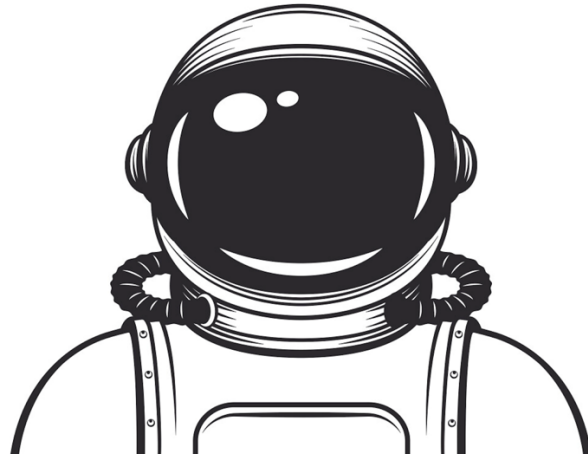


Explorer Academy



Student & Family Handbook

Dear Students and Families:

Welcome to Explorer Academy! We are delighted to have you join our crew and look forward to working with you and your family in the years ahead!

We are an EL Education school (formerly called Expeditionary Learning) and as such follow their practices. You can learn more about it at <http://www.eleducation.org> as well as stopping by to see us! I'm always happy to schedule a tour of our remarkable facility during which I give an overview of EL Education. We also keep complimentary copies of our Core Practices Handbook, which outline the tenants of EL Education.

Please feel free to contact us at any time!

Sincerely,

Ryan McKenzie

Principal

rmmckenz@k12.wv.us

Kurt Hahn, founder of Outward Bound, stated a belief that captures the essence of what Explorer Academy is attempting to instill in every student in the school:

“There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives we will be unwilling to settle for less.”

The journey to establish an EL Education school within Cabell County, West Virginia evolved from discussions between Dr. Stan Maynard, Executive Director of the Marshall University Harless Center, and Mr. William Smith, former Superintendent of Cabell County Schools, regarding the educational beliefs presented by Ron Berger in the book, An Ethic of Excellence. From his perspective as a teacher, Mr. Berger conveys that high standards are necessary for students and faculty. He writes of teaching as a craft and the need for students to produce beautiful, powerful, important work. He argues for a shift in expectations – a school-wide embrace of an “ethic of excellence.” These discussions led to collaborative exploration of EL Education, a national network of schools which embrace Ron Berger’s ethic of excellence by Cabell County and Harless Center educators. This exploration included visits to EL Education schools and with Ron Berger. These activities led to our decision to adopt the EL Education philosophy and methodology as the framework for Explorer Academy. Through this process the partnership between Cabell County Schools and the Marshall University Harless Center has become stronger and more defined.

Becoming an EL Education school is not just about us learning about them. It also required EL staff to visit Cabell County to verify the commitment and capacity of both partners to comprehensively implement the design principles and core practices of EL Education with fidelity. EL personnel left enthusiastic about the partnership between Cabell County Schools and the Marshall University Harless Center and agreed to accept Explorer Academy into its nationwide network of EL schools.

The 10 design principles and 38 core practices of EL Education provide Explorer Academy with a three-dimensional model for comprehensive school improvement. Both research-based and data driven, the approach to teaching and learning is different where learning is active, challenging, meaningful, public, and collaborative. Curriculum, instruction, assessment, school culture, and shared leadership blend to produce hands-on, relevant learning experiences which lead to high quality student work. At EL schools, students are required to revise their work until they meet high quality standards set forth in rubric form. Multiple revisions occur as the result of self-critique, peer review and community panel appraisal. As a result, students, staff, parents and community members hold high expectations for all student work.

Character development at Explorer Academy is just as important as the academic development of its students. The culture of the school, established through structures and traditions such as crew, community meetings, service learning and exhibitions of student work, is based on mutual respect, responsibility, courage and kindness. Students are positioned to transcend self or societal imposed barriers in order to acquire the knowledge and character traits they need to succeed and become connected, caring and contributing members of the local and global community.

Using national, state and local partnerships, Explorer Academy desires to encourage the replication of EL Education's well-researched, innovative practices so more students in grades Pre-K through grade 12 can participate in learning environments which are active, real-world, authentic, adventurous, and exciting. Explorer teachers, students, and parents commit to nothing less than the best. They are dedicated to empowering students to reach the highest standards of academic achievement, character, and service to the community by igniting each student's motivation, engagement, persistence, and compassion. At Explorer, students take responsibility for their learning. They are "crew" not passengers.

Culture and Character

The foundation of a successful EL Education school is a community which brings out the best in students, families, and staff. Our school climate is characterized by safety, kindness, joy in learning, and positive leadership by staff and students. We celebrate both student academic growth and character development. Teachers and school leaders communicate clear expectations for student character and model those values in their own practice. Policies and practices encourage students to take responsibility for learning, to demonstrate empathy and caring, and to be guardians of the culture and character of the school. Our structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and care

d for, that student leadership is nurtured, and that contributions to the school and global community are celebrated.

We are Crew...not Passengers

In EL Education schools, each student develops a unique relationship with one caring adult in the school through Crew. This relationship ensures all students have a go-to adult who advises students in academic, career, and personal affairs. Students are assigned to a Crew and meet for approximately 30 minutes each day with their Crew and advisor. They are expected to think of themselves as members of a "crew", where each member has responsibility to the team, and not merely "passengers" along for the ride.

Components of Crew:

- May be multi-age or grade-level,
- May be for a single year or span a portion or their entire career at our school,
- Will consist of approximately 10-15 students,
- Is our primary structure for developing positive relationships.

Whenever possible, students in crew sit in a circle so they can see each other, participate actively in discussion, and hold each other accountable for high standards of character.

Crew will include activities in the following areas:

- Literacy & Numeracy
- Fitness
- Adventure
- Service

Design Principles and Values

In an EL Education school teaching, learning, and school culture are shaped by ten specific design principles. Fostering character is not an add-on – it is embedded in all aspects of the school culture and academic studies.

- 1) The Primacy of Self Discovery – I am here to discover what I can do and what I can become.
- 2) Diversity and Inclusion – Our differences make us stronger.
- 3) Responsibility for Learning – I am responsible for my learning and I help others learn.
- 4) Service and Compassion – We do excellent things for others.
- 5) Empathy and Caring – I care for others and others care for me.
- 6) The Having of Wonderful Ideas – I have wonderful ideas.
- 7) Success and Failure – Success is sweet, but mistakes are good food. While we all relish success, mistakes are essential to our growth as individuals.
- 8) Collaboration and Competition – We work hard together as friends. I compete with myself.
- 9) The Natural World – Nature is our teacher. Our outdoor learning environment is also our classroom.
- 10) Solitude and Reflection – I need quiet time with myself to think about my day.

School-wide expectations for student character and behavior are founded in a commitment to a learning and respectful community. We have selected the following set of character traits to build on our heritage and to shape our future. These include both relational character (how we treat others) and performance character (how we do our work), so that success as a good person and success as a scholar are joined.

Character Traits

Fostering character is not an add-on in EL schools - it is embedded in all aspects of the school culture and permeates academic studies. Character is a focus all day long. Academic learning is not seen as an end to itself, but rather in service of preparing students and adults to contribute to a better world. Therefore, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world.

	Classroom	Cafeteria	EVA	Bathroom
C raftsmanship 	I can collaborate and persevere until I achieve high-quality work.	I can follow dining norms.	I can keep myself and my crew safe.	I can leave no trace.
R espect 	I can actively listen, collaborate thoughtfully, and use classroom materials appropriately.	I can use appropriate table etiquette.	I can follow the EVA Protocol.	I can do the right thing even when no one is watching.
E mpathy 	I can be sensitive to the needs of others and embrace differences.	I can reach out to others with kindness.	I can celebrate people for who they are.	I can wait patiently.
W onder 	I can ask questions to help me understand.	I can try new foods.	I can be aware of my surroundings.	I can follow bathroom norms.

What is EL Education?

Students in EL Education schools:

- Build academic knowledge, critical thinking skills, and problem-solving capacity needed to succeed in the future
- Hold themselves and their peers to high expectations for quality work, commitment to learning, and character
- Take leadership roles in their schools and communities
- Engage their families and communities in their learning by leading family conferences and making formal presentations to expert panels
- Complete projects which challenge them to do the work of professionals such as scientists, historians, mathematicians, writers, and artists
- Work with experts and conduct field research to produce high-quality academic products that meet professional standards
- Contribute to their communities through meaningful service embedded in the curriculum
- Benefit from learning in an environment which is physically and emotionally safe, marked by kindness, respect, and responsibility
- Find joy in learning

In an EL school, there is a difference between traditional field trips, in which students are often spectators, and fieldwork, in which students are active investigators, applying the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. In addition to having students conduct research outside the school, teachers rely on experts from the community to collaborate with students on projects.

Service learning in an EL school goes beyond charitable acts and extends to rigorous academic products which provide a service for the community, such as conducting energy audits of city buildings to help a city save money and reduce its carbon footprint. Older students may participate in internships and apprenticeships.

Fieldwork, collaboration with experts, and service learning are a part of learning expeditions, but they can also be used as stand-alone structures outside of full learning expeditions.

Grading Policy

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help student, teachers, and parents judge properly how well the student is achieving the goals of the School System's program.

The Board believes that the County's grading system should be reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected content standards and objectives which are to be stated for each program at every grade level, kindergarten through twelve.

The Board directs the Superintendent to develop procedures for grading whereby the professional staff:

1. Develops clear, consistent criteria and standards particularly when grades are based on subjective assessment;
2. Helps each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
3. Provides frequent opportunities for each student to obtain information as to his/her progress toward the learning of the content standards and objectives of his/her courses or programs;
4. Provides for a pass/fail grade in programs for which it is appropriate;
5. Provides students the opportunity to assess both their own achievements and their areas of difficulty.
6. The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

The grading system should be subject to continual review by staff, students, and parents. Revisions shall be made only when such changes will assure a clearer, more valid, or more reliable system of grading.

GRADING SCALES:

PRE-K and KINDERGARTEN

Students in these grade levels are assessed using the WVDE's Early Literacy Scale.

PRIMARY SCHOOL

Grades 1 and 2 students in these grades are assessed using a standard based report showing the student's level of mastery in key objectives in each content area.

INTERMEDIATE SCHOOL (Grades 3-5)

Cabell County Schools Grading Scale

Average	Grade
90-100	A
80-90	B
70-79	C
60-69	D
0-59	F

Portfolios and Student-Led Conferences (SLC)

At Explorer Academy, student-led conferences replace the traditional parent/teacher conference. The student, parent/guardian, and advisor attend the SLC. The advisor (teacher, crew leader, etc.) facilitates the meeting, but the student is in charge. At Explorer Academy, the goal is to ensure 100% of students participate in a student-led conference.

During SLCs, students present a portfolio of their work, reflecting on their intended learning as well as their strengths and areas for growth specific to each discipline. Students draw upon their portfolio to explain their progress toward and mastery of both academic (content/skill) and character (scholarly habits) learning targets. Parent/Guardians and other adults present are encouraged to ask questions in order to understand the student's work. In future conferences, the portfolio pieces and the accompanying reflection will provide the evidence by which students justify their grades.

At Explorer Academy, the emphasis is placed on growth over time. Therefore, the conference is an opportunity to support the student's continued progress, both by reinforcing successful habits and instituting new routines/structures to maximize the student's capacity to produce his/her best work.

Explorer Academy's staff articulated the purposes of these structures as the following:

- To facilitate student participation in their own education.
- To increase student accountability/ownership for their work.
- To demonstrate growth over time through draft and revision.
- To hone students cognitive, meta-cognitive, and social skills.
- To promote reflection and goal setting.
- To document high quality unit and expedition work that showcases expert thinking.
- To continue to foster partnerships between school and family in supporting students' continued development.

- To provide a mechanism to resolve an authentic problem-based task: How do I share my learning with my family?

Role of the Student:

The student is the primary figure in the student-led conference. Teachers and advisors guide the students through the conference process and help the students prepare, but the responsibility of conveying information to parents and families rests on the students.

Specifically, the student should:

- Store all work in working folders or binders.
- Selectively choose portfolio work.
- Justify growth through written reflections.
- Use portfolio/SLC support time provided in crew and class to prepare portfolio materials and practice SLCs.
- Invite parents to conferences.
- Ensure their family commits to the conference (See Family Commitment Sheet, v. 1 and v. 2 in the Appendix)
- Lead the conference using the portfolio to reflect on strengths and areas for growth.
- Answer questions honestly and use evidence from the portfolio when possible.
- Be present and responsive during the sharing of the portfolio and/or report cards.
- Set academic and character goals for next semester.
- Write formal thank-you notes to their family after SLCs (suggested).

Role of Parent/Guardian:

The parent/guardian is the second most essential attendee to the student-led conference and should understand the process and purpose of the SLC before it begins.

Specifically the parent/guardian should:

- Return their commitment sheet.
- Arrive on time to the conference.
- Actively participate and ask questions about the content and process of portfolio pieces.
- Share praise and concern when invited to do so by the student.
- Support agreed upon academic and character goals.

Role of Subject Area Teacher (includes Classroom Teacher as well as Speech, Special Education, Related Arts):

The subject area teacher plays an important but supporting role.

Specifically, the subject area teacher should:

- Develop a rigorous problem based task, worthy of inclusion in the portfolio (speech and special education as appropriate).
- Identify and share learning targets with students.
- Facilitate systems that allow students to track and reflect on their progress.
- Create rubrics and scaffold the use of tools (rubrics, checklists, etc.) that support revision.
- Maintain working folders where students store their drafts.
- Provide students with the time and scaffolding necessary to complete a summative reflection on their subject area work.
- Share specific concerns and accolades with students' crew advisors

Timeline for SLC:

- Students will present a portfolio of their work during student-led conferences at mid-year and end of year.

To meet the mid-year deadline:

- Before winter break, students should draft, revise, and complete a high-quality portfolio piece in every discipline.
- During November, discipline specific reflections are written and portfolios are assembled.
- By the end of November, classroom teachers/crew advisors and students should have practiced mock conferences using their finished portfolios.

We believe that all children will do what is right. Our behavior management system incorporates multiple structures that will help children develop the pro-social skills needed to succeed in now and into the future. Teaching our Habits of Success is the foundation of this program. However, when children choose behaviors that inhibit their success, we have identified opportunities for children to learn from their mistakes. These opportunities include a reflection space in the classroom for children to go to so that they may re-think their interactions and behavior; a buddy room where children will go when they are interrupting their peers; and referrals to the Assistant Principal when a child is not able to adjust his or her behavior to rejoin the class in a responsible manner. The following steps will be used by our staff when addressing behavior issues. All levels are aligned with WVDE Policy 4373 and Cabell County Schools Policy 5600. We will also be making use of the following interventions and supports for students based upon need. Supports may change as new resources become available. Where noted, WOW refers to the county computer-based information system.

		Key People	External Agencies
Tier I	In classroom modifications. Work closely with parents using WOW to document parent contacts. PBIS If Level 2, 3, or 4 offense then AP will assign appropriate consequences.	Parents, Classroom Teacher, Assistant Principal, Possibly Special Education Teacher, Possibly SAT Coordinator, Counselor	CPS (if needed)
Tier II	In classroom modifications. Work closely with parents using WOW to document parent contacts. PBIS If Level 2, 3, or 4 offense then AP will assign appropriate consequences. Counselor will meet individually with student and work with staff to develop intervention plan. Referral to outside agencies.	Parents, Classroom Teacher, Assistant Principal, Counselor, Possibly Special Education Teacher, Possibly SAT Coordinator (if not on IEP and already on SAT), Counselor	Big Brothers/Big Sisters Classroom Champions Boy/Girl Scouts Attendance Officer (if issue) CPS (if needed)
Tier III	In classroom modifications. Work closely with parents using WOW to document parent contacts. PBIS If Level 2, 3, or 4 offense then AP will assign appropriate consequences. Counselor will meet individually with student. Referral to outside agencies. SAT plan initiated or IEP review.	Parents, Classroom Teacher, Assistant Principal, Counselor, Special Education Teacher, SAT Coordinator (if not on IEP), Counselor	Pretera River Park Attendance Officer (if issue) DHHR Referral CPS (if needed)

Accident Insurance

Accident insurance for students is available, and we suggest you consider the program carefully. This is especially true if you do not have health insurance for your children. Teachers will distribute enrollment materials during the first week of school. If you choose to purchase, please make checks payable to CHIPS or complete the Mastercard/Visa section on the application. You can use the provided envelope to return the form to the school, or you may use your own envelope to mail it directly to the company.

Attendance

School attendance is essential for successful growth and development of students. Cabell County School students are expected and required by law to attend school until they are 18 years old. When students do not come to school, the value of their education is diminished, and they lose the benefits of regular classroom instruction. When students fall behind and continually struggle to catch up, they lose confidence in their ability, and may develop negative attitudes toward learning. Students who attend regularly develop the habits of work and learning which are needed to be successful in education or the workplace.

Parents Promote Good Attendance

1. Make sure your child goes to school every day.
2. If you transport your child, have a back-up plan for cold weather.
3. Know that school attendance is a parent and student responsibility.
4. Start the habits of a regular school day at an early age and stay interested in what your child is doing.
5. Try to stay involved in the school by attending meetings, field trips, etc.
6. Keep in touch with who your child's friends are and their interests.
7. Make sure your child understands that you do not approve of them being late or absent. Do not allow your child to persuade you into making an excuse for him/her. Talk to your child about issues that may be making him/her late for school.
8. Help your child understand the attendance policies and procedures.
9. Contact the school to ask for help/suggestions, when needed.
10. Keep the school calendar on the refrigerator or on the desktop to know when school is in/ out of session.

Foremost, it is the legal responsibility of the parent to make sure their child attends school regularly and on time. Attendance and reporting to class on time shall be required of all students

enrolled in school. Repeated violations of attendance, including repeated tardiness, may result in disciplinary actions which may include, but not limited to, detention, extra class time, and/or alternative class settings.

Attendance - The Legal Process

1. The School Administrator will contact the parent after a student has accumulated five unexcused absences through School Messenger or by attendance letter
2. The Attendance Office will follow the school notification with a written legal notice at five unexcused absences
3. Upon receipt of the legal notice, the parent or guardian has ten (10) days to meet with the child's principal to address the attendance issue
4. After the ten (10) day notification period, the info is sent to the Attendance Department
5. If the unexcused absences are not resolved and/or the student continues to accumulate unexcused absences, the Attendance Department may file a criminal complaint on the parent and/or a petition on the child in Circuit Court.

Each School creates school-specific procedures and guidelines with attendance. This information adheres to WV State Code. Please contact your child's school for additional information or clarification.

Attendance - Notes: A WRITTEN EXCUSE IS REQUIRED WHEN RETURNING TO SCHOOL

When a student has been absent for any reason, an excuse is required on the day the student returns to school. The note must include: *student's first and last name *reason for absence *date(s) of absence *signature of parent/guardian.

Attendance - Procedures

Excused Absences:

West Virginia Code §18-8-1 and West Virginia Board of Education Policy 4110 permit students to be excused from school for:

- (a) Ten (10) absence verified by parent or guardian, not to exceed ten (10) days per year.
- (b) Doctor excuses-excessive use may result in contacting the physician for verification by attendance.
- (c) Hazardous conditions – buses not running
- (d) Death in the immediate family of the student, up to three (3) days

- (e) Observance of regular church ordinances
- (f) Leaves of educational values with prior approval of the school principal or Board of Education
- (g) Other reasons may apply. Please talk to the principal if you have further questions.

Attendance - Useful Information

1. Suspensions are considered unexcused absences. A suspension is within a student's control.
2. Excessive TARDIES may result in disciplinary action.
3. A student with a serious medical illness which may routinely result in absences should contact the school nurse for additional information about obtaining a chronic medical excuse.
4. A student, who has an accident or medical procedure keeping them at home or at the hospital for more than three weeks, should contact the counselor or principal for the procedure to request homebound services. (See Cabell County Homebound Policy and Administrative Guidelines for more information)
5. A student who comes to school late or leaves school early is to be signed in or out by a parent in the school office. A student is released by the school office staff, not a teacher.
6. If a student is brought to school on the days buses do not run, it is the responsibility of the parents to arrange for him to get home in the evening.
7. Original records cannot be released to parents. However, parents may request a copy of their student's record with prior notice.

Departure from the Building

Anytime your child's normal departure from school is changed, you must send a signed note giving permission for your child to do something different. A written request is required. Phone calls will not be accepted. Students are expected to come directly to school and go directly home from school. For safety, we have a closed campus and students may not leave unless checked out through the office. Students are not to stop at business establishments on the way to school or on the way home from school. The person picking up a student being excused from school anytime during the day must check the student out at the office. The person must be listed as a contact on the student's information. A sign out sheet will be provided for this purpose in the school office. The office staff will call for the student to come to the office for pickup.

Parents who share custody of children must provide court documentation providing the information on who cannot pick up or be responsible for their child. This documentation must be provided to the office at the beginning of each school year or at any time this information changes. Not listing a biological parent or legal guardian on the emergency information will not

keep your child from being released to him or her if the documentation has not been submitted or has not been updated verifying this.

Dress Code

Clothing, accessories, or personal items may not display or promote alcohol, tobacco, drugs, profanity, or violent or inappropriate messages or imagery. Hats may only be worn on designated Hat Days or other special events. Hoods must remain down during the school day. Students who do not follow the dress code will be asked to change clothing, contact a parent or guardian, or face additional consequences.

Late Arrivals/Early Departures

Students are expected to be punctual. Students, who come to school late or leave early, must be checked in and/or out of the office. If your child is late for school, a note should be brought in stating the reason for tardiness.

Moving and Withdrawals

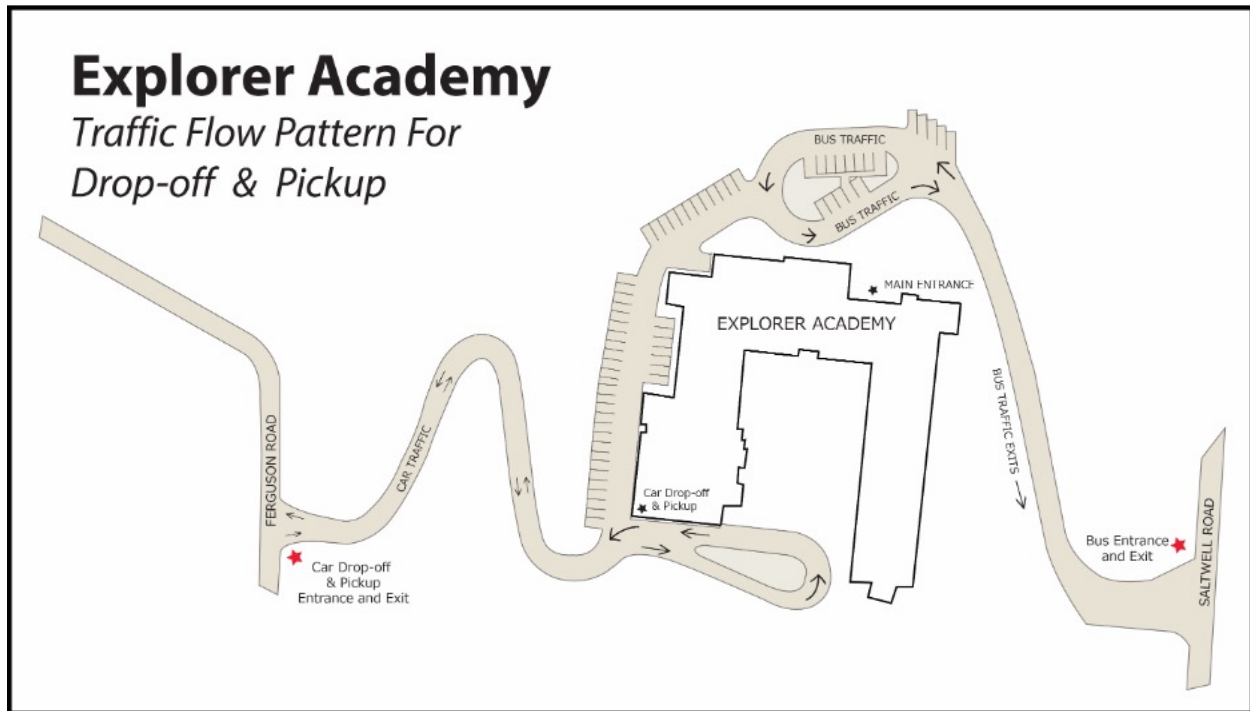
If you are moving, please let the main office know, by note or telephone as soon as possible. It will help us to ensure our records are accurate and processed in a timely manner. We do not release original records to parents or guardians. When you enroll your child at their new school, the school will send us a request for records and we will mail the records directly to them. Until we receive confirmation of enrollment, your child will continue to accrue absences and you may be subject to legal action, so it is very important you enroll your child in their new school as quickly as possible.

Explorer Academy Drop-off/Pickup Procedures

Drop-off Procedures:

- Buses will drop off in the front of the building at the main entrance.
 - Bus students will exit the bus and enter through the front entrance of the school.
- All car drop-offs will take place at the rear of our gymnasium.
 - Cars will enter from the rear of our campus coming up the hill off of Ferguson Road and continuing around our parent drop-off loop.
 - For safety, students should exit from the right hand side of the vehicle.

- After dropping off your student, proceed back down the hill to Ferguson Road.



Pick-up Procedures:

Buses will begin loading out front of the school at approximately 2:35 and depart at approximately 2:40.

- All car pickups will take place at the rear of our gymnasium.
 - Cars will enter from the rear of our campus coming up the hill off of Ferguson Road and continuing around our parent pickup loop.
 - For safety, students should load into the right hand side of the vehicle.
 - After picking up your student, proceed back down the hill to Ferguson Road.
- All families will be issued a car pickup tag that must be displayed from the rear view mirror of the car for all pickups. Cars that do not have their tags displayed will be asked to pull around to the main office for verification.

Walker Pick-up Procedures:

- Due to limited parking and the design of our facility, we highly recommend you drive through to pick up or have your child ride the bus.
- Walkers will be released to the side stairwell (C) around from the main entrance at 2:30.
- Pick-up ID cards will be issued to walker parents at the beginning of the school year. You can get yours during orientation or from the main office.
- Walker parents will wait outside and pick up their child from the side entrance using their ID card. We apologize, but to ensure the safety of all students a child may not be picked up without either the school-issued ID card or other identification.

BUS SAFETY AND PROCEDURES

Student Conduct on the Bus

Bus transportation is a courtesy provided to our families. Conduct causing driver distraction endangers all passengers on the bus and will not be tolerated.

Students should be on time at the designated school bus stop and wait until the bus comes to a complete stop before attempting to board. While on the bus, students will keep hands and heads inside at all times. Remember that loud talking and laughing divert the driver's attention and make safe driving difficult. Horseplay is not permitted around or on the school bus.

Bus riders:

1. should never tamper with the bus
2. should not leave books, lunches, or other articles on the bus
3. should not throw anything out of the bus windows
4. are not permitted to leave their seats while the bus is in motion
5. are expected to be courteous to fellow pupils and to the driver
6. must be absolutely quiet when approaching a railroad crossing
7. must obey all instructions given by the driver
8. may not bring glass containers, live animals, or large objects on the bus.

Buses - Lineup

Students will be given ample time upon dismissal to get to their buses without being left behind. They will walk--not run--to the buses.

When dismissed, students will walk down the hall staying behind students/classes in front of them. There will be no passing or weaving in and out to get closer to the front. Loading will be orderly with no shoving or crowding to board.

Buses Not Running Due to Unforeseen Circumstances

The days that school is in session everyone is expected to attend. Walkers never have a bus excuse for not coming to school and will be counted absent if they do not attend.

Students who normally ride a bus will be counted absent if the bus runs and they do not come to school, unless the driver tells them that conditions are too hazardous for them to ride. If the bus doesn't make its run, those students who ride it will be counted absent from school but it will be an excused absence.

Buses - Permission to Ride another Bus

A student who walks to school is not permitted to ride a bus. With one exception, students cannot ride another bus. Buses are assigned by the Transportation Department based upon student address.

Requests to ride a difference bus are to be limited to emergency situations and not for convenience.

The exception: If a parent/guardian will not be home, they must send a note specifying how and where their child should go. The note must be brought to the office and we are required to contact the parent/guardian for confirmation. In an emergency situation, a parent/guardian may call the office.

If this situation is to occur for more than two days then the parent/guardian must call the Cabell County Schools Transportation Dept. (304.733.3015) and receive permission. There are forms that you will have to fill out and return to the Transportation Dept.

These rules are made by the Cabell County Transportation Dept. and are strictly enforced. No driver is granted permission to allow another student to ride his/her bus without the valid boarding pass, signed by the school principal. If a student is forced to ride another bus in the morning due to some unforeseen emergency, the parents/guardians should contact the Transportation Department (304.733.3015) and receive verbal permission.

All students are expected to go home on a daily basis their normal way. Parents who transport students for field trips, etc., must complete a Volunteer Driver form available in the school office and meet the school and county guidelines.

Field Work

Field Work and excursions are arranged by individual teachers or the county and must have an educational value. When participating in field work, students are under the same rules and regulations as if they were at school. If students do not meet behavior expectations on field work, they can be excluded from future trips.

Health Services

The purpose of the wellness and guidance programs is to help each student achieve his/her highest growth mentally, emotionally, physically, and socially. This is accomplished by incorporating the following:

1. Classroom developmental guidance sessions throughout the school year.
2. Individual counseling sessions whenever a student, a teacher, the administration, a parent, or the counselor deems it necessary.
3. Providing a wide variety of supports through our health services department. These include: referrals to Pretera or other external counseling agencies; assistance with social services; vision, dental, and health screenings; access to our food pantry; wellness programs; access to our clothing bank; a parent support group; prenatal, infant, and toddler services; etc. Please contact our school counselor for further information.

Non-discrimination Statement

As required by federal laws and regulations, the Cabell County Board of Education and Explorer Academy do not discriminate on the basis of sex, race, color, religion, handicap, marital status, or national origin in employment or in its educational programs and activities.

At Explorer Academy, we also do not discriminate based upon sexual orientation or gender identity, perceived or otherwise.

Technology & Toys

Every student must have a signed Acceptable Use Policy on file before having access to any school devices. Failure to follow the AUP will result in loss of device privileges. Personal devices and toys are not needed at school and students are not permitted to use them during the school day. We do not take any responsibility for lost or damaged personal devices or toys. If we have to warn a student repeatedly, we will take the item until a parent or guardian can pick it up or it will be returned to them on the last day of school.

Information Changes

If you have a change in your telephone number, address, or other student information please notify the office immediately so that we can update your records.

Vandalism

Our school building and equipment are a cost to the taxpayers to construct, purchase, and maintain. Students who destroy or vandalize school property will be required to pay for losses or damage and will be subject to suspension and possible expulsion. If you damage something accidentally, please report it to the teacher or the office immediately.

Emergency Procedures

Our school is required to maintain an emergency form for each student. It is sent home at the beginning of each school year or completed with each new registration. It is very important that these forms be completed. If a student becomes ill during the school day, the school cannot release that student to anyone whose name is not listed on the emergency form. All special medical conditions should be listed on the reverse side of the Emergency Card. Please provide several phone numbers in case we cannot get in touch with you directly. Should any information (phone numbers, health status, etc.) change during the year, please let us know immediately so that our records are correct. Anyone with permission to pick your child up from school MUST be listed on the emergency form.

Security Plan

At our school, the safety of our children is of paramount concern.

- All visitors, parents or otherwise, are to enter through the main entrance and must report to the office first.
- A visitor's badge must be worn at all times.
- Anyone picking up a child during the instructional day must sign that child out in the office and we will call them down. Classrooms may not be interrupted.
- There is constant adult supervision.
- When teachers/staff or the principal see any strangers in the building or on school grounds, the stranger is asked to state their business and to check with the office. If no valid reason exists for the visit, the person is asked to leave.
- Shelter-in-Place, lockdown, crisis drills, and fire drills are practiced periodically.

Fire Drills

State Law requires schools to conduct 10 fire drills during the year. Each teacher will give instructions to the students how to proceed out of the building. Students will practice fire drills during the first days of the school year. During fire drills students are to move quickly with no talking.

Lockdown Policy

Whenever a dangerous person or persons are in the vicinity of the school, the following policy will be in effect:

1. The principal or designee will put the intercom on “all call” and announce a pre-selected code word for a lockdown.
2. Teachers are to immediately lock their doors from the outside and no one is to enter the classroom.
3. 911 will be called.
4. Teachers are to instruct their children to return to the classroom immediately if in the hallway for any reason when the code word is announced.
5. Teachers should make sure all windows are covered.
6. If children are in the library or cafeteria, staff there and the custodians will ensure that lockdown procedures are followed.
7. A lockdown drill will occur to ensure that children and staff are well prepared.
8. When conditions in the building are safe, a pre-selected code word will be announced on the intercom to signal the end of the lockdown.
9. A crisis drill is identical except that a teacher may choose to evacuate at their discretion.
10. A lockout is identical except that students may continue to move within the building.

Shelter In Place

If students and staff are asked to shelter in place, the following procedures will be followed:

1. The principal or designee will announce on the intercom that everyone is to “shelter in place.” If there is no electricity, designated safety patrols will serve as messengers to each classroom.
2. We shelter in place in our gymnasium.
3. A shelter in place drill will be held.

Evacuation of the Building

In the event that our building must be evacuated, the following procedures are to be followed:

1. Students and staff will be informed by intercom. If there is no electrical service, designated safety patrols will inform the rooms.
2. Children will line up in an orderly fashion and proceed out of the building in the same manner as practiced when having a fire drill.
3. Teachers will call the roll to make certain all students are out of the building safely.
4. If necessary, students may be transported to a pre-selected off site location.
5. The roll will again be called to make sure everyone arrived safely.
6. Await further direction from the Cabell County Board of Education central office.

Emergency Dismissal

Emergencies may demand that school be dismissed early. You will complete an Emergency Procedure form and this will be strictly followed. Parents should inform their son/daughter of what they are to do if this should occur and the parent is not home. Most students can go home their usual way – bus or walk. However, if you have a special situation, you and your child need to make a plan concerning what to do if this happens. Please do not expect your child to call from school. Students will not be permitted to call home in order to keep phone lines open for emergency information.

Emergency School Closing Policy

The safety of the student will be our first concern. If the school facility is safe, students will be sheltered in the building until their parents, or person designated by their parents arrive. No child will be released without safe escort home or to a place designated by their parents.* Communications will be established with proper authorities: Superintendent of Schools, public emergency services, and parents through news media or telephone.

*Parents will be receive a form on which they will indicate what they have instructed their student(s) to do. It will be kept on file with the teacher and be the guide in such situations.

EXPECTED BEHAVIOR IN SAFE AND SUPPORTIVE SCHOOLS (WV Policy 4373)

On July 1, 2012, the West Virginia Department of Education's policy, Expected Behavior in Safe and Supportive Schools became effective. Safety and order are the foundation of a positive school climate that supports student academic achievement and personal-social development.

The West Virginia Board of Education recognizes the need for students, teachers, administrators, and other school personnel to have a safe and supportive educational environment. The West Virginia Board of Education believes further that public schools should undertake proactive, preventive approaches to ensure a positive school climate/culture that fosters learning and personal-social development. These regulations require county boards of education to design and implement procedures to create and support continuous school climate/culture improvement processes within all schools that will ensure an orderly and safe environment that is conducive to learning. Public schools must create, encourage, and maintain a safe, drug-free, and fear-free school environment in the classroom, on the playground, and at school-sponsored activities. Assuring such an educational environment requires a comprehensive plan supported by everyone in the school organization, as well as parents/guardians and the community.

These regulations also set forth unacceptable behaviors that undermine a school's efforts to create a positive school climate/culture. These unacceptable behaviors are prohibited on all school property and school sponsored events. West Virginia's public schools must respond quickly and consistently, in accordance with these regulations, to incidents of these prohibited behaviors in a manner that effectively deters future incidents and affirms respect for individuals.

Socially competent students are skilled in three core areas:

Self-awareness and Self-management – students are able to recognize their emotions, describe their interests and values and accurately assess their strengths. They have a well-grounded sense of self-confidence and hope for the future. They are able to manage stress, control impulses and express their emotions appropriately in a wide range of situations. They can persevere in overcoming obstacles as well as set and monitor progress toward the achievement of personal and academic goals.

Social awareness and Interpersonal Skills – students are able to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences. They are able to seek out and appropriately use family, school and community resources in age-appropriate ways. They can establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure; constructively prevent, manage and resolve interpersonal conflict; and seek and provide help when needed.

Decision-making Skills and Responsible Behaviors – students consider ethical standards, safety concerns, social norms, respect for others and the likely consequences of various courses of action when making decisions at school, at home and in the community. They apply these decision-making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities.

The purpose of these regulations is to provide schools with policy that creates and ensures an orderly and safe environment that is conducive to learning. This policy requires that all schools

respond immediately and consistently to any behavior that disrupts the learning environment in a manner that effectively deters future incidents and affirms respect for individuals. Inappropriate behaviors include but are not limited to incidents of harassment, intimidation, bullying, substance abuse and/or violence. The intent is for students to learn and exhibit appropriate behavior. All interventions and consequences are in effect on all school property and at all school sanctioned events, including extracurricular activities.

This policy classifies inappropriate student behavior in four levels:

LEVEL 1: Minimally Disruptive Behaviors – disrupt the educational process and the orderly operations of the school but do not pose direct danger to self or others.

- Cheating
- Cell phone violation
- Deceit
- Disruptive/Disrespectful Conduct
- Failure to Serve Detention
- Falsifying Identity
- Inappropriate Appearance
- Inappropriate Display of Affection
- Inappropriate Language
- Possession of Inappropriate Personal Property
- Skipping Class
- Tardiness
- Vehicle Parking Violation

LEVEL 2: Disruptive and Potentially Harmful Behaviors – disrupt the educational process and/or pose potential harm or danger to self and/or others. The behavior is committed willfully but not in a manner that is intended maliciously to cause harm or danger to self and/or others.

- Disruptive/disrespectful conduct
- Habitual Violation of School Rules or Policies
- Insubordination
- Leaving School Without Permission
- Physical Fight Without Injury

- Possession of Imitation Weapon
- Possession of Knife not meeting Dangerous Weapon Definition (West Virginia Code §61-7-2)
- Profane Language/ Obscene Gesture/Indecent Act Toward an Employee or a Student
- Technology Misuse
- Profane Language/ Obscene Gesture/Indecent Act Toward an Employee or a Student
- Technology Misuse
- Reckless conduct

LEVEL 3: Imminently Dangerous, Illegal and/or Aggressive Behaviors – are willfully committed and are known to be illegal and/or harmful to people and/or property.

- Disruptive/defiant conduct
- Battery against a Student
- Gang related activity
- Defacing School Property/Vandalism
- False Fire Alarm
- Fraud/Forgery
- Gambling
- Hazing
- Improper or Negligent Operation of a Motor Vehicle
- Larceny
- Sexual Harassment or Violence
- Threat of Injury/Assault Against an Employee
- Trespassing
- Harassment/Bullying/Intimidation
- Imitation Drugs: Possession, Use, Distribution or Sale
- Inhalant Abuse
- Possession/Use of Substance Containing Tobacco and/or Nicotine

LEVEL 4: Safe Schools Act Behaviors - are consistent with those addressed in West Virginia Code §18A-5-1a(a) and (b).

The following Level 4 behavior definitions are aligned with West Virginia Code §§61-6-17, 61-6-24, and 18A-5-1, and in the Gun-Free Schools Act of 1994. These laws require that the principal, superintendent and county board address Level 4 behaviors in a specific manner.

- Battery against a School Employee
- Felony
- Illegal Substance Related Behaviors
- Possession and/or Use of a Dangerous Weapon

Procedures that Will be Followed when a Violation Has Occurred

When any student is to be interviewed in connection with an investigation pursuant to a Level 3 or 4 inappropriate behavior, a reasonable effort shall be made to contact the student's parent, custodian or guardian and invite them to be present during such interview, provided such parental notification does not compromise overall school/student safety.

Parental notification is encouraged at Levels 2 and discretionary at Level 1.

The principal shall:

Determine whether the alleged conduct constitutes a violation of this policy.

Immediately take such reasonable steps as necessary, to protect the complainant, students, teachers, administrators or other personnel pending completion of an investigation of an alleged policy violation.

Assure that the investigation will be completed as soon as practicable but no later than ten school days following the reported violation.

Upon completion of the investigation:

A report shall be provided to the principal which includes a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

The report shall be recorded and filed at the county/school level as shall be determined in the county policy.

The conclusion of the investigation of each complaint filed under these procedures will be reported in writing to the complainant or his/her legal guardian by the principal or his/her designee.

Confidentiality of the filing of complaints, the identity of subjects and witnesses of any complaint and of any action taken as a result of such complaint is essential to the effectiveness of this policy. Only those individuals necessary for the investigation and resolution of the complaint shall be given information about it. Therefore, the right of confidentiality of complainants, subjects, witnesses, and investigators will be vigorously protected.

Bullying/Intimidation/Harassment of Another Student

A student will not bully/intimidate/harass another student. According to West Virginia Code §18-2C-2, “harassment, intimidation or bullying” means any intentional gesture, or any intentional electronic, written, verbal or physical act, communication, transmission or threat that:

Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or emotionally abusive educational environment for a student; or

Disrupts or interferes with the orderly operation of the school.

A reasonable person under the circumstances should know will have the effect of harming a student, damaging a student’s property, placing a student in reasonable fear of harm to his or her person, and/or placing a student in reasonable fear of damage to his or her property.

An electronic act, communication, transmission or threat includes but is not limited to one which is administered via telephone, wireless phone, computer, pager or any electronic or wireless device whatsoever, and includes but is not limited to transmission of any image or voice, email or text message using any such device.

Acts of harassment, intimidation, or bullying that are reasonably perceived as being motivated by any actual or perceived differentiating characteristic, or by association with a person who has or is perceived to have one or more of these characteristics, shall be reported using the following list: race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity or expression; physical appearance; sexual orientation; mental/physical/developmental/sensory disability; or other characteristic.

When harassment, intimidation or bullying are of a racial, sexual and/or religious/ethnic nature, the above definition applies to all cases regardless of whether they involve students, staff or the public. Detailed definitions related to inappropriate behavior of this nature are as follows:

Sexual harassment consists of sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education; or
- creating an intimidating, hostile or offensive employment or educational environment.

- Amorous relationships between county board employees and students are prohibited.
- Sexual harassment may include but is not limited to:
- verbal harassment of a sexual nature or abuse;
- pressure for sexual activity;
- inappropriate or unwelcome patting, pinching or physical contact;
- sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats and/or promises concerning an individual's employment or educational status;
- behavior, verbal or written words or symbols directed at an individual because of gender; or
- the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate/culture or opportunities.

Racial harassment consists of physical, verbal or written conduct relating to an individual's race when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's employment or academic opportunities.

Religious/ethnic harassment consists of physical, verbal or written conduct which is related to an individual's religion or ethnic background when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's employment or academic opportunities.

Summary of Board Policy 5517 – Anti-Harassment and Violence

(The following text are highlights of Policy 5517. The entire document can be viewed at www.cabellcountyschools.com)

Racial, sexual, and religious/ethnic harassment is a form of discrimination which violates Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e, et seq., Title IX of the

Education Amendments of 1972, 20 U.S.C. 1681, et seq., and WV Code 5-11-1, et seq., the West Virginia Human Rights Act.

This policy applies to any student, staff member or member of the public during any school related activity or during any education sponsored event whether in a building or other property used or operated by the Board of Education or in any other facility being used by the Board.

No student, staff member or member of the public, during any school related activity or during any education sponsored event, whether in a building or other property used or operated by the Board or in another facility being used by the Board, shall engage in sexual, racial or ethnic/religious harassment or violence. Persons found to have violated this prohibition shall be subject to the penalties in the section of this policy, Discipline and Other Actions. The term “staff members”, as used in these regulations, shall encompass all employees of the Board.

Definitions

A. Sexual harassment – Sexual harassment consists of sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

- submission to the conduct or communication is made a term or condition either explicitly or implicitly of obtaining or retaining employment, or of obtaining an education; or
- submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
- creating an intimidating, hostile or offensive educational environment.

B. Racial Harassment – Racial harassment consists of physical, verbal, or written conduct relating to an individual’s race when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance;
- otherwise adversely affects an individual's employment or academic opportunities;
- racial harassment includes racially degrading word(s) or actions used to intimidate, describe an individual or to refer to some aspect of the individuals behavior, appearance, attitude, or conduct;
- the display, use, or dissemination of racially motivated gestures, objects, pictures, and/or jokes by any means, including, but not limited to, printed materials displayed by electronic means;
- race based labeling or stereotyping with respect to mental, physical, or other abilities, talents, occupational or life goals, etc.;

- unwelcome behavior, verbal or written words or symbols, directed at an individual because of race;
- conduct, including word(s) or actions, directed toward a person because of their race that tends to distract or otherwise make it more difficult to perform their job and/or achieve an education.

C. Religious/Ethnic Harassment – Religious/ethnic harassment consists of physical, verbal or written conduct which is related to an individual's religion or ethnic background when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance;
- otherwise adversely affects an individual's employment or academic opportunities;
- religious/ethnic degrading word(s) or actions used to intimidate, describe an individual or refer to some aspect of the individual's behavior, appearance, attitude or conduct;
- the display, use or dissemination of degrading religious/ethnic suggestive gestures, objects, pictures, and/or jokes by any means including, but not limited to, printed materials and materials displayed by electronic means;
- religious/ethnic based labeling or stereotyping with respect to mental, physical or other abilities, talents, occupational or life goals, etc.;
- conduct, including word(s) or actions, directed toward a person because of their religion or ethnicity that tends to distract or otherwise make it more difficult to perform their job and/or achieve an education.

D. Sexual Violence – Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts include the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

E. Racial Violence - Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious/Ethnic Violence - Religious/ethnic violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion or ethnicity.

G. Assault - Assault is defined as an act done with intent to cause fear in another of immediate bodily harm or death; or the threat to do bodily harm to another with present ability to carry out the threat.

Reporting Procedures

A. The building principal is the person responsible for receiving oral or written reports of racial, sexual or religious/ethnic harassment or violence at the building level. Upon receipt of a report of student conduct, the principal must notify the Human Rights Officer promptly, and shall commence investigation of the complaint. No later than ten (10) school days of receiving the complaint, a written report will be forwarded to the Human Rights Officer and to the Superintendent. If the report alleges employee misconduct, the building principal must promptly notify the Human Rights Officer who will initiate, or direct, an investigation of the complaint. This investigation may be conducted by school officials or third parties designated by the Superintendent. Within ten (10) school days of receiving the complaint, the investigating party shall provide a written status report to the Superintendent. Anytime the report is given to the building principal verbally, the principal shall reduce it to written form before the close of the next working day. If the complaint involves the building principal, the complaint shall be made directly to the Human Rights Officer. For school buildings/facilities which do not have a building principal, such as the transportation and maintenance departments, the Director of such building or facility will be the person responsible for receiving oral or written reports of racial, sexual or religious/ethnic harassment or violence. All other provisions of the paragraph above apply to such situations, except that the term "Director" shall be substituted for the term "building principal".

B. County-Wide. The Board hereby designates its Title IX Coordinator as the Human Rights Officer to receive reports or complaints of racial, sexual or religious/ethnic harassment or violence from any individual, employee or victim of racial, sexual or religious/ethnic harassment or violence and also from the building principals as outlined above. If the complaint involves the Human Rights Officer, the complaint or report shall be filed directly with the Superintendent, who shall then be responsible for the investigation and recommendation described in the Investigation and Recommendation section of this policy. The name of the Human Rights Officer, including a mailing address and telephone number, shall be conspicuously posted in the office of each school building and in other buildings to which employees of the Board are assigned to work.

Summary of Board Policy 5517.01 - BULLYING

(Policy 5517.01 is available for review at www.cabellcountyschools.com)

Bullying, including cyberbullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all school activities in the County, including school activities on and off of school property at any school-sponsored, school-approved or school-related activity or function, such as a field trip or athletic event where students are under the school's control, or where an employee is engaged in school business in monitoring student activity. This policy shall also apply to students while on a school bus and at a school bus stop.

Students' off-campus misconduct that might reasonably be expected to cause disruption in the school may constitute a violation of this policy and cause the student to be subject to discipline at

school. Such off-campus misconduct would include, but is in no manner limited to, blogs and social media postings and/or other electronic communications created for the purpose of inviting others to participate in disruptive, hateful, or otherwise prohibited misconduct towards a student, staff member, or other member of the school community.

Any student or student's parent/guardian who believes the student has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal. The student may also report concerns to a teacher, counselor or staff member with whom the student feels comfortable who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

State Board Policy 4373

WV Code 18-2C-1 through 6