

***Wayne County Board of Education
Policies Update: (Students) (5)***

- ***Policy 5112 (Students: Entrance Requirements)***
- ***Policy 5113.02 (Students: School Choice Options)***
- ***Policy 5350 (Students: Suicide Prevention)***
- ***Policy 5505 (Students: Academic Honesty)***
- ***Policy 5531 (Students: Student Assistance Programs)***

***Your comments concerning these policy should be sent
in writing (mail or email) to:***

***Mr. Todd Alexander
Superintendent
Wayne County Board of Education
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***These policies are out for public comment for 10 working days beginning
Wednesday, April 15, 2026 through Tuesday, April 28, 2026***

Book	Public Comment Period 4/15/26 thru 4/28/26
Section	First Reading - Agenda 4/14/26
Title	Revised Policy - Vol. 17, No. 1 - April 2025 - ENTRANCE REQUIREMENTS
Code	po5112
Status	
Adopted	November 12, 2019

Revised Policy - Vol. 17, No. 1 - April 2025

5112 - ENTRANCE REQUIREMENTS

The Board of Education shall establish entrance age requirements for students ~~which that~~ are consistent with statute and sound educational practice and ~~which that~~ ensure the equitable treatment of all eligible children.

Early Education

[x] A child is eligible for entrance into early education programs if s/he attains the age of four (4) on or before June 30 of the year in which s/he applies for entrance and has not yet attained the age at which s/he will be admitted to kindergarten.

Kindergarten

A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before June 30 of the year in which s/he applies for entrance.

[x] Chronological age shall be the sole determining factor for admission of resident children into kindergarten.

[x] The Board may admit to kindergarten such children as may be ineligible by reason of age but demonstrate the ability and need to undertake a program of education.

The Board will designate the necessary standards and testing programs required for such early admission.

[x] The Board will admit to kindergarten any child who has not attained the entrance age requirement of this ~~District~~ **County**, but who was properly enrolled in an approved public **(x)** or private **[END OF OPTION]** school kindergarten before transferring to this ~~District~~ **County**.

[x] There will be a four (4) week trial period at the beginning of the school year when early entrance students will be carefully observed by the teacher.

First Grade

A child is eligible for entrance into first grade if s/he attains the age of six (6) on or before June 30 of the year in which s/he applies for entrance and has completed the kindergarten program of this ~~District~~ **County** or an equivalent program elsewhere and has been recommended by the teacher for advancement to the first grade. This requirement may only be waived if a request is made and approved by the ~~District~~ **County**.

The Superintendent shall require that each child who registers for entrance to school provide:

- A. his/her birth certificate or similar documentation authorized by law as proof of age and birthdate;
- B. a certified copy of any custody order or decree together with any modification in such an order or decree;
- C. immunization records.

If such documents are not provided, the child may be admitted under the Superintendent's guidelines. Appropriate law enforcement authorities may be notified.

The Superintendent shall also ensure that each child entering the ~~District County~~ for the first time has been properly screened for hearing, vision, speech and language disabilities and have age-appropriate immunizations as defined by the American Academy of Pediatrics and recommended by the West Virginia Department of Health ~~and Human Resources~~. A record of such screenings shall be on file within forty-five (45) days of enrollment or prior to the first day of school attendance, preferably using the HealthCheck protocol, or other comprehensive health screening comparable to the HealthCheck protocol. ~~If documentation of the screenings for hearing, vision and speech and language disabilities is not provided by the parents/guardians of the student, such screening shall be conducted by~~

The HealthCheck screening form is the preferred documentation method for licensed health care providers to record screenings; however, documentation formats may vary. If documentation of the screenings for hearing, vision, and speech and language disabilities is not provided by the parents/guardians of the student, such screening shall be conducted by ☒ the ~~District County~~. ☒ the parents'/guardians' health care provider, if health care coverage is available or accessible. ☐ _____ . **[END OF OPTIONS]**

Any parent may provide the ~~District County~~ with a written statement indicating that s/he does not wish to have his/her child screened.

INSERT THE FOLLOWING STATEMENT ONLY IF THE POLICY WILL BE FOR PARENTS TO PAY FOR THE SCREENING.

The Board shall provide parents with a list of those who provide screening services together with information about any screening services available through the community.

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WV Code 18-5-17, 18-5-18

West Virginia Board of Education policy 2525

Book	Public Comment Period 4/15/26 thru 4/28/26
Section	First Reading - Agenda 4/14/26
Title	SCHOOL CHOICE OPTIONS
Code	po5113.02
Status	
Adopted	May 26, 2015
Last Revised	February 8, 2022

5113.02 - SCHOOL CHOICE OPTIONS

A student attending a school identified as "persistently dangerous" or who becomes a victim of a violent criminal offense, as determined by State law have the right to transfer to another "safe" school in the District. If there is not another "safe" school in the District providing instruction at the students' grade level(s), the Superintendent shall contact neighboring District School Systems and request that they permit students to transfer to a school in one of those counties. (West Virginia Board of Education policy 4373)

As required by West Virginia Board of Education policy 4373, the following criteria are set forth to determine whether a school will be classified as a Persistently Dangerous School. Data indicating the number of substantiated inappropriate behaviors will be collected using the WVEIS in order to identify and classify a school as persistently dangerous. A West Virginia public school will be classified as a Persistently Dangerous School on or before August 1st of each year if the school has, for two (2) consecutive years, substantiated Level 4 behaviors that exceed 5% of the total number of students enrolled in the school based on the school's second month enrollment:

- A. battery on a school employee as defined in WV Code 61-2-15;
- B. commission of an act that would constitute a felony under the laws of the State on the premises of an educational facility, at a school-sponsored function or on a school bus;
- C. possession of a firearm or deadly weapon as defined in WV Code 61-7-2 on the premises of an educational facility, at a school-sponsored function or on a school bus;
- D. sale of a narcotic drug as defined in WV Code 60A-1-101 on the premises of an educational facility, at a school-sponsored function or on a school bus.

For a persistently dangerous school the Board will provide targeted technical assistance to any school that has, for two (2) consecutive years, substantiated Level 4 behaviors that exceed five percent (5%) of the total number of students enrolled in the school, based on the school's second month enrollment.

- A. of the total number of students enrolled in the school, based on the school's 3.75% provide targeted technical assistance to any school that has, for two (2) consecutive years, substantiated Level 4 behaviors that exceed second month enrollment;
- B. develop a corrective action plan for any school identified as persistently dangerous, submit it to the WVDE, and implement the plan in a timely manner; and
- C. conduct a timely notification process to inform parents of each student attending the school that the school has been identified as persistently dangerous; provide the opportunity for students to transfer to a safe public school within the District; and complete the transfer process for all students wishing to transfer.

~~Further, the Board will provide targeted technical assistance to any school that has, for two (2) consecutive years, substantiated Level 4 behaviors that exceed 3.75% of the total number of students enrolled in the school, based on the school's second month enrollment.~~

~~Furthermore, a student who is a victim of a "violent crime" on school property also has the right to transfer to another school. If there is not another school in the District providing instruction at the student's grade level, the Superintendent shall contact neighboring District School Systems and request that they permit that student to transfer to a school in one of those counties providing instruction at the student's grade level.~~

The Board authorizes such transfers in accordance with AG 5113.02.

Children who transfer in accordance with this policy will be permitted to remain at the school of transfer until completing the highest grade at that school.

A student attending a school identified as persistently dangerous or who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public school that the student attends or while attending a school-sponsored activity, shall be allowed to attend an alternative setting at his/ her request as determined by the county school system.

The following criteria are set forth to determine whether a school will be classified as a Persistently Dangerous School. Data indicating the number of substantiated inappropriate behaviors will be collected using WVEIS in order to identify and classify a school as persistently dangerous. A West Virginia public school will be classified as a Persistently Dangerous School on or before August 1 of each year if the school has for two consecutive years substantiated Level 4 behaviors that exceed five percent (5%) of the total number of students enrolled in the school based on the school's second month enrollment:

- A. battery on a school employee as defined in WV Code 61-2-15;
- B. commission of an act that would constitute a felony under the laws of the state on the premises of an educational facility, at a school-sponsored function, or on a school bus;
- C. possession of a firearm or deadly weapon as defined in WV Code 61-7-2 on the premises of an educational facility, at a school-sponsored function, or on a school bus; or
- D. sale of a narcotic drug as defined in WV Code 60A-1-101 on the premises of an educational facility, at a school-sponsored function, or on a school bus.

WVDE Requirements Related to Persistently Dangerous Schools:

Provide targeted technical assistance to any school that has for two (2) consecutive years substantiated Level 4 behaviors that exceed five percent (5%) of the total number of students enrolled in the school, based on the school's second month enrollment.

~~A student attending a school identified as persistently dangerous or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public school that the student attends or while attending a school-sponsored activity, shall be allowed to attend an alternative setting at his/her request as determined by the county school system.~~

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West Virginia Board of Education policy 4373

Title I, Section 1116(b)(1)(E) of the Elementary and Secondary Education Act, as amended

Title I, Section 1116(e) of the Elementary and Secondary Education Act, as amended

Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended

Book	Public Comment Period 4/15/26 thru 4/28/26
Section	First Reading - Agenda 4/14/26
Title	SUICIDE PREVENTION
Code	po5350
Status	
Adopted	May 26, 2015
Last Revised	February 8, 2022

5350 - ~~STUDENT~~ SUICIDE PREVENTION

The state of West Virginia has one of the highest rates of suicide in the nation, and suicide serves as one of the leading causes of death in our state. Adolescents and young adults, who are the students in our ~~District~~ Schools, are at particular risk. As a result of disrupted families, poverty, and the opioid ~~crisis~~ crisis which have severely affected a significant number of families across this state, West Virginia's students face a number of issues that may increase their risk of suicide.

It is imperative that those employees closest to our students receive training to increase their ability to better recognize students who may be exhibiting signs that they are at risk of suicide.

~~Annually~~ Upon employment and every three (3) years after, the State Board of Education shall provide for the routine education of all professional educators, including principals and administrators, and those service personnel having direct contact with students on warning signs and resources to assist in suicide prevention under guidelines established by the State ~~board~~ Board.

The education may be accomplished through self-review of suicide prevention materials and resources approved by the State ~~board~~ Board.

Annually, a public middle and high school administrator shall disseminate and provide opportunities to discuss suicide prevention awareness information to all middle and high school students. The information may be obtained from the Bureau for Behavioral Health and Health Facilities or from a commercially developed suicide prevention training program approved by the State Board of Education in consultation with the bureau to assure the accuracy and appropriateness of the information.

All school personnel should be alert to a student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

The Superintendent shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:

Step 1 - Stabilization

Step 2 - Assessment of the Risk

Step 3 - Use of Appropriate Risk Procedure

Step 4 - Communication with Appropriate Parties

Step 5 - Follow-up

Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.

The Superintendent may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the County's strategies for suicide prevention, intervention, and postvention.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

[] The District's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with State content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

Confirming the News and Convening the Educational Support Team

Upon receiving news of a student's or employee's death, including an unconfirmed rumor, a staff member must immediately contact the Principal, and/or designee. Contact must be made whether this is during or outside school hours.

The () Superintendent (x) Principal [end of options] will:

- A. (x) contact the (x) Superintendent () Board President.
- B. (x) contact key staff who will comprise the support team; i.e., teaching and ~~classified staff~~, service personnel, parents, students, and/or community members.
- C. (x) compose a potential "shared statement" to students and staff so the same message is disseminated to everyone. This statement should not be read over the intercom but delivered in person by a teacher who has a relationship with the students. This is very important in grades where the deceased student has close connections to his/her classmates.
- D. (x) compose a potential public statement to notify the community at large what the school is experiencing and that the school is focused on providing support to the students. This may be beneficial in the event that the matter becomes publicly discussed, including on social media.
- E. (x) will convene the educational support team which may include (x) administrators, (x) school counselor(s), (x) school psychologist(s), (x) social worker(s) () _____.

In the case of a death by suicide, other concerns such as the prevention of suicide contagion will be taken into account. Suicide contagion is the process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

() This policy will be included in age-appropriate student handbooks and on the school website.

The Superintendent may offer parents education or information that describes the severity of the youth suicide problem, the County's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

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WV Code 18-2-40

WV Code 18A-3A-2(5)

WV Code 27-6-1

Kelson v. City of Springfield, 767 F2d 651 (9th Cir. 1985)

Book	Public Comment Period 4/15/26 thru 4/28/26
Section	First Reading - Agenda 4/14/26
Title	New Policy - Vol. 17, No. 1 - April 2025 - ACADEMIC HONESTY
Code	po5505
Status	

New Policy - Vol. 17, No. 1 - April 2025

5505 - ACADEMIC HONESTY

The Board values honesty and expects integrity in the District's students. Violating academic honesty expectations erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student learns the skills being taught and is judged solely on their own merits, the Board prohibits any student from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in any manner.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work or the original work of a group of students for group projects. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty ("cheating") includes, but is not limited to:

- A. plagiarism (of ideas, work, research, speech, art, music, etc.);
- B. forgery of another's work;
- C. presenting the results that are the product of an artificial intelligence (AI) platform as one's own, where the use of AI was not specifically allowed by the teacher as part of the assignment;
- D. downloading or copying information from other sources and presenting it as one's own;
- E. using language translation work of someone else or using technology when the expectation is to do one's own translation;
- F. copying another person's work;
- G. allowing another person to copy one's own work;
- H. stealing another person's work;
- I. doing another person's work for them;
- J. distributing copies of one's work for use by others;
- K. distributing copies of someone else's work for use by others for academic gain or advantage;
- L. intentionally accessing another's work for the purpose of presenting it as one's own for academic gain or advantage;
- M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.;
- N. distributing or receiving questions from quizzes, tests, assessments, etc.;

O. () _____;

P. () _____.

[] Use of Artificial Intelligence Tools For School Work

In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) tools ("AI Tools") is strictly prohibited for the completion of school work. The use of AI Tools without the express permission/consent of a teacher undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI Tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI Tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct. () (See Policy 7540.08 - Artificial Intelligence (AI))

Notwithstanding the preceding, students can use AI Tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI Tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI Tools for the following uses:

- A. Research assistance: AI Tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. Data Analysis: AI Tools can help students analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments, such as scientific experiments and marketing research.
- C. Language translation: AI Tools can translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. Writing assistance: AI Tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. Accessibility: AI Tools can help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments read texts, and AI-powered translation tools can help students with hearing impairments understand spoken language.

Staff and Administration have the responsibility for monitoring students' work for compliance with this policy.

x] All teachers, beginning in the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in District schools regarding academic integrity. () Such education shall reference this Board policy. **[END OF OPTIONAL PARAGRAPH]**

Students who violate this policy are subject to disciplinary consequences.

[x] Teachers are authorized, in consultation with their Principal, to apply appropriate consequences for violations of this policy. Disciplinary consequences for significant violations may include removal from the class with a failing grade, removal from student leadership positions, elimination of honors recognition, loss of membership in honor organizations, as well as other disciplinary consequences appropriate to the nature of the violation. **[END OF OPTIONAL PARAGRAPH]**

Parents shall be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child.

Repeated violations of this policy () at the high school level **[end of option]** will result in additional disciplinary consequences, up to and including suspension and expulsion.

Student and/or parent appeals of disciplinary consequences resulting from a violation of this policy may be made within five (5) business days to the Principal, whose decision shall be final. If the Principal was the staff member responsible for the disciplinary consequence being appealed, then student and/or parent appeals should be directed within five (5) business days to the () District Administrator () _____ **[end of option]** whose decision shall be final.

[] A summary of this policy shall be included in the Student Handbook and the Employee Handbook. **[END OF OPTION]**

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WVBE policy 2520.14 - West Virginia College- and Career-Readiness Standards for Technology and Computer Science

WVBE policy 4350 - Procedures for the Collection, Maintenance and Disclosure of Student Information

WVBE policy 2520.14 - West Virginia College- and Career-Readiness Standards for Technology and Computer Science

WVBE policy 4373 - Expected Behavior in Safe and Supportive Schools

Book	Public Comment Period 4/15/26 thru 4/28/26
Section	First Reading - Agenda 4/14/26
Title	Revised Policy - Volume 18, No. 1 - January 2026 - STUDENT ASSISTANCE PROGRAMS
Code	po5531
Status	
Adopted	December 10, 2019

Revised Policy - Volume 18, No. 1 - January 2026

5531 - STUDENT ASSISTANCE PROGRAMS

In keeping with its concern for the safety and well-being of both students and staff and for maintaining a school environment that is conducive to learning, the Board of Education has adopted policies related to student conduct in the school setting and has authorized disciplinary measures for the violation of these policies.

The Board seeks to maintain a balance between maintaining a proper educational environment and a compassion for students who suffer from or are victims of intemperate, immoral, or illegal behavior. Educational programs have been established to promote healthful, productive living, and discipline shall be maintained to protect students and staff from actions that disrupt teaching and learning. However, the Board recognizes that students may experience difficulties that educational programs and sound discipline may not prevent, and that other forms of assistance need to be available through the school.

Schools shall ensure a Student Assistance Team (SAT) is operational to conduct the problem-solving process for individual students whose academic, mental health, or behavior concerns are impeding their success in the school environment. The SAT process may be used to address the needs of all students, whether or not a multidisciplinary evaluation is being considered.

Each public school must establish an SAT ("Student Assistance Team") that consists of at least three (3) persons, including a school administrator or designee, who must serve as the chairperson, a current teacher(s), and other appropriate professional staff.

The SAT is required to:

- A. receive annual training in referral procedures for multidisciplinary evaluations, multi-tiered system of support (MTSS), alternative education placements, disciplinary procedures, and other school processes as appropriate for ensuring student progress and maintenance of a safe school environment;
- B. collect and maintain data on the activities of the team, including dates of meetings and the results of its recommendations;
- C. conduct the problem-solving process that includes designing and monitoring implementation of interventions and/or reviewing interventions designed by other school teams;
- D. review at least once per grading period individual students' needs that have persisted despite being addressed through academic, social-emotional, and/or behavioral interventions;
- E. when appropriate, solicit parent input to develop recommendations regarding the child's education;
- F. receive and process written referrals from outside sources suspecting a student may need special education, including referrals and requests for initial evaluations made by parents; and
- G. initiate initial evaluation for special education and related services for students, when warranted based on the outcome of interventions.

~~The Superintendent is authorized to establish one (1) or more assistance programs for students which provide for effective intervention in areas such as substance abuse, crisis situations, and other situations which have impact on students' emotional, mental, and/or social well being and affect their ability to benefit from educational experiences. Administrative guidelines are to be prepared which will ensure that:~~

- ~~A. () the rights of both parents and students are protected;~~
- ~~B. () a steering committee is established which is chaired by a central office administrator and includes administrators, staff members from all academic levels, counselors and/or other clinical resource people, and parents, and other members of the community;~~
- ~~C. () staff members are properly trained and skilled for their roles and participate in ways that comply with their certification or licensing and job description as well as with Board policies and administrative guidelines;~~
- ~~D. () outside resource people and agencies are properly certified or licensed to provide services and have a history of effective assistance.~~

~~Pursuant to § 126-99-17, Code of State Regulations (West Virginia Board of Education policy 4373), the West Virginia Department of Education, () ESC, **[END OF OPTION]** and LEAs shall provide training, technical assistance in research-based, effective models for violence prevention education (including the prevention of bullying, harassment, and intimidation), sexual abuse, body safety, substance abuse prevention, as well as other programs and initiatives that include, but are not limited to, conflict resolution, peer mediation, responsible students program, and character education. Training, technical assistance and support shall also be provided in the effective use of student assistance teams to identify students who are at risk and to develop interventions to assure school success for these students.~~

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West Virginia Board of Education Policy 2419

West Virginia Board of Education Policy 2510

West Virginia Board of Education policy 4373