



Policy Section 1  
Mission and Vision

<b>Section 1.0 Mission and Vision</b>	<b>3</b>
1.1 Purpose of Public Education	3
1.2 West Virginia Academy’s Primary School Mission	3
1.3 West Virginia Academy’s Secondary School Mission	3
1.4 School Model	4
1.4.A Core Knowledge	4
1.4.B Direct Instruction (Leveled classes)	4
1.4.C International Baccalaureate (IB) Program	4
1.4.D ACCESS WVU Program	5
Dual Enrollment Eligibility	5
Available Courses	5
WVA Advisor	6
Application Deadlines	6
Application Process	6
ACCESS Assessments	7
Submitting a Payment	7
Hope Scholarship Students	8
Resources	8
1.5 Character Development	9
1.5.A Building Foundations - Primary School	9
1.6 Ambassador Program	11
1.6.A Meet the Ambassador Teams	12
1.6.B Ambassador Team Rotation	13
1.6.C Ambassador Team Leaders	14
Team Meetings	14

# Section 1.0 Mission and Vision

## 1.1 Purpose of Public Education

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

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

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

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

## 1.2 West Virginia Academy's Primary School Mission

*To help our scholars from all backgrounds, including, in particular, historically underserved student populations, become academically successful through becoming effective communicators, creative collaborators, dynamic leaders, and promising innovators for the state of West Virginia. We will train, support, and mentor our educators to use evidence-based educational instructions and interventions that promote each scholar's academic success, and well-being.*

## 1.3 West Virginia Academy's Secondary School Mission

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

## 1.4 School Model

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

Starting in our Pre-Kindergarten classes, WVA adopts a classical education school model. In the modern sense, this means that we teach a broad range of topics as opposed to "specializing" or teaching vocational skills. In a traditional sense, it means that we adhere to the concept of the Trivium, as interpreted to represent three stages of knowledge acquisition. The Grammar phase is identified with the young child (0-9), who easily memorizes songs, poems and factual knowledge. The Logic phase (9-14) is identified with learners "connecting" their factual knowledge in a logical manner, "making sense" of things. This transition occurs in 6th grade when our scholars move to the Secondary School which features the International Baccalaureate Programs.

### 1.4.A Core Knowledge

All scholars from Pre-K to 8th grade learn from the Core Knowledge (CK) Curriculum. Core Knowledge (CK) refers to the knowledge that is commonly shared between members of society. The CK curriculum is highly regarded and used in many of the top public and private schools in the country. This comprehensive curriculum will give our scholars the very best foundation for future learning.

### 1.4.B Direct Instruction (Leveled classes)

The DI method was founded on the belief that all students can learn when the instruction is well-designed and effectively implemented. Teachers will be trained on how to present material in an explicit and systematic way in order for students to achieve mastery. Mastery of prior knowledge is essential in order to move on to learning new concepts and skills.

### 1.4.C International Baccalaureate (IB) Program

The International Baccalaureate Middle Years Program (MYP) focuses on cross-cultural and transnational investigations and been found to increase global awareness in the students who have participated in their program. The MYP program will begin in 6th grade and culminate with a personal project/assessment in their 10th grade year. In the MYP program, students are presented with many perspectives on key concepts, themes, and issues, and they are taught to find ways to articulate these values and beliefs as well as connect them to their own family and cultural background. Overall, this program gives students an opportunity to learn about other points of view in order to help develop their own core beliefs and values.

## 1.4.D ACCESS WVU Program

### West Virginia Academy Welcomes Dual Enrollment Students!

The HS ACCESS-Morgantown Early College Program enables students to achieve academic goals in higher education more efficiently by taking courses at institutions of higher education West Virginia University courses at a reduced tuition fee while you are still in high school. These courses can be taken completely online on WVU's Main Campus. Please note that all undergraduate courses are on a first come, first served basis. A seat is not guaranteed once a course or section is already full/closed.

Dual enrollment is a program that allows secondary students, including homeschooled students utilizing the Hope Scholarship funds to take postsecondary coursework and simultaneously earn credit toward a high school diploma. WVA is accomplishing this by participating in the ACCESS Program at West Virginia University.

### Dual Enrollment Eligibility

Students must meet the following eligibility criteria:

- Be enrolled as a student in West Virginia Academy or participating in the Hope Scholarship Program and homeschooling (proof is required).
- Have a 3.0 unweighted high school grade point average (GPA) each semester to enroll in college credits the following semester.
- Obtain parent/guardian permission (their signature is required on the Enrollment Authorization Form.)
- Not be scheduled to graduate from high school prior to the completion of the dual enrollment course.
- Completed the ALEKS assessment; and
- Completed the FOCUS2 Career Placement Evaluation

### Available Courses

Dual enrollment courses are usually in STEM disciplines such as Science, Technology, Engineering, and Math. WVA is also offering Social Studies, Second Language, and English credits towards graduation and college credit. Students are encouraged to meet the general education foundation (GEF) requirements for WVU graduation. All 100 and 200 level courses are available for enrollment.

Three credits is required for each category. The final category (F8 is Focus meaning a student needs to complete about 3 more classes in any one category (F1-F7). Categories include:

F1: Composite and Rhetoric

F2 A/B: Science and Technology

F3: Mathematics

F4: Society and Connections

F5: Human Inquiry and the Past

F6: The Arts and Creativity

F7: Global Studies and Diversity

### WVA Advisor

All students participating in the ACCESS program will have an assigned Advisor each semester of participation. Advisors will:

- Assist in the application process, including administering the ALEKS and FOCUS2 assessments,
- Enroll students in semester courses,
- Ensure students are getting to their courses on time,
- Review syllabus and assignments for each course,
- Teach and model time management techniques, and
- Tutor students as needed to successfully complete course.

### Application Deadlines

- Deadline for Spring Semester is January 16
- Deadline for Fall Semester is August 16

### Application Process

- Complete the [Online Application](#) (Select the WVU Morgantown Campus)
- Click **Step 1: the Online Application**.
- Click on **Sign Up!**
- Plug in your first and last name, then your WestVirginiaAcademy.org email address.
- Click on the **"I am not a robot"** box, then it will tell you to verify the new email address.
- After the verification process, you can proceed with the application for the 'WVU MAIN CAMPUS' as a WVU High School ACCESS Student.
- You will receive a "100% COMPLETE" notice once it has been successfully submitted. **All accounts will remain pending without Steps 1 & 2 in place.** You will receive confirmation directly from the HS ACCESS Office when all steps have been fully received.

- ***There is never an application fee when you apply to the High School ACCESS program at WVU***
- **STEP 2:** Print and Complete the Enrollment Authorization form and return to the WVA Registrar or Student Success Manager.
- Once a student is admitted and registered for classes during an academic term, they will remain active in WVU's system for the following semester. As a returning HS ACCESS student, you only need to submit a signed Enrollment Authorization Form with your next sequence of classes listed and updated GPA prior to enrolling for the next semester's courses.

## ACCESS Assessments

- **ALEKS**
  - To take full advantage of this program, WVA requires each student enrolling to take the ALEKS Assessment. This will help place each scholar in the correct math course, satisfying pre-requisites for higher math classes. West Virginia Academy will proctor and pay for this assessment.
  - Students must make a minimum ALEKS score of 45 to be eligible to take MATH 126: College Algebra.
  - To access the practice exam and all placement materials through the Fall 2024 High School ACCESS Students ALEKS course in eCampus: [portal.wvu.edu](http://portal.wvu.edu) or [ecampus.wvu.edu](http://ecampus.wvu.edu).
  - WVA will administer ALEKS assessments annually in April and December.
  - Each student has a chance to take one practice test. We encourage students to do that on their own time.
  - On the placement exam calculators are not allowed, so do not use one during the practice exam. Each student is required to read and agree to the Integrity Statement before entering ALEKS.
  - Once the practice exam is finished, students will be placed into a set of learning modules. The proctored exam can be taken twice with a 24-hour cool-down period between each attempt. You are required to complete a minimum of 8 hours of practice within your learning modules before the 2nd Proctored Attempt.

DUO 2-FACTOR AUTHENTICATION IS NOW REQUIRED FOR ALL STUDENTS! How to Enroll in Duo Two-Factor Authentication: Click on the link: [twofactor.wvu.edu](http://twofactor.wvu.edu)

WVA will provide each scholar with a computer where they can download the free DUO App.

## Submitting a Payment

Students enrolled full-time as a WVA scholar:

ACCESS costs \$25 per credit, typically \$75 per course.

- After registering for a course, please go on to WVA's website, under the Parent Page to find the ACCESS link.
- Purchase one ACCESS Course for \$75 and check out.
- NOTE: Students who have not paid by the first day of the registered course (Aug. 16) will automatically be withdrawn from the course.
- Students are responsible for paying for their own textbooks, WVA will work to get those books at a reduced price, when available, and help the scholar sell the books back at the end of the semester.
- All other materials will be provided for the student
- High school students are NOT permitted to add or drop courses on their own through the HS ACCESS program. All students must contact WVA's Registrar or Student Success Manager to request a withdrawal from WVU courses.

### Hope Scholarship Students

- West Virginia Academy offers to provide Hope Scholarship recipients with a way to pay for college credit through the hope funds. Students must show acceptance into the Hope Scholarship Program prior to registering for a course.
- Students must fill out a registration form and be admitted into WVA as a Hope student.
- The student will need to purchase an ACCESS Course through the Parent Portal on WVA's website. Please SELECT the courses for Hope Scholarship students. The cost is \$150 per course. The increase in cost is for administration of the program, tutoring and tracking by a teacher, and transportation costs. This cost will be paid through the hope scholarship account.
- Students are responsible for paying for their own textbooks, WVA will work to get those books at a reduced price and at locations that accept hope scholarship funds. They will also help the scholar sell the books back at the end of the semester.
- All other materials will be provided for the student.
- High school students are NOT permitted to add or drop courses on their own through the HS ACCESS program. All students must contact WVA's Registrar or Student Success Manager to request a withdrawal from WVU courses.

### Resources

WVU Bookstore Website:

- <http://wvu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&languageId=-1&storeId=15062>



## ACCESS Website and Enrollment

- Website: [Access at West Virginia University \(wvu.edu\)](https://www.wvu.edu)

## WVA Parent Page for Payment

- [Parent Page | WV Academy, Ltd. \(westvirginiaacademy.org\)](https://www.westvirginiaacademy.org)

FOCUS2 is a career assessment to help you explore majors and career paths, and determine which career directions might prove rewarding for you (**Access code:** mountaineer).

- [FOCUS2 Login | Career Services | West Virginia University \(wvu.edu\)](https://www.wvu.edu/career-services/focus2)

## 1.5 Character Development

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

### 1.5.A Building Foundations - Primary School

#### **Expectations**

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

#### **Effort**

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

#### **Enthusiasm**

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

#### **Encouragement**

The art of encouragement is the standard for all WVA faculty and staff. Expertly applied encouragement is required to balance the high level of rigor we ask of our students.

**Excellence**

Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

**Builders and Ambassador Programs**

**Builders’ Theme**

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

**Builders’ Poem**

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

- Anonymous and Howard Headlee

**Builders’ Mottos**

August	I am a builder when I am Prompt and Punctual
--------	--

September	I am a builder when I Build with Enthusiasm
October	I am a builder when I am Perfectly Honest
November	I am a builder when I Express Gratitude in Word and Deed
December	I am a builder when I looking for ways to Serve others
January	I am a builder when I Work Diligently
February	I am a builder when I Befriend Others
March	I am a builder when I'm willing to try and when I believe in my ability to succeed
April	I am a builder when I use kind and courteous words
May	I am a builder when I'm utterly reliable
June	Be a Builder

### 1.6 Ambassador Program

An ambassador is a representative, an advocate, and a leader, it is also an individual who naturally puts into action the social and professional protocols necessary for success in the business world, educational pursuits, and family relationships. All scholars at WVA will participate in the Ambassador program.

The purpose of the WVA Ambassador program is to teach our scholars interpersonal skills, social problem-solving, conflict resolution, coping and self-control, and self-management skills as well as how to apply these skills during peer and adult interactions. West Virginia Academy is committed to academic excellence and developing future ambassadors for our community, the state, and the world, as such each scholar will rotate through the four ambassador teams each year they attend WVA. Each team has a specific focus which is based on the four pillars of education: learn to know, learn to do, learn to be, and learn to live with.

## 1.6.A Meet the Ambassador Teams

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

### Learn to Live With - Justicia



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

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

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

### Learn to Be - Constantia



In Latin, Constantia means resolute. Without it, an individual is never committed. Overcoming challenges with perseverance was an essential part of Roman life. Constantia is the virtue that drives an individual to pursue a purpose and realize a goal. Endurance, both of mind and body, are essential to constantia. Physical fitness and therefore endurance were ideals held in high regard. The stronger the mind and body the better one can face daily challenges both mental and physical.

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

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

### **Learn to Know - Salubritas**



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

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

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

### **Learn to Do - Industria**



Romans were known for their inventiveness, particularly when it came to solving problems with architecture. Romans built aqueducts, the first multistory residential buildings, and mixed volcanic ash with cement to help buildings stand the test of time. Heating systems with running water and baths in private homes and public buildings, all with an underground “sewer” system for waterwaste. The Romans knew what it meant to be industrious. This team will develop problem solving and communication skills, and learn how to cooperate while they innovate.

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

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

## 1.6.B Ambassador Team Rotation

Grade Levels	Assigned Team
PreK, 3rd and 7th grades	Salubritas
Kindergarten, 4th and 8th grades	Constantia
1st, 5th, and 9th grades	Justicia
2nd, 6th, and 10th grades	Industria

### 1.6.C Ambassador Team Leaders

Scholars in 11th and 12th grade will apply to lead one of the four teams. These scholars will have a chance to lead two different teams, one their 11th grade year, and one their 12th grade year. Teachers in the grades assigned to the teams will serve as mentors to the team leaders.

#### Team Meetings

Teams will meet every Friday at the following times:

- 11:35-12:05 7th and 8th Grades
- 12:05 - 12:35 9th and 10th Grades
- 1:45 - 2:15 3rd, 4th, 5th, and 6th Grades
- 2:15-2:45 PreK, Kinder, 1st and 2nd Grades

### 1.6.D Ambassador Team Cup

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

### 1.6.E Ambassador Team Spiritwear

Every scholar will receive a team shirt for their Friday dress (See Uniform Section). If a scholar loses their shirt, they can purchase a new one through our school at \$15. WVA has also teamed up with Prep Sportswear to provide ambassador spiritwear through a WVA school store. Access to this store can be found on our website either in advance or remotely through online learning modules (i.e. MobyMax) in order to avoid adverse impacts on the student’s grade.

## 1.7 Unity and Diversity Statements

### Religious or Other Opt-out Policy

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

It is the policy of West Virginia Academy to provide equal educational and employment opportunity for all individuals. Therefore, WVA prohibits all discrimination on the basis of race, color, religion, gender, sexual orientation, age, national origin, disability, or veteran status. This policy extends to all aspects of WVA educational programs, as well as to the use of all WVA facilities, and participation in all school-sponsored activities.

### Title IX

Title IX is a federal program that protects our employees and students from any acts of sexual harassment, sexual violence, or gender-based harassment. Title IX Coordinator: Suji Kwon, [suji.kwon@k12.wv.us](mailto:suji.kwon@k12.wv.us), 763 Chestnut Ridge Road, Morgantown, WV 26505; 304-449-4375.

## 1.8 Title IX Complaint and Dispute Resolution Policy

**Title IX Coordinator: Suji Kwon, [suji.kwon@k12.wv.us](mailto:suji.kwon@k12.wv.us), 763 Chestnut Ridge Road, Morgantown, WV 26505; 304-449-4375.**

Complaint Procedure/Dispute Resolution Title IX is a federal program that protects our employees and students from any acts of sexual harassment, sexual violence, or gender-based harassment. The definition of sexual harassment by the Office of Civil Rights is listed below.

Sexual harassment is present when it meets one or more of the following descriptions:

1. Quid Pro Quo harassment by a school's employee basing an educational benefit or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable individual to be so severe, pervasive, and objectively offensive that it denies a person equal access to a school's educational program or activity;
3. Sexual assault, dating violence, domestic violence, or stalking.

Our school provides confidential, supportive measures to our students and employees who have been victims of sexual assault. Supportive measures are free, individualized services to preserve equal access to education, safety, and to prevent sexual harassment. There does not need to be a formal complaint in order for an individual to receive supportive services. Such services could include counseling, modifications in schedules, increased security or monitoring, etc. The Title IX Coordinator in conjunction with the Student Success Managers are responsible for implementing supportive measures.

### 1.8.A Grievance Procedure

The first step of the grievance process begins with the alleged victim of sexual harassment, also known as the complainant. The complainant can file a formal complaint with the Title IX Coordinator. The Coordinator will reach out to the complainant to inform the individual of their rights and access to supportive measures. The victim does not need to begin or continue with the grievance process if not desired. The school cannot force or compel the complainant to continue.

Once the complainant comes forward and files, the Coordinator will gather all pertinent information in a written narrative by the complainant. The narrative and evidence will be objectively evaluated, and the alleged perpetrator, also known as the respondent, will not be presumed as guilty. The school will also ensure that confidentiality is maintained along with informing the involved parties of their rights to privacy and legal protection. The school will remove any conflicts of interest to investigating participants. The Title IX Coordinator is unbiased and has completed significant training throughout the process to ensure that all parties will be treated equitably.

Once the evidence is reviewed and the investigation by the school is complete, the Title IX Coordinator will notify the complainant and respondent in writing within thirty days of the results. The Title IX Coordinator will provide the findings of the investigation along with recommendations to immediately end discriminatory conduct and ways to resolve the discriminatory effects on the complaining party. The school will also provide their suggested resolutions in order to prevent such a scenario from ever occurring again.

The parties have the right to appeal if not satisfied with the decision by the school. They must submit a written appeal with their reasonings for the disagreement which will be reviewed by the



school. The school will then return a written response to the appeal. If still not satisfied, the party can file a complaint with the Office of Civil Rights. Their contact information is listed below:

Office for Civil Rights, Department of Education 400 Maryland Ave., SW Washington, D.C.  
20202-1100 Email: [ocr@ed.gov](mailto:ocr@ed.gov) Phone #: 1-202-245-6700 Toll-Free: 1-800-421-3481