



Employee Handbook

Note: This Handbook is reliable upon printing, but may change over time, and will be updated with policy changes annually.

Welcome

Welcome staff for a new year at West Virginia Academy. West Virginia Academy staff members bring innovation in education to life and are making West Virginia a fantastic place to live and work. Thank you for being part of our team! We are excited to work with you to advance the mission of our school and organization. We have the utmost confidence that when staff are given clear direction, adequate resources and generous support, each staff member will become a vital, contributing part of our team. Meaningful contributions in an atmosphere of support and growth combine to create an ideal work setting for our employees. Creating such an environment is one of our key objectives!

The beneficiaries of an outstanding staff team are first and foremost, the students! We know that our scholars are fortunate to be in classrooms with highly effective, caring individuals who focus on delivering the highest quality education each day. We also acknowledge that our support staff will ensure the environment is positive and motivating. We have analyzed prior semesters and updated our policies to help you become even more successful guiding our scholars' development. We aim to make our school a positive, safe and supportive environment for all students, faculty and staff.

The administration benefits from a highly qualified, dedicated staff in obvious ways! With staff who are vibrant team members, who understand their contribution to the school's mission and are prepared to work diligently, the administration's job is one of collaboration and support. Such harmonious collaboration allows administrators to spend their time finding ways to better support the teaching staff and "clear the way" for them. Administrators can use their time facilitating communication and procuring resources for teachers, which is a much more effective use of their time as opposed to dealing with staff policy non-compliance. West Virginia Academy maintains high expectations and is fortunate to have dedicated, responsible staff members who are truly contributing team members!

Welcome	2
Purpose	8
Staff Directory	9
Governing Board Members	10
Section 1: Overview of West Virginia Academy	11
1.1 WVA Vision	11
1.2 Mission	11
1.2.A West Virginia Academy Nursery School Mission (Preschool)	11
1.2.B West Virginia Academy Primary School Mission (Pre-K through 5th)	12
1.2.C West Virginia Academy Secondary School Mission	12
1.3 WVA's Educational Program	13
1.3.A Every Student a Scholar	14
1.3.B Nursery School Model	14
1.3.C Primary School Model	14
1.3.D Secondary School Model	14
1.4 WVA Core Faculty Foundations	14
1.4.A Expectations	15
1.4.B Effort	15
1.4.C Enthusiasm	15
1.4.D Encouragement	15
1.5 Unity and Diversity; Religious (or other) opt-out policy	15
Section 2: Staff Code of Conduct	16
2.1 Staff Behavior	16
2.2 Staff Dress Code	17
2.3 Professional Staff Interaction	18
2.4 Criminal Arrest or Charge of Misconduct	19
2.5 State License Revocation Notification	19
2.6 Complaint Procedure/Dispute Resolution	19
2.7 Harassment	20
2.8 Employee Grievance Form	21
2.9 General Rules of Conduct	21
2.9.A Prohibited Conduct	22
Section 3: School Culture	23
3.1 School Pride	23
3.2 Student Dress Code	23
3.2.A School Cleanliness and Order	23
3.2.B Not One Thing, Ever (NOTE) campaign	23
3.2 Behavior & Classroom Management, Student Motivation	24
3.3 Behavioral Procedures Core Principles	24

3.4 School-Wide Positive Behavioral Supports (SWPBS)	24
3.5 CHAMPs	25
3.5.A Student Expectation Chart in Grades Pre-K through 5th	25
3.5.B Student Discipline Grades 6-12 Minor and Major Infractions	27
3.6 Language and Communication	27
3.7 Reporting	28
3.8 Parent Intervention	28
3.8.A Parent Intervention Guidelines	28
3.9 Plagiarism	29
3.10 Infractions	29
3.10.A Level 1 Classroom Infractions	29
3.10.B Level 2 Discipline Referral	30
3.10.C Level 3 categories:	30
3.10.D Banned Items	30
3.11 Suspensions	31
Section 4: Daily Operations	32
4.1 Student Supervision	32
4.1.A Playground Supervision	32
4.2 Student Lunchtime Supervision	33
4.3 Special Education (See WVA SPED Manual)	34
4.4 Mid-Term Break Programming	34
4.4.A Term Break Courses or Camps	35
Break Sessions for 2023 - 2024 Academic Year	35
4.4.B Courses offered each term break:	35
4.4.C Enrichment Programs	36
4.5 Culminating Activities	36
4.5.A Fall Fest - September 29, 2023	36
4.5.B Cultural Connection - December 15, 2023	36
4.5.C Hall of History - March 14, 2024	37
4.5.D Science Fair - April 26, 2024	37
4.6 Assemblies	37
4.7 Visual Media Usage	38
4.8 Experiential Learning	38
4.8.A Grade Level Field Trips	38
4.9 Transportation	39
4.9.A Bus Attendant	39
4.9.B Carpool supervision	39
4.10 Student arrivals and departures outside of normal school hours:	39
4.11 Supervision of Staff Children Before/After School Hours	40
4.12 Assessments	40
4.12.A Student Data	41

4.13 Policies and Procedures for Grading	42
4.10.A Promotion Requirements	43
4.14 Substitute Teachers	43
SECTION 5: Social-Emotional Learning and Programs	43
5.1 Builder's Program	44
5.1.A Builders' Poem	44
5.1.B Builders' Mottos	44
5.2 Ambassador Program	45
5.2.A Meet the Teams	45
5.2.B Ambassador Team Cup	47
5.2.C Ambassador Team Spiritwear	47
5.3 Service Learning and Personal Project	47
SECTION 6: Technology Usage Policy	48
6.1 Valuables, Electronic Devices and Games	48
6.2 Technology Use Agreement	49
6.3 Laptop Usage	49
6.4 Copier and School Equipment Usage	49
SECTION 7: Student Health	49
7.1 General Student Health	49
7.2 Student Illness/Accident Procedure	49
7.3 Accident reports	50
7.4 Child Abuse or Neglect	50
7.4.A Child Protection Trainings	50
7.5 School Safety Violations	50
7.6 Student Privacy (FERPA)	51
7.6.A Student Schoolwork and Grading	51
7.6.B Printing and Transmitting Confidential Student Information	51
7.6.C Photographs or Videos of Students	52
SECTION 8: Administration	52
8.1 Ownership of Curricular Materials	52
8.2 Employee Compensation	52
8.3 Staff Work Schedule	52
8.3.A Required Attendance Events	53
8.4 Staff Meetings	53
8.5 Staff Mailboxes	54
8.6 Expectation of Privacy	54
8.7 Purchasing and Compensation	54
8.7.A Other Reimbursement	55
8.8 School Property	55
8.8.A Classroom Inventory	55
8.8.B End-of-year checkout	56

8.9 Staff Parking	56
8.10 Facility usage outside of school hours	56
SECTION 9: Human Resource Policies	56
9.1 Equal Employment Opportunity (EEO)	56
9.3 Immigration and Employment Eligibility	57
9.4 Americans with Disabilities Act (ADA)	57
9.5 Introductory Period	57
9.6 New Hire Acknowledgement of Policies	58
9.6.A Fingerprinting	58
9.6.B CPR Certification/Licensing Requirements	58
9.7 Employment Categories	58
9.8 "At-Will" Employment Statement	59
9.9 Confidentiality	59
9.10 Personnel Information and Privacy Policy	60
9.10.A Privacy Policy	60
9.10.B Accuracy of Information	60
9.10.C Employees' Access Rights	60
9.11 Reduction in Force (Financial Exigency)	60
9.12 Resignation or Job Abandonment	60
9.14 Equipment, Tools or Uniforms on Loan	61
9.15 Wages	61
9.16 Attendance	61
9.17 Time-Keeping	62
9.17.A Overtime Pay and "Comp. Time"	62
9.18 Payroll Deductions	62
9.19 Benefits Program	63
9.19.A Employee Insurance	63
9.20 Payday	63
9.21 Paid Time Off (PTO)	64
9.21.A Negative balance....	64
9.21.A Personal Leave	64
9.21.B Medical/Sick Leave	65
9.21.C Jury and Witness Duty	65
9.21.D Bereavement Leave	65
9.21.E Unpaid Leave	66
9.21.F Family and Medical Leave	67
SECTION 10: Health and Safety	70
10.1 Emergency Response Plan	70
10.2 Building Security	70
10.3 Single Point of Entry	70
10.4 Security Cameras and Release Form	70

10.5 Liability Insurance	70
10.6 Safety, Injuries, and Return to Work	71
10.6.A Safety Rules	71
10.6.B Injuries and Return to Work	71
10.7 Employee Health Alerts	72
10.8 Hazardous Chemicals	72
SECTION 11: Receipt of Staff Handbook	73
11.1 At-Will Employment Statement	73
11.2 Expectation of Privacy Statement	73
SECTION 17: APPENDIX A	74
Employee Grievance Form	74

Purpose

This manual is meant to be a thorough and concise guide for staff members at West Virginia Academy (WVA). The purpose of this manual is three-fold:

1. To assist the WVA staff in gaining a clear understanding of their responsibilities as staff members, and to serve as a valuable resource to them
2. To create uniformity at WVA across classrooms, across grade levels and across schools in areas where uniformity will result in increased efficiency and promotion of the school's mission
3. To articulate successful strategies, policies, and procedures that will allow WVA to achieve its mission of academic achievement and character development for each student.

The manual is issued to each staff member, and it is intended to be used as a resource and a guide. Nothing contained in this Handbook is intended to create, or can create, any contractual or other legal rights. Employment by West Virginia Academy remains at-will for all employees, except to the extent otherwise stated in any employment contract. Any procedure or practice, whether set forth herein, or not, is employed at the discretion of the Governing Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice. Nothing contained herein creates any expectation of continued employment. It is intended that all issues relevant to a staff member's employment that are appropriately addressed in a general handbook be addressed in this handbook; in reality, it will not ever be complete but will be added to regularly as policies and procedures are adopted and refined. This manual may be amended at any time. It is incumbent upon each staff member to read and understand the information contained in this handbook and to take it upon themselves to be responsible to abide by the policies and to put the procedures into practice.

With sound policies and procedures, we can potentially attain consistency in the delivery of our education services. It is beneficial to our staff to know what their responsibilities are, and what the responsibilities of their colleagues are, so that a positive working environment can be the daily experience of each staff member. This is our intention and our goal – to develop such policies, procedures and practices that our teachers can truly focus on the primary job at hand – that of educating students successfully each day.

Each policy and procedure is written with that intent in mind – to create an organization in which our teachers can do their job in a way that is most effective and enjoyable. Please accept our invitation to be an ongoing contributor to your staff manual. Because the purpose of this manual is to ensure your ability to complete your responsibilities effectively and enjoyably, we need you to let us know if the policies are achieving their purpose, or if there are additions that you believe would make the manual more beneficial. Thank you for being a member of our WVA team. Your contributions are valued. We look forward to working with you.

John Treu, President of Governing Board
Heidi Treu, Executive Director

Staff Directory

ADMINISTRATION

Executive Academic Director: Heidi Treu
Business and Finance Director: SuJi Kwon
Technology and Operations Director: Kenneth Hite
Athletics and Facilities Director: Roy Boggess
Registrar: Kelly Booth
Student Services Managers: Jodi Dalton and Dani Summers
Front Office Administrator: TBD
School Nurse: Patty Britton
Speech Language Pathologist: Susan Woods
Lead Custodian: Jennifer Woody
IT Specialist: Bryon Boltz
IB MYP Coordinator: Dani Summers
WVA Preston Campus Administrator: Stacey Tayman

TEACHING STAFF

Nursery Teacher: TBD
Preschool Teachers: Ashley Vanscoy
Preschool Aide: TBD
Pre-K through 2nd Academic Coach: Connie Eli
Pre-K Teachers: Stephanie Hall, Mariah Marion
Pre-K Aide: Mary Harden
Kindergarten Teachers: Jennifer Ireland, Ashlee Cooper, Patty Britton
1st Grade Teacher: Meghan Rattan, Molly Clark
2nd Grade Teachers: Connie Eli
3rd through 5th Academic Coach: Lily Vredingburgh
3rd Grade Teachers: Brianna Duda
4th Grade Teachers: Lily Vredingburgh
5th Grade Teacher: Rachel Fitton
Secondary Latin Teacher: Mary Clare Dolinar
Secondary English Teacher: TBD
Secondary Science Teacher: Nadira Ghattas
Secondary Mathematics Teacher: Stephanie Basile
Secondary Individuals and Societies Teacher: Jennifer Romeo
Art Director: Kristen Harris
Music Director: Haylie Hyde
Technology Teacher: Bryce Fordyce
Specials: Charlotte Kwofie

Governing Board Members

John Treu, Chair

Stephanie McWilliams (ACF President)

Susan Dull, Treasurer

Frank Fidler

Frank Oliverio

Allison Woods

Trista King

Glen LaRew

Governing board members meet 7 times per year in open meetings where they receive administrative, financial, and operations reports from WVA's Executive Director. Governing board members provide governance and oversight, ensuring that school activities align with goals and assurances defined in the Charter Agreement.

Section 1: Overview of West Virginia Academy

1.1 WVA Vision

WVA has a three-pronged vision that focuses on supporting our scholars and faculty, building a positive school culture, and serving the surrounding community. Specifically, our vision is as follows:

- Our vision is to create a primary and secondary school culture that fosters each scholar's learning, leadership, strength of character, global awareness, and academic ability.
- We strive to recruit, hire, develop, and retain a diverse faculty and staff that are fully committed to each scholar's academic success and will contribute to our positive school culture with diligence, competence, and professionalism.
- We aspire to develop a strong, positive community relationship that brings educators, parents, and professionals together for the benefit of each scholar's growth and development.

Each employee is responsible for doing their part to keep the organization moving forward with this vision in mind.

1.2 Mission

The purpose of West Virginia Academy Ltd., as a non-profit charitable organization, is to improve education in West Virginia by: (i) establishing a charter school, (ii) developing and deploying curriculum and scalable college-readiness programs within the school, and (iii) providing training for teachers who seek to improve college-readiness throughout West Virginia. The organization's overall purpose contemplates the establishment of a charter school to provide wraparound services for families in West Virginia. Consistent with this reality, the organization has a separate mission for each of its divisions: nursery, primary, and secondary education programs, respectively, but a shared vision and purpose.

1.2.A West Virginia Academy Nursery School Mission (Preschool)

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.

1.2.B West Virginia Academy Primary School Mission (Pre-K through 5th)

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 train, support, and mentor our educators to use evidence-based educational instruction and interventions that promote each scholar's academic success, and well-being. Our school utilizes the direct instruction methodology and teaches scholars at their level and pace of learning in the core topics of reading, writing and math, to the extent practicable.

At West Virginia Academy (WVA) academic success is built on four target areas: communication, collaboration, leadership, and innovation.

COMMUNICATION: Communication skills, including writing communication, are essential for academic success and are highly desired by employers.

CREATIVE COLLABORATORS

In order for our scholars to be academically successful, they must learn how to work with others to creatively solve problems and/or complete tasks.

DYNAMIC LEADERSHIP

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

PROMISING INNOVATORS

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.

1.2.C 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.

GLOBAL AWARENESS

Our Secondary school is now an international school. 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

Each of our scholars will learn Latin during the 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.¹

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. 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, seek ways to develop personal improvement, transmission of knowledge from discipline do discipline, and reflection on the learning and teaching in each course.²

1.3 WVA's Educational Program

In order to accomplish our ambitious mission, West Virginia Academy (WVA) will be a wraparound community school, where the whole family can be educated in one location at the same time. Our secondary school will include sixth through twelfth grade. This year we are adding 10th grade. We also plan to accept Hope Scholarship students in 11th and 12th grade that wish to take courses and be apart of the WVA community.

As a family-oriented institution, this year ALL students will have the same start and end time for school. This will save on the time and money it costs to make multiple trips for parents and buses. We also plan to have before school programs that start at 7:00AM offering physical activities and mental exercises as well as a pancake breakfast. We also provide enriching after school programs that target academics, the arts, and physical education. These activities will run until 5:30 each evening.

¹ 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.

² Patel, N.V. (2003) A Holeistic Approach to Learning and Teaching Interaction: Factors in the Development of Critical Learners. *The International Journal of Educational Management*. 17(6/7) 1-19.

1.3.A Every Student a Scholar

At West Virginia Academy our students are referred to as scholars. The Webster dictionary definition of student is one who attends school. We want much more than just individuals attending a school, we want them to be scholars. The Webster definition of scholar is a learned person. A scholar typically describes a person who exhibits an accelerated learning competency and/or possesses a high content core knowledge.

That is the goal for our students at West Virginia Academy: Every Student here becomes a Scholar.

1.3.B Nursery School Model

West Virginia Academy Nursery School (WVA Nursery) will follow the Head Start Early Learning Outcomes and Framework. The overall purpose in providing this service on campus is for our faculty and staff. We strive to make them feel appreciated and important. As such, we want them to have peace of mind concerning their younger children by providing a safe and academically nurturing environment as our teachers provide the same environment for older children in the community.

1.3.C Primary School Model

West Virginia Academy's Primary School (WVA Primary) will be a Core Knowledge (CK) school that teaches through the explicit teaching of core topics by way of the Direct Instruction Method (DI). In order to fulfill our primary school mission, all of our primary students will participate in the West Virginia Academy Builder's program, giving them self-management opportunities to become respectful and contributing members of our school as well as our surrounding community.

1.3.D Secondary School Model

Beginning in sixth grade, our curriculum and methodology will change from knowledge-based to inquiry-based in nature. In each course, students will be evaluated on their performance in four areas: overall work quality, conceptual understanding, thinking skills, and transfer of learning.

Student performance based on these criteria will be evaluated throughout the year and reported using a seven-point scale at the completion of the course (see IB MYP). Scholars in the WVA Secondary School will start to play an active part in the West Virginia Academy Ambassadors program.

1.4 WVA Core Faculty Foundations

At WVA, we understand that in order to build an excellent institution, we must have a strong foundation in place. Our foundation is built on the following five "E" principles:

1.4.A Expectations

High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

1.4.B Effort

We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work, and are committed to working hard every day. The fruits of work are real and satisfying, and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

1.4.C Enthusiasm

Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the WVA community to bring enthusiasm to their work and to their associations at school.

1.4.D Encouragement

Expertise in the art of encouragement is a hallmark of WVA staff. Nearly constant, expertly applied encouragement is required to balance the high level of rigor we require of our staff and our students. **schecludes the 180-day plan, Unit Overviews, and Daily Lesson Plans (DLP). The DLP are to be housed in binders (primary) and may be kept electronically (primary and secondary), one for each subject or unit of study.**

1.5 Unity and Diversity; Religious (or other) opt-out policy

It is vital to our mission and to our community that we are unified in purpose. We recognize the strength we have arising from our many different cultures, nationalities and religious faiths and we honor the diversity of our students and families. Our strength and unity is built as we acknowledge our diversity while focusing on our shared mission of academic excellence and character development for each student.

Parents have the opportunity to opt their student out of any activity they determine is in conflict with their religious or cultural tenets so long as the objective of the activity can be reasonably achieved through an alternative means. If it is a classroom activity (such as a book you don't wish your student to read), 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 themselves (without their student) and then submitting a Request for Waiver of Participation Form (available at the main office).

Administration will review the request to ensure that religious freedoms or exercise of rights of conscience are not infringed and shall seek to accommodate such requests so long as such

exercise does not place an unreasonable burden on the administration of its school programs. West Virginia Academy recognizes a student's prayer in school as a constitutionally protected right. Alternative activities may be required of the student to the extent that the exercise of any religious freedom or right of conscience materially interferes with a learning activity.

West Virginia Academy is an Equal Opportunity employer in that declares: Equal educational opportunity to all students and employees or potential employees regardless of their sex, race, color, religion, handicapping condition, age, or national origin and its application by county school systems to all curricular areas; textbooks and instructional materials; guidance, counseling and testing; extracurricular activities; facilities and employment.

Employment policies and practices such as salaries, hiring, promotion, etc will be provided without discrimination on the basis of sex as well as on the basis of race, color, religion, handicapping condition, age or national origin.

Section 2: Staff Code of Conduct

2.1 Staff Behavior

Our students will develop good character largely to the extent that they see it modeled daily by the important role models in their lives. Thus, **it is vital that the West Virginia Academy staff demonstrate good character in word and in deed at all times, including in the community and on social media platforms.** Staff will impart to students the principles of good citizenship and societal responsibility, both by direct teaching and by personal example.

Staff members should strive to be first of all, humble. Humility is an important characteristic of scholarship. Staff members should also work to be perfectly honest and utterly reliable. Students will develop confidence in the staff as they witness the staff of WVA treating others with respect, dignity, kindness and fairness. As human nature dictates, we are not perfect and staff will consistently employ humility by acknowledging when they are wrong and quickly making amends. Students will follow this example and their lives will be changed.

Students will learn positive methods of conflict resolution and problem solving as they observe the WVA staff utilize positive, cooperative, democratic methods to work through every-day challenges. Staff members should strive to live these high standards and when they fall short, should employ humility.

Specifically, **staff should refrain from using a raised voice, and the communication model outlined in this manual** should be followed.

Staff members should refrain from physical contact with students. Most physical contact is inappropriate for staff members with regard to students. Exceptions are handshakes, high fives, fist bumps and "side" hugs (an arm across a shoulder). Staff should never attempt to restrain or redirect a student utilizing physical force. The only exception is in the case where the safety of

the student or of another student(s) is in jeopardy and it is clear to the staff member that an intervention is necessary to prevent injury to the student or others.

Staff members are not to speak to students regarding topics such as human sexuality (with the exception of specified classes and utilizing approved curriculum). If a student approaches a teacher and wishes to discuss topics related to human sexuality, the staff member should include an administrator in the discussion, or refer the student to a school counselor.

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 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.

Behavior that does not meet the high standards outlined above will result in an administrative conference, and possible loss of employment.

The reasons for termination or discipline listed in this manual are not all-inclusive. The Board retains the right to terminate employment with or without cause, and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

At its discretion, the School, operating through its Governing Board and the Administrators, may establish policies, guidelines, and regulations for the operation of the School. When the School, at its discretion, determines that progressive disciplinary steps or warnings, or evaluations of staff are in its best interest, it will employ those tools. However, no policy, guideline, regulation, or practice relating to the training and discipline of staff shall create any expectation of continued employment or any expectation of any particular process or disciplinary procedure.

2.2 Staff Dress Code

The student dress code at WVA is one that helps to create an environment of respect and dignity. Student dress exemplifies student respect for themselves, their classmates, and for learning. It is not the intent of the West Virginia Academy administration to outline a specific uniform for staff members, however, the following guidelines should be considered.

A well-groomed appearance and good personal hygiene are important and give confidence in your overall effectiveness. Staff should consider the level of formality of the student uniform, and ensure that their dress rises to at least the same level of formality.

Overall business casual dress is appropriate for all staff members. Modesty should be an important consideration when determining appropriate dress for staff members. For women,

shirts with sleeves and dresses or skirts at least to the knees are appropriate. Professional shoes and footwear should be worn (no casual flip-flops or tennis shoes, et cetera). Casual Fridays only: Staff may wear casual clothing. Please only wear sweats and shorts when actively participating in physical activities.

2.3 Professional Staff Interaction

Because all boundaries and/or interactions cannot be addressed in a single policy, it is each staff member's obligation to avoid situations that could prompt suspicion of inappropriate interactions by parents, students, colleagues, or school leaders. Trespassing the boundaries of acceptable professional behavior is deemed an abuse of power and a betrayal of public trust. If you have questions regarding what constitutes "professional behavior" please see the executive director.

Definitions: For the purposes of this policy, "student" shall refer to a person who attends or has attended WVA, or who has participated in an WVA program.

TRESPASS: These interactions trespass acceptable professional boundaries and are NOT allowed:

- Giving gifts to students that are of a personal or intimate nature
- Any type of unnecessary physical contact with a student beyond the WVA side-hug, high five, fist bump or handshake
- Inappropriate conversations, jokes, comments, personal stories, etc. (Sexual topics are inappropriate outside of approved Health curriculum.)
- Discussing personal troubles or intimate issues with a student in an attempt to gain their support and understanding, or for any reason
- Communication with students on social networking sites • Electronic communication outside of the acceptable standards detailed in WVA's Staff/Student Electronic Communication Policy (Staff Manual Section 2)

WARNING: This following activity is ONLY acceptable with parent permission in situations where the families socialize outside of the school setting such as a church activity or children's play-date:

- Social activity with a student that is not school-sponsored and approved
- Transporting a student to/from a non-school related activity

CAUTION: Staff should exercise caution and inform their supervisor of any circumstance if they are aware of the following interactions at the school:

- Being alone with a single student behind a closed door (see Staff Manual Section 8. General Supervision Policy)
- Giving a student (or students) a ride to/from school or school activities without written parent permission
- Excessive attention toward a particular student
- Social activity with a staff member or "student" who is under the age of 21.

When any employee becomes aware of another staff member interacting outside of these professional boundaries, it is the duty of the employee to immediately report the interaction to their administrator. All reports shall be confidential. Based on the urgency of the report, it is the duty of the administrator to a) safeguard the student(s), b) investigate the allegation, and c) report the situation to the Executive Director.

2.4 Criminal Arrest or Charge of Misconduct

If you are an education license holder from the state of West Virginia, and if you are arrested or charged with a crime, it is your responsibility to contact your direct supervisor and let them know of the arrest or charges as soon as possible.

2.5 State License Revocation Notification

The State of West Virginia requires that we inform licensed staff that the State Board of Education is required to permanently revoke the license of an educator who commits a sexual offense against a minor or engages in sexually explicit conduct with a student.

2.6 Complaint Procedure/Dispute Resolution

West Virginia Academy believes in an open line of communication with employees and management. An employee who has a work-related problem is strongly encouraged to report that problem to his or her immediate supervisor. There should be no fear of retaliation at any stage of this process. The supervisor or manager should try to reach a solution through a thorough discussion of the problem with the employee.

If there is no solution at that level, the employee should prepare a written statement of the problem using the Employee Grievance Form (found at the end of this section). The HR Manager will provide any necessary assistance in preparing the report. WVA will share the complaint with management and then personally investigate the problem, discuss the matter with any involved employees or supervisors and prepare a separate report within fourteen days after the Employee Grievance Form was received. The course of action will be discussed with the Work-site Employer's representative.

All parties should make every effort to resolve the problem at the earliest stage and to deal in good faith throughout the process. No record of the proceeding will be placed in the employee's personnel file unless the employee asks that such a record be kept.

This process is intended to provide a forum where complaints can be resolved frankly, consistently and in an atmosphere of open communication. As such, this policy is intended to supplement, not replace, any other company policies that might pertain to the problem.

Please note that the use of the grievance procedure does not alter the "at-will" nature of the employment relationship, as applicable.

2.7 Harassment

West Virginia Academy will not tolerate conduct by any employee that harasses, disrupts or interferes with another's work performance or which creates an intimidating, offensive or hostile environment. We want to maintain a working environment free from all forms of harassment, whether based upon race, color, religion, ancestry, national origin, age, marital or veteran status, physical or mental disabilities, on-the-job injuries, sex or any other legally protected characteristic or status, including sexual orientation and gender identity in locales where protected by law. All such harassment is expressly prohibited.

Behavior such as telling ethnic jokes, making religious slurs, using offensive "slang" or other derogatory terms denoting a person's race, age, national origin, disability, or mimicking one's speech, accent or disability, are examples of prohibited conduct and will not be tolerated in our organization. Retaliating or harassing individuals by making derogatory comments regarding protected statuses or characteristics and any other words or conduct that might create a hostile or offensive working atmosphere are also prohibited.

While all forms of harassment are prohibited, because of its more common occurrence, it is our policy to emphasize the prohibition of sexual harassment. Actions are considered to be sexual harassment under the following conditions:

- If submission to the conduct is in any way deemed to be a term or condition of employment;
- If submission to, or rejection of, the conduct is used as the basis for any employment-related decisions;
- If the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Behavior such as sexual or sexist language, jokes or innuendo; nude, profane, or obscene cartoons, drawings, photographs, e-mail messages or text messages; whistling, staring, inappropriate touching is strictly prohibited and will not be tolerated by West Virginia Academy.

Each manager/supervisor has a responsibility to maintain the workplace free of any form of sexual harassment. No manager/supervisor shall threaten or insinuate, either explicitly or implicitly, that an employee's refusal to submit to sexual advances will adversely affect the employee's employment, evaluation, wages, advancement, assigned duties, shifts, or any other condition of employment or career development. Sexual harassing conduct in the workplace, whether committed by managers/supervisors, non-managerial employees or outside individuals (vendors, customers, etc.) is also prohibited.

This policy covers conduct in the workplace, at social functions sponsored by the organization (such as holiday dinners, picnics, sporting events, etc.) and business functions (such as conventions, trade shows, etc.).

West Virginia Academy provide and support a dispute resolution procedure for receiving and resolving complaints alleging discriminatory and harassing practices in employment relations. As an employee of West Virginia Academy, you have the responsibility to immediately report any actions or words by a supervisor, co-worker, vendor or other individual, that you believe to be unwelcome harassment. You should report the incident to your manager/supervisor, or any other manager, or to the next level of management, if the complaint involves your direct supervisor or manager. In addition, the HR Department at WVA should always be notified. If you feel that you cannot discuss the matter with the management of West Virginia Academy, please contact WVA so that an investigation may take place. The organization will not retaliate against you for filing a complaint in good faith or cooperating in an investigation and will not tolerate or permit retaliation by management, employees, co-workers or non-employees such as clients, vendors and contractors.

All complaints of harassment will be investigated promptly and in an impartial manner. Discretion will be used during the investigation in order to maintain as much confidentiality as is possible while still being able to effectively complete the investigation. If you are not satisfied with the handling of a complaint or the action taken by management or WVA, then you should bring the complaint to the next higher level of authority. In all cases, you will be advised of the findings and conclusion.

Any employee or member of management, who is found, after appropriate investigation, to have engaged in harassment of another employee or to have retaliated against an employee for reporting harassment, will be subject to appropriate corrective action, depending on the circumstances, up to and including termination.

2.8 Employee Grievance Form

West Virginia Academy is available to help you resolve grievances with your co-workers. If you have a work-related problem that you would like to address through the grievance process, fill out the form in Appendix A of this document and submit it to West Virginia Academy Human Resources.

2.9 General Rules of Conduct

All employees are expected to demonstrate good judgment, ethical personal behavior, and common sense. The following are rules designed to give you guidance in your conduct:

- You are not to conduct personal business during working hours.
- Personal protective equipment must be properly utilized as directed by your supervisor.
- You must report all injuries or accidents to West Virginia Academy immediately.
- You must not perform sloppy or defective work.
- You must perform all assigned duties and fulfill your responsibilities to WVA, with or without reasonable accommodation. Productivity and workmanship must be up to standard.

- You must be available for work as scheduled.
- You are responsible for all property placed in your custody.
- You must not neglect your job duties or responsibilities, nor refuse any work assigned to you.

The foregoing rules are not intended to be all inclusive of the required self-discipline, proper standards of conduct or obligations employees must observe at all times and do not limit the “at-will” status of your employment, as applicable.

If your conduct as an employee comes into question, West Virginia Academy will make an effort to resolve the matter fairly. These rules are not intended to limit the proper rights of anyone. They are intended to protect the rights of everyone. Failure to adhere to the preceding rules will result in disciplinary action up to and including termination.

2.9.A Prohibited Conduct

The following conduct is prohibited and will result in disciplinary action up to and including termination:

- Engaging in unlawful or improper conduct that affects your work, fellow employees, company products, property, reputation or goodwill in the community.
- Leaving your department or work before the end of the shift without the authorization of your supervisor.
- Using West Virginia Academy’s facilities and time for personal business, or unauthorized possession or use of your Work-site Employer’s or WVA’s keys.
- Soliciting or accepting tips.
- Smoking at work other than in designated areas.
- Making false claims of injury.
- Damaging or destroying your Work-site Employer’s or WVAs property or wasting of materials. Loitering or sleeping while on duty.
- Being on the job while under the influence of alcohol, drugs or intoxicants of any type.
- Falsifying information on forms, reports, records, employment applications, timecards or attendance forms and production records.
- Acts of insubordination such as refusing to follow supervisor’s directions or instructions.
- Bringing firearms or weapons of any kind into the office or onto the work location, unless otherwise permitted by state law.
- Bringing liquors, illegal drugs or other substances into the office or onto the work location.
- Removing or using, without authority, property, records or other materials of the Work-site Employer, WVA or other persons.
- Fighting, threatening, intimidating or coercing any visitor or employee.
- Violating safety or health rules or practices, or engaging in conduct that creates a safety hazard to yourself or to others.
- Violation of West Virginia Academy’s Harassment and Equal Employment Opportunity Policy.

The foregoing is not a complete list of actions that may lead to termination.

Section 3: School Culture

3.1 School Pride

Any thriving culture is centered on pride. This is not an arrogant, judgmental pride, but a pride in hard work, team effort, and the success that comes with it. It also comes through infusing the school culture and language through everything we do at West Virginia Academy. To celebrate our student's achievements and hard work, we will be holding a number of enrichment activities in addition to the culminating activities throughout the school year. Some examples of such events are: Ocean Week, Field Day, Show What you Know Assembly, Read Together Week, and A Night with the Romans. Students will also participate as a team in the WVA Ambassador's program including various sporting competitions, service learning field trips, and the ultimate field day challenge (See West Virginia Academy Ambassadors).

3.2 Student Dress Code

Teachers in every grade should know all the details of the student dress code as found in the current Student Dress Code brochure. Teachers are expected to know the details of the dress code and consistently enforce the dress code in their classrooms and at other times as well. Teachers should note infractions of students not in their class and bring it to the attention of the teacher or administrator.

3.2.A School Cleanliness and Order

Teachers are responsible to keep their classrooms tidy and organized. Students should be instructed to pick up litter any time that they drop anything, as well as throughout the day and again at the end of each day. In an effort to help our students be more accountable for the school environment, teachers need to take sufficient time to ensure that their students have time and training in order that the classrooms are kept to a high standard of cleanliness. Classrooms and breakout rooms need to remain clean and organized. Students should be encouraged to leave breakout rooms clean and ready for the next class. This may require teachers to take one minute for a clean-up session at the end of their group or class.

3.2.B Not One Thing, Ever (NOTE) campaign

West Virginia Academy will be participating in the "NOTE" campaign. This refers to the new expectation we are setting that students are to leave "Not One Thing, Ever" on the floor. Not in the hallway, not in the classroom or breakout room, not in the locker rooms, bathrooms, playing field or playgrounds – not anywhere. One of our emphases in this program is to teach students

to be responsible for THEIR OWN things, their own messes, their own papers, pens, pencils, paperclips, scraps, lunch trash, etc. Our goal is to raise the level of awareness of EACH and EVERY student to tend to their own belongings with care. Thus, we are not looking to increase the group “clean ups” in the classrooms or hallways, but instead to increase the specific students who are leaving things behind to clean them up. More information will be given on this program at Teacher’s Preservice meetings.

3.2 Behavior & Classroom Management, Student Motivation

Students and staff at West Virginia Academy will conduct themselves in a respectful, honorable manner. Members of our community will respect the mission of WVA, and this will be reflected in their conduct and interaction while on school premises. Parents and students are required to disclose if the child has been expelled from any school institution on their registration form. If the information on that registration form is incorrect with regards to past behavioral incidents, the student will immediately be expelled from the school.

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.

3.3 Behavioral Procedures Core Principles

1. 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.
2. All students are capable of appropriate conduct in the school setting.
3. 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.
4. It is the responsibility of the student to learn self-discipline and to adhere to the Code of Conduct.
5. It is the responsibility of the parent to fully participate in the process of teaching the student appropriate conduct and supporting disciplinary measures.

3.4 School-Wide Positive Behavioral Supports (SWPBS)

1. All students will have access to a learning environment free from disruption and harassment.
2. Students will be physically safe at West Virginia Academy.
3. Students will be emotionally nurtured at West Virginia Academy

4. 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.
5. 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.
6. 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.

3.5 CHAMPS

“CHAMPS” is the classroom management, school-wide discipline and behavior management model used at West Virginia Academy. CHAMPS manuals are available for teachers and instructors. Teachers should familiarize themselves with the CHAMPS program.

CHAMPS Companion Program - CHAMPS training

Each teacher at West Virginia Academy will complete a training video through the CHAMPS Companion program. This program is a 18 - 20 minute animated video that introduces the Classroom Management System. Each teacher must complete six (6) content chapters, four (4) quick quizzes, nine (9) online review activities, and a 20-question online exit test. Each year teachers are required to review the training material in order to stay up to date on the CHAMPS program.

WVA CHAMP Tickets/ Pom-Poms

As an incentive for those students who are performing at their best. Teachers can pass out WVA CHAMP Coins. These can be used in the various vending machines for non-food prizes.

3.5.A Student Expectation Chart in Grades Pre-K through 5th

Card Chart

Teachers in grades K-5 should use the classroom card chart. Teachers should instruct students and parents on how this chart will be used. Consistent use of the card chart will enable students to learn to control their behavior and facilitate their academic progress. Students will each have 5 cards – one each of the following colors: green, yellow, blue, red, and purple. The goal is for students to “remain on green”. Students should be instructed to “move a card” when they have neglected to bring completed homework or needed supplies to class, or when they misbehave. Reasons a student may be asked to move a card should be clearly outlined for the students.

The card system is not a discipline system as much as it is a “reminder” and “practice” system and should be used as such. Teachers should never say in anger or frustration “PULL A CARD”. They should instead ask the student to PLEASE MOVE a card in a gentle way, including the

reason for the card move, confidentially, if appropriate. The card chart is essentially a self-governance tool. Students should desire to “stay on green”, thus become motivated to come prepared to school each day and to behave appropriately. Teachers should work so that their students, as a whole, are able to “stay on green” most of the time. Classroom rules should be made to provide for the realization of that goal. A well-managed West Virginia Academy classroom will have fewer and fewer students moving cards as the year progresses. Teachers are required to keep a log of all student card moves throughout the school year.

When a student is instructed to move a card, the teacher MUST use positive reinforcement of appropriate behaviors at a ratio of 3 reinforcements within 5 minutes of the card move. These reinforcements must be specific (student name, positive behavior stated out loud) and connected with positive emotional tone (enthusiastic, motivating to the student). An effective way to motivate students is to keep a record of “green days” for each student. As students accrue a predetermined number of “days on green”, WVA CHAMP Coins may be given. Consecutive green days should not be required for rewards as this acts as a disincentive for students who have to work diligently to earn green days. Instead, as soon as a student hits the target, for example ten green days, regardless of when this occurs, the student earns the reward thus motivating him/her to more consistent green day conduct.

Most behavior and academic challenges in grades K-5 should be handled utilizing the card chart. Teachers must find time at the end of each day to mark the learning plan with the students’ status for the day (“green”, “yellow”). It is important that the color is recorded on the learning plan daily so that the parents have a daily communication regarding their students’ behavior and performance status. The reason for the move must also be written on the learning plan and can be represented by a numeral. When a student moves one or two cards in a day, this should be recorded on the learning plan so the teacher can be certain the parent is aware of the specific reasons for the card moves (as per their signature on the learning plan). Any time a student moves down more than two cards in one day (or goes to “red” status), the student must fill out a behavior form, and it should be attached to the learning plan. If a student moves more than two cards for a second day in a row, parents must be notified by a phone call from the teacher and a phone conference must be held.

Card Overview:

- 1st card – “on Green” – Ready to Learn
- Going up 1 card - “On Blue” The student is having a good day!
- Going up 2 cards - “On Purple” - The student has done something great!
- Going up 3 cards - “ On Pink” - The student is outstanding today!
- Going down 1 card - “On Yellow” - Student needs to Think about their actions.
- Going down 2 cards - “On Orange” - The teacher needs to give consequences based on the action, time for sensory rooms is an option.
- Going down 3 cards - “On Red” - behavior form is filled out by student and attached to their learning plan. At this point a trip to the office would be appropriate.

In general, the classroom teacher is the one who instructs their student to move a card. If a teacher or instructor who is not the student's homeroom teacher witnesses behavior they believe warrants a card move, they should communicate that behavior to the teacher and allow the teacher to determine if a card move is the best option.

DI Group teachers should not issue card moves for behavior issues. They should report the behavior to the classroom teacher on the learning plan including a card move for unpreparedness.

Teachers in every grade should be familiar with the student dress code and consistently enforce it in their classrooms. Again, the teacher should be the only one to issue a card move to a student for a uniform infraction. If another staff member notices a uniform infraction, they should mention it to the CLASSROOM TEACHER and allow them to handle it as there may be extenuating circumstances already worked out between the parent and the teacher of which the staff member may not be aware.

3.5.B Student Discipline Grades 6-12 Minor and Major Infractions

Teachers in grades 6-10 will have a clipboard with a student roster attached. Student attendance and classroom behavior will be recorded on this clipboard. If a student violates the code of conduct, the teacher should manage it within their classroom management plan, and may record it on the student roster. Rosters will be submitted to the Secondary Director or Assistant Director weekly. If, after implementing the classroom management plan (verbal instruction and warning), the student exhibits behavior that is deemed to need immediate intervention beyond the classroom (such as continual disruption of instruction, defiance, refusal to follow teacher instruction, or any unsafe behavior such as horseplay, throwing items, etc.) the teacher will send the student to Front office Administrator to receive a referral form.

The Front Office Administrator will fill out the student name and date. The student will be counseled and will return to class, placing the form on the teacher's desk so as to not disrupt the class. The teachers must counsel with the student at the end of the class period and either fill out the form and return it to either Student Success Manager. If the student returns to class and again violates the Code of Conduct, the student should be immediately dismissed from class. The Student Success Manager will process the infraction, and the student may be sent home on a suspension. It is important that all staff enforce school rules equally. All teachers must demand the same level of scholarly comportment in order to achieve a school culture that provides the best learning environment for students.

3.6 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.

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.

3.7 Reporting

All faculty and staff are mandatory reporters, meaning if they see anything that relates to abuse or neglect they must report it within 24 hours. If you are unsure as to how to report the incident, please reach out to the Student Success Manager or the Executive Director.

3.8 Parent Intervention

If a student has multiple infractions in your class and needs a quick response, parents are invited to sit with the student to model appropriate behavior. This intervention allows 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.

3.8.A Parent Intervention Guidelines

Teacher's Role

Engage 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?

Prior to the start of school, review 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

1. Stay with the student – sit next to the student desk during class time, transition with the student.
2. Fill out the data tracking form for Parent Interventions.
3. Re-direct the student back to learning whenever necessary.

4. 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.)
5. 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.
7. Instill in their student the desire for success at school through establishment of meaningful rewards and consequences.
8. 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.

3.9 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.

3.10 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:

3.10.A Level 1 Classroom Infractions

Level 1 infractions are those discipline issues that the classroom teacher will handle without the assistance of the administrators. By using classroom rules, consequences, and positive recognition, Level 1 infractions will normally not escalate to a higher level.

Level 1 categories:

- Disruption – calling out, off task, out of seat, fidgeting, restroom problem, throwing object.
- Disrespect – rolling eyes, teasing, cursing, cheating.
- Preparedness – missing assignment/materials, planner.

The administration will be notified after level 1 infractions occur. After 3 level 1 infractions the infraction becomes a level 2 infraction. After the disciplinary consequences have been administered, the student will be returned to class with the discipline slip and record of consequences. There will be mutual acknowledgment by the student/teacher/administrator and the student will return to normal classroom procedures.

3.10.B Level 2 Discipline Referral

Level 2 referrals require the immediate attention of the administrative staff. When making a Level 2 referral, the student involved will be sent or escorted to the office by the referring staff member or taken to the office by an administrator. A completed discipline slip will accompany the student or be sent to the office immediately after the incident/infraction.

3.10.C Level 3 categories:

- illegal – weapons, drugs, sexual harassment, fire alarm
- Physical – assault, fighting, throwing objects, bullying
- Defiance – defiant (three interventions), vandalism, theft

After consequences have been administered, the student will be returned to class with the discipline slip and record of consequences. There will be mutual acknowledgment by the student/teacher/administrator and the student will return to normal classroom procedures

3.10.D 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.

3.11 Suspensions

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 academic days maximum and suspension may be out-of-school suspension or in-school suspension, as determined in the discretion of the administrative team. Time away from class for disciplinary reasons that is for less than a full academic day is not considered suspension. A suspended student should be provided with educational materials and an opportunity for completion of such materials consistent with the treatment of any student who misses class due to illness or an educational leave of absence in order to avoid compounding the punishment.

Expulsion means the student is not allowed to attend class or any school activities for an extended period of time, which may include the remainder of a term, semester, or academic year or, in exceptional circumstances, for a period of 12 months or longer. Exceptional circumstances include, but are not necessarily limited to, possession of a deadly weapon, battery of a school employee, or the sale of narcotic drugs at school. Except in the case of automatic expulsion, a discipline council shall be called by the director where the director has determined that expulsion is appropriate.

A discipline council for expulsion shall include at least one officer of West Virginia Academy, Ltd. that is not on the Board of Governors, at least one teacher at the school that is not currently the student's teacher, and one other individual employed by the school other than the director. The discipline council may expel the student or make a determination of some other appropriate response (i.e. suspension). A decision by a discipline council may be appealed within ten days to the governing board and a determination as to the expulsion shall be made at the next Governing Board meeting in executive session.

A child who has been expelled by a discipline council who is awaiting an appeal shall be deemed to be suspended during such time. Actions involving incarceration of any student by authorities for a period of time exceeding ten days are deemed automatic grounds for expulsion and the period of expulsion shall match the period of incarceration. 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.

Section 4: Daily Operations

4.1 Student Supervision

Students should not be left unattended in classrooms, wherever possible. K-5 students should line up in the hall outside the classroom or breakout room and wait to be invited in by the teacher. The classroom door should be closed and locked if teacher is not or cannot be there.

It is important that whenever possible, staff members are not alone with one student. It is best to have two staff members present in as many settings as possible, for the protection of the staff members. However, as this is not often possible, staff should at least be careful to avoid being alone with one student. If there are less than three students working with a teacher or instructor, they need to be in an open, public area. If this is not possible, doors should remain open at the least. This also applies to after-school events such as tutoring or other extra-curricular activities or clubs.

Staff may not use physical force with students in order to achieve compliance, except in matters of personal safety (either the student's safety or the staff member's safety). Staff may not utilize corporal punishment defined as a painful, intentionally inflicted physical penalty administered by a person in authority for disciplinary purposes. Doing so is grounds for immediate termination.

Appropriate student/staff physical contact includes the 3 "H"'s: High 5's, Side Hugs and Handshakes. It is not recommended that side hugs be used as staff/student contact in Secondary (6-10) with students of the opposite sex.

4.1.A Playground Supervision

Staff members who are assigned physical education aides should abide by the following safety rules:

- Students may not leave the fenced area.
- Staff must retrieve balls that go beyond the fence.
- Staff should carry a pack that includes a whistle, Band-Aids, and a red emergency card.
- In case of an emergency, the staff member should give the red emergency card to a student to take to the front office to summon help.
- In the case of lightning and thunder, students should be returned to their classrooms.
- In the case of poor air quality, students may need to remain inside. Check with the front desk for the daily air quality report. All students should remain inside on days where the Air Quality is red or higher; sensitive students should remain inside on orange days or higher.

Playground Equipment General Rules

Students should be instructed on safe equipment use. Instructors and playground supervisors must watch students carefully and ensure no unsafe behaviors are allowed to occur. Playground supervisors will stop any unsafe behavior immediately and re-teach students. If students do not

comply, they will be banned from equipment use for a specified time period. At this point, parents must be notified of the ban and will be asked to speak with their student regarding playground behavior. Instructors and Physical Education Aides may not use their cell phones during recess. They must be observing students at all times and teaching students appropriate, safe play behavior.

Long lists of playground rules do not replace the use of good judgment on the playground and may actually inhibit it. Activities that are perfectly safe for some students, may be taken to the next level by other students and become suddenly unsafe.

Students should be instructed and supervised in keeping the playground clean. Litter and trash should be picked up and properly disposed of each recess.

Students should not be allowed to play directly outside class windows as this is very distracting to students in the classrooms.

Students should be encouraged to be 'CHAMPs' on the playground, play cooperatively together, to include others, and to be respectful and kind at all times. Staff may engage in conversation with one another, but must ensure that they are 1) properly supervising students, 2) able to ensure students are not leaving appropriate play areas, 3) close enough to the students to determine what is transpiring at all times, and 4) able to act as needed (including interrupting verbal bullying).

4.2 Student Lunchtime Supervision

Primary School

Primary School Students eat lunch at their desks. There should be a minimum 5-minute "chew time" at the beginning of lunch during which students should concentrate on eating their lunch and little conversation should occur. During this time, the instructor may wish to read aloud to the students or play a book on tape. After the chew time students should be allowed to converse and finish eating their lunch. Students should be allowed to finish their lunches, and 20 minutes should be scheduled to give them ample time to eat. If a student needs more time, they should be allowed to take their lunch out to recess and finish.

Secondary School

Lunch period is 30 minutes. There will be two lunchtime supervisors at a minimum each day. Students must go to the lunchroom to eat their lunch. If a teacher wishes to meet with a student during lunchtime, the student must show a pass to one of the lunchtime supervisors. Students may not eat their lunches in the classrooms.

After lunch each day, students will have time to go outside (weather permitting) but MAY NOT return to the classroom areas without a pass during lunchtime. Lunchtime supervisors must ensure students leave the lunch and recess areas clear of all trash.

4.3 Special Education (See WVA SPED Manual)

WVA has on staff a Student Services Manager that will help students with their individual accommodations and modifications. Teachers are responsible for closely monitoring their students' progress through the RTI process using the teams forms. These forms are available under the files in Primary and Secondary Teams. If a teacher believes a student would benefit from a special education evaluation, the teacher should meet and discuss the student with the Student Services Manager who will advise the teacher regarding the referral process.

If a parent makes a request for special education services or evaluation, the teacher should immediately contact the Student Services Manager. This contact should be made this way:

1. Email the Student Services Manager in writing (email). Include the name of the student, the name of the parent making the request and the date the request was made, then,
2. Follow up within 24 hours to confirm receipt of the email by the Student Services Manager. The manager will discuss the request with appropriate teachers and follow through with the parent at that point. All questions from the parent on services, evaluations, possible outcomes, etc., should then be referred to the Student Services Manager.

If a parent of any student requests that the teacher fills out any forms for a student (such as from a physician, counselor, neurologist, etc.), or request that a teacher write any kind of evaluation of a student, the teacher will notify the Student Services Manager who will provide direction to the teacher with regard to fulfilling the request. This applies to both special education students and non-special education students. A completed copy of this kind of communication should be kept on campus in the student file or in the student Special education file, as applicable. The Student Services Manager will review all correspondence, reports, evaluations or other communication regarding a student before it is sent to parents or other health care workers.

4.4 Mid-Term Break Programming

West Virginia Academy's unique balanced calendar provides for the reallocation of the 180 instruction days more evenly throughout the year. We have four terms consisting of nine weeks of instruction with two to three week term breaks in between. The summer has been shortened from the traditional 10 weeks to 6 weeks between school academic years. During each of these term breaks West Virginia Academy will offer various mini-courses to provide enrichment and experiential learning while school is out of session.

As indicated in the 200-day contract, all faculty and staff are responsible to help teach and or complete projects during one of the mid-term breaks. This is for two weeks so please plan accordingly. Hours run from 8:00 to 3:00 or 10:30 to 5:30.

Term break school days will be broken up into three sessions beginning at 8:00 AM. Upon arrival, students will be encouraged to eat breakfast which they can bring, pre-purchase, or will be provided for those that qualify. Each session runs about 2 ½ hours. Lunch will be about thirty minutes. Students will be encouraged to bring a lunch, however for those purchasing two or more sessions, lunch is included.

4.4.A Term Break Courses or Camps

Academic Extended Courses (AEC) or Remediation

At the end of each term, Teachers are to recommend students to the AEC. These students will be able to attend ONE session for free. Each teacher will be asked to lead an AEC course during their assigned Mid-term Break.

Students that qualify for the gifted and talented program will also be offered extended courses to stretch and enrich their education. One academic course per term-break is offered free to these students.

Break Sessions for 2023 - 2024 Academic Year

1. Fall: October 2 - 13
2. Winter: January 2 - 12
3. Spring: March 18 - 29
4. Summer: June 17 - 28

4.4.B Courses offered each term break:

Teachers may choose which of the following courses.camps they will lead during their assigned term break.

General Courses: Every term break the following courses will always be available:

- Little Explorers (PreK and Kinders only)
- Remediation
- Art Camp
- Sports

Enrichment Courses: Special courses only offered one term break

- Fall (Suncrest Campus): Hiking, Video/Film, Lego
- Winter (Preston Campus): Skiing, Creative Writing
- Spring (Suncrest Campus): Theater, Aquatics
- Summer (Preston Campus): Cooking, Gardening, Outdoor Adventure

4.4.C Enrichment Programs

Gifted and Talented Students

West Virginia Academy offers leveled courses within the foundational topics (See The Level System). This provides learning in the least-restrictive environment for each of our students. Students will be given placement tests for each foundational topic and placed in the correct class to ensure efficient learning. Students that are “gifted” in a subject will be placed at a higher grade level, thus challenging and supporting learning for all students. Those that qualify as being gifted and talented will be invited to participate in term break mini-courses that will enhance learning and provide opportunity for additional growth.

4.5 Culminating Activities

At the end or close to the end each of our four terms, WVA will be hosting a culminating event. These family-friendly events will be free and open to the whole community. All of these events will be held at our West Virginia Academy Preston Campus.

4.5.A Fall Fest - September 29, 2023

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.

4.5.B Cultural Connection - December 15, 2023

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.

4.5.C Hall of History - March 14, 2024

“Knowing the Past, opens doors to the future.” (Carter G. Woodson) West Virginia Academy’s community event for the four 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 older 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.

4.5.D Science Fair - April 26, 2024

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. Students will be partnering up or going solo on their very own science project. Projects will be graded and ribbons will be awarded at the end of the night.

4.6 Assemblies

K-5 assemblies will be held twice a month check the bell schedule for times. Grades 6 - 9th will have assemblies twice a month on the opposite weeks of the K-5 assemblies. Special assemblies may be held upon approval from the administration. Assemblies will reinforce curriculum, classical education or character development. Builders of the Month will be honored in the second assembly of each month. Please inform the parents of that student the times and dates so they can celebrate this accomplishment with their child. Siblings may not be checked out for assemblies.

Show What You Know (SWYK)

Each primary homeroom is expected to “show what they know” at the first assembly of each month. (SWYK) presentations can include, but are not limited to, Songs, Poems, Chants, Jingles, Raps. “Show What You Know” presentations should focus on academic themes and grade level content, showing the other students what that grade has learned. “Show What You Know” presentations should include the entire grade – not individual classes or groups. This is not a talent show intended to highlight one or several students, but an opportunity for that grade to show their knowledge and celebrate their success. We do not have a schedule for each grade, but each grade should plan to “Show What They Know” once every month.

Piano, Garage band, and Choir will perform at least once per semester so students can have exposure to both programs. All presentations should be no longer than 2 1/2 – 3 minutes. Teachers will teach their students the expectations for performance CHAMPS. Performances should be quick paced and interesting for the audience.

4.7 Visual Media Usage

Use of DVDs or other media can be a legitimate educational activity. Guidelines for such use are as follows:

- Media should be used when the content contained has already been presented to the students, and they are at some level of mastery with the material.
- Media is used as a culminating activity, a review, or an additional presentation of material
- All media not listed in a 180-day plan must be pre-approved, specifically:
 - If it has any kind of a rating (even if you are just showing a clip) it must be approved by your admin.
 - If it is a clip (under five minutes) from YouTube or some other internet site to enhance a lesson the link should be on the lesson plan in the teams folder
 - If it is a clip (over five minutes) from YouTube or some other site it must be approved by admin.
 - If it is to enhance a lesson it must be approved by admin and your district/department.
- **A teacher must never put on a tv show, movie, or YouTube clip as a substitute or filler for class time. Please see the Bell-to-Bell learning model above.**

For admin approval, a teacher will:

- Complete a media request form at least one day in advance, submit it to administration for approval, and sign up for the DVD player on the cart if needed; or
- Include the media information in the 180-day plan, have the plan approved by administration, and sign up for the DVD player if needed.

4.8 Experiential Learning

The concept of experiential learning is “learning by doing.”³ At West Virginia Academy we have dedicated one day out of the week for experiential learning, our Experience Days. These days will be filled with hands-on projects and activities.

Primary Teachers - Academic-related activities can be found in the Core Knowledge curriculum under Culminating activities after each lesson. Please stick to these activities when planning for the Science and History Experiences.

Secondary Teachers - Fridays can be used for cross-curricular material. Students will go to all 8 of their classes and one time a month go to the Preston Campus for Ambassador Programming.

4.8.A Grade Level Field Trips

At each grade level students will be going on four field trips in the community that enhance their classroom learning. **Homeroom teachers are strongly encouraged to attend the field trips with their students.** Teachers should tell the students about the field trip at the start of each

³ Experiential learning. (2021) Retrieved 08/12/2021 from https://en.wikipedia.org/wiki/Experiential_learning

term and refer to it as the term progresses. This builds anticipation and excitement around this unique opportunity.

4.9 Transportation

4.9.A Bus Attendant

Faculty and staff who are willing to be bus attendants will receive a stipend for their service. Their duties are (1) to ensure the safety of our scholars on the school bus, (2) watch the students on the bus to ensure proper student behavior, (3) review CHAMPs expectations for bus transportation when needed, (4) encourage proper behavior by the students while traveling on the bus, (5) operate the School Guardian app to ensure students are leaving at their proper stops. If the student is younger than 3rd grade and there is not a parent to escort them home, the student will ride the bus back to the school and the parents will be notified to pick them up from the school.

4.9.B Carpool supervision

All staff will have an assignment during morning or afternoon carpool hours. Please plan your day accordingly. Each staff member will receive training and instruction on carpool procedures and expectations specific to their campus. For the purposes of student safety, staff members **MUST** be at their assigned pick-up and drop-off duties on time each day they have an assignment. Failure to do so will result in disciplinary actions.

Student Behavior at Pick-up and Drop-off

- Students are to walk directly to their vehicle.
- No students are allowed to play on the playground during carpool pickup.
- 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.
- 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.

4.10 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.

4.11 Supervision of Staff Children Before/After School Hours

Children of staff members must be supervised by their parents before and after school. Children of staff members should stay in the classroom with their parents until 25 minutes prior to the start of school, at which time they may line up in the designated space (grades K-6). Secondary students of staff members should remain with their parents until 15 minutes prior to the start of school. At 10 minutes prior to the start of school, students in grades K-6 will be led to their classrooms by the classroom teacher.

Children of staff members **MAY NOT** remain in the school unsupervised after school. West Virginia Academy or its agents, subcontractors or assignees are not responsible for your student's safety or security outside of the regular school day in-session time. Staff, who are unable to formally supervise their children after school, may be required to pay for this service.

4.12 Assessments

At West Virginia Academy, assessment is defined as the process used to determine a student's specific strengths and needs. Data are key that helps our educators create appropriate learning goals. It allows educators to see where their students excel and where they struggle. This, in turn, informs and shapes targeted instruction. Clear data provide objective talking points for communicating with parents about areas where their children are struggling, growing, and improving. Finally, data clearly marks student progress.

Meaningful continuous assessments will be given to scholars on a regular basis and parents should be made aware of areas needing improvement and further development along the way. Placement testing will be completed at the beginning of the year to identify the proper level of instruction for each student and summative assessments will be conducted at the end of each year. Formative assessments will be conducted as part of the course delivery through the direct instruction teaching method, which will be the primary method of instruction in early grades. This method provides for greater participation among our scholars and permits real time assessments of their understanding that will guide the pace of class progress. Scholars will achieve mastery before moving on so they can progress with the tools needed for success in sequential topics.

West Virginia Academy participates in the State's general summative assessment every Spring. Faculty and staff are asked to take a course to become testing administrators and help administer the test every year. These tests are analyzed at the end of the year and contribute to staff and employee bonus rate.

4.12.A Student Data

West Virginia Academy is a data-driven educational institution. Our student data will come in many formats and from multiple sources including:

- Academic information - includes growth, courses, grades, enrollment, completion, and graduation.
- Demographic data - includes a student's age, race, gender, economic status, and special education need
- Testing data - encompass the results of teacher-designed tests and quizzes along with annual and benchmark assessments
- Student action data - include attendance behavior, behavior data, extracurricular activities, and program participation.
- Teacher-generated data - result from teachers' observation of and engagement with a student.
- Student-generated data - result from information generated from work samples.

Universal Screening Assessments

The purpose of universal screening is to identify, as soon as possible, potential conditions that may exist and to identify those students who may need intervention. A Head Start screening will take place for all students within 45 days of beginning our WVA Nursery School program. Screenings include examining the following: visual/motor, language and cognition, gross motor/body movement, sensory (hearing and vision), and behavioral screening.

A universal developmental screening will be conducted annually for all students entering West Virginia Academy for the first time; these include: vision, hearing, speech, language, health and dental. Preventative health screening will be conducted for grades two, seven, and twelve, and must show proof of HealthCheck Screenings and Oral Health examination. Visual Acuity will be conducted for all students between the ages on 11 - 13.

Formative Assessments

In order to gather accurate data from which to make sound instructional decisions, proper assessment procedures will be followed at WVA. Direct Instruction has formative assessments built into its methodology on a daily basis to adjust the pace the material is delivered and identify areas that need to be re-taught. At the end of each unit, teachers will conduct summative assessments to confirm mastery for each member of their class. Formative assessments will also be included in the Secondary School through individual subject tests.

Summative Assessments

West Virginia Academy also understands the valuable feedback that assessments can give to students, parents, teachers, administrators, policy makers, and the community. Assessments provide a means for implementing accountability of the education schools are providing. Therefore, all West Virginia Academy students will be given the West Virginia General Summative Assessment for the grades 3 - 8 with the science component added in 5th and 8th.

It will be given during the final weeks of Term 4. Proper accommodations will be provided for any students that qualify for them based on their 504 or IEP plan.

West Virginia Academy wants the standardized test procedure to be a productive and positive experience for our students. Pre-service training will be provided to help train our staff in proper protocol and guidance in administering these tests efficiently.

When West Virginia Academy serves students in 11th grade, we will be administering the SAT School Day during the final weeks of the fourth term. These tests are important in not only providing data but in qualifying for the Promise Scholarship that would benefit students at West Virginia Academy with furthering their education.

West Virginia Academy will administer the West Virginia Alternative Summative Assessment to students with significant learning disabilities, as needed. It will be administered to students in grades 3 - 8 and 11th (in lieu of the SAT School Day exam). The science portion will be added to the 5th, 8th, and 11th grade tests.

West Virginia Academy will administer the West Virginia English Language Proficiency Assessment for the 21st Century, as needed. This assessment measures the proficiency of English Language students in all public schools in the state. It helps to determine the progress EL students are making in listening, speaking, reading, and writing.

During the grades 4, 8, and 12, West Virginia Academy will administer the National Assessment of Educational Progress (NAEP) for those that are assigned. These tests are more comprehensive, including reading, mathematics, science, writing, US History, civics, geography, and the arts. These tests will be administered at the end of the 4th term and accommodations will be provided to students that qualify.

As part of the IB MYP, West Virginia Academy will be administering the eAssessment. This assessment will cover mathematics, language and literature, science, individuals and societies, and interdisciplinary aspects of learning. These assessments will be given during the final term of a student's 10th grade year.

4.13 Policies and Procedures for Grading

Our school will adopt a standards based grading (SBG) system, also known as standards-referenced grading system or proficiency-based grading. The general idea is grading based on separate learning goals and work habits, repurposing homework as practice, and emphasizing more evidence based learning. Generally there is a lack of consistency when implementing grades, some teachers use participation while others emphasize homework and quizzes. SBG flips the focus from scores to skills, with ample time to build them. Our primary educators will begin by defining what they want students to learn and be able to do. All activities, labs, group projects, and assessments are then mapped to those objectives, with a rubric outlining what approaching, meeting, or exceeding them entails. This allows our teacher

to provide targeted, meaningful feedback while producing a fairer, more transparent grading process that encourages learning, regardless of the class's overall performance.

4.10.A Promotion Requirements

Students must meet minimum criteria for promotion each year. Teachers may recommend a student for promotion only if the student meets the following criteria:

1. Students passed all subjects three quarters of the year with at least a C grade or proficiency in all subjects.
2. Students attended school a minimum of 170 days (less than 11 absences).
3. Students passed at least the lowest level of the skills classes: reading and mathematics for their grade level, and scored proficient for their grade level on the state end-of-level assessment.
4. Students show active participation in the West Virginia Academy Ambassador program.

Teachers may not recommend for promotion any student who does not meet the above criteria. Teachers must grade based on standards achieved, if a student is on an IEP or 504, refer to the SPED manager for grade assistance.

Grade level teams will meet and determine if students in that grade will promote for the next year. Team leaders will contact parents each term to inform them if their student is on a path toward not graduating.

4.14 Substitute Teachers

Teachers must have their Weekly Plan at their desk. Lesson plans need to be specific, and include all the needed resources, including information on where the resources may be found. Preparations for lessons (including copies, answer sheets) should be prepared at least a day in advance so that should the need for a substitute arise suddenly, the needed materials are prepared and available to the substitute. Primary teachers should keep all of the daily prep materials in a labeled location in their classroom. Instructors' data binders and group teaching materials should be kept near the Instructor's desk so that they are easy to find. Teaching manuals should be kept at the employee's desk so that they can be found easily.

SECTION 5: Social-Emotional Learning and Programs

In order to establish an excellent institution and a loving, positive atmosphere at WVA, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a school-wide "Builders" theme and Ambassadors Program. All staff, parents, and students work together to "build" our great school on the following principles.

5.1 Builder’s Program

Each student and staff member memorizes this poem and recites it at school events and in classrooms. It is also promoted through monthly “Builders Mottos” and “Builders Awards” that are presented to students and staff. We ask all members of the West Virginia Academy community to conduct themselves as builders by asking themselves the question: “What would be building behavior?” Keeping the standard of behavior at that of a “builder” makes it easy to know how to conduct oneself and promotes a positive place for learning.

5.1.A Builders’ Poem

*I saw them tearing a building down,
 A gang of men in a busy town.
 With a yo heave ho and a lusty yell,
 They swung a beam and the sidewall fell.
 I asked the foreman if these men were as skilled
 As those he would hire if he were to build.
 He laughed and said, “Oh, no indeed,
 Common labor is all I need,
 For they can wreck in a day or two,
 What builders have taken years to do.”
 So I asked myself, as I went my way,
 Which of these roles am I to play?
 Am I the builder, who works with care,
 Measuring life by the rule and square?
 Or am I the wrecker who walks the town,
 Content in the role of tearing down?
 I’ve made my decision; I’ll start today,
 I’ll be a builder in every way.*

- Anonymous and Howard Headlee

5.1.B Builders’ Mottos

August	Be a Builder
September	I am a builder when I Build with Enthusiasm
October	I am a builder when I Demonstrate Integrity
November	I am a builder when I Express Gratitude in Word and Deed
December	I am a builder when I looking for ways to serve others
January	I am a builder when I think positive thoughts about myself and others

February	I am a builder when I use my words to encourage others
March	I am a builder when I quickly acknowledge mistakes and humbly make amends
April	I am a builder when I face obstacles with determination and positivity
May	I am a builder by respecting my body and mind
June	Be a Builder

5.2 Ambassador Program

West Virginia Academy is committed to academic excellence. A large part of academic success is built on strong social skills, including: effective communication, collaboration, leadership, and innovation. Learning appropriate social skills, even as early as Kindergarten has been found to affect the academic achievement of students as they get older.

Each scholar will be expected to become a West Virginia Academy Ambassador by participating in our Friday programs. An ambassador is a representative, an advocate, and a leader, it is also an individual who naturally puts into action the social and professional protocols necessary for success in the business world, educational pursuits, and family relationships. The purpose of our WVA Ambassador program is to teach our scholars interpersonal skills, social problem-solving, conflict resolution, coping and self-control, and self-management skills as well as how to apply these skills during peer and adult interactions.

Specific faculty and staff are assigned to be Ambassador Advisors.

5.2.A Meet the Teams

Virtue, or Virtus in Latin is used to describe ideal actions and qualities of a Roman. Through these teams our scholars will learn ideal actions and qualities of men that will enhance their character and self-management skills throughout their lives. We have chosen four specific Latin virtues to represent our teams that we feel will follow and support WVA's mission and vision:

Learn to Live With - Justicia

Justicia, in Latin, means justice, order, fairness. The Romans believed an essential aspect of keeping order and peace on earth is the virtue of justice. Justice lays the formal rules upon which relationships are governed. For justice to be true laws, they must be applied with fairness and equality. The application of justice must be administered in a manner which is responsible. Justice, when applied correctly, should improve and promote virtuous behavior throughout all of society.

Learning to live together involves learning our individual responsibilities as a member of a family, community, citizen, and human. The general questions to ask under this category are: How do I learn my role in society and how can I help others with their role? Who needs an advocate and how can I become one?

The symbol for this team is the balance scales and their team color is navy.

Learn to Be - 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. 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.

Learning to Be works on how to consistently move forward to become a better person. This virtue looks at setbacks and how to develop emotional resilience in various life situations. The questions to ask here are: what does it mean to be resolute? How do we endure and persevere through the small tasks in order to be a better person and contributing member of society? What in life takes courage and how do I develop those traits?

The symbol for this team is the oak tree and their main color is gold.

Learn to Know - 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 intellectual, in other words, one can only be “whole” if they are fully healthy and have dignity. The value of mindfulness is an important aspect of salubritas.

Learning to know implies learning how to develop values and skills needed to work in a society as well as the tools for learning how to be sincere and honest when working with others. Salubritas will explore how to be mindful of those around us and how to really get to know the other scholars in their group.

The symbol for this team is the lotus flower and their main color is white. The curriculum for this team will be through the Mindfulness in Schools Project (MiSP). Advisors will be trained in the Paws b, and .b curriculum.

Learn to Do - Industria

Romans were known for their inventiveness, particularly when it came to solving problems with architecture. Romans built aqueducts, the first multistory residential buildings, and mixed volcanic ash with cement to help buildings stand the test of time. Heating systems with running

water and baths in private homes and public buildings, all with an underground “sewer” system for wastewater. The Romans knew what it meant to be industrious. This team will develop problem solving and communication skills, and learn how to cooperate while they innovate.

Learning to do involves problem solving, which includes cooperation and communication with their teammates. The questions to ask are: how does hard work help me achieve my goals? What innovations have helped me work harder? Once I have an idea, how do I make it a reality with my team member’s help?

This team’s symbol is the honey bee and their color is silver.

5.2.B Ambassador Team Cup

Throughout the year, scholars will have opportunities to earn points for their team. This is done in a variety of ways. Builder’s of the month in each class will earn their team 50 points. Various academic contests and fundraisers will be tied to the ambassador team and points will be added as scholars participate. Once a month scholars will also be able to earn points as they participate in intramural competitions and academic challenges as a team. The final chance for teams to earn points is at the end of the year - Field Day. Thousands of points are up for grabs and the winning team earns a medal and their team name on the Championship Cup.

5.2.C Ambassador Team Spiritwear

Every scholar will receive a team shirt for their Friday dress (See Uniform Section). If a scholar loses their shirt, they can purchase a new one through our school at \$15. WVA has also teamed up with Prep Sportswear to provide ambassador spiritwear through a WVA school store. Access to this store can be found on our website.

5.3 Service Learning and Personal Project

The IB MYP requires a personal project and/or Community service Action project completed for each of its participants. Students are to decide on a personal project by the end of the first term. Secondary Teachers that fit the subject of the personal project will serve as mentors for these students to help complete these projects. Students have three terms to plan and execute their project. The Homeroom teacher for 10th graders will be responsible to ensure all students complete a project by the end of their 10th grade year. The IB MYP coordinator will also assist in helping our scholars achieve their goal.

If a scholar is a team leader of an Ambassador team, this can fulfill the Community Service and Action (CSA) component required by the IB MYP. The goals of the CSA are: (1) increase awareness of your own strengths and areas for growth; (2) provides a new challenge for you to develop new skills; (3) requires perseverance and commitment; (4) requires you to work collaboratively with others; (5) consider the ethical implications of your actions; (6) discuss, evaluate and plan student-initiated activities; (7) develop international-mindedness through global engagement, multi-lingualism and intercultural understanding.

SECTION 6: 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.

6.1 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 afterschool 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.

6.2 Technology Use Agreement

Scholars at West Virginia Academy have access to computers and the internet. Through the Internet students may have access to databases, Websites, and sometimes email. Students might also publish projects online. Students are expected to use computers and the Internet responsibly and for school-related purposes ONLY.

Using technology is a privilege and any privilege comes with responsibility. Violations of the technology use agreement may result in that privilege being taken away in whole or in part by school personnel. All other related student policies are applicable and other consequences including suspension or expulsion may follow.

6.3 Laptop Usage

Faculty are issued laptops for the purposes of work only. They should be treated as an educational tool. If the laptop is damaged the employee will be charged up to \$750 for a replacement. If damage is done to the laptop charger, the employee may be charged up to \$25. If damage is done to other technology and/or music equipment in West Virginia Academy's technology lab, the employee may be required to pay up to \$1500 depending on the extent of damage.

6.4 Copier and School Equipment Usage

School equipment should be used for school business only. Staff members may consult with the Business Manager if they have questions about this policy. Staff are expected to know and obey the law regarding copyrighted materials. West Virginia Academy is not responsible for staff abuse or infringement of copyrights. Always ensure that information with student information is not left unattended on printers.

SECTION 7: Student Health

7.1 General Student Health

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. If a staff member has a concern regarding a student's health, they should bring the student to the school office immediately.

7.2 Student Illness/Accident Procedure

If a student becomes ill during the school day, the teacher should send the student to the school office. The school nurse or designee will attempt to determine the nature and severity of the illness, and may contact the student's parents to come and pick them up. Parents will be called

to pick up any student who has an elevated temperature, has vomited, or is in sufficient discomfort to keep them from attending class. Students are not generally allowed to call home during the school day. School secretaries will call parents in the event of illness or accident.

EpiPen Training

Any teacher or staff member who wishes to be trained to use an EpiPen may request training from Administration. The school has an EpiPen on site for use in emergencies by trained personnel.

7.3 Accident reports

Accidents that result in injury to students or staff need to be reported to a school administrator. A Nurse Pass needs to be filled out and submitted to administration. If a student is injured in an accident or under any circumstances, the staff should bring the student to the school office and explain what happened to cause the injury. The school office personnel will initiate first aid and assess the severity of the injury, and will call the parents of the student, if necessary.

7.4 Child Abuse or Neglect

Any staff member who witnesses or suspects child abuse or neglect is responsible to report such abuse or neglect to the proper legal authority. The staff member is encouraged to bring this information to the School Director, who may also make a report. However, regardless of the action or inaction of the school, it is the responsibility of any adult in the state of West Virginia who witnesses or suspects abuse or neglect to report this information to Law Enforcement and/or the Abuse and Neglect Hotline (1-800-352-6513). It is open 7 days a week, 24 hours a day.

7.4.A Child Protection Trainings

Staff members are trained annually on Suicide Awareness and Prevention, Child Abuse Awareness and Reporting, Head Injury Recognition and Response, and other topics relevant to protecting the physical and emotional safety of students. Some situations require notification to law enforcement or child protective service agencies. If a staff member has a concern related to student safety and is unsure how to respond, he/she is expected to promptly consult a school administrator. Consulting a school administrator alone may not absolve a staff member from legal reporting requirements. Staff are expected to follow the procedures outlined in annual trainings. PowerPoint modules are available for additional review.

7.5 School Safety Violations

As a public school, West Virginia Academy is required to report all incidents that qualify under the Safe Schools Violation Report. If a staff member is a witness to a safe school violation, it should be reported immediately to school administration. Included in safety violations: possession of weapon, knife, lighters, controlled substances, razor blades, matches, etc. In

addition, physical assault including hitting, kicking, biting are violations. If a student requires medical attention due to an accident, such as stitches, a broken bone, concussion, or anything that requires a doctor's attention, such incidents must also be reported so that it may be recorded and responded to appropriately.

7.6 Student Privacy (FERPA)

In order for West Virginia Academy to remain compliant with federal and state privacy laws, student records must be treated as confidential. Personal identifiable student data that has not been released by parents as student directory information (as designated in registration materials) may only be shared by and between staff on a need-to-know basis. This includes ensuring that information with student information is not left unattended, such as on hallway printers. Failure to implement these policies will result in employee counseling with administration and a potential warning or other employee discipline. Administrative Directors act as Data Security Stewards in communicating, training, monitoring, and enforcing records security processes.

7.6.A Student Schoolwork and Grading

With regard to student schoolwork, it is allowable to have volunteers and other students correct student work. Volunteers must be instructed in writing, and verbally by the classroom teacher in the importance of student confidentiality. Students will correct work in class, utilizing the red/blue pen system (students take the tests or work the assignment in pencil, then pencils are put away and red/blue pens are taken out. Errors are circled in red, correct answers are given a checkmark, and corrections are made in blue ink following the correcting session.) Students may exchange papers to correct each other's work or they will correct their own work in different situations.

7.6.B Printing and Transmitting Confidential Student Information

Any unneeded paperwork that has student names or identifying data on it should be shredded using designated shred bins located in staff workrooms. Paperwork that includes student names or identifying data should NEVER be thrown away in the garbage or recycled in the regular recycling containers. Always ensure that information with student information is not left unattended, such as on hallway printers or sent using unsecure means.

(1) All public education employees, aides, and volunteers in public schools shall become familiar with federal, state, and local laws regarding the confidentiality of student performance data and personally identifiable student information.

(2) All public education employees, aides, and volunteers shall maintain appropriate confidentiality pursuant to federal, state, local laws, and LEA policies created in accordance with this section, with regard to student performance data and personally identifiable student information.

(3) An employee, aide, or volunteer may not share, disclose, or disseminate passwords for electronic maintenance of: (a) student performance data; or (b) personally identifiable student information.

7.6.C Photographs or Videos of Students

Staff members may NOT post pictures or videos of students participating in school activities on ANY social media accounts (whether personal or professional) without written permission from administration. Staff members may post pictures or videos of their own children.

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.

SECTION 8: Administration

8.1 Ownership of Curricular Materials

All materials and works created by the teacher or staff member during their employment shall be the property of West Virginia Academy. Staff members may use school equipment to generate a copy of lesson plans, schedules, or curricular materials for their personal files; however, the original documents belong to WVA and are to remain on West Virginia Academy premises. This applies to creative works such as illustrations, bulletin board items, vocabulary wordstrips, and any and all work created electronically or otherwise by the teacher or staff member during their employment.

8.2 Employee Compensation

Employees will be paid according to the information outlined in their Offer Letter. Paydays are twice a month. Instructors are paid through the last day of school unless they are on an annualized pay system. Teachers are paid year-round. Benefits for full-time, continuing employees extend year-round. Classroom instructors may be paid on an annualized pay scale over a 12-month period and includes 37 weeks of school and 2 weeks of training and Pre-service. The annualized salary will be paid out in 24 equal payments.

8.3 Staff Work Schedule

Full-time instructors work 40 hours per week. Part-time instructors work 36.5 hours per week. Administrative hours differ and are assigned on an individual basis. Individual employees may have different hours depending upon their assignment, and this is outlined in their Offer Letter. Teacher hours are asked to work either Monday through Friday from 7:00am to 3:30pm or

Monday through Friday from 7:45am to 4:15pm. Instructor hours vary job responsibilities and will have different start and end times as follows.

8.3.A Required Attendance Events

There are occasions when staff members will need to be at school, or involved in school activities outside of regular school hours.

Primary Teachers – required attendance events:

- Meet and Greet
- Parent Teacher Conferences in September
- Any event pertaining to your subject area or grade, such as:
 - Music concerts
 - Science Fair
 - Culminating activities
 - Drama performances
 - Field trips
 - IEP meetings upon invitation (required by federal law)

Secondary Teachers – required attendance events:

- Meet and Greet
- Parent Teacher Conferences in December
- The school musical/drama/film
- IEP meetings upon invitation (required by federal law)
- Any event pertaining to your subject area, such as:
 - Music concerts
 - Science Fair
 - Math competitions
 - Drama performances
 - Field Trips

8.4 Staff Meetings

Full faculty staff meetings will be held once a month on the third Thursday from 7:00 - 7:45AM. Staff working in the morning are excused. Staff should arrive at meetings on time and prepared to participate. Cell phones should be silenced. It is unprofessional to be working on other things while a staff meeting is progressing, such as entering grades, grading papers, preparing lessons, etc. Instructors are expected to attend team meetings.

Team meetings can be held weekly as directed by the Team Lead/Coach.

Staff of grades K-5 will be asked to review their Lesson Progress Chart Summary (LPCS) each week at these team meetings. Teachers and Instructors of students listed on the LPCS as not achieving mastery should bring data and information that will allow for a fruitful discussion of

student progress. Group placement recommendations will be discussed at the last meeting of the term.

Staff of grades 6-10 will be asked to report on student attendance and overall grade level as well as behavior updates in their team meetings.

8.5 Staff Mailboxes

Each staff member has a mailbox in the school office. Mailboxes will be used by administration to communicate with staff members, as well as a place to route employee mail that comes through the postal service system. Mail should be checked daily by all staff to ensure smooth and timely communications. Anyone other than school administration who desires to distribute communication via staff mailboxes must obtain administrative approval. Many communications will be done via email. Staff should check their email several times each day and on weekdays respond within 24 hours.

8.6 Expectation of Privacy

Staff Members shall have no expectation of privacy in any School property, including but not limited to vehicles, buildings, lockers, desks, mailboxes, computers, or other furniture, equipment, or fixtures. In order to increase security for our students and staff and to facilitate staff development activities, security cameras may be present in classrooms throughout the school, recording both audio and video.

8.7 Purchasing and Compensation

Teachers will be provided all needed items such as markers, pens, pencils, paper, folders, tissues, paper towels, etc. Teachers will also be allotted a budget of \$250 to be used for the purchase of other items they would like to use in the classroom. \$100 may be used for incidental classroom supplies such as stickers, plan book, incentives, et cetera. The remaining \$150 is to be used to purchase items that support the curricular program in the classroom – books, reference books, maps, et cetera.

An Expense Report must be filled out clarifying which category the purchase falls into (incidental or curriculum expense) and submitted to the direct supervisor of that department. They will sign the Expense Report to signify the items have been inventoried before reimbursement can be made and will forward the Expense Report to the Business/Finance Director Manager. Teachers may wish to discuss with the Academic Director which items they are looking for and would like to purchase so that the administration can assist the teacher in finding the items at the best price possible.

Curricular items purchased must be checked in by the administration (stamped with the West Virginia Academy stamp and entered into the WVA Inventory Sheet).

Instructors/Aides

Instructors will be allotted a budget of \$100 to be used for the purchase of consumable items for student motivation such as stickers, et cetera. Instructors will fill out an Expense Report form, attach their receipts and submit them to the Business Manager for reimbursement.\

8.7.A Other Reimbursement

Teachers and licensed professionals are required to be properly licensed, and are responsible for all costs associated with professional credentialing, with two exceptions: Praxis exams taken and successfully passed as a result of WVA requiring that faculty members teach classes outside of their original licensed area. Reimbursements up to a maximum of \$3,000 for ARL teachers after their licenses have been successfully earned and only for those who commit to teach at WVA for two additional years.

8.8 School Property

Items purchased by Staff Members using their class budget or school monies are the property of West Virginia Academy. Each classroom will be inventoried from time to time to ensure WVA property remains in the school. The goal of West Virginia Academy is to own all curricular materials needed to provide the highest quality academic program. Therefore, we ask teachers to utilize their budgets fully and purchase curricular items for WVA. For example, if a teacher owns a particular resource (book, CD, map, poster, visual aid etc.) that they use to teach a particular unit, the teacher should purchase a copy of the resource utilizing WVA's funds, and ensure it is placed into the school inventory.

8.8.A Classroom Inventory

The Academic Director is responsible for maintaining a comprehensive school inventory. Because all school curriculum must be administrator-approved, teachers and instructors who purchase curriculum materials with classroom funds must also have those purchases pre-approved. Administrators must copy or scan Expense Reports that include curriculum items to the Academic Director before the teacher or instructor may be reimbursed. This alerts the Academic Director that an item needs to be barcoded and included in the comprehensive school inventory.

Teachers will periodically receive an inventory of curriculum supplies that are coded to that particular classroom. Teachers will be responsible for reviewing the inventory and ensuring that those items are, indeed, contained in the classroom. Discrepancies must be reported immediately to the Academic Director. End-of-year check-outs will include teacher and administrative assurances that all inventory is present and accounted for. Teachers will be held financially responsible for missing items. Compensation may be withheld until missing curriculum is returned or the school is reimbursed.

Students will be issued textbooks and library books, by the Academic Director and/or the classroom teacher. Teachers will be responsible for scanning the books they check out to

students into WVA's library inventory database. Teachers and instructors will ensure students write their name in the front of their textbook, along with the current year. Teachers and Instructors will instruct students that they may not switch books with classmates, and that they will be responsible to turn in the correct book number at the end of the year or unit of study. Teachers should communicate this information to parents at the beginning of the school year as well.

8.8.B End-of-year checkout

At the end of the school year, the Academic Director is responsible for maintaining a school-wide inventory and collecting book fees from parents for lost and/or damaged books. All staff will need to fulfill their duties associated with the end-of-year checkout instructions. More details will be distributed each spring from the CS, and these procedures need to be filed in the staff member's binder.

8.9 Staff Parking

Each campus has its own staff parking spots set aside. Staff members need to orient themselves to the permitted staff parking. There are some spots available up by the school, but they are assigned on a case-by-case basis.

8.10 Facility usage outside of school hours

The West Virginia Academy facility is available on a limited basis, for use outside of school hours by staff members upon prior written approval of the Business Manager. This use does not include use for income-generating activities. The Business Manager will make available a form to fill out requesting use of the facility, including the date, time, et cetera and permission will be granted on an as-available basis. Any costs will be communicated in writing by WVA and an agreement will be signed before usage can occur. The facility cannot be used by staff for income-generating projects.

SECTION 9: Human Resource Policies

9.1 Equal Employment Opportunity (EEO)

West Virginia Academy believes that all persons are entitled to equal employment opportunities and do not discriminate against their employees or applicants for employment because of race, color, religion, national origin, age, sex, veteran status, pregnancy, childbirth, pregnancy-related conditions, disability or on any other legally protected basis. This policy covers every aspect of the employment process. Decisions on employment and promotion are based solely upon an individual's qualifications, with reference to the skills and abilities needed in the position for which the individual is being considered.

All employees in the organization have the responsibility to follow and carry out the policy according to the spirit and intent of West Virginia Academy's equal employment commitment. West Virginia Academy provides and supports a dispute resolution procedure for receiving and resolving complaints alleging discriminatory practices in employment relations. Employees are expected to bring any questions, issues or complaints to the attention of WVA and the management of West Virginia Academy. If you believe you witness or suspect any violation of this policy, you should report the matter immediately to WVA and any member of management of West Virginia Academy. West Virginia Academy will not retaliate against you for filing a complaint or cooperating in an investigation and will not tolerate or permit retaliation by management, employees or co-workers.

9.3 Immigration and Employment Eligibility

In compliance with the Immigration Reform and Control Act of 1986, West Virginia Academy will hire only those individuals who are authorized to work in the United States. All individuals, upon enrolling with WVA, will be required to submit documentary proof of their identity and employment authorization within three business days of hire. Employees will also be required to complete and sign under oath the U.S. Citizenship and Immigration Services Form I-9. The Form I-9 requires each employee to attest that they are authorized to work in the U.S. and that the documents they submit are genuine. WVA will not process an employee for payroll until the required identification has been verified and the Form I-9 is properly completed.

9.4 Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) prohibits discrimination in employment based on disability and requires most employers to extend equal opportunities in all aspects of the employment process, including hiring, advancement, compensation and training, to individuals with disabilities. It also requires employers to provide reasonable accommodations for persons with disabilities who are otherwise qualified for the job. Individuals who can perform the "essential functions" of a job, with or without reasonable accommodation, are considered qualified for the job. If you need additional information about the ADA, please call WVA.

9.5 Introductory Period

Your initial 7 months of employment with West Virginia Academy will be your introductory period. This gives you an opportunity to get to know the business where you work and introduces you to your responsibilities.

During this introductory period, your supervisor will have an opportunity to observe and evaluate your performance. You may likely be evaluated for several important qualities: the ability to interact with other people, professional conduct, attendance, willingness to learn, job performance, job skills, etc.

After successful completion of the introductory period you will normally be placed on regular full-time or part-time status. However, the successful completion of the introductory period does not alter the "at-will" nature of your employment unless otherwise explicitly stated in an employment contract.

9.6 New Hire Acknowledgement of Policies

As a condition of employment, you will be required to sign the WVA Offer Letter, Employee Contract and Acknowledgement Form, and the Staff Signature of Agreement Form: School Information Network Acceptable Use Policy.

9.6.A Fingerprinting

Employees who are not currently certified as teachers are required to provide their fingerprints electronically within two (2) weeks of employment for a state and federal criminal background check. The West Virginia Department of Education requires a background check for all school employees when they begin employment with the school.

9.6.B CPR Certification/Licensing Requirements

Some employees in professional offices are required to maintain certain licenses or a current CPR card as a condition of employment. For instance, in certain work locations, drivers may be required to meet licensing or insurance qualifications. You will be informed if there are any certification or licensing requirements for your job. Failure to qualify or maintain any required license is sufficient cause for termination. All licensing fees are your responsibility unless otherwise agreed upon in writing by your Work-site Employer.

9.7 Employment Categories

Exempt vs. Non-Exempt Employees

All employees are classified as exempt or non-exempt as defined by the Federal Fair Labor Standards Act. Nonexempt employees will receive overtime pay of 1½ times their regular hourly rate for work in excess of 40 hours in a workweek. Employees classified as exempt do not receive overtime pay. Your job description will contain your classification. All employees will also fall under at least one of the following employment categories:

1. Regular Full-Time Employees work at least 38 hours per work week and have successfully completed the introductory period.
2. Regular Part-Time Employees work less than 38 hours per work week and have successfully completed the introductory period.
3. On-Call Employees work on an abnormal or sporadic schedule. These employees do not receive paid leaves or group insurance.
4. Temporary Employees work full or part-time for a specific period of time, project or assignment. Employees hired for a specific project or period of time will not experience a change in status simply because they remain in employment for a longer period of time

than initially indicated. Employees will change from temporary to regular status only if advised of such in writing by the Work-site Employer.

5. Per Diem Employees work for a rate of pay tied to measurable production. These employees are not entitled to any benefits. Employees who transfer from Per Diem to regular employee status will not receive credit for their service in the capacity of Per Diem employees.

Remember that all employment initially, regardless of the category, is "at-will" for all employees and can only progress to a status other than "at-will" on the condition, and to the extent, that the same is specifically stated in a duly executed employment contract. "At-will" employment means that employment exists at the mutual consent of the employee and West Virginia Academy and that either the employee or West Virginia Academy may terminate the employment relationship at any time, with or without cause.

9.8 "At-Will" Employment Statement

West Virginia Academy, like most employers in the United States, is an "at-will" employer with respect to all new employees (whether an employee under an employment contract during the introductory/probationary period or a non-contracted employee) and thereafter employment remains "at-will" except to the extent and only under the conditions specifically stated in a duly executed employment contract. "At-will" employment simply means that either the employee or employer may terminate the employment relationship at any time, with or without cause.

This handbook is not a contract and all employment with West Virginia Academy is "at-will" unless there is a written contract signed by an officer the president or ownership of the respective company specifying other terms of employment. Such an agreement is only binding on the company entering into the agreement. Implied contracts of any kind between West Virginia Academy and the employee do not exist.

9.9 Confidentiality

Information given by a customer or a client may be privileged or confidential information. Such information is to be maintained with strict confidentiality. This may also be true for proprietary information (such as payroll information, client information, inventions or developments and/or trade secrets) within the company. You must exercise good judgment when talking to non-employees so that company confidential information is not compromised.

Employees who have access to sensitive records are only permitted to discuss this information within the course and scope of their duties and not with unauthorized individuals. Violation of this policy may result in discipline, up to and including termination.

9.10 Personnel Information and Privacy Policy

9.10.A Privacy Policy

In collecting, maintaining and disclosing personnel information, WVA makes every effort to protect employees' privacy rights and interests and prevent inappropriate or unnecessary disclosures of information from any employee's file. While complying with its governmental reporting and record-keeping requirements, WVA strives to ensure that it handles all personal and job-related information about employees in a secure, confidential and appropriate fashion.

9.10.B Accuracy of Information

You should ensure that your records are always kept current and are responsible to promptly report changes in name, address, phone number, marital status, number of dependents, beneficiary designations and emergency contacts to WVA. You can check most of this information by reviewing your paycheck stub. You should notify your supervisor and WVA of personal changes that are important for your paycheck and insurance programs, such as changes in address and marital status.

9.10.C Employees' Access Rights

You can review the information contained in your own personnel file, although West Virginia Academy reserves the right to remove certain sensitive documents, such as letters of reference, management planning documents and succession or promotion plans. This right is limited to one time per year. The restrictions will be consistent with applicable state laws governing employee access to personnel files. If you are interested in reviewing the contents of your personnel files contact the WVA Human Resource Department and provide at least three days' notice of your desire to schedule a mutually convenient time for an appointment.

9.11 Reduction in Force (Financial Exigency)

An economic slowdown or financial reversal may make it necessary to reduce your working hours or terminate your employment. West Virginia Academy will follow a policy of staff reduction or reduction of hours based on the employee's service record and performance evaluations. If an alternative policy is used, those affected will be notified.

9.12 Resignation or Job Abandonment

If you find it necessary to resign, you are requested to give advance written notice to your supervisor indicating the last day you will be working. A two-week notice is appreciated. Your final paycheck will be processed with the next regular payroll, unless otherwise required by state law. The check will be mailed to the most recent address on file or held for pick-up at the WVA office closest to you. It is your responsibility to contact your supervisor if you are unable to report to your assigned shift. West Virginia Academy will assume that you have abandoned your job if

you fail to show up for your assigned shift for three days in a row. If you abandon your job you may not be eligible for unemployment benefits.

9.14 Equipment, Tools or Uniforms on Loan

You are responsible for the safekeeping of equipment, tools or uniforms furnished to you. If you are issued uniforms, tools or equipment, you will be required to acknowledge receipt of those items in writing. A deposit may be required. When your employment terminates, either voluntarily or involuntarily, you must return uniforms, tools or equipment that were loaned to you before you can pick up your final paycheck. The security deposit, when maintained with WVA, will be returned to you in your final paycheck. If items are not returned prior to the time you receive your final paycheck, the amount due the company may be deducted from that check.

You are responsible for equipment used in performing your work. Any damage or failure of this equipment is to be reported to your supervisor immediately. Equipment or supplies are not to be removed from your work premises without proper authorization. West Virginia Academy is not responsible for loss or damage to your personal property. Valuable personal items such as purses and all other valuables should not be left in areas where theft might occur.

Please note that damage to company equipment, including any vehicles, that arises outside the normal course of employment and which is determined to be over and above the wear and tear reasonably expected in the normal course of employment, may become the responsibility of the employee. The damaged amount, not to exceed the insurance deductible, if such deductible applies, may be deducted from the employee's pay check or may be paid by the employee directly with a cashier's check to the company within ten days of such occurrence.

9.15 Wages

Pay increases depend on job responsibilities, ability to get along with other workers, job performance, willingness to cooperate and accept supervision, attendance and other job-related factors.

9.16 Attendance

You are expected to be available and ready to work at the established starting time and are expected to remain at work and perform your work assignments during your shift. If you are unable to arrive on time or attend work for a scheduled shift, you are expected to call your supervisor as soon as possible. Failure to comply with this policy will result in disciplinary action up to and including termination of employment. Frequent absences or tardiness will not be tolerated and are subject to disciplinary action up to and including termination of employment.

School employees enjoy days off and vacations according to the school calendar throughout the school year. West Virginia Academy Employment Agreements outline the days on which staff need to report to work. If WVA is to reach its goals and achieve its mission, it is critically

important that our staff consistently attend school on all scheduled work days. Vacations and days off for appointments should be scheduled during school breaks. We believe that educators should attend school every day school is in session unless extenuating circumstances prohibit attendance.

9.17 Time-Keeping

Your work hours are to be recorded by means of a time clock or time card. You are to report to work no earlier than five minutes before your work schedule begins and leave no later than five minutes after it ends. Clock out when you go for your scheduled meal period. Clock in when you return to work after your scheduled meal period. If using the online time clock system, a 30-minute lunch will automatically be deducted for you. You are responsible for making sure your time is recorded accurately. If you find any errors, contact your supervisor immediately. Do not clock in until you are ready to report directly to your workstation. Do not mark or punch the time card of another employee or knowingly allow someone else to mark or punch your time card. You must record your own time. Any incorrect or incomplete reporting may be subject to disciplinary action, up to and including termination.

9.17.A Overtime Pay and "Comp. Time"

Exempt employees are exempt from overtime pay and are not subject to this policy, including timekeeping requirements. Exempt employees are those that meet certain wage and job duty tests, as outlined in the Fair Labor Standards Act, enforced by the federal Department of Labor and state labor agencies (contact the WVA HR Department to verify if an employee meets these tests).

Non-exempt employees will be paid time and one half for each hour worked over 40 hours per workweek in accordance with federal law, or as defined by state overtime regulations.

You may work overtime **only at the request and authorization of your supervisor**. Employees who work unauthorized overtime may be disciplined up to and including termination.

Employees shall record all time worked, including time worked over their normal schedule, on the time card at the time it actually occurs. Hours worked means time actually spent on the job. It does not include hours away from work due to vacation, sickness, or holiday even when these days are compensated. Sick leave, personal leave or any other time away from work is not considered in determining overtime. There is no "comp. time" for non-exempt employees.

9.18 Payroll Deductions

WVA is required to make certain deductions from your earnings on your behalf. Amounts withheld vary according to how much you earn, your marital status, government employment regulations and other factors. These mandatory deductions are made until the maximum amount is reached. Mandated withholdings include Federal Income Tax, State Income Tax,

FICA and Medicare. Other deductions may be made from your paycheck with your permission, including premiums for health, dental, vision and life insurance premiums and contributions to your 401(k) Plan.

9.19 Benefits Program

9.19.A Employee Insurance

In accordance with West Virginia state law, West Virginia Academy purchases insurance. Insurance coverage includes, but is not limited to:

- Workers Compensation insurance to cover you for injuries resulting from the performance of your job duties. Employees are required to report all work-related injuries to their supervisor and the HR Director within 24 hours of the injury.
- General Liability insurance to cover bodily injury and property damage to third parties.
- Professional Liability coverage covering claims against the school and staff for allegations of failure to provide professional services.

To secure coverage:

- You must immediately notify the school administration of any claim or lawsuit.
- You must immediately provide all legal documents served on you.
- You must cooperate with the school and the insurance carrier in the investigation and defense.

What is not covered:

- Fraud
- Impairment due to drugs or alcohol
- False testimony under oath
- Criminal behavior and punitive damages are uninsurable in the state of West Virginia.
- Coverage is provided for acts or omissions occurring:
 - During the performance of your duties.
 - Within the course and scope of your employment;
 - Or Under the Color of Authority

9.20 Payday

Your payday will be semi-monthly on the 5th and 20th of the month for WVA employees. West Virginia Academy does not provide any payroll advances or extend credit to employees. In case of an error in your paycheck, contact your supervisor immediately to review the possible error. Except in emergencies, adjustments will appear in the next issued paycheck. If you lose your paycheck, notify WVA IMMEDIATELY. WVA will replace the check only after bank authorization. You will be charged any stop payment fee assessed by the bank.

9.21 Paid Time Off (PTO)

The purpose of this policy is to provide explanation and guidance regarding the West Virginia Academy procedure for employee who take time off from work. Employee classification is based on employee contract primary role/responsibility. For the purpose of this policy time off covers the following types of absences: Bereavement, Jury/Court Duty, Medical/Sick, and Personal. Full-time employees shall receive 5 days after the successful completion of the introductory period (45 days) and at the beginning of each school year, on July 16th. For every 60 days employed, during the school year, full-time employees will accrue one additional day for a maximum of 10 PTO days. Upon termination, employees would receive only the days they have accrued during their time of employment.

At the end of each year, full-time employees have the option of rolling over 5 days at the start of the next academic year (July 16), or receive payment for those days at a rate of \$150 per day. Any days beyond the 5 days not used will be forfeited.

Support staff that work more than 30 hours per week are allowed 2 total paid days per year, and accrue 2 days every 60 days, during the school year. Upon termination, employees would receive only the days they have accrued during their time of employment.

Administrative staff receive 10 days upon hire and accrue 2 days every 60 days employed. Upon termination, administrative staff will only receive the accrued days. Only 10 days can be rolled over to the next academic year, or paid out at a rate of \$150 per day. If the days are not used they will be forfeited.

9.21.A Negative balance...

9.21.A Personal Leave

Personal Leave is absence from the workplace for a specific period of time due to reasons not covered by other leave options. Paid leave may be taken for appointments and other personal reasons. For appointments or other personal leave, requests should be made two weeks in advance. Personal leave may not be used until after completion of the introductory period (30 days).

If a contracted teacher is ill or must be absent on a student attendance day, it will not impact their contracted pay for days 1-5. Absences in excess of five days will be deducted from the staff member's pay. An administrative conference may be held with the employee to discuss work attendance if a staff member exceeds the allowable 5-day limit. Excessive absenteeism or failure to properly notify school administration in advance of an absence is considered cause for dismissal from WVA.

To request leave, staff members should fill out a **Staff Leave Request form** and give it to the School Administrative Director who will process the request. The School Administrator will most likely deny requests made for days off unless they are due to circumstances beyond the employee's control, such as funerals, nonelective surgery, sickness, etc. However, we understand that employees may still choose to request a day off and the form still needs to be filled out if the employee plans to miss work so that suitable arrangements for a substitute may be made.

Staff are encouraged NOT to take paid leave during summative assessment weeks and Teacher's Pre-Service and Post-Service training.

9.21.B Medical/Sick Leave

Personal and sick leave time available is determined by what is listed on your annual Employment Agreement.

Medical/Sick Leave an absence from work permitted because of illness and or to take care of a family member as listed under bereavement in time of medical necessity. In the case of illness, staff members should call the following numbers as soon as they recognize they will not be attending school, (preferably the night before) and at least by 6:15 a.m. of the day of absence to report their absence. To protect the dignity and respect of WVA staff, it is not necessary that you give details regarding your illness. You may simply leave a message stating the date and that you are ill and will not be attending school. We will assume you will be absent the entire day unless you leave more detailed information (such as – "I'm going to the doctor's at 9:00 and I may be in by noon – I'll call in later").

9.21.C Jury and Witness Duty

If you are required to appear for jury duty or are subpoenaed to appear in court as a witness you may take up to five days of time off provided you arrange this with your supervisor in advance. You may use your accrued paid personal leave to serve as a juror and witness. If your jury and witness duty exceeds five days, you will be granted unpaid leave.

9.21.D Bereavement Leave

After successfully completing the 30-day introductory period, an employee may receive a maximum of three days bereavement leave, per occurrence with pay, at management's discretion, following the death of a member of the employee's immediate family. These days will be taken from the PTO balance.

The immediate family means relatives of the employee or spouse including in-laws, step-relatives, or equivalent relationship as follows:

- A. Spouse
- B. Parents
- C. Siblings

- D. Children
- E. All levels of grandparents; or
- F. All levels of grandchildren

For items A, B, and D listed above, an employee may receive a maximum of five days bereavement leave, per occurrence with pay, at management's discretion.

9.21.E Unpaid Leave

Holidays: The school is closed on holidays, as defined by the school calendar.

Voting Time: You are encouraged to vote in local, state and federal elections. If you are scheduled to work an eight-hour shift, you are expected to vote before or after your shift. When hardships make this impractical you may be granted time off, without pay, with prior approval from your supervisor. If you are scheduled to work a shift of more than eight hours, and the polls are not open for at least three of your non-working hours, then you will be granted leave of up to two hours with pay.

Military and The National Guard: As a member of the United States Military Reserve or National Guard, you may be required to take time off to meet annual minimum active training requirements. Time taken for these purposes will be in the form of unpaid leave. When returning from military leave, you will be returned to your former position or one of like status in pay, in accordance with the law.

Medical Appointments for Part-time Employees: Part-time employees should schedule medical and dental appointments around your assigned work schedule. If this is impossible, talk to your supervisor to make special arrangements. You will not be paid for these absences.

Leave of Absence: West Virginia Academy realizes that leaves of absence due to maternity prior to the year qualification, prolonged illness, accidents, or other compelling reasons are sometimes necessary. Although leaves of absence are uncommon, a leave of absence from work should be properly arranged through your supervisor.

The granting of a leave of absence, especially an extended one, does not guarantee that there will be a position available to you after the end of your leave (unless the leave was granted under the guidelines of the Family and Medical Leave policy). Factors used to determine whether leaves are granted include: purpose of the leave, duration of the leave requested, seniority, work performance and effect on company workflow.

It is your responsibility to report to work at the end of an approved leave. Failure to do so is considered a voluntary resignation of employment.

9.21.F Family and Medical Leave

The purpose of the federal Family and Medical Leave Act is to enable employees to take unpaid, job-protected leave for specified family and medical reasons. The following outlines only federal regulations. Some states may have additional family and medical leave programs. Contact WVA's HR Department for details regarding specific state programs.

General Eligibility: Eligible employees are entitled to take up to twelve weeks of family medical leave during a twelve-month period. The twelve-month period runs from the first day that the eligible employee takes leave under this policy. To be eligible for leave under the law, you must have worked for West Virginia Academy for at least one year; you must have worked for at least 1,250 hours during the prior twelve months; and you must be taking the leave as a result of:

1. The birth of a child. Leave to care for a new child must be taken within one year of the birth.
2. The adoption of a child or placement of a foster child. Leave to care for a new child must be taken within one year of the placement for adoption or foster care.
3. To care for a spouse, child or parent with a "serious health condition." A "serious health condition" is an illness, injury, impairment or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider which includes any period of incapacity due to:
 - a. A health condition (including treatment for or recovery from) lasting more than three consecutive days and any subsequent treatment or period of incapacity relating to the same condition that include two visits to a health care provider within thirty days of the incapacity; or
 - b. Pregnancy or prenatal care (a visit to a health care provider is not necessary for each absence); or
 - c. A chronic serious health condition that continues over an extended period of time, requires periodic visits to a health care provider (at least two times per year) and may involve occasional episodes of incapacity (i.e. asthma or diabetes); or
 - d. A permanent or long-term condition for which treatment may not be effective (i.e. a severe stroke or terminal cancer); only supervision by a health care provider is required, rather than active treatment; or
 - e. Any absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (i.e. chemotherapy or radiation treatments for cancer).
4. When you are unable to perform essential functions of your job because of a "serious health condition" (see the definition of a "serious health condition" in section 3).
5. Any qualifying exigency arising out of the fact that a spouse, son, daughter or parent is on active duty, or has been notified of an impending call to active duty status for the National Guard, Reserves and regular military units.

"Exigency" is defined as short-term deployment, military events and related activities, childcare and school activities, financial and legal arrangements, counseling, rest and recuperation, post deployment activities, and additional activities where the employer and the employee agree to the leave.

“Active duty” covers a broad array of military assignments during a war or national emergency.

6. Additionally, eligible employees (as defined above) are entitled to take up to twenty-six weeks of family medical leave during a twelve-month period for “military caregiver leave” if you are the spouse, son, daughter, parent, or next of kin of a member or veteran of the Armed Forces, including a member of the National Guard, Reserves or regular military unit, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness sustained in the line of duty on active duty. Coverage extends to those veterans who were members of the Armed Forces at any time during the five years preceding the date of treatment, recuperation or therapy.

The single twelve-month period for purposes of military caregiver leave commences on the date an employee first takes leave to care for a covered service member with a serious injury or illness. This in no way limits the availability of FMLA leave during any other twelve-month period. During the single twelve-month period, an eligible employee shall be entitled to a combined total of twenty-six workweeks of leave for military caregiver leave combined with other qualifying FMLA reason(s).

“Next of kin” is the nearest blood relative of the serviceperson.

“Serious illness or injury” with respect to a serviceperson is an injury or illness sustained in the line of duty that may render the individual medically unfit for to perform the duties the member’s office, grade, rank or rating. This includes an illness or injury that existed before active duty but which was aggravated by active duty service and, for veterans, it includes an injury or illness that manifests itself before or after the individual became a veteran.

General Provisions: Employees must use accrued vacation, sick leave or other paid leave available to them during the medical leave.

Employees who take leave under these provisions are entitled to return to the same position or a position with equivalent benefits and pay within 20 miles of their original workplace.

Your Work-site Employer will continue to pay its share of your insurance benefits during family medical leave. Arrangements will be made for payment of your portion of benefit premiums. Failure to make any required payment for employee or dependent coverage within 30 days of its due date will result in benefit discontinuance. If you have questions about how to pay your premium while you are on unpaid leave contact the Benefits Department at WVA.

Family Medical Leave may be taken on a reduced or intermittent schedule if medically necessary or needed for exigency. Details of the proposed reduced or intermittent schedule should be defined on the appropriate certification form.

A husband and wife working for the same employer are jointly entitled to 26 weeks of leave when using FMLA for the military caregiver leave or a combination of military caregiver leave and another qualified FMLA reason. A husband and wife working for the same employer are jointly entitled to 12 weeks of leave when using FMLA in other cases (non-military caregiver leave).

Requests for Family and Medical Leave: In situations where the need for leave is known, employees must give thirty days written notice to take family and medical leave. Please notify WVA's HR Department if you foresee a need for this leave. If the situation requires that leave begin in less than thirty days, you should provide such notice as soon as is practical.

If the need for leave is foreseeable based on planned medical treatment or exigency, you should make a reasonable effort to schedule treatment so as not to unduly disrupt the operations of your Work-site Employer and, at least thirty days before the leave is to begin, give notice that you intend to take leave.

West Virginia Academy may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions and a fitness for duty report to return to work.

Return from Leave: When returning to work from a leave of absence of 30 calendar days or more you must confirm your date of return with your manager or supervisor at least two weeks prior to your return.

This is requested in order to facilitate placement. Upon return from FMLA, you will be restored to your original job or to an equivalent job with equivalent pay, benefits and other terms and conditions of employment. Your use of FMLA cannot result in the loss of any benefit that you earned or were entitled to before using the FMLA, nor be counted against you under a "no fault" attendance policy.

If you fail to return to work after an approved leave, West Virginia Academy will assume that you resigned effective the date the leave period ended. If you wish to receive an extension of a leave of absence, you must send a written request explaining the reasons to your manager prior to the expiration date of the original leave. Approval will be based on the merits of each individual situation.

SECTION 10: Health and Safety

10.1 Emergency Response Plan

The WVA Emergency Response Plan is available as a quick-access flip-chart and is located at each classroom exit. Each staff member is required to read the Plan annually and be prepared to carry it out.

10.2 Building Security

Classrooms should remain locked when they are vacant. The workroom door should remain closed during the day and locked after 3:30 p.m. Due to the dangerous tools in the workroom (such as cutting boards) students are not allowed in the workroom. Teachers and Instructors should carry their keys so they can easily unlock doors when needed and resist leaving doors unlocked.

10.3 Single Point of Entry

To ensure the safety of all building occupants ONLY the main entry doors should be used for visitor access and all visitors must sign in with the school secretary. All other doors must remain closed and locked at all times. Never leave an unattended door propped open or allow a locked door to be opened for a visitor. Instead, instruct them by redirecting them to the secretary through the main entrance. Visitors are any non-student or staff member. Staff should always carry their key card or classroom keys, allowing them appropriate access through locked doors.

10.4 Security Cameras and Release Form

In order to increase security for our students and staff, and to facilitate staff development activities, security cameras may be present in classrooms throughout the school recording both audio and video. Staff members need to sign a release form stating their understanding that these cameras are present in their work environment. Altering or disabling a school camera may be grounds for termination.

10.5 Liability Insurance

When an employee is hired by West Virginia Academy, that employee is covered by general and educational liability insurance that is purchased by WVA on behalf of all its employees. There are no eligibility requirements over and above being hired by WVA. This liability insurance is comparable to any other liability coverage that is commonly available to education institutions throughout the state, with no significant gaps or additions in coverage. The basic nature of the coverage is to protect the rights of WVA employees as they go about doing their basic job duties. It does NOT protect an employee against due process of law when an employee intentionally harms another employee, student or any other person. As with any other liability

insurance, WVA's general and educational liability insurance does not protect an employee who commits criminal acts or acts of gross negligence or gross sexual misconduct.

10.6 Safety, Injuries, and Return to Work

West Virginia Academy is committed to providing a safe and healthy workplace for employees. All employees are required to follow all safety policies and guidelines. Preventing injuries and illnesses is our primary objective and the ultimate responsibility for safety lies with each employee.

10.6.A Safety Rules

We need each employee's help in promoting safety and the prevention of accidents by observing the following rules:

- Learn your job and how to be safe in the work place.
- Learn the location of fire alarm boxes, extinguishers and your duties in case of fire.
- Promptly report all unsafe or potentially hazardous conditions to your supervisor.
- Do not operate electrical equipment with wet hands.
- Use proper ergonomics, including lifting procedures and get help when needed.
- Wear personal protective equipment when necessary.
- Handle hazardous chemicals with care.

10.6.B Injuries and Return to Work

If an employee is injured, the return to work process will be used to provide the employee assistance. The employee injured on the job will receive immediate, appropriate medical attention and every effort will be made to create opportunities for the employee to return to safe, productive work as soon as medically possible.

The return to work program is successful when employees, supervisors, and managers support and participate in the program by observing the following procedures:

1. An employee who is injured must immediately report the injury or incident to a supervisor or manager.
2. If medical attention is needed, the injured employee needs to go to the doctor or medical provider. Whenever possible, the supervisor will go with the employee seeking medical treatment and provide the medical facility with the injured employee's job description and essential job elements. The supervisor should also notify the medical provider that a return to work program is available for the injured employee.
3. The injured employee will complete an **WVA Employee Injury Report** and fax it, along with the Physicians First Report of Work Injury, to the Human Resource Director at WVA.
4. If an employee is restricted from work, WVA's Human Resource Director and the employee's supervisor will stay in contact with the injured employee and follow up on the employee's restricted status.

5. When the treating doctor releases the employee to alternative productive work, all attempts will be made to create an alternative assignment that meets the doctor's restrictions. Every effort will be made to develop alternative productive work.
6. It is the employee's responsibility to accept transitional duty that complies with the doctor's restrictions.
7. WVA's Human Resource Director and the injured employee's supervisor will follow up with the employee on a regular basis after the employee returns to work.

Our ultimate goal is the safety of our employees and the prevention of accidents. However, if an employee is injured, we will work to return him or her to the original job as soon as possible. If an injured employee is unable to perform all the tasks of the original job, every effort will be made to provide transitional alternative productive work that meets the injured employee's capabilities.

10.7 Employee Health Alerts

For your safety, if you are taking prescription medication or have a medical condition that may affect your ability to perform the tasks required in your job description, or that may require first aid, please notify your supervisor. Examples of medical conditions that may require first aid could include but are not limited to:

- Asthma
- Allergies (severe – bee/wasp, food, etc.)
- Diabetes
- Taking blood thinners

If your medical condition is treated by prescription aids, such as epinephrine for bee stings, please tell your supervisor where you normally keep your aids in case assistance is needed.

10.8 Hazardous Chemicals

You must comply with all occupational safety and health standards and regulations established by The Occupational Safety and Health Act of 1970 and regulations which have been added to this act in recent years by both state and federal governments. If you believe that you are being exposed to a known or suspected hazard when working with toxic chemicals or substances, you have a right to know about such hazards through Material Safety Data Sheets (MSDS). Ask your supervisor for the location of the MSDS and to review one or two with you.

If your supervisor does not have this information available you should contact WVA immediately. New employees who work with or who have contact with hazardous chemicals or substances are to consult with their supervisors in the proper handling of such chemicals in the work place during orientation and new employee training.

SECTION 11: Receipt of Staff Handbook

11.1 At-Will Employment Statement

Employment by West Virginia Academy remains at-will. Any procedure or practice, whether set forth herein, or not, is employed at the discretion of the Governing Board and its designee(s). Either party may terminate employment at any time, with or without cause, warning, or notice. Nothing contained herein creates any expectation of continued employment.

I have read and understand the foregoing statement titled “At-Will Employment” and have received a copy of the West Virginia Academy 2023-24 Employee Handbook. I acknowledge that the School retains its status as an at-will employer unless otherwise stated in a signed contract.

11.2 Expectation of Privacy Statement

I understand that security cameras and audio recording equipment may be present in classrooms and common areas throughout the school. I have no expectation of privacy on any WVA property, including but not limited to vehicles, buildings, classrooms, lockers, desks, mailboxes, computers, or other furniture, equipment, or fixtures.

By signing below, I acknowledge that I have received, read, and agreed to abide by the West Virginia Academy 2023-24 Staff Manual, At-Will Employment Statement, and Expectation of Privacy Statement. I recognize that nothing contained in the Staff Manual is intended to create, or can create, any contractual or other legal rights.

Print Name Date

Signature

SECTION 17: APPENDIX A

Employee Grievance Form

West Virginia Academy is available to help you resolve grievances with your co-workers. If you have a work-related problem that you would like to address through the grievance process, make a copy of the form below and submit it to West Virginia Academy's HR Department.

Name:	Date:
Address:	Phone
City, State	Zip

Work-site Employer _____

Supervisor _____

Description of Problem _____

Date Discussed with Supervisor _____

Supervisor's Response _____

Were you Dissatisfied with Your Supervisor's Response? Why? _____

What Action would you like WVA to Take?

Are there Witnesses that can Confirm your Statement? Who? _____

Signature of Employee

Date