virginia, we are committed to providing every student with the support they need to succeed academically, behaviorally, and socially. Our approach is guided by the West Virginia Tiered System of Supports (WVTSS) framework, a research-based model designed to help all students thrive.

What is WVTSS?

WVTSS is a cohesive system of high-quality practices allowing all students to sustain significant progress, whether they are considered at-risk, exceeding grade-level expectations, or at any point along the continuum. This multi-tiered system uses data-driven instruction to emphasize the integration of academics, behavior, and mental health as uniformly critical to student success.

How WVTSS Works

The system is organized into three tiers of support:

- **Tier 1: Universal Supports** High-quality, evidence-based instruction and support for academics, behavior, and mental health.

- **Tier 2: Targeted Supports** This targeted tier includes but is not limited to more in-depth scaffolding, skill-building, and small group interventions. Students receiving support from Tier 2 should be simultaneously receiving universal supports.
- **Tier 3: Intensive Supports** This intensive tier includes but is not limited to longer and more frequent sessions and progress monitoring with individual attention. Students receiving support from Tier 3 should be simultaneously receiving universal supports.

Parent and Family Involvement

- Families are important partners in the WVTSS process. We encourage open communication and collaboration to support student success.
- If your child receives targeted or intensive interventions, you will be informed and involved in planning and progress monitoring.
- Parents may request meetings to discuss their child’s progress or ask for additional support.

Confidentiality and Respect

All interventions and supports are provided respectfully and confidentially. Our goal is to help each student reach their full potential in a positive and nurturing environment.

WVTSS Contact Information

Name: Danyelle Schoonmaker, Title/WVTSS Coordinator

Email: dschoonmaker@vprepww.org

Child Find

VPrep of West Virginia is committed to identifying, locating, and evaluating all children with disabilities who may need special education and related services. This commitment is part of our responsibility under the Individuals with Disabilities Education Act (IDEA) and West Virginia state law.

What is Child Find?

Child Find is a continuous process to:

- Identify children, from birth to age 21, who have disabilities or developmental delays.
- Ensure children who may need special education services are referred for evaluation promptly.

- Provide access to appropriate educational programs and supports.

Who Does Child Find Serve?

- Children enrolled in VPrep of West Virginia.
- Children suspected of having a disability in any area such as speech and language, learning, physical, emotional, or developmental.

Referral and Evaluation Process

- Parents, teachers, or other concerned individuals may refer a child for evaluation at any time.
- Referrals can be made by contacting the school's Special Education Coordinator.
- Upon referral, VPrep will conduct a timely and comprehensive evaluation to determine eligibility for special education services.
- Evaluations are conducted with parental consent and include multiple assessment tools.

Parental Rights

- Parents have the right to be involved in the evaluation process and to provide input.
- Parents must provide informed consent before any evaluation or special education placement.
- Parents will be notified of the evaluation results and any eligibility decisions.

Confidentiality

- All information obtained through Child Find activities is kept confidential in accordance with federal and state laws.

Special Education

At VPrep of West Virginia, we are committed to providing a free appropriate public education (FAPE) to all students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and applicable West Virginia regulations. Our goal is to support students' individual needs and help them succeed academically, socially, and emotionally.

Identification and Referral

- Students suspected of having a disability that affects their educational performance may be referred for a special education evaluation. Referrals can be made by parents, teachers, or other school personnel.

- The evaluation process is comprehensive and considers multiple sources of information to determine eligibility and identify needs.

Individualized Education Program (IEP)

- Students found eligible for special education services will have an Individualized Education Program (IEP) developed by a team that includes parents, teachers, specialists, and when appropriate, the student.
- The IEP outlines the student's strengths, needs, goals, accommodations, modifications, and related services.
- IEPs are reviewed at least annually and updated as needed to reflect student progress and changing needs.

Transition Services

- Beginning by age 14 (or younger if appropriate), transition planning is incorporated into the IEP to prepare students for post-secondary education, employment, and independent living. Transition services include job shadowing, resume-building workshops, and college application support, tailored to each student's IEP goals.

Least Restrictive Environment (LRE)

- Students receiving special education services will be educated in the Least Restrictive Environment to the maximum extent appropriate.
- This means students will participate with their non-disabled peers as much as possible and receive supports within the general education setting whenever feasible.

Parent Rights and Involvement

- Parents have the right to be fully involved in all decisions regarding their child's evaluation, placement, and services.
- Parents will receive prior written notice and have the opportunity to provide consent before evaluations or services begin.
- Parents may request meetings, review records, and seek dispute resolution if they disagree with decisions.

Procedural Safeguards

- VPrep of West Virginia follows all procedural safeguards required under IDEA, including confidentiality of records, timely evaluations, and opportunities for mediation or due process hearings.

Related Services

- Students may receive related services such as speech therapy, occupational therapy, counseling, or transportation as specified in their IEP to support access to education.

Contact for Special Education Services

Name: Sarah Britcher, Special Education Manager

Email: sbritcher@accelschools.com

Support for Special Populations and At-Risk Students

At Virtual Preparatory Academy of West Virginia (VPA), we are committed to supporting the whole child. Our Student Services team works with students, families, and teachers to address academic, social, emotional, and mental health needs. Through early intervention, individualized supports, and strong partnerships with families and community resources, we help every student stay on track for success in school and beyond. Remediation and enrichment time is built into the daily and weekly schedule to ensure students receive the personalized support and challenges they need to thrive.

Child Find and Student Identification

Virtual Preparatory Academy (VPA) of West Virginia is committed to identifying, evaluating, and supporting students who may need special education services. As a statewide virtual public charter school, VPA uses a variety of outreach efforts, such as website announcements, social media, and communication with homeschool and private school communities, to ensure families across West Virginia are aware of their rights and the process to request support. Staff receive training to recognize and respond to student needs and to support families through the evaluation process.

Screening and Interventions

VPA uses a tiered intervention process to support students who may be struggling academically or behaviorally. A team that includes special education staff monitors students' progress and implements targeted interventions. If a student does not respond adequately, the team may refer the student for a

special education evaluation, with parent involvement throughout. Interventions are not used to delay or deny an evaluation request.

Referral, Evaluation, and Eligibility

Students can be referred for a special education evaluation by a parent/guardian, teacher, or the Student Assistance Team (SAT). The evaluation process includes input from educators, parents, and specialists, along with classroom data, student progress, and formal assessments. VPA ensures evaluations are not influenced by factors such as English proficiency or inconsistent attendance, and that they reflect the student's true needs.

Culturally Responsive Evaluations

All evaluations are conducted in a way that is fair and appropriate for students of all backgrounds. Tests will be given in the student's native language or preferred communication method whenever possible. Upon enrollment, families complete a Language Preference Form to support accurate communication and assessments.

Instructional Programming and IEP Services

VPA provides all students with a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Students with an Individualized Education Program (IEP) will receive services as outlined in their plan, which may include:

- Adaptations or modifications in the general education setting.
- Small group or 1:1 instruction.
- Use of alternative curriculum for students who qualify for the West Virginia Alternate Summative Assessment (WVASA).
- Functional life skills instruction, when appropriate.

If a student's needs require more intensive support, the IEP team may consider alternative placements such as specialized programs or home/hospital instruction.

Assistive Technology (AT)

VPA provides Assistive Technology (AT) at no cost to families when needed to support student learning. Tools may include screen readers, dictation software, adaptive keyboards, and other equipment outlined in the IEP to ensure equal access to instruction.

Transition Planning

A transition plan is developed as part of the IEP by age 14 (or earlier if needed) to prepare students for life after high school. This includes planning for college, vocational training, employment, and independent living. Students are invited to participate in their IEP meetings to help shape their goals and pathways.

Progress Monitoring

Student progress toward IEP goals is monitored regularly through data such as classroom assessments, work samples, and observations. Families receive quarterly updates (or more frequently if agreed upon), with changes made to instruction as needed to help students meet their goals. Related services are also tracked and reported to parents.

Equity and Disproportionality

VPA of West Virginia reviews student data regularly to ensure fair and unbiased identification of students for special education. To prevent disproportionality:

- Evaluations use multiple tools and are administered by trained professionals.
- Cultural and language differences are considered in all assessments.
- Staff receive training in cultural sensitivity and bias prevention.

If disproportionality is identified, VPA will review and revise relevant policies and procedures to ensure all students are evaluated and supported equitably.

Section 504

VPrep of West Virginia is committed to providing a free appropriate public education (FAPE) to all students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 (“Section 504”), a federal civil rights law that prohibits discrimination based on disability.

What is Section 504?

Section 504 ensures that students with disabilities, defined as having a physical or mental impairment that substantially limits one or more major life activities, receive accommodations and supports necessary to access the educational program equally.

Identification and Evaluation

- Any student who may have a disability that substantially limits learning, or other major life activities may be referred for a Section 504 evaluation.
- Referrals can be made by parents, teachers, or other school staff.
- The school will conduct a fair and comprehensive evaluation using relevant information to determine eligibility under Section 504.

504 Plan Development

- If a student is found eligible, a Section 504 Plan will be developed collaboratively by a team including the parent/guardian and school personnel.
- The plan outlines accommodations, modifications, and supports necessary to provide equal access to learning and school activities.
- Plans are reviewed periodically and revised as needed.

Rights of Parents and Students

- Parents/guardians have the right to participate in all meetings regarding their child's 504 evaluation and plan.
- They have the right to receive written notice before any evaluation or placement decisions.
- Parents can request an impartial hearing if they disagree with the school's decisions related to Section 504.

Confidentiality

All information related to a student's disability and Section 504 plan is confidential and shared only with those who need to know how to implement accommodations.

Examples of Accommodations

Accommodations under Section 504 may include but are not limited to:

- Adjustments to lesson presentations &/or assignments which would provide the student w/equal access to the learning opportunities available to the other students in the class such as:
 - Extended time
 - Priority assignment list
 - Assistive technology

- Behavioral support plans
- Supplemental aids and services

Section 504 Services Contact Information

Grades: K-5

Name: Gabrielle Burriss, Elementary Principal Email: gburriss@vprepwv.org

Grades: 6-8

Name: Brian Bauer, Middle School Principal Email: bbauer@vprepwv.org

Grades: 9-12

Name: Andrew Johnson, High School Principal Email: ajohnson@vprepwv.org

Gifted Students

At VPrep of West Virginia, we recognize the unique talents and abilities of gifted students and are committed to providing educational opportunities that challenge and support their academic and creative growth in alignment with West Virginia state guidelines.

Identification of Gifted Students

- Gifted students are identified through a comprehensive evaluation process that includes multiple criteria such as standardized test scores, teacher recommendations, student portfolios, and observations.
- Identification may occur at any grade level and can be initiated by parents, teachers, or other school personnel.
- The evaluation process ensures that students from all backgrounds have equitable access to gifted programming.

Services and Programming

- VPrep offers differentiated instruction and enrichment opportunities designed to meet the needs of gifted learners.
- Services may include accelerated coursework, advanced projects, and participation in gifted-specific activities.

- Gifted students receive support to develop critical thinking, creativity, leadership, and problem-solving skills.

Parent and Student Involvement

- Parents are partners in the identification and service planning process.
- Parents will be informed of their child’s eligibility for gifted services and have opportunities to participate in meetings and planning.
- Students are encouraged to take an active role in their learning and goal setting.

Ongoing Assessment and Support

- Gifted students’ progress is regularly monitored to ensure their educational needs are met.
- Adjustments to programming and services may be made based on student growth, interests, and feedback.

Equity and Inclusion

- VPrep is committed to identifying and supporting gifted students from diverse backgrounds and ensuring that all students have access to gifted services regardless of race, ethnicity, language, or socioeconomic status.

Contact for Gifted Services

For questions or to refer a student for gifted screening, please contact:

Gifted Education Coordinator: Sarah Britcher

Email: sbritcher@vprepwv.org

English Learner (EL)-ESEA Title III

At VPA of West Virginia, we are dedicated to supporting the academic success and language development of students whose primary language is not English. Title III promotes student achievement by increasing the local capacity to support English Learners (EL) in attaining English proficiency and meaningfully access challenging curricular and extracurricular programs.

Key features of our ELL program include:

- Certified ESL-endorsed teachers serving as Teachers of Record.

- Instruction aligned with West Virginia academic standards.
- Access to grade-level content through research-based ESL strategies.
- No restrictions on course or program access based on EL status.

EL students are monitored regularly and assessed each year using the ELPA21. Students who meet West Virginia’s exit criteria will be reclassified but continue to receive monitoring per state guidelines. Each year, the EL program is reviewed using data on academic performance, representation, professional development, family engagement, and resource allocation to ensure equitable access and support for all students.

English Learners (EL)

VPA of West Virginia supports English Learners in building strong English language and academic skills in alignment with state and federal requirements. Each English Learner (EL) has a personalized learning plan designed to support their growth in language and content areas. These plans include goals, instructional strategies, and appropriate accommodations, and are reviewed at least annually, or more often as needed.

Identification and Assessment

- Valid and reliable English Language Proficiency (ELP) assessment will be used to identify ELs needing EL services and programs.
- Identified EL students receive initial and annual assessments to monitor progress in English language proficiency.
- EL services and programs are required until EL student is proficient in English and can participate meaningfully in educational programs without EL supports. (*WVBE Policy 2417*)

Program Services

- EL students receive instruction that integrates English language development with grade-level content, while being provided accommodations necessary to be successful in the classroom.
- English Language Proficiency (ELP) Standards explicitly focus on the learning needs of the wide range of EL students who come from widely diverse cultural, linguistic, and educational backgrounds and are at different stages of English language acquisition.
- ELP standards represent a bridge for EL students to gain access to content instruction in English.
- Special education services must be provided to ELs who have been identified as children with disabilities under the IDEA or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504).

Parent/Guardian Involvement

- Parents/guardians will be informed when their child qualifies for EL services and about the program options available.
- Communication with families will be provided in their home language whenever possible.
- Parents are encouraged to participate in meetings, support their child’s language development, and collaborate with teachers.

Reclassification and Exit

- Students will be monitored annually for English proficiency.
- When a student scores proficient on the WV ELP assessment (ELPA21 summative assessment) they will be reclassified and exited from the EL program. (*WVBE Policy 2417*)
- Continued academic progress monitoring will occur for two years.
- Reporting of academic progress will continue for four years after a student has exited EL status.

Equal Access and Non-Discrimination

- VPrep of West Virginia ensures that EL students have equal access to all educational programs and services.
- No student will be denied access to education based on language proficiency.

Contact for EL Services

Name: Danyelle Schoonmaker, Title/WVTSS Coordinator

Email: dschoonmaker@vprepwv.org

10. School-Sponsored Activities

Field Trips

Field trips are organized throughout the school year and are designed to enhance students’ classroom learning experiences. Participation in field trips requires a signed parental permission slip, and without it, students will not be allowed to attend. An Emergency Medical Authorization Form must also be on file with the school prior to participation. Teachers may request assistance from parents or guardians to help organize and chaperone these trips. VPA of WV also offers virtual field trips, such as online museum tours or guest speaker sessions, to enhance learning. Students are invited to attend any outing by

submitting an RSVP, if required, for the event. Parents or designated adults are responsible for supervising their children at all times during outings.

Transportation Policy for In-Person Events

To clarify responsibilities for in-person school events, the following policy outlines transportation expectations for mandatory and optional activities.

Transportation Policy

- **Mandatory Events (State Testing, etc.):**

For required in-person events, parents/guardians are responsible for arranging transportation to designated sites unless the student qualifies for transportation under the McKinney-Vento Homeless Assistance Act (see Handbook Section 9). The school will provide site locations as soon as they have been confirmed.

- **Optional Events (Field Trips, Extracurriculars, etc.):**

Parents/guardians are responsible for transportation to and from optional school-sponsored events, such as field trips or regional competitions.

All in-person event details, including transportation requirements, will be communicated as soon as they have been confirmed with as much notification as possible.

Dress Code for School-Sponsored Activities

Students are expected to wear appropriate clothing to school-sponsored events. Clothing that causes distractions, disrupts the learning environment, or poses health or safety risks will not be permitted. Parents should reach out to the school if they need clarification regarding dress code expectations.

Liability Release Agreement

For participation in any school outing, a completed and signed Liability Release Agreement must be submitted by the parent or guardian. This form is required for all attending children.

Medication during School-Sponsored Activities

It is acknowledged that some students may need medication during school gatherings. Parents and guardians are encouraged to administer medications outside of school gathering hours whenever possible. Parents will assume full responsibility for their child's medical care during these events.

11. Complaint Procedure

Complaint Procedure

Virtual Preparatory Academy (VPA) of West Virginia is committed to creating a safe, inclusive, and supportive environment for all students and families. We do not tolerate discrimination or harassment based on race, color, national origin, age, religion, disability, sex (including gender nonconformity), or any other protected category. VPA follows all applicable non-discrimination and anti-harassment laws and has designated coordinators to oversee compliance and handle any related concerns. If a student or family has a complaint or concern, the following steps should be followed to ensure the matter is addressed promptly and fairly:

Step 1: Contact the Head of School

- Submit your concern in writing to the Head of School.
- The Head of School will respond within 10 working days.
- If the issue is not resolved, you may request a follow-up meeting (phone or in-person) in writing.
- The Head of School will investigate and respond within another 10 working days of the meeting request.

Step 2: Contact the School Board

- If the issue remains unresolved, you may submit a formal complaint to the Virtual Preparatory Academy of West Virginia Board of Directors.
- The Board President or designee will respond within 10 working days to schedule a meeting (virtually, by phone, or in person).
- The meeting may include the parent/guardian, Board President/designee, Head of School, Principal, teacher, and/or student, depending on the situation.

Step 3: Contact the State Charter School Board

- If the concern is still not resolved after meeting with the school board, families may file a formal complaint with the West Virginia Professional Charter School Board.

Anonymous Reporting

Anonymous complaints may be submitted via [secure online form or third-party hotline] for issues like harassment or safety concerns, with follow-up as appropriate. VPA aims to resolve complaints within 30 working days from initial submission, unless additional investigation is required.

12. Technology Requirements and Support

To participate in VPA of WV’s virtual learning program, students must have access to:

- A reliable device (e.g., laptop, Chromebook, or tablet) with a webcam and microphone.
- High-speed internet (minimum 10 Mbps download speed recommended).
- Supported browsers (e.g., Google Chrome, Firefox) and updated software for the Canvas learning platform.

Loaner Devices

VPA provides laptops to families. Families are responsible for maintaining and returning devices in good condition.

Digital Citizenship

Students are expected to follow digital citizenship guidelines, including respectful online communication and responsible use of school resources.

13. Parent and Community Involvement

VPA of WV values the partnership of parents and community members in fostering student success. Opportunities for involvement include:

- **Parent Advisory Committee (PAC):** Join monthly meetings to provide input on school policies, programs, and event planning. Contact Ashley Hubbard @ ahubbard@vprepwv.org to participate.
- **Point of Contacts (POCs):** Assist in coordinating our in-person “Meet Ups” where students &/or families get the opportunity for increased in-person social interactions. Contact the PAC for more information.

- **Volunteering:** Support virtual or in-person events, by attending the variety of events planned throughout our school year and occasionally summertime. Examples include but are not limited to: being a guest speaker/reader, participating in Title funded workshops/events, assisting in virtual or in-person field trips, participating in data reviews or test prep celebrations, attending conferences/meetings.

All volunteers must complete a background check and orientation.

14. Emergency Procedures for Virtual Learning

VPA of WV is prepared to address emergencies impacting virtual instruction, including:

- **Platform Outages:** In case of technical disruptions (e.g., CANVAS/POWERSCHOOL platform downtime), classes will transition to asynchronous assignments, and families will be notified via email/text. Backup platforms (e.g., Google Classroom) may be used.
- **Cybersecurity Incidents:** If a data breach or cyberattack occurs, VPA will notify affected families within 72 hours and provide protective measures.
- **School Closure Notifications:** For statewide emergencies (e.g., severe weather impacting testing sites), closure notices will be sent via email, text, and the School Community Board.

Families should ensure contact information is up-to-date in the PowerSchool portal to receive timely alerts.

15. Extracurricular Activities and Clubs

VPA of WV offers a variety of virtual and in-person extracurricular activities to support student interests and leadership development. Some Examples:

- **Virtual Clubs:** Options include STEM Club, Debate Team, and Creative Writing Club, meeting weekly via Big Blue Button. Club schedules are posted on the School Community Board.
- **Eligibility:** Students must maintain satisfactory academic progress and attendance to participate.

16. Parent/Student Handbook Acknowledgment

To ensure families understand and agree to follow the policies outlined in this handbook, an acknowledgment form is required.

Parent/Student Handbook Acknowledgment

- **Requirement:** All parents/guardians and students (grades K–12) must review the Parent-Student Handbook and submit a signed acknowledgment form upon enrollment or re-enrollment.
- **Submission Process:** The form is available in the PowerSchool parent portal or as a paper version upon request. Submit completed forms within 15 days of enrollment to records@vprepww.org.
- **Content:** The acknowledgment confirms that families have read and understood policies on academics, attendance, behavior, technology use, and other expectations.
- **Consequences:** Failure to submit the form may delay enrollment processes or access to certain school services (e.g., extracurricular registration).

17. Contact Information Directory

The table below outlines the chain of command for key roles at VPA of WV, starting with teachers and escalating to the head of school, including department-specific heads. This structure reflects the communication and issue resolution flow as outlined in the Parent-Student Handbook.

Level	Role	Name	Email	Notes
1	Student Teacher(s)	Can be found in student Canvas Courses	Can be found in student Canvas Courses	Primary contact for academic and classroom concerns. Specific teacher emails available via Canvas parent portal.

2	Elementary Principal	Mrs. Burriss	burriss@vprepww.org	Provides K-5 oversight and support.
2	Middle School Principal	Mr. Bauer	Bbauer@vprepww.org	Provides 6-8 oversight and support.
2	High School Principal	Mr. Johnson	Ajohnson@vprepww.org	Provides 9-12 oversight and support.
3	Operations	Aquoia Jenna		Manages student records, enrollment, and administrative processes (e.g., address/custody updates, transcript requests).
4	Operations Manager	Joanna		
4	Special Education Manager	Ms. Britcher	Sbritcher@vprepww.org	Supports IEPs and special education services. Contact for Child Find or disability-related inquiries.
4	Title/WVTSS Coordinator	Mrs. Schoonmaker	Dschoonmaker@vprepww.org	Oversees all Title programs and West Virginia

				Tiered System of Supports (WVTSS) for academic and behavioral support.
4	Section 504/School Counseling Coordinator			Manages Section 504 plans and school counseling services. Also Title IX Coordinator.
4	Student Success Team Manager	Sabrina		Oversees Student Success Coaches and academic support plans. Contact via main office or AMP portal for specific team lead.
5	Head of School	Dr. Megan Nason	Mnason@vprepev.org	Highest authority, equivalent to a superintendent.

18. Withdrawal Procedures

Voluntary Withdrawal

Parents who wish to withdraw their student from VPA of WV are asked to provide at least one week's notice to the school. To initiate the withdrawal process, parents should contact the student's success coach to complete the withdrawal form, which serves as the official notice of the student's withdrawal. Please note that student records will not be released until a Records Request, HOPE Award Letter, or

Notice of Intent has been received. Additionally, all outstanding fees, academic records, and obligations must be resolved, including the return of any textbooks, electronics, and school property. Failure to return school equipment and materials in satisfactory condition may result in collection actions.