



**EASTERN PANHANDLE**

**PREPARATORY ACADEMY**

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Parent - Student Handbook  
2022-2023

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## Eastern Panhandle Preparatory Academy

<https://eppacademy.org/>

The *mission* of Eastern Panhandle Preparatory Academy is to provide a public K-12 educational opportunity that conforms to the needs of unique students of the Eastern Panhandle Area. We strive to ensure that every student is empowered with the skills, direction, and character to pursue excellence in their lives and careers and play effective roles in their families and communities. To help our students achieve their potential in preparation to support a diverse community, the Academy weaves together research-based best practices in education with community partnerships for labs, service opportunities, and skill development through a comprehensive career and early college program – a true village approach to preparing and integrating our youth.

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

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**Appendix 1: Anti-Harassment, Anti-Intimidation, and Anti-Bullying Policy**

**Appendix 2: Technology & Internet Safety Policy**

**\*\*NOTICE\*\***

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

## **I. Introduction**

This Handbook was developed to answer many of the commonly asked questions that students and parents may have during the school year. Become familiar with the following information and keep the Handbook available for reference. The term “parent,” when used herein, means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about this Handbook, please contact the principal. The principal has similar authority and responsibilities as the Regional Vice President of schools for a local district. This Handbook does not constitute a contract between the school and the student/parent, and the school reserves the right at its discretion to change or amend the handbook at any time in the future.

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

### **School Hours**

Breakfast: 7:15-8:15 a.m.

Instructional Start Time: 6<sup>th</sup>-10<sup>th</sup> -7:30 a.m., 1<sup>st</sup>-5<sup>th</sup> - 8:00a.m., PreK-K – 8:30a.m.

Student Marked Tardy After: 6<sup>th</sup>-10<sup>th</sup> -7:35 a.m., 1<sup>st</sup>-5<sup>th</sup> - 8:05a.m., PreK-K – 8:35a.m.

Instructional End Time: 6<sup>th</sup>-10<sup>th</sup> -4:00 p.m., 1<sup>st</sup>-5<sup>th</sup> - 3:30p.m., PreK-K – 2:30p.m.

### **Definitions**

Parent: Refers to any parent, guardian, foster caregiver, or caretaker.

## **II. Admission Information**

### **A. Preference for Admission**

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

### **B. Enrollment Process**

- A parent or legal guardian must complete the digital or paper Application for Admission to Eastern Panhandle Preparatory Academy to be considered in the lottery process.
- Open enrollment occurs each year in February and March of the first year and January and February in subsequent years.
- Applications submitted up to the announced enrollment decision date will be reviewed by a designee for completeness, legal residence, and age/grade of the student. Incomplete application forms will not be considered.

- A child must be five (5) years of age on or before July 1 in the school year enrollment is being applied for kindergarten.
- Notification of the lottery will serve as public notice of an official meeting, even if no action(s) are anticipated to be taken by members of the Board at the time of the lottery.
- If an enrollment lottery is required, it will be conducted based on the previously described guidelines.
- Once the lottery is complete, applicants will be notified by the designee of their status.
- Digital registration will be made accessible to applicants who received enrollment offers in the lottery process. If a family requires a paper enrollment form, they will be provided one. Families will have two weeks to complete the registration accurately and thoroughly, including the submission of all compliance-related documentation.
- Registrations that are not completed within the designated time, or applicants that cannot produce appropriate priority information, will forfeit enrollment offers.
- Seat placement determinations are made following receipt of the completed, compliant registration.
- If the number of lottery applications does NOT exceed seats available, parents/guardians that have submitted a lottery application have 1 week to complete registration. At the end of that week, the registration opens to the public and the school enrolls until capacity.
- As openings occur post lottery, applicants on the grade level waitlist will be contacted in the established order. Registration process access will be provided. Completion of the registration process is expected in two weeks in order to prompt a seat placement determination.
- Eastern Panhandle Preparatory Academy will continue to enroll students using this process until the established enrollment number is met and maintained.
- A provision shall be made for the children with a sibling enrolled at Eastern Panhandle Preparatory Academy. If a child must be placed on a waitlist due to capacity issues, the child with an enrolled sibling will be granted priority.

### **C. Waitlist**

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

Students who wish to transfer to Eastern Panhandle Preparatory Academy mid-school year may do so if the school has the capacity to serve that student in that grade level. Otherwise, the student will be added to a waitlist for that grade level.

### **D. Kindergarten Entrance and Screening**

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

## **E. Pre-Kindergarten Entrance and Screening**

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

## **F. Registration and Enrollment**

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

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

- Completing and submitting the Registration Form;
- Providing the child's:
  - Birth Certificate or other certification permitted by state law;
  - Proof of Residency
  - Current Immunization Record; and
  - Last Report Card, when appropriate

Annual Verification Information:

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

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

The child is enrolled when:

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

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

## **G. Re-Enrollment**

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

## H. Non-Discrimination Policy

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

## I. Health Certification and Immunization Requirements

### State of West Virginia Immunization Requirements for School Attendance

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

Vaccine	Requirements	Provisional Enrollment	Additional Information
DTaP/DTP Td/Tdap	Before admission, four doses required. One dose must be after the 4 <sup>th</sup> birthday.	After one dose, student may be allowed up 8 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	<ul style="list-style-type: none"> <li>Three doses only for children completing primary series at age 7 years and older.</li> <li>Children exempted from the pertussis component of DTaP vaccine should receive DT vaccine instead, or if past 7<sup>th</sup> birthday, Td / Tdap vaccine, as applicable.</li> </ul>
Polio (IPV)	Before admission, three doses required. One dose must be after the 4 <sup>th</sup> birthday.	After one dose, student may be allowed up 7 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	<ul style="list-style-type: none"> <li>If polio immunization series included both OPV and IPV, then a total 3 of 4 doses are required depending upon the age of the child.</li> </ul>
Measles, Mumps & Rubella (MMR)	Before admission, two doses required. First dose must be after the 1 <sup>st</sup> birthday.	After one dose, student may be allowed up to 30 days to complete the series.	<ul style="list-style-type: none"> <li>Doses should be a minimum of 28 days apart.</li> </ul>
Varicella	Before admission, two doses required. First dose must be after the 1 <sup>st</sup> birthday.	After one dose, children <b>less than 13 years of age</b> may be allowed up to 90 days to obtain 2 <sup>nd</sup> dose; children aged <b>13 years and older</b> may be allowed up to 30 days to obtain the 2 <sup>nd</sup> dose.	<ul style="list-style-type: none"> <li>Children <b>less than 13 years of age</b> must have a minimum interval of 12 weeks between the 1<sup>st</sup> and 2<sup>nd</sup> doses.</li> <li>Children aged <b>13 years and older</b> may receive the 2<sup>nd</sup> dose 28 days after the first dose.</li> <li>Immunity may also be demonstrated through the legal guardian's written or verbal attestation of varicella (chickenpox) disease.</li> </ul>
Hepatitis B	Before admission, three doses required. Last dose must be after the age of 6 months.	After one dose, student may be allowed up to 4 months to complete the series if necessitated by the minimum intervals of the vaccine schedule.	<ul style="list-style-type: none"> <li>Final dose is not valid if administered before 24 weeks / 6 months of age.</li> </ul>

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

## J. Change of Address / Phone Number / Custody

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

## III. Student and Parent Responsibilities

### A. Behavior Guidelines

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

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

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

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

**Corporal punishment is not permitted.** No employee shall threaten, inflict, or cause to inflict unreasonable, irrational, or inappropriate force upon a student.

The rules of the Student Code of Conduct apply to any conduct:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when the school is being used by a school group;
- On or off school grounds at any school activity, function, or event;
- Traveling to and from school, including actions on any school bus, van, or public conveyance; and
- On the Internet including but not limited to any social media platforms, whether on school grounds or off school grounds if the conduct affects the school's teachers and staff or the education of the school's students.

## **B. Code of Conduct**

Violation of the Code of Conduct may subject the student to discipline including but not limited to detentions and in-school suspensions and up to and including suspension, expulsion, or permanent exclusion. The following behavior is a violation of the Student Code of Conduct:

- Tardiness – Arriving later than scheduled\*
- Truancy – Absent without permission\*
- Dress Code Violation – Not adhering to school dress code regulation
- Disobedient/Disruptive Behavior – Unwillingness to submit to authority, refusal to respond to a reasonable request or any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment (i.e., dress code violation, inappropriate language, cursing, inappropriate gestures)
- Cheating – To act dishonestly; copying of someone else's work; to deceive, take credit for work not done by the student himself/herself
- Profane/Obscene Language or Gestures Between/Toward Students or Staff – Use of unacceptable words, terms, or gestures to embarrass or insult another student or staff member
- Theft – To take the property of an individual or the school without right or permission
- Fighting/Violence – To participate in physical contact with one or more students with the intent to hurt or injure
- Use, Possession, Sale or Distribution of Tobacco Products

- Use, Possession, Sale or Distribution of Alcoholic Beverages
- Taking and/or sharing videos or photos on school property without consent (recording prohibited behaviors on school property is not allowed under any circumstances ex: fighting, bullying etc.)
- Vandalism/Damage to School or Personal Property – Purposeful destruction, misuse or defacing of school or other’s personal property
- Intimidation/Interference/Hazing of Student or Staff – Threatening to physically or verbally harm, interfere, or degrade another student or staff
- False Alarms/Bomb Threat – Purposefully engaging in a false alarm
- Use/Possession/Sale/Transmission/Concealment of any Drug or look-alike drug or other illegal or Controlled Substance
- Use, Possession, Sale or Distribution of a Firearm – Firearm has the same meaning as provided pursuant to the “Gun Free Schools Act of 1994.”
- Use, Possession, Sale or Distribution of any Explosive, Incendiary or Poison Gas – Any destructive device, including a bomb, a grenade, or a rocket
- Unwelcome Sexual Conduct – Unwelcomed sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment, i.e., pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity
- Harassment, Intimidation, or Bullying behavior (including by an electronic act) as defined in the school’s Policy on Harassment, Intimidation, and Bullying (**Appendix 1**)
- Gang involvement – Participation in gang-related actions, dress, or activities
- Weapons – No student at any time, for any reason, shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon in or on the property of the school, or any school-sponsored activity held away from the school property. For purposes of illustration, but without limitation, this rule shall include firearms, explosives, fireworks, and knives, including penknives, chemicals, and other dangerous objects, which are of no reasonable value to a student other than as a weapon. Possession of a “weapon” may result in immediate expulsion.
- Serious Bodily Injury – An incident that results in serious bodily injury to oneself or others. Serious bodily injury is defined as “a bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member or organ.”
- Wrongful Conduct – Actions not in the listing above that impede, obstruct, interfere, or violate the mission, philosophy, and regulations of the school or classroom, including any policies listed in this handbook or the Board of Director’s Board Policy Manual.

\*A student may not be suspended or expelled for truancy.

### C. Dress Code

All students are expected to come to school in clean and properly fitting uniforms with proper hygiene and hair styled neatly. Daily personal grooming is important. Pride in one’s appearance is the first step in gaining self-esteem and confidence. Moreover, limiting distractions associated with inappropriate or unusual dress and personal style promotes a positive learning environment. Parents will be contacted if a student is out of uniform or comes to school poorly groomed.

The student dress code is an important part of the school program and philosophy. Making a choice to attend the school, the student (with parent support) agrees to follow all dress code requirements. **The dress code is not an option for the student or parent.** Not choosing to follow the dress code may lead to suspension or expulsion.

The Eastern Panhandle Preparatory Academy Administration is the prime enforcer of this policy.

The student dress code is as follows:

- Navy blue and/or white polo or button-down shirt (long or short sleeve); No visible undergarments
- Navy, or khaki slacks. NO COLORED DENIM may be worn. No jeans, cargo pockets, overalls, sweatpants, leggings or jeggings.
- Navy, or khaki skirts, skorts, or jumpers, which must be knee length. No floor length dresses.
- Navy, or khaki shorts, which must be knee length; shorts may be worn during the months of April through September only;
- Black or brown belts must be worn around the waist (no “sagging”) when belt loops are present
- Solid color dress shoes or plain white tennis shoes may be worn. – No deck shoes, moccasins, sandals or boots; shoes must be closed toed shoes.
- Blue or white sweater or jacket
- Hooded sweatshirts (Hoodies) are not allowed in the building
- Baseball caps are not allowed in the building

School administration may make changes to the dress code during the school year if there is an article of clothing that is being worn that is a disruption to the learning environment. The school administration will first notify parents in writing that the changes are to be made. Students are expected to comply with changes that have been appropriately communicated.

#### Boys and Girls Physical Education Class Dress Code

All grades: Tennis shoes must be worn on scheduled physical education days.

#### **D. Attendance**

Regular attendance and punctuality are essential for success in school and necessary for success later in life. Each student at the school has the responsibility to attend all classes regularly and to be on time.

The required attendance of students shall conform to the minimum standards prescribed by State Law §18-8-1. Therefore, absences from school should be only for illness or an emergency.

In case of an absence from school:

- The parent must notify the school before the beginning of the school day from which his/her child will be absent. Calls are to be made to the school office. The school shall make at least one attempt to contact the parent/guardian for any student absent without a legitimate excuse. Parents or a designated adult will be required to sign the child out when they leave and then sign in if they return. A sign-in/sign-out sheet is in the school office and a photo ID will be required.
- While permission will be given to keep a dental/doctor appointment during school hours, parents are encouraged to make these appointments for times other than class hours, if possible. Every tardy or absence (excused or unexcused) slows the progress of a child’s development.
- Both “excused” and “unexcused” absences are counted toward the maximum allowable absences. The distinction is made between “excused” and “unexcused” absences for determining whether a student may have the opportunity to make up classwork and whether disciplinary action is in order.
- All documentation relating to absences must be provided to the school no later than three instructional days after the first day the student returns to school.
- Students who are habitually or excessively absent or tardy may be referred for interventions pursuant to the school’s Attendance, Truancy, and Withdrawal Policy.

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

- Medical appointment
- Pursuant to medical advice
- Death of an immediate family member
- Personal illness
- Court appearance
- Religious observance
- Other as deemed by the school administrator.

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

- Leaving school early without proper authorization
- Other unexcused absences are defined by the school administrator.

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

## **E. Truancy**

### **Generally**

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

### **Habitually Truant**

When a student is habitually truant:

1. In the case of three total unexcused absences of a student during a school year, the attendance clerk will make meaningful contact with the parent, guardian, or custodian of the student to ascertain the reasons for the unexcused absences and what measures the school may employ to assist the student in attending and not incurring any additional unexcused absences.
2. In the case of five total unexcused absences, the attendance clerk will again make meaningful contact with the parent, guardian, or custodian of the student to ascertain the reasons for the unexcused absences and what measures the school may employ to assist the student in attending School and not incurring any additional unexcused absences.
3. In the case of 10 total unexcused absences of a student during a school year, the attendance clerk may make a complaint against the parent, guardian, or custodian before a magistrate of the county. If it appears from the complaint that there is probable cause to believe that an offense has been committed and that the accused has committed it, a summons, or a warrant for the arrest of the accused shall issue to any officer authorized by law to serve the summons or to arrest persons charged with offenses against the state. More than one parent, guardian, or custodian may be charged in a complaint. Initial service of a summons or warrant issued pursuant to the provisions of this section shall be attempted within ten calendar days of receipt of the summons or warrant, and subsequent attempts at service shall continue until the summons or warrant is executed or until the end of the school term during which the complaint is made, whichever is later.

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

### **Reporting**

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

### **F. Tardy Policy**

All students reporting to school after the school day begins will be considered tardy. Tardy arrivals are added to hours absent, and the student may be referred to Absence Intervention Team.

Students must be in their assigned classroom by the start of the school day. Just being "in school" or "hanging around" in the restrooms, gym, or the halls is not considered ready for school and in the classroom. Students using such an excuse will be marked tardy.

Parents are encouraged to make dental/doctor appointments for times other than class hours, if possible. Every tardiness, even if excused, slows the progress of a child's development.

Tardiness is only excused for the same reasons as absences.

### **G. Suspension and Expulsion Procedures**

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

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

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

**Suspension:**

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

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

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

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

**Expulsion:**

The Regional Vice President may expel a student from the school for up to three-hundred and sixty-five days in which the incident that gives rise to the expulsion takes place. The Regional Vice President may apply any remaining part of an expulsion period to the following school year. Students who are expelled may be denied re-enrollment in the future. No student shall be expelled under this policy unless, prior to the student's expulsion, the Regional Vice President does both of the following:

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

The notice required under this section shall include the reasons for the intended expulsion, notification of the opportunity of the student and the student's parent, guardian, custodian, or representative to appear before the Regional Vice President or Regional Vice President's designee to challenge the reasons for the intended expulsion or otherwise to explain the student's action, and notification of the time and place to

appear. The time to appear shall not be earlier than three nor later than five school days after the notice is given, unless the Regional Vice President grants an extension of time at the request of the student or the student's parent, guardian, custodian, or representative. If an extension is granted after giving the original notice, the Regional Vice President shall notify the student and the student's parent, guardian, custodian, or representative of the new time and place to appear.

A principal shall suspend a student from the school in the determination of the principal after an informal hearing pursuant to subsection (d) of this section, has: (i) Violated the provisions of subsection (b), section fifteen [§ 61-2-15], article two, chapter sixty-one of this code; (ii) violated the provisions of subsection (b), section eleven-a [§ 61-7-11a], article seven of said chapter; or (iii) sold a narcotic drug, as defined in section one hundred one [§ 60A-1-101], article one, chapter sixty-a of this code, on the premises of an educational facility, at a school-sponsored function or on a school bus. If a student has been suspended pursuant to this subsection, the principal shall, within twenty-four hours, request that the county Regional Vice President recommends to the county board that the student be expelled. Upon such a request by a principal, the county Regional Vice President shall recommend to the county board that the student be expelled. Upon such recommendation, the county board shall conduct a hearing in accordance with subsections (e), (f), and (g) of this section to determine if the student committed the alleged violation. If the county board finds that the student did commit the alleged violation, the county board shall expel the student.

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

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

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

**Emergency Removal:**

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the Regional Vice President or principal, or assistant principal may remove a student from curricular activities or from the school premises without the notice and hearing requirements of this policy. A teacher may remove a student from curricular activities under the teacher's supervision, without the notice and hearing requirements. As soon as practicable after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal.

If a student is removed under this Emergency Removal section from a curricular activity or from the school premises, written notice of the hearing and of the reason for the removal shall be given to the pupil as soon as practicable prior to the hearing, which shall be held on the next school day after the initial removal is ordered. The hearing shall be held in accordance with suspension provisions of this policy unless it is probable that the student may be subject to expulsion, in which case a hearing in accordance with the expulsion provisions of this policy shall be held, except that the hearing shall be held on the next school day after the date of the initial removal. The individual who ordered, caused, or requested the removal to be made shall be present at the hearing.

**Right to Appeal to Board:**

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

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

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

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

**Discipline for Students with Disabilities**

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

### **Authority of School Personnel**

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

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

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

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

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

- Continue to receive educational services, as provided in West Virginia Department of Education (WVDE) Policy 2419, Regulations for the Education of Students with Exceptionalities, and Section 504 regarding Free and Appropriate Public Education, so as to enable the child to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications as set forth in the behavioral intervention plan and IEP, where appropriate, that are designed to address the behavior violation, so it does not recur.
- Eastern Panhandle Preparatory Academy will provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year if services are provided to a child without disabilities who has been similarly removed.
- After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is not for more than 10 consecutive school days and is not a change in placement because of disciplinary removals, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
- If the removal is for more than 10 consecutive school days or is a change in placement because of disciplinary removals, the child's IEP Team determines appropriate services needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general

education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

- The services required may be provided in an interim alternative educational setting.

### **Manifestation Determination**

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

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

If Eastern Panhandle Preparatory Academy staff, the parent/guardian, and relevant members of the child's IEP Team determine the conduct in question was a direct result of the failure of the LEA to implement the IEP, Eastern Panhandle Preparatory Academy will take immediate steps to remedy those deficiencies.

### **Determination that the Behavior was a Manifestation**

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

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

### **Special Circumstances**

Eastern Panhandle Preparatory Academy may remove a child to an interim alternative educational setting for forty-five days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child:

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

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

### **Notification**

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

## **Appeal**

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

## **H. Withdrawal Policies and Procedures**

### **Voluntary Withdrawal**

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

## **IV. Academics**

### **A. Curriculum**

The school provides a high-quality standards-based curriculum using an inquiry model to enable the students to meet individualized goals and prepare for their lives after elementary school. The school shares the student's progress with parents and provides an explanation of the results to parents during the school year.

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

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

### **B. Assessment and Intervention**

A strong assessment plan is the cornerstone of any successful instructional program. ACCEL Schools implements numerous assessment tools for students and would propose the following for the Virtual

Preparatory Academy of West Virginia. To verify curricular alignment, ensure instructional efficacy, and monitor student learning, schools must employ a balanced assessment system that includes several types of testing methods to determine what students are learning, how teachers are teaching, and what instructional and curricular decisions must be made regarding scaffolding, alignment, adjustments, and interventions. In a balanced assessment program, school leaders plan for diagnostic, formative, interim, and summative assessments. In this way, assessment results provide identification of students in need of intervention, feedback to teachers about instructional practice, and verification of curricular strengths and weaknesses.

### **Eastern Panhandle Preparatory Academy Assessment System**

- Incoming Assessment – All new students will be assessed for learning readiness using a computer adaptive, nationally normed test. The results from this initial assessment will assist teachers in developing a personalized plan for each student using West Virginia College- and Career-Readiness Standards.
- Ongoing Assessments – Once a student is enrolled and has finalized his/her personalized plan with an advisor, the student will participate in a variety of performance assessments over time to monitor their progress and modify their academic program keeping them on track for academic success. These assessments include:
  - Short Cycle Assessments
  - Course level Assessments
  - Computer-adaptive Nationally Normed Assessments: The assessments are taken three times per school year by all students. Baselines (incoming assessment) are established in the first month of the school year. Once a baseline has been established, performance is also measured in the winter and spring.
- State tests: Summative assessments to measure student achievement in learning the standards.

Below is a summary of specific tests:

- Local Benchmark/Diagnostic (Computer Adaptive Nationally Normed)- iReady
- Incoming Assessment- iReady
- Short Cycle Assessments- iReady (K-8) and Mastery Connect (K-12)
- Reading Fluency- DIBELS or other similar assessment
- Classroom Assessments- iReady Standards Mastery, Mastery Connect, Course assessments
- State Assessments:
  - West Virginia General Summative Assessment- ELA & Math for grades 3-8; Science in grades 5 and 8
  - Grade 10 PSAT
  - West Virginia ELP Assessment for 21st Century (ELPA21)
  - WVASA- ELA and Math for grades 3-8 and 11; Science in grades 5 and 8, and 11
  - NAEP
  - CTE Technical Assessments

### **C. Make-Up Work**

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

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

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

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

#### **D. Report Cards**

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

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

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

The grading scale is as follows:

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

#### **E. Parent / Teacher Conferences**

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

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

#### **F. Open House**

The open house will be held during the month of September or October. Parents will be notified of the exact dates and are encouraged to attend. Additional "Meet the Teacher" times could be scheduled prior to school starting.

### **V. School Operations**

#### **A. School Day, Arrival, and Dismissal**

School days and vacations are provided in the school year calendar.

#### **B. Illness**

Parents are encouraged to examine their child each morning before sending him/her to school to see if any signs or symptoms of illness are present.

If a student is ill, please keep the student at home and notify the school of the absence. Should a condition persist, the student's physician should be consulted. Parents are urged to establish children with a physician so that one can be promptly called when the need arises. Students should not return to school until a 24-hour period of a normal temperature has elapsed. All guidelines on COVID-19 prevention must be followed.

### **C. Emergency Phone Calls**

Parents should not call the school for the delivery of messages to children, except in cases of emergency.

Students may give the school's phone number to relatives for emergency purposes only. The main office will take a message and forward it to a student as soon as possible.

Students are not permitted to use school phones without approval from school personnel.

### **D. Early School Dismissal**

Occasionally, weather conditions or other building emergencies may arise that necessitate sending students home earlier than the regular dismissal time. Every possible effort will be made not to make such a closing. In case of closing, every effort will be made to contact the parents under these conditions. It will be necessary for the parent to arrange procedures (such as staying with a neighbor, friend, relative, etc.) for their child to follow in case there is no one home to meet him/her. Parents should make these arrangements beforehand and instruct the child on what he/she is to do. The school cannot make any such decisions.

### **E. Emergency School Closings**

Should it be necessary to close the school for weather or other unforeseen emergencies, information will be given over radio and television stations. Usually, if the city school district in which the school is located is closed, the school will also close; however, this is not always the case. Consequently, parents are asked to monitor their television or radio to be certain. Primary contacts receive automated phone calls to alert them of the school closing.

### **F. Cars / Parking / Buses**

For the sake of order and safety, parents coming to drop off or pick up their children are to park in designated areas only. The school will give traffic, parking, and bus information before the opening of school. *The school shares a road with the neighborhood and traffic rules will be strictly enforced including the twenty-five-mile speed limit.*

### **G. Breakfast / Lunch**

Families needing financial assistance may apply for free or reduced breakfast/lunch fees through the school office. Information for the free and reduced breakfast/lunch program is sent home early in the school year and the forms are available throughout the year in the school office. Note: it is the responsibility of the parent to see to it that their child is provided lunch or to notify the school of qualification for free or reduced lunch.

### **H. Recess**

When scheduled, students are expected to participate in outdoor recess activities during the school day – weather permitting. If a student is too sick to go outside for recess, the student should not be in school. Parents must ensure that the student has the appropriate clothing with him/her for outdoor activities. Coats, hats, and gloves should be worn as recess will be outside unless the temperature is 32 degrees or less (actual or wind chill).

### **I. Textbooks**

Students are expected to take care of and are responsible for the textbooks assigned during the school year. Parents will be responsible for paying a replacement fee for lost or damaged books.

### **J. Money**

All money turned into the school should be in an envelope marked with the child's name, grade, amount, and purpose. The children are not to bring additional money to the school. The school will not be responsible for any money brought to the school.

### **K. Lost and Found**

Any personal items that have been left at the school will be taken to the main office. If students find personal items that belong to others, they should turn the items into the main office as soon as possible. The school is not responsible for lost money, jewelry, phones, or other personal items.

Many clothing items find their way into the lost and found containers. Parents are encouraged to have their children request permission to look for missing items. Many good clothing items are never claimed and are given to various charitable organizations as space permits.

Money, jewelry, and other personal items may be turned in at the office. Students should ask permission from their teacher to come to the office to claim any such items.

### **L. Student Photographs**

School pictures will be taken in the fall of each school year. Parents/Guardians will be offered a package of individual and class photographs through the photography company. All students will be photographed whether or not a package is purchased unless the parent sends a written refusal.

### **M. Visitors**

Visitors are required (for the safety and security of everyone) to report to the school office before their visit to a classroom or other parts of the building. All visitors must sign in upon arrival, sign out before leaving the building, and wear a visitor's identification badge while in the building. Visitors are not to approach students and should always be escorted by a staff member while in the building.

All visitors must pre-arrange, through the office, any meetings or visits with the teacher or classroom. The length and repetition of visits shall be determined by the school administrator to be in the student's and the school's best interest.

Visitors are asked not to attempt an impromptu parent-teacher conference, particularly while students are in the classroom.

The school reserves the right to deny access to anyone, including parents, to the school facility and grounds.

## **N. Volunteer Program**

Parents and members of the community may be asked or wish to give of their time in the form of volunteering. Information regarding these opportunities will be forwarded to the parents as appropriate. This is a wonderful opportunity to become more involved with the school.

**Please note:** Recurring volunteers will be required to comply with the school's background check policies.

## **O. Field Trips**

Field trips may be conducted throughout the school year and are correlated with students' educational experiences within the classroom. Parental permission slips are required for a student to participate. Without a signed permission slip, the student will not be able to participate in the field trip. In addition, an Emergency Medical Authorization Form must be on file at the school before a student may participate. Teachers may request parents/guardians to assist in organizing and chaperoning field trips.

**Please note:** To be considered as a chaperone, it is required that you obtain a volunteer background check with no disqualifying offenses prior to participating in any school activity.

## **P. Classroom Parties**

Parties may be scheduled for special holidays and/or special occasions. The classroom teacher will coordinate and communicate dates, times, and procedures for such events. Each classroom teacher will establish a party policy for his/her individual classroom. Parental requests for parties will be approved or denied by the classroom teacher. Any request for a child not to participate in any/all such parties or activities should be in writing and forwarded to the teacher ahead of time.

## **Q. Cell Phones**

The school understands that students come to school with cell phones for a variety of reasons. Students who have phones at school must not have them out during class nor may they disrupt class order or instruction. If the student does not comply with a request to put the phone away or to turn it off, the phone will be taken to the office and locked in the safe until the parent can come to retrieve it.

**Please Note:** The school is not responsible for the cost, usage, or replacement of lost, damaged, or stolen cell phones that are brought to the school whether confiscated by staff or in possession of a student.

## **R. Personal Items Brought to the School**

Students are not allowed to bring personal items to school. To avoid disruption of the educational process, currently popular items such as trading cards, electronic games, and action figures are to be left at home. Such articles will be taken and returned only to the parent or the law authorities if deemed prudent to do so by the building administrator. Except for approved fundraisers, students are not permitted to sell or trade anything among themselves at school, on the school grounds, or on the bus. This includes food from lunches. Pets should never be brought to school without prior permission from the administrator. Further, items should not be brought in glass jars because of the danger of breakage (e.g., lunch items).

**Please Note:** The school is not responsible for the replacement of lost, damaged, or stolen items brought to school.

## **S. Stolen Items**

The school **is not responsible** for stolen personal items, including cell phones, even if turned over to school personnel.

## **T. Backpacks, Desks, Lockers, and Other Personal Storage Areas**

All lockers, desks and other storage areas provided to the student for use remain the property of the school. The student has no expectation of privacy in any storage area assigned to them. No student shall lock or otherwise impede access to any locker or storage area, except with a lock (if any) approved and provided by the school. Unapproved locks will be removed and destroyed with no compensation. Upon authorization of the building administrator, personal storage areas may be searched at any time for any reason.

Upon authorization of the search team, including the administrator or designee, backpacks, desks, and other personal storage areas may be searched at any time for any reason. The search team may at any time, with reasonable suspicion, call upon the assistance of the local police authorities to conduct a search of backpacks, desks, and other personal storage areas, and the contents contained therein.

## **U. Pesticide Notice and Log Policy**

Parents and guardians of minor children, adult students, faculty, and staff who are enrolled or employed at the school may request and receive prior notifications of the applications of pesticides that are scheduled for a time when school is in session. All such requests shall include the requesting party's email address or telephone number and shall be submitted to the school administrator at the school office. The school administrator is designated as the contact person for all pesticide applications made at the school.

Additionally, pesticide logs shall be available for inspection at the school office during normal school hours. Said logs shall be retained for one year following the date of the pesticide application.

This Policy shall not apply to disinfectants, sanitizers, germicides, and anti-microbial agents.

## **VI. Health and Safety**

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

The building doors are locked during the school day. Entrance to the building is by office permission. Closed-circuit cameras cover all entrances and are placed at strategic locations throughout the building.

### **A. Reporting Injuries**

If a student is injured at the school, he/she must immediately report the injury to school personnel. The main office will complete an injury report and will provide a copy of the report to the parents/guardians as notice of the incident.

### **B. Health Clinic**

When available, the school nurse or health aide handles all first aid; otherwise, first aid issues will be handled by other school personnel. All students are required to have an Emergency Authorization Form on file at the school. These forms will be used in case there is a medical emergency or illness.

### **C. Emergency Medical Authorizations**

Each parent is asked to complete and return to the school an Emergency Medical Authorization Form, which will be included in the student's cumulative record folder. Parents are responsible for ensuring that this authorization form includes the necessary information the school must have should an emergency arise. It is extremely important that this authorization form is fully completed and updated as medical needs change.

### **D. Medication Administration**

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

Per West Virginia Code §18-5-22 students are permitted to possess and use a metered-dose or dry powder asthma inhaler to alleviate or prevent asthmatic symptoms at the school.

Per West Virginia Code §18-5-22 students are permitted to carry and use an epinephrine auto-injector to treat anaphylaxis (an intense allergic reaction). In order for a student to properly possess or use an epinephrine auto-injector at the school written approval from the student's physician and parent must be signed and received by the school.

For medications asthma inhalers and epinephrine auto-injectors, written approval by the student's physician must include all information as detailed hereinbelow or as indicated on the Food Allergy Action Plan, if applicable. If a student has a serious food allergy, the parent must complete a Food Allergy Action Plan.

“Written Approval” hereunder must include the following information:

1. The name and address of the student;
2. The name of the school and class in which the student is enrolled;
3. The name of the medication and the dosage to be administered;
4. The times or intervals at which each dosage of the medication is to be administered;
5. The date the administration of the medication is to begin;
6. The date the administration of the medication is to cease (if applicable);
7. Acknowledgement that the physician has determined that the student is capable of possessing and using the auto-injector appropriately and has provided the student with training in the proper use;
8. Any severe adverse reactions that should be reported to the physician and one or more phone numbers at which the physician can be reached in an emergency;
9. Instructions outlining procedures to follow if the asthma inhaler does not provide adequate relief;
10. A list of adverse reactions that may occur if an individual for whom the asthma inhaler was not intended uses the medication; and

11. At least one emergency telephone number for contacting the physician and one number for contacting the parent
12. Any other special instructions.

Should any information regarding the medication change, the parent must submit a revised written statement. All medications must be in the prescribed container.

The school shall acquire and retain copies of each request and accompanying statement. The statement shall be given to the employee authorized to administer the drug by the next school day after receipt.

The school shall store the medication in a locked location in the school office or other location as determined by School personnel that meets legal requirements for storage. Any drugs that require refrigeration shall be stored in a refrigerator located in a place not commonly used by students.

Properly trained school staff may administer epinephrine in an emergency, in accordance with the Written Approval and/or the student's Food Allergy Action Plan when emergency medical service providers are not immediately available, and the exigency of the circumstance requires immediate action. School staff will immediately request assistance from an emergency medical service provider whenever a student is administered epinephrine at the school or at an activity, event, or program sponsored by the school. This request for medical assistance applies whether the student self-administers the medication, or a school staff member administers it to the student.

### **Students with Diabetes**

All students enrolled in the school will receive appropriate and needed diabetes care in accordance with an order signed by the treating physician. The care includes any of the following:

1. Checking and recording blood glucose levels and ketone levels, or assisting the student with the check
2. Responding to blood glucose levels outside of the student's target range
3. Administering glucagon or other prescribed emergency treatment during a case of severe hypoglycemia
4. Administering or assisting in the administration of insulin
5. Providing oral diabetes medication
6. Understanding schedules and food intake for meals and snacks to calculate medication dosages pursuant to the physician's order
7. Following the physician's instructions regarding meals, snacks, and physical activity
8. Administering diabetes medication as long as the following conditions are met:
  - a. Administered by a school nurse, or in the absence of a school nurse, an employee trained in diabetes care.
    - i. Any training shall be coordinated by a school nurse or licensed health care professional with expertise in diabetes;
    - ii. Each year the training shall take place prior to the beginning of the school year, or as needed, not later than fourteen days after receipt of a physician's order;
    - iii. Any individual who completes the required training shall be considered by the Board as qualified to administer diabetes care.
    - iv. The school nurse or licensed health care professional shall provide follow-up training and supervision.
  - b. The school receives a written request with the following information:
    - i. The name and address of the student
    - ii. The school and class in which the student is enrolled
    - iii. The name of the drug and the dosage to be administered

- iv. The times or intervals at which each dosage of the drug is to be administered
- v. The date the administration of the drug is to begin
- vi. The date the administration of the drug is to cease
- vii. Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency
- viii. Special instructions for administration of the drug, including sterile conditions and storage
- c. The parent agrees to submit a revised statement upon any changes.
- d. The person administering the drug has a copy of the statement.
- e. The medication is in the prescribed container.

Within fourteen days of receipt of a physician's order regarding a student with diabetes, the Board or Governing Authority shall inform the student's parent that the student may be entitled to a 504 plan.

Upon written request of a parent, a student with diabetes shall be permitted to attend to his/her own care in accordance with the physician's order if the student's treating physician determines the student capable of performing the tasks. The student shall be permitted to perform the care tasks in any area and to possess all necessary supplies and equipment. If the student uses the medical equipment for a purpose other than the student's own care, the Board may revoke the student's permission to attend to his/her own care.

The school, members of the Board, and employees of the school are not liable for damages in a civil action for injury, death, or loss to a person or property allegedly arising from providing care or performing duties associated with diabetes care unless the act or omission constitutes willful or wanton misconduct.

### **E. Food Allergy Action Plan**

If a student has a serious food allergy, the student and his/her parent must complete a Food Allergy Action Plan.

### **F. Vision, Hearing, and Scoliosis Screening**

Screening for the students will be conducted in accordance with state guidelines. The school nurse will notify the parent of the results. Any conditions discovered that might impede the student's health or school progress will be brought to the parent's/guardian's attention by the school nurse.

### **G. Eye Protective Devices**

Staff and Students shall wear eye protection that complies with Federal and State standards when working in areas involving:

- flying particles
- molten materials
- acids, caustic, or explosive materials
- chemical oases or vapors
- potentially injurious light radiation
- welding, milling, sawing, drilling, turning, shaping, cutting, grinding, buffing

### **H. Wellness Program**

In light of the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 by Congress, the school recognizes the role it can play in building nutrition knowledge and skills in students to promote healthy eating and physical activity choices. This law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The passing of the Healthy, Hunger-Free Kids Act of 2010 added provisions to expand upon the previous local wellness policy requirement of the 2004 Act. The school supports student health and wellness. For further information regarding the Wellness Policy, refer to the Board of Director's Board Policy Manual.

## **I. Reporting Child Abuse / Neglect**

When any staff member suspects abuse or neglect, he/she will first notify the building administrator. The staff member will then call the local reporting agency in the presence of the administrator. The staff member will document the notification. All reports are to be confidential. For further information regarding reporting of child abuse or neglect, refer to the Board of Director's Board Policy Manual.

## **J. Technology and Internet Safety**

As more fully outlined in the school's Technology and Internet Safety Policy attached as **Appendix 2** to this handbook, the use of technology is a privilege and an important part of the school's overall curriculum. The school will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and employees of the school but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error-free or uninterrupted. The school always reserves the right to monitor and log technology use, to monitor filespace utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety, or security of the technology resources or the safety of the user.

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

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

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

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials the school believes may be unlawful, obscene, pornographic, abusive, harmful to minors, or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized purposes – the school technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to, hardware or

software;

- Malicious uses of technology through hate mail, harassment, bullying, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without the consent of the school;
- Violating the conditions of federal and West Virginia law dealing with students' and employees' rights to privacy;
- Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware;
- Damaging any technology devices;
- Allowing anyone else to use any account other than the account holder; and
- Other unlawful or inappropriate behavior.

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

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

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user will be liable for any and all costs; and
- Violation of the Internet Usage Policy is also a violation of the school Code of Conduct and may result in other disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

## **K. Harassment, Intimidation, Bullying**

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

It is imperative that harassment, intimidation, and bullying be identified only when the specific elements of the definition are met because the designation of the conduct of such behavior carries its special statutory obligations. Any misconduct by one student against another student or staff, whether or not appropriately defined as harassment, intimidation, or bullying will result in appropriate disciplinary consequences for the perpetrator.

## **L. Prohibited Gang Activity**

Students are prohibited from engaging in gang activities while at school, on school property, to or from school, or at a school-related function or event whether at the school or outside of the school facility and

on the Internet. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from school.

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

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

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

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

#### **M. Drug-Free School**

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

#### **N. Weapon-Free School**

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

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

The firearm has the same meaning as provided under the “Gun Free Schools Act of 1994.” At the time this policy was adopted, the above-referenced statute defined a firearm as any weapon (including a starter’s

gun) which will or is designed to or can readily be converted to expel a projectile by the action of an explosive, the frame, or receiver of any such weapon, any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the “Gun Free Schools Act of 1994” changes, then the definition outlined in this policy shall automatically change to conform to it.

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

#### **O. Police and Child Protective Services**

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

#### **P. School Crisis Response Plan**

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

### **VII. School Records**

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

#### **A. Current Information**

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

#### **B. Request for Records**

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

#### **C. Student Directory Information**

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

information in the absence of explicit consent from a parent or student over the age of eighteen.

#### **D. Audio-Visual Information**

The school recognizes the value of audio-visual and other types of electronic communication in providing students with an effective education. In communicating school-related activities, opportunities exist to photograph and videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channel, school-sponsored web pages, marketing materials, and other publications. Highlighting the achievements and celebrating student successes in school is an integral part of the reporting responsibility to the community. The school will, however, respect parents' wish for privacy in this area. Parents should call the school with any questions or concerns. Parents may also notify the school in writing if they prefer that the school not use their student's name, picture, or work product for presentations or other uses.

#### **E. Release of Student Records**

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

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

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

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

#### **F. Non-Custodial Parent Record Request**

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

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

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

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

## **G. Protection of Pupil Rights Amendment (PPRA) Notification**

### **Description of Intent**

The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. Families may also be asked to participate in surveys or focus groups. Such research shall always be undertaken to ensure student privacy is protected and in compliance with the PPRA. For example, the names of the student, parent, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that the anonymity of the participants is safeguarded.

### **Rights Afforded by the PPRA**

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

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

### **Notification Procedures**

The school will work to develop and adopt policies regarding these rights in consultation with the parent. The school will also work to make arrangements to protect student privacy in the administration of Protected

Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

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

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

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

### **Reporting a Violation**

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

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

### **VIII. Child Find**

The school is participating in an effort to assist the State of West Virginia in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive Free and Appropriate Public Education (FAPE).

School districts across the State of West Virginia are also participating in this effort to identify disabilities such as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotional disturbances, multiple disabilities, cognitive impairments, physical impairments, autism, traumatic brain injury, and other health impairments.

The school is committed to affording all children their right to free and appropriate education, regardless of any disability a child may have. However, to accomplish this, the school must know that a need is present.

Parents, guardians, relatives, public and private agency employees, and concerned citizens are used to help schools find any child, birth through age 21, who may have a disability and need special education and related services. If you are aware of a child who may have special needs, please notify the school's administrator.

The school will contact the parents or guardians of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether a special need exists. If a need is identified, the child can begin receiving special education and related services.

#### **H. Screening**

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

#### **I. Pre-Referral/Referral/Initial Evaluation/Eligibility**

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

#### **J. Allowing for Differences in English Language Skills and Ethnic Background**

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

#### **K. Instructional Programming**

Students enrolled in Eastern Panhandle Preparatory Academy will receive a Free and Appropriate Public Education in the Least Restrictive Environment to the maximum extent possible.

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

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

#### **L. Progress Monitoring**

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

#### **M. Disproportionality**

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

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

### **IX. Parents' Right to Know Teacher Qualifications**

A parent or guardian may request information on the professional qualifications of each classroom teacher who provides instruction to the parent's or guardian's child. The information that may be requested includes:

- Licensure and certification information
- Educational background
- Qualifications of instructional aides (if applicable)

### **X. Parent Involvement Policy**

The school recognizes that the involvement of parents (hereinafter including guardians/caretakers/foster caregivers) and families in their children's education are critical to students' success. To accomplish the goal of welcoming, encouraging, and promoting parental/family involvement, the school shall:

#### **1. Create a welcoming school climate.**

- Provide a welcome packet for all parents visiting the school, including important school contact information, school calendar, and information about the vision and mission of the school.
- Have teachers make personal contact with families through e-mail, phone calls, or home visits.

- Hold an open house, prior to school opening, at which families can meet their children’s teachers, tour the school building, and meet other families.
2. Provide families with information related to child development and create supportive learning environments.
    - Provide information for parents on typical development and appropriate parent and school expectations for various age groups.
    - Print suggestions for parents on home conditions and activities that support learning at each grade level.
    - Partner with local agencies to provide resources to families.
  3. Establish effective school-to-home and home-to-school communication.
    - Provide information for parents on homework policies and on monitoring and supporting student work at home.
    - Send home student work for parent review and comment.
    - Allow access so families can frequently monitor their children’s progress and assessment data.
    - Clearly communicate school policies to all families.
    - Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., phone numbers, e-mail addresses, weekly hours for families to call or meet).
  4. Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.
    - Provide training and materials for parents on how to improve children’s study skills or learning in various academic subjects.
    - Make regular homework assignments that require students to discuss with their families what they are learning in class.
    - Provide information on community resources and activities that link to student learning skills and talents, including summer programs for students.
    - Inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.
    - Engage families in opportunities to work with their children in setting their annual academic and career goals.
  5. Engage families in school planning, leadership, and meaningful volunteer opportunities.
    - Invite parents to be involved at the school, including Title One planning.
    - Identify family volunteer interests, talents, and availability, matching these resources to school programs and staff-support needs.  
(Recurring volunteers will be required to comply with the background check policies of the school.)
    - Create volunteer recognition activities such as events, certificates, and thank-you cards.
    - Host events that encourage interaction among parents.
  6. Connect students and families to community resources that strengthen and support students’ learning and well-being.
    - Through school-community partnerships, facilitate families’ access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children’s education.
    - Establish school-business partnerships to provide students mentoring, internships, and onsite, experiential learning opportunities.
    - Connect students and families to service-learning projects in the community.

- Invite community partners to share resources at annual open houses or parent-teacher conferences.

## **XI. Compliant Procedure**

The Board of Directors (“Board”) believes that Complaints from parents or other members of the community regarding school personnel should be addressed thoroughly and completely. The people involved should treat one another with the highest level of respect and dignity.

Initially, Complaints shall be addressed formally or informally with the staff member. Complaints must be made in a civil/respectful manner in order to be considered by school personnel. Where appropriate, the Complaint should be in writing on a form developed by the Administrator and should contain a statement of the facts and the specific outcome desired by the parent or other person making the Complaint (“Complainant”). The Complainant may sign the Complaint and should be given a copy. The staff member should work with the Complainant to resolve the issue in a timely, professional, and courteous manner. The efforts used to resolve the Complaint and the outcome should be noted on the form. Allegations involving illegalities should be reported immediately to the Administrator.

Complaints unresolved through a parent-staff member communication or Complaints involving teachers or staff members should be in writing as noted above and directed to the Administrator. The Administrator shall investigate and attempt to resolve the issue in a fair and timely manner. The outcome should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the Administrator cannot resolve the issue with consultation with school advisors or consultants, the Complaint (with documented history or preceding steps) is forwarded in written form to the Board of Directors and a copy to the school’s legal counsel.

## **XII. Non-Discrimination and Title IX/Section 504 Notice**

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

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

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

### **Title IX Coordinator**

EPPA Principal: Melvin Womble: [mwomble@accelschools.com](mailto:mwomble@accelschools.com)

### **Section 504 Coordinator**

EPPA Principal: Melvin Womble: [mwomble@accelschools.com](mailto:mwomble@accelschools.com)

## **XIII. Homeless Policy**

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

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

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

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

**Eligibility:**

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

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

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

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

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

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

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

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

**Transportation:** Any eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

**Dispute Resolution:** The student, parent, or guardian has the right to appeal any School determination of eligibility, school selection, or enrollment. The School Liaison will guide the student, parent, or guardian through the entire dispute resolution process. The School Liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian, or unaccompanied youth cannot do so by him or herself and providing access to School materials, such as copiers and fax machines.

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

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

investigate the dispute and request applicable documentation. The West Virginia Department of Education will decide within 15 school days from the receipt of all necessary materials. The Department will provide the final decision to the school Regional Vice President, building principal, School Liaison, and parent, guardian, or unaccompanied youth. All parties must immediately adhere to the final determination.

Disclaimer: Parent-Student Handbook is based in significant part on policies contained in the Board Policy Manual adopted by the Board of Directors. Those Board Policies are incorporated by reference into the provisions of this Handbook. The Policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the policies provided in this Handbook since it was printed and disseminated. If anything in this Parent-Student Handbook conflicts with a Board Policy, the Board Policy Manual shall supersede the Parent-Student Handbook. If you have questions or would like more information about a specific policy or document, contact the school principal.

## **COVID – 19**

By signing the contract page of this handbook, we acknowledge that we are aware that the symptoms of COVID-19 may include fever, chills, muscle pain, cough, sore throat, shortness of breath/difficulty breathing, and/or new loss of taste or smell (This list does not include all possible symptoms. CDC will continue to update its website as we learn more about COVID-19. See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>). We acknowledge that if my child/Student develops these symptoms or comes into contact with a person that is suspected/confirmed of having COVID-19 that the parent/ guardian will immediately contact the school. We agree to support and adhere to guidelines for safety. For updated information and resources regarding COVID-19, please visit <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

Parent/Student Handbook Contract  
2022-2023

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
*PRINT*

Parent's/Guardian's Name: \_\_\_\_\_  
*PRINT*

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

Agreed to by:

\_\_\_\_\_  
Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Parent / Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return the signed form to the school Office.

This agreement will be placed into the student's file.

# Media Release

## STUDENT INFORMATION FORM

Please print clearly:

\_\_\_\_\_ Age \_\_\_\_\_  
Name of participating student

\_\_\_\_\_  
School

\_\_\_\_\_ grade  
city/town/zip

### TO BE COMPLETED BY PARENT or GUARDIAN:

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

\_\_\_\_\_ date  
Signature of parent or guardian

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

