



Parent-Student Handbook

Last Updated January 2023

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Section 1.0 Mission and Vision

1.1 Purpose of Public Education

West Virginia's Public Education goals are to provide a high-quality learning system that:

1. Encourages a lifelong pursuit of knowledge and skills;
2. Promotes a culture of responsibility, personal well-being, and community engagement; and
3. Responds to workforce and economic demands.

West Virginia Academy accomplishes these goals by espousing the following tenets:

1. All children can learn, although their pace may differ, and the mastery of the fundamental core knowledge is essential to a child's achievement throughout life.
2. The school must be structured to support parents so they may play an active role in all aspects of their child's education.
3. Students need to be provided with opportunities that will stretch them, teach them how to become better citizens, and empower them to influence their environment to make a difference.
4. The future of West Virginia is influenced by the passion of our young people and their creativity to move our state in a prosperous direction.

1.2 Mission of WVA Nursery School

West Virginia Academy's Nursery School mission is to use a whole child approach to help our scholars from all backgrounds, including, in particular, historically underserved student populations, achieve essential skills necessary for school readiness in a healthy, safe and secure environment. These essential skills include a foundation of early development in: social-emotional independence, language and literacy, mathematical and scientific reasoning, and physical coordination.

WVA Nursery has adopted the fundamental principles that guided the Head Start Program's policies and practices. These fundamental principles are: (1) each child is unique and can succeed; (2) learning occurs within the context of relationships; (3) families are the children's first and most important caregivers, teachers, and advocates; (4) children learn best when they are emotionally and physically safe and secure; (5) areas of development are integrated, and children learn many concepts and skills at the same time; (6) teachers must be intentionally and focused on how children learn and grow; and (7) every child has diverse strengths rooted in their family's culture, background, language, and beliefs.

1.3 West Virginia Academy Primary School Mission

West Virginia Academy's Primary School mission is to help our scholars from all backgrounds, including, in particular, historically underserved student populations, become academically

successful through becoming effective communicators, creative collaborators, dynamic leaders, and promising innovators for the state of West Virginia. We will train, support, and mentor our educators to use evidence-based educational instructions and interventions that promote each scholar's academic success, and well-being.

At West Virginia Academy (WVA) academic success for our scholars will be built on four target areas: communication, collaboration, leadership, and innovation.

EFFECTIVE COMMUNICATION

Communication skills, including writing communication, is essential for academic success and is highly desired by employers. Home-room teachers will take the necessary time to help our scholars understand their own thoughts, feelings, and sensations, as well as how these can affect their own actions.

CREATIVE COLLABORATORS

In order for our scholars to be academically successful, they must learn how to work with others. A unique program in our school is the West Virginia Academy Ambassador program, it will help promote meaningful and inclusive participation of all individuals in the school and community. This program focuses on four Ancient Roman Virtues, one for each team. The students complete projects each term in the school and community that apply the knowledge gained by studying their assigned virtue. All students, regardless of ability, are placed in one of four teams. These teams consist of scholars from all grade levels. The teams are organized in such a way that all participate and collaborate to achieve their goals. At the end of the year, they are asked to put their knowledge to the ultimate test by competing as a group in the Field Day Competition. (See Section 2.1.D)

DYNAMIC LEADERSHIP

Leadership development is an important part of the higher educational experience.¹ Thus, it is WVA mission to create meaningful, relevant leadership experiences that will be engaging, impactful, and tied closely to our curriculum and ambassador program. Helping our scholars become dynamic leaders will help their academic success throughout their lifetime.

We will also have a WVA Student Council. Older students will be elected through a ballot system at the end of the previous year. The student council will have a critical role in helping create a more positive school culture as well as help WVA school fulfill it's mission.

PROMISING INNOVATION

"The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population and innovation is key to a bright economic future."² To

¹ Deal, S. T., & Yarborough, P. (2020). Higher Education Student Leadership Development: 5 Keys to Success. *Center for Creative Leadership*, 1-16.

² President's Council of Advisors on Science and Technology. (2010). Prepare and inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Futures. Washington, DC.

develop young professionals who will have the capacity to innovate must be intentional – it will not just happen.³ Promising innovators are able to come up with various ideas just from thinking about the details in a new way. That is why creative problem solving to produce strong innovators is a mission of West Virginia Academy.

WVA knows that there must be a strong core knowledge background in order to think creatively about the content. Each year our secondary school scholars are required to take a design course for a semester. This class walks the students through innovative techniques and strategies to solve problems they see around them. In our primary school, Fridays are dedicated for innovative programs and team-building exercises to increase our student’s creativity.

EVIDENCE-BASED EDUCATION

We will train, support, and mentor our teachers in how to find and implement evidence-based educational techniques. These are instructional techniques and interventions that have been found effective and reliable using randomized controlled trials or meta-analyses. In other words they are the techniques that are found to work consistently for their intended purpose.⁴

Overall, WVA will use Direct Instructional (DI) techniques to deliver explicit instruction to our primary scholars. Explicit instruction is characterized by clear descriptions, demonstrations of a skill, followed by supported practice and timely feedback. This method has been found effective with all students⁵ including those that are disabled,⁶ english language learners,⁷ and gifted.⁸

1.4 West Virginia Academy Secondary School Mission

West Virginia Academy’s Secondary School mission is to build upon the academic success of our scholars from all backgrounds, including, in particular, historically underserved student populations, in becoming effective communicators, creative collaborators, dynamic leaders, and promising innovators by increasing their global awareness through developing intercultural communication skills and a holistic approach to problem solving. We will train, support, and mentor our educators to use evidence-based educational instructions and interventions that promote each scholar’s academic success, and well-being.

³ Roberts, J.L.(2015) Innovation and STEM Schools. NCSS Journal. 28-29.

⁴ Kathryn E. Joyce (2019) The key role of representativeness in evidence-based education, Educational Research and Evaluation, 25:1-2, 43-62.

⁵ Stockard, J. (2010) Fourth graders’ growth in reading comprehension and fluency: A pretest-posttest randomized control study comparing Reading Mastery and Scott Foresman Basal Reading program. *NIFDI Technical Report*

⁶ Kanfush, P.M. (2014) Dishing Direct Instruction: Teachers and Parents Tell All! *The Qualitative Report*. 19(1). 1-13; Roux, C., Dion, E., Barrette, A., Dupéré, V., & Fuchs, D. (2015). Efficacy of an intervention to enhance reading comprehension of students with high-functioning autism spectrum disorder. *Remedial and Special Education*, 36, 131-142.

⁷ Gabonada-Gatcho, A.R., Hassan-Hajan, B. (2019) Augmenting Senior Secondary ESL Learners’ Reading skills through Explicit Instruction of Metacognitive strategies. Phillipine Normal University, Philippines. 1-24.

⁸ Bisland, A. (2004). Using Learning-Strategies Instruction with students who are gifted and learning disabled. *Gifted Child Today*. 27(3). 51 - 58.

GLOBAL AWARENESS

Global awareness is a worldview or way of thinking about one's place in an increasingly interconnected world.⁹ The International Baccalaureate Middle Years Program focuses on cross-cultural and transnational investigations of modes and motivations of human activities. In today's society, we recognize that to be successful in the workplace our scholars must develop a greater world view in each of our topics of study.

INTERCULTURAL COMMUNICATION SKILLS

Dual language learning can provide profound global perspective and students with skills across multiple languages can understand how other perceive the world with more acuity than mon-lingual speakers.¹⁰ The learning of other languages has been termed the antidote to cultural intolerance by addressing the specific needs of globalization.

Each of our scholars will learn Latin during their first two years of their middle years program. Latin has been found to be a route to understanding word relationships, linguistics, creative production, modern democratic governments, and it is also known as the key to unlocking our cultural heritage.¹¹ Latin studies will give our scholars a unique understanding of our cities and infrastructure, pagan history through Greek and Roman myths, ancient science and medicine, and literature, art, and music with classical roots. After two full years of latin studies, our scholars will be able to continue their latin studies or choose from a variety of other romance languages that build on their latin knowledge.

HOLISTIC APPROACH TO PROBLEM SOLVING

The Holistic Approach to Learning and Teaching Interaction (HALTI) has been around since 1999 and is based on the premise that teaching is a social activity. By using the HALTI approach, we will encourage critical thinking, "in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them."¹² It is unique in that it teaches the learners to develop themselves through critical thinking.

There are five aspects of the HALTI that our teachers will be trained and mentored in, each will know exactly how to implement these interactions within their course of study. These areas include: knowledge generation and acquisition, self-discovering or creation of personal constructs, seeking ways to develop personal improvement, transmission of knowledge from discipline to discipline, and reflection on the learning and teaching in each course.¹³

⁹ Delacruz, Elizabeth, M., Arnold, A, Alice, Kuo, Ann., Parsons, Michael. (Eds). (2009). Globalization, art & education. Washington, D.C.: National Art Education Association.

¹⁰ VanTassel-Baska, J., MacFarlane, B., & Baska, A. (2017) The Need for Secondary Language Learning. *Parenting for High Potential*. 6(5). 4-7.

¹¹ VanTassel-Baska, J. (2004). Quo vadis? Laboring in the classical vineyards: An optimal challenge for gifted secondary students. *The Journal of Secondary Gifted Education* 15(2): 56-60.

¹² Paul R and Elder L (2001) *Critical Thinking: Tools for taking Charge of Your Learning and Your Life*. Saddle River, NJ: Prentice Hall.

¹³ Patel, N.V. (2003) A Holistic Approach to Learning and Teaching Interaction: Factors in the Development of Critical Learners. *The International Journal of Educational Management*. 17(6/7) 1-19.

EVIDENCE-BASED EDUCATION

Not only will our secondary teachers be trained in evidence-based educational strategies that have been found to be valid and reliable, they will also receive training specific to the International Baccalaureate Middle Years Program by a professional educational counselor that will be assigned to our school. As our teachers learn and grow within the program they will be able to mentor other new teachers who enter our school system.

1.5 School Model

West Virginia Academy Public Charter School teaches students in developmentally appropriate ways based on the child’s age and stage of life.

Our Nursery School starts with an emphasis on Montessori providing time for students to explore and work independently on their own, setting their own pace. This gradually changes to a more cooperative approach, Reggio Emilia, in PreK.

Starting in Kindergarten WVA adopts a classical education school model. In the modern sense, this means that we teach a broad range of topics as opposed to “specializing” or teaching vocational skills. In a traditional sense, it means that we adhere to the concept of the Trivium, as interpreted to represent three stages of knowledge acquisition. The Grammar phase is identified with the young child (0-9), who easily memorizes songs, poems and factual knowledge. The Logic phase (9-14) is identified with learners “connecting” their factual knowledge in a logical manner, “making sense” of things. During this logic phase students will graduate from our Primary School and enter our Secondary School, which features the International Baccalaureate Middle Years Program. This helps students make logical connections not only to their immediate community but the world.

Section 2.0 Daily School Operation

2.1 School Day Schedules

2.1.A Nursery School Start and End Times

Infants, Toddlers, Preschool, and PreK students (ages 6 weeks to 5) are considered Nursery School students. Nursery School Students start their school day at 8:00 am. Parents may drop off students beginning at 7:50am each morning. The school day for Nursery School students ends at 3:15 pm. All students, who are not participating in the after school program must be picked up no later than 3:25 pm, otherwise a fee of \$8 per hour will be charged to the parents for late pick up.

2.1.A.1 General Schedule for Nursery School Students

Times	Mon/Wed	Tues/Thurs
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7:30-8:30	Morning Work	Morning Work
8:35 - 9:30	Circle Time	Circle Time
9:30-11:05	Stations (Art, Writing,Math, DP)	Stations (Art, Writing,Math, DP)
11:05-11:15	Snack	Snack
11:15-12:00	Outdoor/Indoor Recess	Outdoor/Indoor Recess
12:05-12:45	Lunch	Lunch
1:00-2:30	Quiet/ Nap	Quiet/ Nap
2:30-2:50	Story Time	Story Time
2:55-3:30	Dismissal	Dismissal

2.1.B Primary School Start and End Times

Primary School Students include Kindergartners through 5th grade students. Their school day starts at 8:00 am each morning. Parents may drop off students beginning at 7:40 pm. All students, who are not participating in the after school program must be picked up no later than 3:25 otherwise they will be assessed a \$6 per ½ hour late fee (time is rounded up).

2.1.B.1 General Schedule for Primary School Students

8:00 - 8:15	HOMEROOM
8:20 - 9:05	Reading
9:10 - 9:30	Break/Cursive
9:35 - 10:30	Math
10:35 - 11:15	Language
11:15 - 11:45	Lunch/Recess
11:45 -12:00	Read aloud
12:05 - 12:55	Grade Level Learning
12:55 - 1:30	Science
1:30 - 2:00	Recess
2:00 - 2:55	History/ Geography

2:55 - 3:00	Dismissal
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2.1.C Secondary School Start and End Times

Secondary School Students include 6th through 9th graders. Their school day starts at 8:00 am each morning. Parents may drop off students beginning at 7:40 pm. All students, who are not participating in the after school program must be picked up no later than 3:25 otherwise they will be assessed a \$6 per ½ hour late fee (time is rounded up).

2.1.C.1 Secondary School Start and End Times

Mon/Wed	Tue/Thur
A Day	B Day
7:40 - Scholars Enter Building	7:40 - Scholars Enter Building
Homeroom 8:00 - 8:17	Homeroom 8:00 - 8:17
8:20 - 9:47 1st Period	8:20 - 9:47 5th Period
9:50 - 11:15 2nd Period	9:50 - 11:15 6th Period
Lunch - 11:15 - 11:45	Lunch - 11:15 - 11:45
11:50 - 1:17 3rd Period	11:50 - 1:17 7th Period
1:20 - 2:47 4th Period	1:20 - 2:47 8th Period
2:50 - 3:00 Homeroom/ Dismissal	2:50 - 3:00 Homeroom/ Dismissal

2.1.D West Virginia Academy Ambassador Program

Our WVA Ambassador program is an organized and structured way for cooperative learning to take place within our school and the community. Each team will create a series of projects to complete together throughout the year. Each member of the team is important and will be responsible for contributing elements to complete the given task. Members of the team will be of all ages and abilities. A significant benefit to our Ambassador program is the chance scholars have to engage with one another in addition to the course material.

Community engagement is a way for our scholars to use what they have learned in the classroom to improve their surrounding community. Ambassador teams will have the chance to learn in real-life situations, connect with professional and community members, and improve their ability to demonstrate understanding, problem-solving skills, and critical thinking through their various term projects.

The Ambassadors program has four areas of focus and students will be assigned to a team based on one of the four areas for the school year. The program will be instrumental in planning and executing culminating events for the community in coordination with our parent association.

2.1.D.1 Ambassador Teams

An ambassador is a team player, an advocate, and a leader - an individual who naturally puts into action the social and professional protocols necessary for success in educational pursuits, the business world, and family relationships. The purpose of our WVA Ambassador program is to teach our scholars interpersonal skills, physical fitness, social problem-solving, and self-management skills in the context of peer and adult interactions.

Students rotate through the teams from year to year in order to master each of the four virtues and sibling groups are generally assigned to the same team. Each term the individual teams will complete activities and projects based on one of the four pillars of education with their team's virtue in mind.

The team advisors and the Team Student Boards are empowered to plan, coordinate, and guide their team to carry out each project and succeed in competition. Intramural sports and competitions will be held within this same team structure.

SALUBRITAS - The term, "Salubritas" can be translated into English as, wholesome, healthy or pure. The ancient Romans described wholesomeness within two contexts, the first being whole or healthy in relation to one's personal values, ethics, and mental mindset. The second relates to being healthy in regards to one's physical well-being. Uniting these ideas is the concept of overall mental, physical, and spiritual purity and health. In other words, one can only be "whole" if they are fully healthy and have dignity. The value of truthfulness is an important aspect of salubritas.

INDUSTRIA - This team will embrace the complex role that each person has as a member of a family/community, citizen, and human on this Earth. Scholars will learn how to cooperate and communicate to contribute to some of the problems they see facing our society today.

JUSTICIA - WVA Scholars on this team will discuss the virtue of being just and learn what it means to be an advocate for those who do not have a voice in society. They will also learn how to be a responsible citizen and member of society.

CONSTANTIA - In Latin, Constantia means resolute. Without it, an individual is never committed. Overcoming challenges with perseverance was an essential part of Roman life. Constantia is the virtue that drives an individual to pursue a purpose and realize a goal. Unsurprisingly, this virtue is heavily linked to the virtue of self-control and resilience. Endurance, both of mind and body, are essential to constantia. Physical fitness and therefore endurance were ideals held in high regard. The stronger the mind and body the better one can face daily challenges both mental and physical. The quality of courage also falls within the framework of constantia. Without constantia, courage is impossible.

2.1.D.2 Friday Bell Schedules

Kinder - 2nd Grade	3rd - 5th
Monday - Thursday	Monday - Thursday
Scholars arrive at 7:40	Scholars arrive at 7:40
8:15 - 8:45 - 1st and 3rd - Show what you know; 2nd and 4th - Student Spotlights	Homeroom (AM)
8:45 - 9:25 - Culminating Events Planning	8:05 - 8:35 - Duda Piano
9:25- 10:10 - Ambassador Team Meetings	8:35 - 9:05 - Britton Piano
10:10 - 11:15 - Hands-On Experiential Learning	9:25 - 10:10 Team Intramurals
11:15 - 11:45 Lunch	10:15 - 10:45 - Vredingburgh Piano 10:45 - 11:15 - Fordyce Piano
12:30 - 1:00 Intramural Sports competitions between ambassador groups	11:15 - 11:45 Lunch
1:30 - 2:50 Hands-on/ Experiential Learning	11:45 - 12:15 - Harbert Plano

12:30 - 1:15 Ambassador team meetings

1:15 - 1:45 1st/3rd Show what you know; 2nd/4th
Student Spotlights

1:45 - 2:55 STEM Learning

Homeroom - dismissal

Secondary Schedule

Rotate between the two schedules	
7:40 - Scholars Enter Building	7:40 - Scholars Enter Building
Homeroom: 8:00 - 8:45	Homeroom: 8:00 - 8:45
8:50 - 9:40 - Period 1; Drama/Piano in History Rm	8:50 - 9:40 - Period 5; PE Students and Guitar students report to Art
9:45 - 10:25 - Period 2; PE students report to Science; Journalism students report to Art	9:45 - 10:25 - Period 6; PE students report to English
10:30 - 11:20 - Period 3; Orchestra/ Choir students report to Math	10:30 - 11:20 - Period 7; Computer Science students report to Math
Lunch - 11:15 - 11:45	Lunch - 11:15 - 11:45
11:50 - 12:40 - Period 4; Band Students will be Latin Room	11:50 - 12:40 - Period 8; Coding students to Art Room
12:45 - 1:15 6th - 9th Assembly	12:45 - 1:15 6th - 9th Assembly
1:20 - 2:55: Ambassador Team Meeting/Curriculum	1:20 - 2:55: Ambassador Team Meeting/Curriculum
2:50 - 3:00 Homeroom/ Dismissal	2:50 - 3:00 Homeroom/ Dismissal

2.1.E Before and After School Programming

Supplemental programs at West Virginia Academy provide enrichment programs to our scholars overseen by our amazing teachers both before and after each day of school. These programs are offered to families of our primary and secondary scholars for a fee and begin as early as 7am for before school programs and run to as late as 5:20pm after the academic day concludes.

Our supplemental programs provide a diversity of experiences for our scholars including early morning yoga and fitness with our physical education instructor, art after school with our art teacher, and extended academic time with teachers at the primary school level. Other programs include programming and sports and fitness after school as well as competitive sports and clubs.

Following the end of each school day, participating students are directed to their first session by their homeroom teacher to sign in. The standard after-school programs are organized into two 55 minute sessions with a snack break in between plus a brief third "extended day" session that runs from 4:55pm to 5:25pm.

2.1.E.1 Before and After School Times

Sessions are offered on all academic days, except for early-release days, and the schedule for these sessions is as follows:

- Before School Session - 7:00 to 7:55 AM
- After School Session #1 - 3:05 to 4:00 PM
- After School Session #2 - 4:00 to 4:55 PM
- After School Extended Session - 4:55 - 5:20 PM

All sessions are 55 minutes except for the "extended" after-school session. We do not offer a discount on pricing for the briefer final session of the day because it runs beyond the standard workday when costs for providers are more expensive.

2.1.E.2 Before and After School Pricing

Supplemental program pricing for each session of before and after school programming follows a standard model for all sessions:

- \$5.50 per session per child if registered by the month or term;
- \$7.50 per session if registered by the day;
- \$10 a session for any attendance without registration;

Alternative fees may apply for after-school clubs and competitive sports on a case by case basis.

Please be aware for the following policies for registration and pickup to avoid any additional fees:

- 1) Please pick up your child no later than 4:05 PM for Session #1, 5:00pm for Session #2, and 5:25pm for the "extended time" session to avoid incurring additional fees;
- 2) Families of students who attend any portion of an after-school session without registering will be charged \$10 for each session;

3) Families of any students who are not picked up prior to 5:25pm will be charged for "emergency care" at a rate of \$3 per minute;

2.1.E.3 Before and After Care for Nursery School Students

Students may opt-in to before and after school programming by paying for registration, whether on a monthly basis or for individual days (pricing varies depending on the method). Doors open for the before-school programming at 7:00am and students must be picked up by 4:00pm. Teachers will pick two rooms they will explore that day. Parents must pick up their 3 year old child by 4:00 pm each day. A late fee of \$3 per minute will be assessed for any child past 4:00 pm (times are round up). Students in Pre-K can stay until 5:25pm as needed.

2.1.E.4 Primary and Secondary Students

Students may opt-in to before and after school programming at the start of each term. Doors open for the before-school programming at 7:00 am. Parents of each primary school child will pick two course sessions. These selections can be changed each term. Parents and students can choose between an early morning exercise class or an Academic Extended Course (AEC) that features wake-up brain activities and helps get your child ready for the academic school day. The before-school program includes breakfast and the after school programs include a snack.

2.2 Transportation

As per our charter agreement, we are striving to provide transportation to families within our Primary Recruitment Area (PRA), to the extent possible. Routes will be provided to the furthest students from the location of the school and expanded inward to pick up more families. Students outside the PRA may request transportation, however priority goes first to families who reside inside the PRA. Transportation is very important to us and remains a priority.

2.3 Pick-up and Drop-off

For the safety of our students, **PLEASE do not operate cell phones** or allow other distractions to your attention during carpool. We also ask that ALL parents in the morning use the drop off line. Please don't park and let your students run into school. For the safety of the scholars we need to have set lines and procedures.

Cars will be directed every other one through the lane in and around to the front of the school. Please pull all the way up near the back of the car in front of you leaving sufficient room for scholars to pass between vehicles safely before stopping to let your child(ren) out of the car when you see the signal from the carpool attendant.

If you are arriving between the afternoon hours of 2:45pm and 3:30pm please use the carpool lane to pick your child up. Do not park and enter the building to ask for your child.

2.3.A Student Behavior at Pick-up and Drop-off

- Students are to walk directly to their vehicle.
- No pushing, shoving, or horseplay of any kind.
- Hands, feet and belongings must be kept to self.
- No swinging of backpacks, lunchboxes, or any other items.
- No yelling, screaming, or speaking in loud voices so we can complete the process in a timely manner.
- Students are expected to have all belongings when they go out to carpool. They are generally not allowed back in the school to retrieve items.

2.3.B Student arrivals and departures outside of normal school hours:

- Students arriving late to school, or any other time during the day outside of pick-up and drop-off times, must be accompanied into school by an adult to be signed in.
- If a student needs to leave the school during school hours, the parent/guardian must come into the school and sign the student out. Students will not be sent out to meet parents at the curb outside of regular carpool times.
- Students left at the end of the pick-up and drop-off period are to report to the office.

2.3.C School Guardian

School Guardian is a mobile-based platform that offers security, agility, and communication with ease and reliability for schools, parents, and students. Its features include transportation management, dismissal management, student management, and more. Its mobile app is available for Android and iOS devices.

Each family will be provided with a QR code that can be scanned once you enter the pickup line. Students will be notified immediately and line up in our front lobby. Once all students have arrived, they will be sent out to their cars.

Section 3.0 Attendance

Our academic goals will only be met if our students attend school regularly. We support West Virginia's goal of 90% attendance of all instruction days.

3.1 General Procedures

- If a student is unable to attend school, a parent or guardian must call the school on the day of the absence before 8:15 a.m. to report the absence. If a parent does not notify the school, the student may be considered unexcused.
- If the absence is illness related, we ask parents to report any symptoms or doctor's diagnosis for the child's absence through the School Guardian App. We will be tracking illnesses for potential outbreaks.
- Attendance will be kept each day at West Virginia Academy and will be reported to the administration by each teacher. Administration will track daily attendance and will report any extended absences to the Executive Director.

- Absences may affect a student's grade according to the class disclosures in secondary grades and depending upon work missed in the primary grades.
- Parents are encouraged to schedule appointments outside of school hours whenever possible. Afternoon appointments are preferred so that students don't miss reading, math and language instruction in K - 5 classes.

3.2 Scheduled Absences

If a student needs to be absent from school for a special purpose that is known to the family in advance, the parents need to fill out a "**Scheduled Absence Request**" form and submit it to the school administration. Only when this form is filled out and approved by the administration will a student be allowed to make up missed schoolwork. Scheduled absences still count toward the total number of absences. Please note: Absences will not be approved during state or school testing.

PLEASE NOTE: Administration may not approve scheduled absences if a student has less than 90% attendance. If an absence is not approved, teachers may not be required to do extra work to assist the student in gathering and correcting missing work.

3.2.A Parent Responsibilities for Scheduled Absences:

1. Email the teacher and notify them of the planned absence
2. Check the student's learning plan for homework and schoolwork assignments
3. Email the teacher to clarify any homework or classwork assignments
4. Collect the student's books and materials needed to complete the work

3.3 Tardies

School begins at 8:00 a.m. each morning and classroom doors are locked at that time. Students left in the hallway must return to the front office to receive a tardy slip to get into class. Students arriving after 8:10 AM, or any other time during the day, must be accompanied into the school by an adult to be signed in.

3.4 Check-ins and Check-outs During the Day

- A. Due to our "bell to bell" instruction, it is vital that students remain for the entire school day. Parents are encouraged to schedule appointments outside of school hours whenever possible. For students in grades K - 5, afternoon appointments are preferred so that students don't miss reading or math instruction.
- B. If a student needs to be checked-in during the school day, the student must be accompanied into the school by an adult and signed in at the office.
- C. If a student needs to be checked-out during school hours, the parent/guardian must come into the school and sign the student out. Students will not be released from class until parents arrive at the school. For safety reasons, students will not be sent out to

meet parents at the curb outside.

- D. Parents/Guardians will list in the student registration the names of authorized individuals who are allowed to pick up a student from school as emergency contacts. Students will not be released to any person not listed on the emergency contact section of the registration form without prior written authorization from the parent.
- a. Individuals who come into the school to check a student out will sign them out at the front office.
 - b. If school office staff doesn't know or recognize the individual, they will require the individual to provide a photo ID and will check the name against the student registration.
 - c. If school office staff knows the individual picking up the student and knows they are authorized to pick up the student, photo ID will not be required.
 - d. Please refer to the School Guardian app, if you will be having another individual pick up your scholar at school, we will not release the student into another's care unless it is specifically indicated on the app.
 - e. In cases where the individual picking up the student's name is not found on the authorized list, parents will be called and permission given before the student is released to the individual.
- E. Your student must be in attendance at least 4 hours during a school day in order to be considered present for the day. If you check in after 11:00 a.m. or check out before 12:00 p.m. your student will be counted absent.
- F. If you, as a parent, are leaving town, be sure your caregiver is listed on the card as someone authorized to pick up your student from school. Let us know how to get in touch with you in case of an emergency, and if you have given permission to authorize medical treatment to a caregiver in your absence by completing the school form "**Parent Info While out of Town.**"

3.5 Attendance Violations

3.5.A Excessive Absences

Chronic Absenteeism is a serious concern in the State of West Virginia. If a student has more than 9 absences (not necessarily consecutive) without prior written approval of the student's application for "**Extenuating Circumstances,**" the Executive director will send a letter to parents outlining that the student has been placed on "**Attendance Probation**" and a meeting with school administration and/or the governing board may be required. It is important to note that our promotion policy requires a student to attend a minimum number of school days to be promoted to the next grade.

3.5.B Excessive Tardies

1. Primary and Secondary students who arrive after 8:10 am will be considered tardy and will report to the front desk at the entrance of the school where they will sign in and get their attendance slip to take to their teacher.
2. A school administration official will record the tardy students' names. Every tardy is

recorded. After **6 tardy arrivals in any one term**, the student will be placed on **“Attendance Warning.”**

3. If 6 additional tardies are accrued in any additional term, the school director will notify the parents via letter that their student has now been placed on **“Attendance Probation,”** the result of which may be a required meeting with administration and/or the Governing Board.

3.5.C Excessive Check-outs

A student who is checked out early for an unexcused reason more than 3 times in any term will be placed on **“Attendance Warning.”** A student with two or more terms in violation of the early check-out limit will be placed on “Attendance Probation” the result of which *may* be a required meeting with administration or the Governing Board.

Section 4.0 Calendars

At the beginning of each school year, every student will be given a copy of the School Calendar for their reference throughout the year. School Calendars will also be available online at www.WestVirginiaAcademy.org. Current school events and updates can be found in the weekly school newsletters and online.

Note: school calendars are subject to change, see the website for the most up-to-date copy of the calendar.

4.1 School Closures or Delays

West Virginia Academy DOES NOT follow the local school districts with regards to school closures due to inclement weather or emergencies. Parents will be notified of any delays or closures through their ClassDojo Account. Two-Hour delays will also be announced through the Class Dojo app. Parents are ultimately responsible for deciding if inclement weather is severe enough that they cannot drive to school. However, our school will commonly issue “optional” weather days if the school districts cancel school. Students who opt-into an optional weather day must complete coursework from home in an online format.

If schools dismiss early, other than planned dismissals on the calendar, an announcement will be made through Class Dojo as soon as possible. We will also notify the media to air the announcement.

4.2 Mid-Term Break Programming

Mid-term Break programming will occur four times per year. This is a chance for our students to receive remediation instruction, as well as enrichment opportunities.

4.2.A Term Dates for 2022 - 2023 Academic Year

- October 3 - 14
- January 2 - 13
- March 20 - 31
- June 12 - 30

4.2.B Daily Schedule

Please Note: Students in the Nursery School will continue their schedule as normal.

Mid-Term Break Daily Schedule

Times Description

8:00 - 9:30 Morning Session A

9:35 - 11:05 Morning Session B

11:10 - 11:40 Lunch

11:45 - 1:15 Afternoon Session C

1:20 - 2:50 Afternoon Session D

2:55 - 3:05 Dismissal

3:10 - 5:00 After School Session E

4.2.C Tuition for Mid-term Break Programming

Mid-Term Course Topics will be released prior to the beginning of such programming and an early-bird discount is typically available (please see specific break programming announcements for more information). Courses are available on a first-come first serve basis and will be available to enroll in until they are full. Tuition is due when a student enrolls into the course.

4.3 Culminating Events

At the end or during each of our four terms, WVA will host a culminating event. These family-friendly events will be free and open to the whole community.

4.3.A Fall Fest

At the end of the first term we will be holding an annual Fall Fest. Each grade will be responsible for running a booth at the Fall Fest with a game that fits the theme for the term. For example if the theme for Term 1 is “Earth On, Above, and Beneath” our students at all grade levels will learn various topics addressing our natural features on the Earth (e.g. land masses, oceans, etc), above the earth (i.e. weather and space), and beneath the earth (plate tectonics,

earth's layers, etc).

Fall Fest will not only include educational and fun grade-level booths, but each homeroom class will be given an opportunity to make a scarecrow reflecting some aspect they learned that fits the theme. Families, Community members, and student groups will also be encouraged to create a scarecrow representing the current theme. The scarecrows will be displayed and judged with winners receiving certificates and awards.

4.3.B Cultural Connection

At the end of December, our school will hold a Cultural Connection night. Cultural Connection is just like it sounds, an event to connect people and various cultures all around the world. To prepare for this community night, students will be learning about various aspects of culture within West Virginia, the United States, and all around the world. Each grade will be assigned a culture to represent at the festival. Students will be asked to volunteer at a booth or create art, objects, food, etc of their assigned culture to present at Cultural Connection. Students will also be learning a song that is commonly sung in their assigned region during celebrations. Each grade will be performing throughout the Cultural Connection night.

4.3.C Hall of History

"Knowing the Past, opens doors to the future." (Carter G. Woodson) West Virginia Academy's community event for the fourth term is the Hall of History. This event will turn our school into a living history exhibit. Based on the theme for the term, the primary students will discover the historical significance of various artifacts, pictures, posters, and other items that fit within a specific era they are learning in their grade. The secondary students will be assigned specific events surrounding the theme and historical time period they are studying in their courses. The oldest students will be able to choose a famous individual and actually "become" that person for the night. They will answer questions and give a monologue to peers and community members throughout the night. Not only does this help our scholars truly experience history, it educates all those that come in an inventive unique way. Our goal is to make history come alive in our very school.

4.4.D Science Day

Gravity, Magnetism, Heat, and Energy, these are just some of the topics that we will discover during this third term. The theme will vary keeping the event exciting each year. Our scholars will be exploring the various science topics and experimenting either as a class or as a small group. Secondary students will be asked to present one with a partner. These projects will be on display for the community to see and learn from. There will also be fun science experiments to enjoy while browsing the top projects.

4.5 Holiday Celebrations

At West Virginia Academy some holidays are explored and taught in our curriculum. At times, holiday traditions may be incorporated into the fun, culminating activities that go along with our

units of study in History and Science. Other holidays are celebrated as a school with special recognition assemblies. Holiday music may be included in our music classes. Academic time is never sacrificed for class “holiday” parties. Some holidays to note:

Halloween (October) - We do not celebrate Halloween at school. Prior to the break after Term 1, our school will be celebrating Fall Fest

Veterans Day (November) - We celebrate Veteran’s Day the students also participate in writing activities that express their respect and appreciation to our nation’s veterans.

Thanksgiving (November) The history of Thanksgiving and its significance is taught as part of the curriculum in History and Social Studies classes.

Religious Holidays (December) These holidays are discussed as part of the curriculum as well as to help students understand what others in our school are doing and experiencing. Each year prior to the break of Term 2 we will be having a Cultural Connections night.

Valentine’s Day (February) - We encourage students to show they care by doing good deeds for others. If students wish to exchange Valentine cards or treats (completely optional) they may within the following guidelines:

1. All classmates must be included in the giving
2. Treats must be wrapped as they will be placed in backpacks to be enjoyed at home.

Memorial Day (May) Students perform and participate in a school-wide assembly and learn about the meaning and history of this holiday.

4.5.A Birthday Celebrations at School

Teachers will generally celebrate a student’s birthday during the school day closest to their birthday and have a special way of acknowledging that student. Due to food sensitivities, parents who wish to recognize a child’s birthday may do so by providing pencils, erasers, or other minor items for classmates. This is not something that needs to be done, but if parents choose to do that is acceptable. Parents, please do NOT bring any birthday treats, balloon bouquet, flowers or other birthday items to school. This becomes a distraction in the school day, and we are sensitive to the feelings of the students whose parents cannot do something similar for their child. If you have questions on what is acceptable, please contact your child’s homeroom teacher.

At times, students may consume food at school that parents do not send - for example, by trading lunch items or having special food at a culminating activity. It is imperative that parents disclose any food allergies to the school by filling out the **Health form** so that precautions can be taken to prevent allergic reaction in students.

Invitations to parties outside of school

Birthday parties and other parties held during the year are an exciting event for the child hosting the party and those who are invited. It can be a very disappointing time for a child who has not

been invited to the same party. Out of respect and consideration for the feelings of all students, please do not distribute invitations to birthday parties or any other personal parties at school - before, during or after, unless an entire class is invited. If only a portion of the students in a class is invited, please use other ways - outside of school to contact those students and parents. We appreciate your consideration of others.

4.5.B Religious Opt-out Policy

It is vital to our mission and our community that we are unified. We recognize the strength we have in our different cultures, nationalities, and religious faiths and we honor the diversity of our students and families. Our strength and unity is built as we honor and embrace our diversity while focusing on our shared mission of academic excellence and character development for each student. Parents should exercise their ability to opt-out of any activity they determine is in conflict with their religious or cultural beliefs. If it is a classroom activity (such as a book or movie you don't wish your child to read or watch), parents may exercise this opt-out by speaking with the classroom teacher and selecting an alternative activity. If it is a school-wide or ambassador activity, parents may opt-out after first observing the activity and then submitting a Request for Waiver of Participation Form. Administration will review the request to ensure that religious freedoms or exercise of the rights of conscience are not infringed. Alternative activities may be required.

West Virginia Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For a description of our non-discrimination policies, please visit our website for more information.

Section 5.0 Health and Safety

5.1 Wellness

At West Virginia Academy, the health and wellness of our students is very important to us.

- Staff, students or family members who are ill should not come to the school.
- Regular hand washing and sanitizing will be implemented at the school daily.
- Cleaning of desks and facilities will occur on a regular basis using approved cleaners.
- In order to learn effectively, students need to have a healthy breakfast and nutritious lunch daily.
- Sugar motivators (skittles, gummy bears etc.) have been replaced with other options in our classrooms (bookmarks, pencils, stickers etc.)
- Healthy alternatives will be provided when culminating activities or other events involve food as part of the curriculum.

5.2 Student Medical Information

1. A parent/guardian will complete a Health form for each student as part of school enrollment.
2. Students will not be allowed at school without the health information on file in the front office.
3. The school nurse will contact parents of students who have specific or special health concerns, chronic illness, or need medication during school hours to create an Individualized Health Plan (IHP). This information will then be used to create a red "Health Alert" folder to be kept at the school office.
4. Parents who wish to give specific instructions regarding air quality days need to include this information on the Health form.
5. Teachers will be given health files on students with health concerns, chronic illnesses, or who take daily medication administered during school hours. Teachers will keep health files on these students readily available to them.
6. At times, students may consume food at school that parents do not send - for example, by trading lunch items or having special food at a culminating activity. It is imperative that parents disclose any food allergies to the school by including the information on the "Health Alert" form so that precautions can be taken to prevent allergic reactions in students.

5.2.A. Immunizations

By law, every student must be immunized before entering school or must complete a vaccination exemption form prior to entering school. Prior to school, every student must have the following immunizations:

5.2.A.1 Kindergarten Entry Requirements

- 5 DTP/DTaP/DT - four doses, if 4th dose was given on or after the 4th birthday 4 polio - 3 doses if 3rd was given on/after the 4th birthday
- 2 Measles, Mumps, Rubella (MMR)
- 3 Hepatitis B; 2 Hepatitis A
- 2 Varicella (chickenpox) - history of disease is acceptable, parents/guardian must sign verification statement on school immunization record
- A child between the ages of 11 and 12 must receive one dose of Tetanus, Diphtheria and acellular Pertussis vaccine (Tdap). This includes a child/student transferring into school or newly joining school who has not had the DTaP or Tdap prior.
- A student aged 7 – 10 years old who is not fully immunized with the childhood DTaP vaccine series must receive the Tdap vaccine as the first dose in the catch-up series.

Parents need to bring documentation from their physician to the school for verification. The school will make a copy of the certificate and put it in the student's file.

5.2.B. Illness During the School Day

In case of illness, students will come to the school office. School staff will contact parents, if they

deem it necessary. **Students who are ill (fever, vomiting, excessive productive coughing, runny nose and/or eyes) must be picked up immediately from school.** If a parent cannot be reached, the emergency contact listed on the student enrollment form will be notified to come and pick up the student. If a student feels ill, but there are no obvious symptoms of illness, the school secretary may, after conferring with the parent, invite the student to rest in the school office for 10 to 15 minutes to determine if the symptoms will subside. If the student is not feeling better after this time, the parents will be contacted again and will need to pick up the student.

5.2.C. Medications

Students in need of prescription medication during the day will need a doctor's note, the medication in the original container, and a signed release form. Office staff will dispense medication if they comply with this policy. **Non-prescription medication will not be dispensed unless the parent brings the medication to school and signs a release form.**

Students 5th grade and above with asthma may carry their inhaler to school in their backpacks **only if** the office has on file the above three items as well as special parent release form that may be obtained in the office. **It is vital that every inhaler is marked with the student's full name in permanent marker.**

Air Quality

The school receives notification of daily air quality. If parents wish their student(s) to stay inside on a particular air quality day, they need to include this information on the "Health Alert" form, outlining the parent's directions to the teacher.

5.3 School Lunch

Parents are expected to provide a nutritious lunch for their student(s) each day. They may do this in one of several ways:

- A. Send a lunch to school with their student, or
- B. Sign up for the school lunch program.

We provide daily lunches as a convenience to families and our monthly lunch menus are posted online. This program is designed to provide a healthy, mid-day, low-cost meal option for our families. West Virginia Academy does not seek to make a profit from our lunch program and operates the program at its own cost.

Families who choose to participate in our school lunch program need to follow the directions provided through our parents page on our website to complete payment for lunches. There will be no refunds for student absences on days that lunches are purchased. Any information used to complete purchases through our payment portal is kept confidential.

Parents who send lunch to school with their students should ensure that the lunch is nutritious. We recommend that parents provide a lunch that contains recommended foods for growing children, including fresh fruits and vegetables. Lunches that consist of a bag of chips and a sweet drink are not considered nutritious. Sometimes older students are left with the

responsibility of packing their own lunch and they choose items that are not nutritious or substantial enough to get them through the afternoon. Some parents have felt this is a natural consequence and use this as a way to teach their child responsibility. We urge parents to find other ways to teach those important lessons so that their child's education does not suffer. It is the parent's responsibility to ensure the student has healthy food in their lunch each day. Supervising lunch staff will encourage students to eat their lunch.

Rules for Beverages: No soda is allowed at school. No drinks with red dye are allowed at school (as they will stain the carpet). Drinks containing stimulants of any kind, including caffeine or herbal stimulants, are not allowed at school.

5.4 Security

5.4.A Building Security

1. There is one door in which parents can enter and exit our building.
2. The main entrance doors will be unlocked 20 minutes prior to the start of school for drop off.
3. The main doors will be open throughout the school day for parents and student check-ins/check-outs, but you must ring the bell to enter.
4. All other doors will remain locked throughout the school day.
5. Our building is equipped with cameras inside the building on an internal feed system to protect our students.
6. Internal classroom doors will be locked throughout the day, students will be asked to wait outside until permitted in by a staff member.
7. If you have arrived to pick up a student between 2:50pm and 3:30pm, please use the carpool process, DO NOT enter the building to pick up your child.
8. Parent volunteers are encouraged, please see the front desk for a visitor badge. All parents entering the building after 8:10 will be asked to obtain a pass from the secretary.

5.4.B.Safety on School Grounds

1. During recess, students who want to enter the school must get a pass from the recess monitor.
2. If a ball or other play equipment needs to be retrieved, a teacher or other adult should retrieve it.
3. Skateboards, roller skates, roller blades, skate shoes, and scooters are not allowed on school premises.

5.4.C Comprehensive Emergency Response Plan

1. In the event that the school premises must be evacuated, staff will escort students to a safe location on the K-5 playground. Students will practice these drills once a month.
2. The School Guardian app will alert parents if there is a true emergency at the school, including: fire, lockdowns, earthquakes, etc.
3. Once students are at a safe location, staff members will contact guardians and/or other

approved adults please ensure you have the app and the notifications are turned on so you can receive various announcements as needed.

4. If the playground and immediate area is not safe for the school community, the students will be transported to the medical center field across the street and parents will be contacted on where they can pick up their children.

5.5 Lost and Found

It is not recommended that students or staff bring valuables onto the school campus. West Virginia Academy cannot be responsible for damage to or loss of valuable items. Items found in hallways, bathrooms, or other school areas that are not claimed by a student will be placed in the Lost and Found. Parents are encouraged to check the Lost and Found frequently for their child's missing items. At the end of each semester, any unclaimed items will be donated to charity.

Section 6.0 Academic Policies

Our academic policies support our academic mission, vision, and philosophy. (See Section I)

6.1 Academic Success

West Virginia Academy is a "School Choice" public education option for parents. As such our goal is to give parents more say in the education of their child and allow more freedom for parents to find the most appropriate learning environment for their child.

6.1.A. Responsibilities for West Virginia Academy Success

We recognize that parental support is key to student achievement. We ask that each parent/guardian supports the learning process by making sure their child arrives on time and minimizes absences during the year. We also ask that parents/guardians check daily planners each day as well as ClassDojo for teacher communications. Your first point of contact for the school is your scholar's teacher. Then it will be directed to the person most capable of addressing your question/concern.(See Appendix C)

6.1.B. Teacher and Staff Responsibilities for West Virginia Academy Success

We believe that it is the responsibility of the school to provide effective organizational systems, positive motivation, excellent teachers and relevant interesting curriculum for each student so that they can achieve academic success at West Virginia Academy. Our staff and teachers are trained and well prepared to teach our students. They are an experienced group of

professionals who are enthusiastic about their job in assisting your student as they achieve academically, learn and grow. However, if a teacher is not putting forth sufficient effort to enable the students to achieve mastery in their content area, the administration is committed to rectifying this through staff development, coaching and training. If the teacher, after the remedies have been implemented, continues to be unsuccessful in working at the level required, they will be dismissed. (See Appendix A)

6.1.C. Student Responsibilities for West Virginia Academic Success

Ultimately, students at West Virginia Academy bear much responsibility with regard to exerting effort and completing assigned work so that they can benefit fully from the excellent academic

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programs of West Virginia Academy. Students who attend West Virginia Academy are asked to come well prepared, bring their own enthusiasm and love of learning to school each day. We are confident that working together, all students can achieve academic success at West Virginia Academy. (See Appendix B)

6.2 Organization

An important part of academic achievement is that of organization of student work. The students at West Virginia Academy will be given tools and training that will assist them in becoming independent students and in organizing their school work, thus maximizing the potential for them to succeed for the rest of their lives.

6.2.A Daily Planner

Each student at West Virginia Academy will be issued a Daily Planner at the beginning of each school year. Replacements must be purchased from the school office. Daily Planners will be taken home each night and will be brought back to school each day. Younger grades, teachers will provide the week's lessons, subjects covered, and assignments on the Daily Planner for the students. In the older grades, students will fill out in the subject areas each class assignments/lessons, each day. Parents will review their student's Daily Planner each night and can initial at the bottom if deemed necessary.

Teachers or Staff will check the Daily Planner each morning for signatures or notes provided by you as parents, and at the end of the class/day to ensure the student has filled in the boxes correctly and completely.

6.2.B Color Coding

Primary scholars will be coloring in their days. These colors correspond to the behavior level they have at the end of each school day. Each scholar will start at Green every day, which means they are ready to learn. Positive behavior will result in a move up in colors: blue, purple, and pink. The highest color, pink, is very significant for our students. As students

need reminders for appropriate behavior their color will go down the board: Yellow, Orange, and Red. If your child ends up on Red, they will be sent to Jodi's office and the parent/guardian will be contacted.

6.2.C Infractions

If students are struggling with their behavior a number will be written in their learning plans indicating the exact infraction they are struggling with. Infractions include:

1. Disrespectful Behavior
2. Disruption in the Educational process
3. Dress Code Violation
4. Missing materials to be successful in class
5. Tardy after transitions to other classes
6. Not following directions as indicated by teacher
7. Dishonesty
8. Out of Assigned area without permission
9. Inappropriate touching
10. Inappropriate language use
11. Inappropriate technology/item use

6.2.D. Dockets

Each student at West Virginia Academy will be issued a docket at the beginning of the first year they are in attendance. Replacement dockets must be purchased from the school office and are \$10.00. Students must use the school-issued docket. Students should not place heavy objects like books in their dockets nor place stickers on the outside of their docket. Each docket has a variety of tabs, they represent the subjects your scholar is taking this semester.

For primary students, they each have labeled the following subjects:

- Homeroom
- Reading
- Math
- Language Arts
- Science
- History
- Language arts
- Specials
- Homeroom

6.2.A.1 Docket Reminders

Students will take the docket home each night and will bring it back to school each day. If students lose or damage their docket, they will need to purchase a new one from West Virginia Academy for their use. Unless given approval by administration, students must use the WVA

issued docket.

6.3 Homework

Class assignments and projects are an integral part of the education program at West Virginia Academy. It is an extension of the classroom lessons and should directly relate to class work. It reinforces skills and concepts that are taught and helps develop good study skills and habits. It also informs parents of what is being taught in the classroom. It is the hope of West Virginia Academy that our students will come to love learning and desire to spend free time studying and reading. To assist our families in developing lifelong learners, West Virginia Academy has adopted the following homework policy:

1. Homework is assigned with coordination between teachers and the consideration of the importance of child participation in family and community activities and responsibilities. If students do not successfully complete their assignment and/or projects in class, they will have homework to fulfill what is being asked of them.
2. Students should be able to complete their homework within the school time frames, with the exception of special projects or in cases where a student fails to complete classwork in a timely manner, or if the student falls behind due to tardy arrivals, absences, or failure to attend to learning or use time effectively during the school day.

6.4 Academic Communication

6.4.A Daily Planner as a Communication Tool:

- A Daily Learning Plan (DLP) will be provided to each student. Students will bring the Daily Planner home and their docket each day. Information regarding schoolwork, activities, and homework will be communicated to West Virginia Academy families from the teacher to parents each day via the DLP, Dockets, and ClassDojo. DLPs
- Parents are encouraged to check their student's grades through Canvas.
- Report cards will be issued during the first week of the following term.

6.4.B Communication with Students

- Communication with students by all adults in our school community will be done with respect and courtesy at all times.
- Positive communication will be taught in a concrete manner to students.
- Positive communication will be modeled by staff for families and students.
- Positive communication will be addressed through regular, written communication from the school administration.

If a student needs to be corrected, it will be done close proximity to the student using a normal voice tone and calm manner. If a group of students is involved in a negative situation, staff members will separate the students and counsel with them individually. Communication with students will reinforce West Virginia Academy's culture of inclusion, kindness, and teamwork. Communication with students will characterize our belief that unlimited value of each individual

student to our school community.

Communication regarding other students is confidential and will not be discussed with other parents. All volunteers will be asked to sign a confidentiality agreement. If you see a staff member or other parent violating the confidentiality agreement, please bring it to the attention of our administration.

6.4.C. Programs and Enrichment Activities

West Virginia Academy supports a number of academic and enrichment activities each year in which students from varying grade levels may participate. These may include: FallFest, Cultural Connections, Hall of History, Science Fair, Ocean Week, Spirit Week, Speech Festival, Spelling Bee, and others. (See above for details)

6.4.D Independent Reading Program (IRP)

West Virginia Academy Independent Reading Program (IRP) is a program for **student independent reading**. The purpose of the program is to encourage students to read many books each year. This is a new program we are implementing this semester. Independent reading has been shown to be a defining indicator in a student's academic success. **It is our goal to create enthusiasm in students to read independently.**

The grade students receive in IRP on their report card will reflect the numbers of books they have read each term. We encourage parents to make use of the public library and attend often with their students. Students also receive rewards for books read. K-4 students can redeem points earned at the school IRP store. Older students may receive other incentives for books to read.

6.5 School Promotion Policy

Teachers may not recommend for promotion any student who does not meet the criteria for promotion (see below). The administration will form an Academic Review Team, which will review all relevant documentation (for each student not recommended for promotion) regarding the student's performance, including but not limited to: grades, attendance, academic achievement records including assessments, work product, and learning plans in order to determine if the student qualifies for promotion to the next grade.

In order to recommend promotion, the Academic Review Team will ensure that the student demonstrates sufficient skills and content knowledge to be successful at the next grade level. If the student does not demonstrate sufficient skills and content knowledge (as evidenced by grades, test scores, and other evaluative measures including but not limited to those listed above) to be successful at the next grade level, the student will not be recommended for promotion and will be offered a seat in the current grade for the following school year.

Promotion of Elementary Students

Students must meet minimum criteria for promotion each year. Teachers may automatically

recommend a student for promotion only if the student meets the following criteria:

1. The scholar passed all subjects four terms of the year with at least a C grade.
2. The scholar attended school a minimum of 160 days (less than 21 absences).
3. The scholar passed at least the lowest level of the skills classes - reading, mathematics, and language - for their grade level.
4. The scholar had not been suspended during the school year.

6.5.C Student Acceleration

West Virginia Academy seeks to provide academic instruction that is appropriate for the individual level of each child as determined by the preferences of families, objective academic assessments, and the observations of academic professionals. Parents seeking to accelerate their child need to request it through the Student Services Manager.

Acceleration at West Virginia Academy takes one of three forms:

- (1) Grade Level Acceleration (i.e. a child skipping an entire grade level),
- (2) Subject Acceleration (i.e. a child skipping a grade level with respect to an individual subject), and
- (3) Accelerated Learning (i.e. a child participating in a course that proceeds through a topic at a rate that exceeds the standard rate to complete the grade level requirements).

6.5.B Academic Nonperformance

We recognize that we cannot control student effort, participation, and willingness to work, nor parental participation. We feel it is our duty to provide all the tools necessary and do all we can to motivate students to succeed. Ultimately, we know that student effort is controlled by the student and motivated by the parent, and after all we can do, academic success will not be the result if the student and/or parent is unwilling to do their part.

If a student consistently fails to participate in the West Virginia Academy program, or if their parent fails to honor the Parental Compact, the School Administration may recommend to the Governing Board that the student's priority enrollment be reconsidered. The Governing Board will hold a meeting with the family to discuss the areas of concern. Any of the following and other violations of the Acceptance of Policy or other school policies may result in a Governing

Board hearing:

1. Students who fail the academic course of study as a result of lack of effort.
2. Students who display willful noncompliance as evidenced by failure to turn in consecutive assignments or participate in class work.
3. Parents who are unwilling to review and sign the Daily Planner each day for students, and who fail to ensure their student completes assignments.

Session 7.0 Dress Code

7.1 Beliefs and Guidelines

Our dress code is based on our belief that uniforms:

1. Decrease distractions in the learning environment
2. Increase respect for learning for students, parents, and staff
3. Increase respect for students by other students, staff, parents, and public
4. Simplify school readiness on a daily basis for parents and students
5. Prepare students for future success by teaching them professional dress

Our dress code was developed with these guidelines in mind:

1. Simplicity - as few pieces as necessary to achieve benefits listed above
2. Equity - Few optional pieces to avoid class distinctions
3. Affordability
4. Durability
5. Ease of implementation by students, parents, and school staff.

7.2 Dress Code Policies

Students should be in school dress code clothing any time they are on school grounds during the day, with the exception of PE. Please note that students **will not** be allowed in class unless their dress adheres to the dress code. Parents will be called to bring appropriate clothing or take the student home to get appropriate clothing if students appear at school out of uniform.

7.2.A Monday through Thursday Attire

Students are to wear polos/button down shirts(white, navy, and gold) and uniform pants (Khaki or Navy) Monday through Thursday. Those wearing skirts (khaki, navy, and plaid) must wear shorts underneath and they must extend past the fingertips in length.

- Students are asked to purchase **one** gold polo with WVA's logo embroidered on it as well as **one** blazer or sweater with the embroidery as well. All other clothing items are not required to have the embroidery.
- Shoes must be solid in color, either black, brown, or tan.
- Ties are not required.
- Leggings are allowed under skirts and shorts, but they must be black, white or navy in color.
- Students are allowed to wear Ambassador team spirit wear throughout the week. This only includes sweatshirts that represent their ambassador team. Polos/button downs must be worn underneath.
- Sweatshirts that display logos other than our teams, as well as sweatshirts that are not white, navy or gold, will not be acceptable. Students will be asked to take their sweatshirts off while coming into the school. If the scholar complains about being cold, we have a variety of sweaters and sweatshirts they may borrow for the day.

7.2.B Friday Attire

Fridays at West Virginia Academy are reserved for hands-on activities, ambassador projects, sports and intramurals, and field trips. Students are asked to wear their P.E. shirt that represents their Ambassador Team on Fridays. WVA will provide **one** shirt for each student, more can be purchased through WVA or through their Team Store. Shirts must be in the color of their team. Students are asked to wear athletic shorts or pants with good athletic shoes each Friday. If the scholar has lost their shirt, a replacement shirt will be provided for \$10.

7.2.C Field Trips and Special Occasions

Field trips are scheduled throughout the year for each grade level. Students will be asked to wear their gold polos and/or blazers with the embroidery on Field trips. If the field trip is with their Ambassador Team, students will be asked to wear their ambassador shirt.

7.3 Exemptions

Under State Code, the executive director is allowed to grant an exemption from complying with the dress code requirement to a student for extenuating circumstances or religious reasons. The school director will carefully consider all requests for exemptions, and grant those which meet the standard of necessity. For instance, unusual medical circumstances might constitute an exemption, as may a religious requirement such as the wearing of a headpiece. The school director is directed to develop individual dress guidelines which, insofar as is possible, approximately the approved dress code for each student who receives an exemption from the dress code due to extraordinary circumstances.

7.4 Uniform Guide Access

West Virginia Academy has set up two uniform stores through the websites French Toast and Cookie Kids. These stores can be accessed through our website. Items **do not** have to be purchased through these two sites. Uniforms can be purchased at any location that sells uniform attire. If a blazer or gold shirt is purchased through a different store, parents can obtain the embroidery specs from the front office and take it to a place that can embroider the clothing items.

7.4.A Financial Hardship; Other Hardship

If a family is experiencing hardship, we encourage them to meet with a school administrator who will be able to point them to resources in the community whereby they may find assistance. If a family is under financial hardship, they may contact a school administrator to discuss the ways in which West Virginia Academy may assist them in getting uniforms for their student.

Families who qualify for clothing assistance, must provide proof to the front office, and WVA will purchase one gold shirt and embroidered blazer to their students.

Section 8.0 Code of Conduct

Students and staff at West Virginia Academy will conduct themselves in a respectful, honorable manner. Members of our community will respect the mission of West Virginia Academy, and this will be reflected in their conduct and interaction while on school premises.

The school reserves the right to modify these procedures or consequences according to student need and as determined by the school director or his/her designee. For violations of the code that threaten the health, safety, or welfare of others, the school director or designee may immediately suspend students according to the Suspension portion of the Code of Conduct.

8.1 Core Principles

All students and staff members benefit from a learning environment that is free from disruption and harassment, and one that is physically safe and emotionally nurturing. Students at West Virginia Academy will not be allowed to disrupt the learning process.

We believe that:

1. All students are capable of appropriate conduct in the school setting.
2. It is the responsibility of the teachers and administrators to explicitly teach the behaviors that are expected and the behaviors that are unacceptable to each student in each setting at school.
3. It is the responsibility of the student to learn self-discipline and to adhere to the Code of Conduct.
4. It is the responsibility of the parent to fully participate in the process of teaching the student appropriate conduct and supporting disciplinary measures.

8.2 Goals of Classroom Management

- All students will have access to a learning environment free from disruption and harassment.
- Students will be physically safe at West Virginia Academy.
- Students will be emotionally nurtured at West Virginia Academy
- Students will learn appropriate conduct by practicing self-discipline and will be able to generalize their understanding of appropriate conduct to situations other than those specifically and explicitly taught.
- Discipline training will be utilized at West Virginia Academy. Discipline refers to the process of teaching positive behaviors and allowing students opportunities to practice those positive behaviors until they become proficient at controlling unproductive behavior.

- Consequences imposed as a result of unproductive behavior will be meaningful and effective, with the goal always being that the student is motivated to improve his/her behavior.

8.3 Dress

Students and staff will dress according to the school Dress Code guidelines above, exhibiting respect for themselves and others.

8.4 Language and Communication

Students and staff will speak at all times with respect and kindness. Language that is positive and promotes the mission of West Virginia Academy will be taught, modeled, and fostered. Students and staff will notice positive behavior in others, and will commend others for their efforts. Language that builds, supports, and encourages will be frequently and consistently used. Communication will be positive. When corrections need to be made by staff members, this will be done privately whenever possible, and always in a respectful, kind manner. Positive language and encouragement will follow any necessary corrections. Gratitude will be expressed frequently and consistently by students and staff, both in word and in written form.

If parents are made aware of inappropriate communication or language of a staff member, either first-hand or by report of their student, **we ask that they contact a member of the school administration immediately**. Staff members are not to speak to students regarding topics such as human sexuality (with the exception of specified classes and utilizing approved curriculum). Staff members are not to discuss topics that may be considered crude or offensive to students or others. Staff members may not violate generally accepted community standards of decency. Staff members should take care to refrain from using slang that may be offensive to students' religious beliefs.

Staff should never direct students to keep information secret from their parents regarding what happens in a classroom, at the school or regarding something the teacher has said. Doing so is justification for immediate removal. If parents are made aware that this has happened, we ask that you notify administration immediately.

8.5 Academic Integrity

One of the foundational beliefs at West Virginia Academy is that students can achieve excellence in both academics and in character. Success in college and in a chosen career is contingent on individuals producing their own work and ideas. Plagiarism and/or copying are not tolerated at West Virginia Academy.

8.6 Behavior

Students and staff will demonstrate correct behavior with regard to their physical selves. Hands and feet will be kept to oneself, and respect will be shown by walking in an orderly manner in

the hallways and in other school areas. Interactions will be friendly and helpful, without horseplay or other physical demonstrations that are inappropriate. Gang prevention and intervention activities are incorporated into West Virginia's Behavior Code as well as our Ambassador Team curriculum.

8.6.A Comportment

Students and staff will demonstrate correct behavior with regards to their physical selves. Hands and feet will be kept to oneself, and respect will be shown by walking in an orderly manner in the hallways and other school areas. Interaction will be friendly and helpful, without horseplay or other physical demonstrations that are inappropriate.

8.6.B Abusive Conduct

The verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. Staff who have experienced abusive conduct from a student may follow procedures outlined in the Staff Manual to file a grievance.

8.6.B.1 Bullying

West Virginia Academy defines bullying as disrespect shown toward classmates, displayed as physical or verbal aggression, domination or disrespect. Bullying of any type is not permitted at West Virginia Academy. No form of aggressive physical interaction among students is acceptable. Verbal threats, even when couched in "jokes", are not tolerated and will be disciplined. Sarcasm and teasing may be considered bullying. School staff will assess interactions and determine if behavior is considered "bullying" based upon what a reasonable adult would consider offensive behavior which has made or has the potential to make the school environment uncomfortable or hostile for the student.

8.6.B.2 Hazing

Hazing is a form of bullying that is done for the purpose of initiation or admission into, any school or school sponsored team organization, program, or event, or against a person who is associated with such. Victim consent or acquiescence does not remove culpability or diminish consequences for any form of bullying, and any instances will be addressed according to the Code of Conduct.

8.6.B.3 Electronic Bullying

West Virginia Academy defines electronic bullying as acts which are initiated by students, often outside of school hours using the internet, instant messaging, email or cell phone texting, which target other students, teachers or staff members and in which student, teachers or staff are spoken of or to in a negative or threatening manner. When these acts result in students or staff feeling uncomfortable about attending school, a hostile school environment has been created. We believe it is our responsibility to ensure that all students and staff feel comfortable and welcome at West Virginia Academy, and therefore West Virginia Academy considers these acts as bullying and we may initiate discipline procedures and parent notification if they occur.

Students should not take pictures or recordings of classes, school activities, classmates, or school property without express written permission of the school administration and those whose pictures they take. Posting online or distributing in any other way pictures or movies of school classes, school events or classmates without permission is a violation of the code of conduct that warrants suspension.

8.6.B.4 Gang Prevention and Intervention

West Virginia Academy is a welcoming and safe campus. We do not tolerate gang affiliations, symbols, graffiti, recruiting, initiations, or other gang-related activities at our campus. School faculty and personnel are trained to recognize early warning signs for youth in trouble. Faculty and personnel report suspected gang activity to the executive director who will investigate all reports. The parent/guardian will be notified. Other actions may include suspension, expulsion, activity restriction, restorative compensation, and law enforcement notification.

8.6.B.5 Sexual Conduct

Any form of sexual conduct is prohibited at West Virginia Academy including all sexual behavior even when consensual. These standards are enforced at all times on the school campus and extend to off-campus events or activities when sponsored by or connected to West Virginia Academy. Students who report sexual abuse or unwanted sexual contact shall not be penalized for reporting the behavior and West Virginia Academy will not tolerate retaliation from those involved in the abuse.

8.6.C Safe Environment for All

We believe it is our responsibility to ensure that all students and staff feel comfortable and welcome at West Virginia Academy, and therefore, we will promptly investigate reports of negative behaviors impacting school safety. These reports will be considered by the school director, and for those found to have exhibited destructive negative behaviors, may result in: an office referral/infraction record, development of a behavior modification plan, suspension, reassignment dismissal, or other appropriate measure. Law enforcement will be informed of all acts that constitute suspected criminal activity. The Office of Civil Rights will be notified of all acts that may be violations of civil rights.

8.6.D Notification

When a report of negative, degrading or bullying behavior leads to the creation of an office infraction record or referral, parents of involved students will be required to sign and return the form to the school. Parents will also receive a phone call from the school. Parent Intervention or other involvement may be required in resolving the behavior (see Parent Intervention Guidelines). When a student reports physical harm or feels threatened at school, the school director will contact the individual's parents. Discipline measures may be revealed to the extent permitted by federal and state law, including the FERPA Act, as amended.

When a student reports physical harm or feels threatened at school, the school director will contact the individual's parents. Discipline measures involving other students may only be revealed to the extent permitted by federal and state law, including the FERPA Act, as

amended. When a student threatens to commit suicide, parents will be promptly notified. The school director will produce and maintain records verifying that the parent/guardian was notified of the incident or threat.

8.6.E Reporting

Any student, parent, or staff member may report an incident of negative, non-building or bullying behavior to a teacher or to the appropriate school administrator. Anonymous reports will be investigated, but disciplinary action will not occur in the absence of additional evidence. False reports are prohibited. School officials will respond appropriately. Retaliation against students or staff reporting or investigating incidents of abuse will not be tolerated.

8.6.E.1 Discipline Records

Discipline records will not be disclosed to a person who is not authorized to receive the record. The Monongalia County District assures that discipline records are maintained, retained, and destroyed according to GRAMA laws, the district's student data, privacy policy, and the records retention schedule of the state of West Virginia. Aggregated, non-identifying student behavior data is analyzed annually for school improvement and is provided bi-annually as required by the federal Office of Civil Rights.

8.6.E.2 Parent Intervention

Parents will attend school with the student and follow the Parent Intervention Guidelines.

8.6.E.3 Suspension

Suspension means the student is not allowed to attend class or any school activities for a specified period of time. Suspension shall be from one to ten days maximum.

8.6.E.4 Willful Non-compliance:

Students who refuse to participate in the programs of West Virginia Academy, or who fail to complete the consequences imposed by administration.

8.6.E.5 Truancy

Failure to attend school. West Virginia is a compulsory education state. Students are required by law to attend school each day. If students chronically fail to attend school, defined by West Virginia Academy as missing more than three days per year with no communication from the parent regarding the absence, West Virginia Academy will report this information to a truancy officer.

8.6.F Plagiarism

The act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Plagiarism includes: copying from another student's homework, quiz, or test; discussing answers or questions on a quiz or test (unless such discussion is specifically authorized by the teacher); obtaining or making copies of a test without authorization from the teacher; using notes on a quiz or test when not specifically authorized by

the teacher; or other similar activity; failing to put a quotation in quotation marks and using proper citation, etc. **It is expected that students will acknowledge sources in work submitted for grading.** If it is clear a student has cheated or copied someone else's work and turned it in as his/her own, the student is subject to the following consequences:

1. Work that has been plagiarized will receive no credit and the student may not have the opportunity to redo the assignment for points;
2. On the first offense, a student who has turned in plagiarized work shall be suspended for one day; and
3. On the second plagiarism offense, the student shall receive a multiple-day suspension and he/she may be required to attend an expulsion hearing before a discipline council.

8.6.G Infractions

The following behaviors are considered infractions of the Code of Conduct. This is not an exhaustive list and the school administration may deem other actions or behaviors violations of the Code of Conduct:

1. Any behavior or action which materially and substantially disrupts school work and discipline.
2. Disruption of the learning environment, including speaking in class without permission.
3. Lack of control of hands or feet – pushing, hitting, kicking, tripping etc. without malice - horseplay.
4. Lack of control of hands or feet – with malice or perceived malice.
5. Use of profane or offensive language.
6. Disrespect, defiance or insolence toward staff.
7. Disrespect shown toward classmates (including bullying and electronic bullying).
8. Abusing, misusing or destruction of property.
8. Physical or verbal harassment
9. Possession of a banned item (see Banned Items list)
10. Cheating/Plagiarism
11. Stealing
12. Leaving school premises without permission
13. Skipping class
14. Arriving tardy to class
15. Chewing gum
16. Appearing out of uniform
17. Truancy (not attending school without parent permission)
18. Sexual harassment
19. Possession of any of the following (see Banned Items list for additional banned items)
 - a. Perfumed/fragrant sprays
 - b. Caffeine Pills/Energy Drinks/Sleep pills
 - c. Any non-prescription medication that is not approved through school policy/procedures (see III. Health and Safety)
 - d. Permanent Markers (except by teacher permission)

8.6.H Banned Items

Weapons and dangerous substances are not allowed on the premises of West Virginia Academy. Possession of any of the following items may be grounds for immediate

expulsion: ● Drug paraphernalia

- Controlled substances
 - Narcotics
 - Tobacco, Cigarettes, E-Cigarettes/Vapes, and Other Electronic Smoking Devices
 - Alcohol
 - Prescription Medications
- Weapons, including real weapons or look-alike weapons
 - Toy guns (Nerf, Rubber band Shooters, Airsoft, etc.)
 - Any explosive, noxious, or flammable material (including aerosol cans, such as deodorant sprays)
 - Matches or lighters
 - Bullets
 - Knives or other cutting tools (other than school scissors)
- Sexually explicit material – written, pictorial, or electronic including nude depictions of either gender in a sexual content.

8.7 Technology Usage Policy

All students and staff members who wish to use computers at West Virginia Academy must sign the technology usage agreement before they are eligible to utilize West Virginia Academy computers.

8.7.A Valuables, Electronic Devices and Games

It is not recommended that students or staff bring valuables onto the school campus. West Virginia Academy cannot be responsible for damage to or loss of cell phones or other valuable items. Electronic games and gaming devices are not allowed at West Virginia Academy and will be confiscated by faculty if found on campus. Cell phones are distracting to our academic efforts at West Virginia Academy and can be impactful to our safe school culture. Students may keep their cell phones in their backpack once they enter the school building and until they leave the building at the end of the day. In addition, students may not have their phones in their possession, with a limited exception at lunch. This policy extends to smartwatches when being used for texting or calling.

If a student is found using a cell phone in the building or has possession of a cell phone while in class, faculty will confiscate the phone and turn it into the office. The following is the procedure to confiscate a cell phone from a student (even if the phone allegedly belongs to a friend):

1. The first time a phone is confiscated, the student may retrieve it from the office at the end of the day;
2. The second time a phone is confiscated, a parent or guardian must retrieve it from an administrator;
3. The third time a phone is confiscated, the school will hold it until the end of the year.

We recognize that cell phones are important and effective communication tools for parents and students. Therefore, cell phones may be used for a brief time during the start of lunch and after school to communicate with parents or transportation providers. This communication must take

place OUTSIDE on the pickup curb where there is adequate adult supervision, or if inside, in the presence of school staff. This is so that we can ensure cell phones are not used to access the internet after school, in an unsupervised setting, where inappropriate content may be accessed and shared with other students. Students should not group together to watch videos or play games on electronic devices while waiting on the bus or in the car rider line. Students who are using their cell phone outside of these places after school will be given reminders. Students who persist in using their phones after school outside the guideline may have their phone confiscated and a parent conference may be initiated. This policy extends to smartwatches, tablets, or any other internet accessing device when being used for activities like texting, calling, social media, internet browsing, etc.

8.8 Primary School Discipline Plan

Teachers in K-5 classrooms are responsible for teaching appropriate conduct and addressing unproductive behavior. Teachers will follow a program of positive motivation and explicit teaching to accomplish this. Card charts will be utilized in grades K-5 to help students learn to manage their behavior. Daily reports of the student's behavior color will be sent home on the Learning Plan. In the event a student's behavior violates the Code of Conduct, the Teacher or the School Administrator may implement the Discipline Plan, and any of the following may occur:

- Phone call home
- Conference with parent and student
- Parent Intervention (parent attends school with student)
- Suspension (student does not attend school for a specified period of time)
- Expulsion

Students who physically harm other students will not be allowed to remain in the classroom. West Virginia Academy does not have a form of "in-school" suspension. If a student is not able or allowed to attend class due to his/her inability to properly participate or as a result of a discipline referral, a Parent Intervention (see VI. Code of Conduct: Parent Intervention Guidelines) or a Suspension will occur.

8.9 Parent Intervention Guidelines

8.9.A Goals

Our goal is to allow the parent the opportunity to view their student in their learning activities at school, so they can provide the needed support and structures at home to assist the student in finding success at school. If the behavior of the scholar has reached a point where we need parental intervention we will ask that parents attend their scholar's class and demonstrate how to behave correctly. This is done by:

Encouraging the student's parent to assist the student in learning:

1. How to stay focused on doing their best on all of their work.
2. How to be respectful to the teacher and focus on learning.

3. How to conduct themselves in an appropriate manner in each learning environment at school.

Reviewing with the parent and student what is expected of the student at school each day:

1. Students at WVA are expected to do their best on all work.
2. Students are expected to respect the teacher and focus on learning.
3. Students are expected to govern themselves and control themselves in all situations at school.

Parent's Duties while in the classroom

- Stay with the student – sit next to the student desk during class time, transition with the student.
- Fill out the data tracking form for Parent Interventions.
- Re-direct the student back to learning whenever necessary.
- Teach the student how to show respect to the teacher (ie: eyes on the teacher, feet flat on the floor, mouth closed, hands on the desk, etc.)
- Help the student to see the value in self-control and self-governance. 6. Take any/all opportunities to notice good behaviors and teach correct behaviors during learning time, transitions, lunch, recess, etc.
- Instill in their scholar the desire for success at school through establishment of meaningful rewards and consequences.
- Parents should focus on their child's behavior and not interfere with the teaching and learning environment.

At the end of the intervention, the teacher, student and parent will meet to discuss the positive effects of the intervention and help the student set goals for a successful school year. If more coaching is needed, parents will be invited back to coach for an extended period of time.

8.10 Suspensions

A student may be immediately expelled or placed on long-term suspension for any safe schools violations, including but not limited to:

- Possession of a Banned Item (see Banned Items above)
- A serious violation affecting another student or staff member in or on school property, or in conjunction with a school activity
- The destruction of school property, vandalism, or graffiti, or etching

Section 9.0 Parent and Family Engagement Policy

9.1 Non-custodial parent/guardian

West Virginia Academy abides by the provisions of the Buckley Amendment with respect to the rights of noncustodial parents. In the absence of a court order to the contrary, the school will provide the non-custodial parent access to the academic records and to other school-related information regarding the student. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

Likewise, non-custodial parents will have access to students during school hours in the same way that custodial parents do (including picking up the student from school) unless documentation to the contrary is presented to the school. It is the responsibility of the parents to provide the school with the appropriate documentation.

9.2 Caregivers

If parents are going on vacation over school days and will not be available in the case of an emergency or to pick up their student, the name of the temporary guardian and contact information must be provided to the front office and added to the student's registration card so the guardian can pick the student up from school while parents are away. Parents should also leave a completed medical permission to treat form with the guardian in case there is need for medical attention for the student while the parents are not available.

9.3 Visitors

Visitors are welcome at West Virginia Academy. Visitors must enter the designated front doors and sign in at the front desk. Visitors must wear a Visitor's Badge while they are in the school. Visitors are welcome to visit any classroom as part of our "empty chair" philosophy. In all classrooms there is an empty chair in which visitors can sit and observe the instructional process. Visitors should not involve themselves in the classroom. We ask that visitors not bring small children to observe in the classroom. Visitors who are a student from another school or a minor must be accompanied by a parent/guardian or obtain approval from the administration.

9.4 Volunteer Guidelines

West Virginia Academy asks families to provide as many hours as they are able per year of volunteer service. Volunteers are needed in classrooms, in the offices and for special activities and programs. We encourage parents to sign up for what activities they might like to participate in each fall at the Meet and Greet, where the ACF (Advisory Committee of Families) will have tables set up for parents to sign up.

Some of the ways parents can volunteer:

1. Classroom Parent Leader - this person organizes all the volunteer help the teacher may need throughout the year.
2. Classroom Volunteer
3. School General Volunteer (helping with school tasks such as the weekly newsletter, office support, etc.)
4. Fall Fest
5. Cultural Connection
6. Ocean Week
7. Science Fair
8. Hall of History
9. Spirit Week
10. Speech Festival
11. Spelling Bee
12. Clubs Coordinator - if a parent would like to see a club at our campus that we don't now provide, let us know what you would like to do to bring it to our students! If we have parents willing to run a club, we will usually establish the club!
13. Facility Support (help when we need to move, repair, reconfigure or refurbish things in the facility)
14. Field Trips (helping the teacher organize the transportation and chaperones for field trips)
15. Field Day and Special Events
16. School-Wide Events (Veterans Day Assembly, Builders Assembly, Memorial Day Assembly)

It is important that volunteers work together as team members with West Virginia Academy staff members. The following guidelines are helpful in ensuring that volunteer service is a positive experience for parents and is effective for our students.

9.4.A Volunteer Instructions

- Volunteers must sign in and out at the front office, get a Visitor's badge and wear it during the time in the building volunteering.

9.4.B Volunteer Dress & Behavior

Please dress appropriately. The more we show respect for our school, the more respect the students will feel toward the school. West Virginia Academy dress code is reflective of a high level of respect. We encourage volunteers to reflect this same level of respect in their own appearance when they volunteer at the school.

- Volunteers who have not passed a background check will work under the supervision of staff.
- As a matter of professional ethics, and personal privacy, volunteers do not discuss teacher, student or school affairs with other people. It is extremely important that confidentiality be upheld at all times. Administrators have the same expectations of confidentiality from volunteers as they do from the West Virginia Academy staff.

- Volunteers may be asked to grade student papers, and it is imperative that student work is ONLY discussed with the teacher or student, if directed by the teacher, and no one else.
- For our volunteers' protection, they should avoid being alone with one or two students. If this is unavoidable, volunteers should be sure and keep the door open or move to a hallway to work.
- Student Discipline: Volunteers have a responsibility to inform staff if there is a problem with student behavior. Volunteers should not discipline a child unless they are expressly instructed to do so by the supervising staff member.
- When volunteers are scheduled to work in the classroom with students, bringing young children is not recommended as they may become a distraction in the classroom. When coming to a meeting or a group work activity, bringing younger siblings may be acceptable.
- Volunteers have no claim to intellectual property created during their volunteer service at West Virginia Academy.

9.5 Parent to School Communication

9.5.A Guidelines

Communication at West Virginia Academy, as outlined in our school vision, will be positively framed and undertaken in good faith by all parties. Anyone with a question or concern is to take it to the person most able to address it and to no one else. This allows for all members of the community to feel safe and valued, and to have confidence that all concerns will be addressed to the point of satisfaction. Feedback from all stakeholders is essential for the school to be continually engaged in a process of improvement, and feedback is more likely to be shared freely when stakeholders are confident their feedback will be carefully heard and addressed.

We acknowledge the many familial relations at West Virginia Academy. Our school was founded by a group of individuals, including family members and friends. Most of our employees have children who attend the school, and some of the employees are related to other employees. The advantage to having families included in our school structure is an elevated commitment level that is the result of serving our own children and the children of esteemed colleagues. Thus, the school is not just someone's "job," but is also a reflection of many family legacies and commitment to something above and beyond the ordinary. This philosophy extends to all the families that have joined in and brought their children, relatives and friends to invest their energies and become part of our school family. We realize that this environment may make some individuals hesitant to voice concerns. We assure you that we are dedicated to managing familial relationships professionally and addressing all concerns brought to us. We have provided a multi-level communication list with which to have your concerns addressed, so that if there is someone on the first step of the list you are uncomfortable bringing a concern to, perhaps due to a family conflict, you can move down the list to the 2nd person and start there instead. All administrators and teachers at West Virginia Academy are committed to serving our parents in an excellent way. We hope you will bring your concerns to us so that they may be speedily and effectively resolved.

Concerns must be brought by a parent about their own students or their own concerns.

Due to federal privacy laws, parents may not represent a group in bringing concerns to the West Virginia Academy Administration or Governing Board regarding their student. Each parent's student-related concern must be addressed individually and confidentially. In order to preserve the confidentiality of our students, group concerns will not be addressed.

9.5.B Channels of Communication

Members of the West Virginia Academy community who have a question, concern, feedback, or a need for information will identify the person best able to answer their question or concern or most logically to hear their feedback and will approach that person in a positive manner. We have established a clear communication list through which we invite you to bring any concerns or questions you may have. The persons listed are in order of who you should address your concern to first, next, etc. If, for some reason you are not comfortable taking your concern to the teacher first, you may take it to the next person on the communication list. **If you are not satisfied with the resolution at any level, you may take it to the next person on the communication list.** Parents should email the staff member and make an appointment.

Academic, Behavioral, or other Concern

1. Child's Homeroom Teacher - (even for groups issues) - please check student's learning plan for correct email address for homeroom teacher
2. Jodi Dalton or other appropriate administrator
3. Executive Director
4. Governing Board

Special Education Concern

1. Child's Homeroom Teacher - (even for groups issues) - please check student's learning plan for correct email address for homeroom teacher
2. Student Services Manager
4. Executive Director
5. Governing Board

Non-Academic School-based concerns, such as facility, safety, carpool, or any other non-academic concern can be addressed to Kenney Hite.

Concerns about the playground or drop off/pick up and facility safety should be brought to a front office manager. If the front office manager is unable to resolve the concern, they will notify whoever is best able to address the concern, or the parent may take the concern to the executive director.

Resolution Process: a parent would take an academic or classroom concern to the classroom teacher first, or, if they feel they can't take it to the teacher, should take it to the next person on the communication list. For example: If a parent has a question related to instruction or that relates to the classroom in any way, the classroom teacher should be the first person to whom the parent would go seeking information or resolution. If the parent does not feel their concern has been resolved by the teacher, they should ask the teacher for a meeting with an

Administrator. If the parent desires, they may ask the front office manager for an appointment with the Director directly, if they feel their concern would best be addressed at that level and they have already tried to address it with the teacher and are uncomfortable asking the teacher for an administrative conference. If the parent feels the Director has not sufficiently resolved their concern, they may bring their concern to the next person on the communication list. The last person on the list is the parent advocate member of the Governing Board.

Concerns with regard to student emotional safety

At West Virginia Academy, student safety is of utmost concern to us. We have undertaken measures to ensure our students' safety and we will continue to increase our efforts in this vitally important area of school operation. If a parent has any concerns about their student's safety with regard to student relationships (bullying), they should contact the student's homeroom teacher. If they do not feel their concern is resolved satisfactorily, they should take it to the next person on the communication list above. This applies to physical safety related to anything in the physical environment, and emotional safety as well, related to relationships with peers or staff at the school.

If a member of the community is unclear who the best person is to answer their question or concern or hear their feedback, they may ask a member of the administrative staff, beginning with one of the school secretaries.

9.5.C Parent Survey

West Virginia Academy solicits our parents' views on our programs and staff members through regular surveys. Families will have the opportunity to express their level of satisfaction with all aspects of West Virginia Academy's programs at least annually. Survey results will be available on the website, and major points from the survey will be communicated to the parent community via the school newsletter.

It is the goal of West Virginia Academy to have 100% parent participation in the parent surveys. Parents may also give feedback at any time during the year by speaking directly with school Directors, or by using the school website: www.westvirginiaacademy.org. There is a confidential feedback form located under "Contact Us"

9.6 School to Parent Communication

A weekly newsletter from the Administrative Director will be emailed to West Virginia Academy families and sent home attached to the student's learning plan. The newsletter will contain notification of important dates and events, as well as pertinent school news and information. For academic information, see Section 6 of this document.

9.6.A Parent Meetings and Events

Parents are required to attend the following:

- Parent Orientation (AKA Meet and Greet)
- Parent-Teacher Conferences (held throughout the year)

Other school events parents are invited and encouraged to attend: Show What You Know Assemblies (every Friday Morning), Music Performances, Ambassador Events, Field Days, Field Trips, School Community Events (Fall Fest, Cultural Connection, etc).

9.6.B Parent-Teacher Conferences

Mandatory Parent/Teacher conferences will be held during second and fourth terms, in which academic goals are set for each student with input from parents and, at times, students. Parent-Teacher conferences are listed in the school calendar and all parents are expected to attend these conferences. A third Parent-Teacher conference is held mid-year which is an optional conference that parents or teachers may request.

Conferences may also be scheduled at any time parents or teachers feel it would be beneficial.

9.7 Financial Contribution

We appreciate the willingness of our families to generously donate to our school. We are a qualified 501(c)(3) non-profit corporation, and donations to the school are tax deductible to the extent allowable by law. Each year, we invite families to contribute to West Virginia Academy through our education foundation. These funds raised are used to provide special programs and materials for our students, and also to support our students in special projects. Families are invited to donate to the school at any time by writing a check to West Virginia Academy.

9.7.A Unauthorized Solicitation of Funds

No person (student, staff, or parent) shall solicit, receive or permit to be solicited or received from students enrolled at West Virginia Academy any merchandise that is not school sanctioned. Only approved school fundraisers are authorized.

9.8 Lost or Damaged Books

West Virginia Academy curriculum staff carefully records and inspects the textbooks and other materials (library books, etc.) that are returned throughout the school year. Damaged materials (marked, soiled, torn, etc.) are repaired or removed from circulation. When a student is issued a book during the school year, it is the family's responsibility to immediately report any damage that may have escaped the school's notice. Failure to do so will result in the assumption that the damage occurred while under the current student's care. Parents will be required to pay for all materials that are lost or returned with damage. **We will NOT accept replacement books provided by parents.** We will provide options to help with the reduction of and payment of lost or damaged book fees. Contact the School Director for help or questions. Student registration for the following year will not be processed if a family has outstanding lost book fines or other fines.

Appendix A: School Compact

WEST VIRGINIA ACADEMY AGREES TO:

1. Provide an orderly, safe and nurturing learning environment conducive to student learning.
2. Use multiple sources of information in determining the strengths and needs of the school and of individual students.
3. Establish school goals and student achievement standards based on an annual comprehensive needs assessment.
4. Educate students according to individual levels of comprehension and subject mastery based on regular assessments.
5. Provide frequent and ongoing feedback to parents on how the student is progressing academically in formats that are easily accessed and understood.
6. Utilize content-rich, efficient curriculum and research-based instructional methodologies to ensure that every student has the opportunity to achieve academic success.
7. Assist students in their efforts to become student scholars by providing an academically rigorous liberal arts program that prepares them for advanced study at the high school level.
8. Ensure that educational services are provided by highly effective teachers and paraprofessionals.
9. Prepare students to be good citizens and confident participants in their communities.
10. Help students resolve conflicts or behavior challenges in a positive, non-threatening way.
11. Encourage parent participation in school improvement, program awareness and activities, and student achievement. Build the capacity of parents to help their children achieve high standards.
12. Share assessment and evaluation data with parents and the community.

Appendix B: Student Compact

STUDENTS AGREE TO:

1. Come to class each day on time, ready to learn and do my best!
2. Do my homework every day and turn it in when it is due (Section 6 Academic Policies: Homework).
3. Abide by the Code of Conduct in my dress, language, and behavior (Section 8 Code of Conduct).
4. Practice good organization by using my docket and learning plan each school day (Section 6.2 Academic Policies: Organization).
5. Eat nutritious meals, exercise regularly (outside play works best) and get sufficient sleep in order to be a healthy learner (Section 5.3 Health and Safety: School Lunch).
6. Ask for help when I need it.
7. Give my parents (or the adult who is responsible for me) all papers and information sent home from school.
8. Respect myself and others at the school and in the community. Work to resolve conflicts in positive, non-threatening ways (Section 8.4 Code of Conduct: Language and Communication).
9. Treat school property, including books and materials, with deliberate care.
10. Promptly report any non-building behavior to a member of the school staff (Section 8.6 Code of Conduct: Behavior).
11. Be a West Virginia Academy Ambassador wherever you go.

Appendix C: Parent/Caregiver Compact

PARENTS / CAREGIVERS AGREE TO:

1. Ensure that my student attends school regularly and on time. Notify the school promptly in the case of my student's absence. As often as possible, schedule appointments outside of school hours (Section 3 Attendance).
2. Abide by school policies and procedures regarding student transportation (Section 2 Daily School operations).
3. Ensure that my student receives sufficient rest and has a nutritious breakfast and lunch (Section 5 Health and Safety).
4. Ensure that my student arrives at school prepared for class with necessary materials and in appropriate dress uniform (Section 6 Academic Policies: Organization and Section 8.3 Dress Code).
5. Abide by school policies regarding check-in/check-out procedures and visitor policies (Section 3.4 Daily School Operation: Check-ins and Check-outs).
6. Review my student's homework and sign my student's learning plan each week (Section 6.2 Academic Policies: Organization).
7. Support my student's education through attendance at school meetings, Parent-Teacher conferences, and Parent Interventions when necessary (Section 9 Parent and Family Engagement Policy: School-Parent Communication and Section 8.9 Code of Conduct: Parent Intervention Guidelines)
8. Support West Virginia Academy by completing parent surveys and volunteering throughout the school year (Section 9 Parent and Family Engagement Policy: Parent-School Communication and Volunteer Guidelines).
9. Help your child become a West Virginia Ambassador and have positive experiences in and around West Virginia.
10. Inform and provide constructive input to appropriate staff at West Virginia Academy in a timely manner should I become aware of obstacles to my student's education (Section 9 Parent and Family Engagement Policy: Parent-School Communication).
11. Abide by other school policies and procedures as outlined in the Parent-Student Handbook and the Acceptance of Policy.