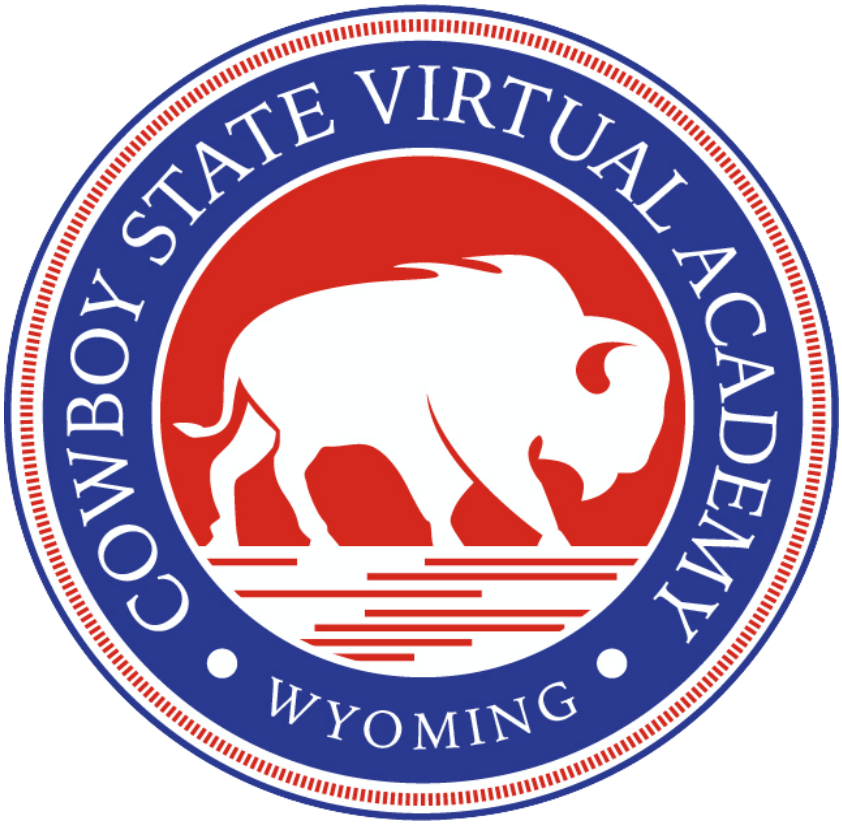
2026-2027
Student & Parent Handbook



Cowboy State Virtual Academy
Sheridan County School District #1
P.O. Box 819
Ranchester, WY 82839
(307) 655 – 9542
cowyboystate.org

Empowering Learners, Enriching Lives

Updated 5/20/26

2026-2027 CSVA PARENT & STUDENT HANDBOOK

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DIRECTOR'S MESSAGE

Welcome to the CSVA, Sheridan County School District #1's virtual education program. We support our district's mission of Empowering Learners, Enriching Lives by providing students around the state of Wyoming an opportunity to find academic success in a virtual environment. Today, students face many challenges their parents did not encounter, and we recognize the need for alternative approaches to educational experiences. The CSVA is one of Wyoming's statewide virtual programs which can enroll K-12 students regardless of where they live in our beautiful state.

Our program offers students a flexible learning environment and an enrollment window opens prior to each semester beginning. Students who are accepted into the CSVA are enrolled in one of our district's schools and if with us through their senior year, graduate from Tongue River High School or our alternative center, The Bridge School. While the program is self-paced, students are required to complete their coursework by the end of each of the district's academic semesters, typically the week before Christmas and the last week of May or first week of June. Students must also demonstrate a minimum amount of progress each week (measurements of attendance) in order to complete their coursework on time or face being dropped from the program, similar to brick-and-mortar settings as required by state statute.

Our most successful students all have a number of things in common:

First, they have an established routine at home. This means they treat learning in the CSVA the same as they would in a brick-and-mortar setting. They have established start and end times each day. Many of our students choose to work in the afternoons or evenings, which works for their life schedules. But the key is their routine means working every day at those times.

Second, successful CSVA students keep in touch with their teachers. Each week, the students who reach out and respond to their teachers find they are more involved with their own educational experience and progress more quickly and achieve at higher levels than students who isolate themselves from their teachers.

And third, their parents/guardians actively monitor their students' progress and communicate regularly with our teachers and staff. This last commonality is key. Parents who are not involved in this progress monitoring often find their student not meeting our attendance requirements, leading to lower achievement or even removal from the program. This handbook describes the role of the Academic Learning Coach in greater detail.

Students enrolled in the CSVA have access to curriculum provided by SchoolsPLP which partners with numerous curriculum vendors to provide our students a high-quality, rigorous and supportive virtual learning experience, with many opportunities to explore a variety of courses. As we enter our fourth year with SchoolsPLP, we will continue to evaluate the publishers and courses selected and strengthen these opportunities for our students in all contents. Additionally, we believe the SchoolsPLP has better empowered parents and CSVA staff to support students in their learning through a variety of ways to monitor progress and communicate easily.

But like any learning experience, this system's impact is greatly reduced when students do not fully engage in the process of their own learning. Simply guessing, looking up answers, or getting help from others does not provide us with valid information about what a student knows or does not know. For students to meet

their potential for learning, they must take their own learning opportunities seriously, including safe, appropriate and ethical use of AI. Our district has published AI Guidance for students, parents and staff which is included as an appendix in this handbook.

In addition to enrolling students in our district, we also have contracted with a number of districts around the state to provide access to our program for students we are unable to enroll. Our vendor services provide students the opportunity to learn virtually when they often do not have other options available locally. Students currently suspended or expelled, or facing disciplinary action, are ineligible to enroll in the CSVA.

The CSVA's instructional staff is made up of many of our own district's brick and mortar teachers who in addition to their classroom duties, are available for the students in our program. We also employ other Wyoming-certified teachers who, like our students, live in Sheridan County and throughout the state.

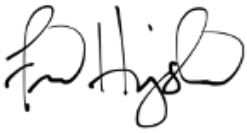
In order to apply for enrollment in the Cowboy State Virtual Academy, parents should complete the CSVA pre-registration form found here. Your application will be forwarded to one of our program's Admissions Counselors, who will contact you about possible enrollment. Not all students are accepted.

Families who live in Sheridan #1 also have the option to enroll in the CSVA. The online registration form linked above does not have to be completed if you are already attending one of our brick-and-mortar schools. Instead, in-district families should first contact their building principal to discuss possibly moving online to the CSVA.

The decision to move a student to an online learning program is an important one. When made thoughtfully, the positive results can be life-changing for a child; however, when made for the wrong reasons, the negative impacts on learning and achievement can be equally life-changing. Our role in the application process is to consider whether the CSVA is a good fit for your student. This process helps ensure we can meet our district mission and provide your student the support they need to find academic empowerment and enrichment through online learning.

We hope you will explore the CSVA more and consider applying for enrollment. We look forward to the opportunity to provide your student an alternative educational pathway through our virtual program.

Yours in (Virtual) Education,



Fred Hollingshead
CSVA Director
Sheridan County #1
Ranchester, WY

STUDENT & PARENT HANDBOOK PURPOSE

Our Student & Parent Handbook is designed to provide our families with general guidance and CSVA policies and procedures. Not all information about CSVA can be written in one document. Additional information about CSVA will be sent via our district messaging system, newsletters, and website updates throughout the school year. Please familiarize yourself with this handbook and our program's webpage found here.

It is imperative parents provide current email and phone contact information to CSVA. Students enrolled in the CSVA will receive a student email account which is also used by CSVA staff to communicate with our students. In addition, students and parents can and should use the messaging system in SchoolsPLP to communicate with teachers. It is equally important that parents and students check these communication channels often to ensure a strong partnership with CSVA staff throughout the year.

ADA COMPLIANCE / NOTICE OF NON-DISCRIMINATION

Sheridan County School District #1

Sheridan County School District No. 1 does not discriminate based on race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Sheridan County School District No. 1, 1127 Dayton St., Ranchester, WY 82839.

Title IX Coordinator
Dr. Jeff Jones
Central Office Building
1127 Dayton Street
Ranchester, WY 82839
307-655-9541

Section 504 Coordinator
Dr. Jami Clifford
Central Office Building
1127 Dayton Street
Ranchester, WY 82839
307-655-9541

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district receives Federal funds for any purpose, all of the district's operations are covered by Title IX. (Title IX Resource Guide, USDE, OCR, April 2015). Inquiries regarding Title IX in Sheridan County School District #1 may be directed to:

Building Level – Building Principal
District Level – Coordinators

Sheridan County School District #1 Policies

AC	Nondiscrimination/Equal Opportunities
AC-R	Title IX and other Discrimination/Harassment Complaint Procedure
ACA	Sexual Harassment Policy
ACA-E1	Witness Disclosure Form
ACA-E2	Sexual Discrimination/Harassment Complaint Form
ACE	Section 504 of the Rehabilitation Act of 1973
ACE-E	Section 504/ADA Guidelines and Forms
ACE-R	Section 504 Due Process Procedure
JB	Equal Educational Opportunities
JBMB	Equal Educational Opportunities Procedure Discrimination Student
JBMB-E1	Complaint Report Form
JBMB-E2	Problem Solving Procedure
GBM	Staff Complaints
GBM-E1-3	Formal Complaint Report
GBM-R	Staff Complaints and Grievance

RIGHT TO PRIVACY

The CSVA will abide by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

The names of CSVA students, their images, and their coursework will not be published on the public Sheridan County School District #1 website without student and parent/guardian consent. Students participating in extra-curricular activities may have their image shared in local media.

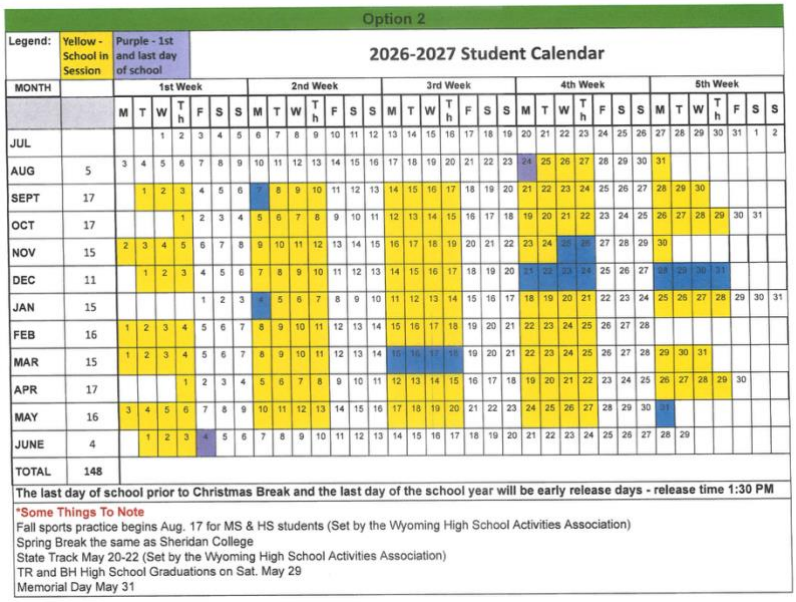
Each CSVA student is provided a unique password that will allow him/her to access the online course. It is the responsibility of the student to keep his/her password secure.

Communication through email, discussion board, chat, blog, and other communication tools provided by the CSVA is subject to monitoring by Sheridan County School District #1 staff without prior notice.

Inappropriate use of any Sheridan County School District #1 communication tool, such as using these tools for profanity, use on social media platforms, or cyberbullying, is grounds for discipline including but not necessarily limited to the following: parental contact, application of Sheridan County School District #1 board policy (https://app.eduportal.com/public/folders/list/62524/1167194) , administrative removal from CSVA courses, or contact of law enforcement agencies in instances where violation of local, state, or federal laws is suspected.

DISTRICT 2026-2027 ACADEMIC CALENDAR

The district calendar is subject to board-approved updates. The most current version can be found online at on our district's website. The CSVA will follow the district calendar. Students may work at any time on their coursework, but our official school days are found in yellow on the calendar. CSVA offers both year-long and semester-long courses. Year-long courses are broken into two semester sections ("A" and "B"). During breaks throughout the year, students are not required to work on their courses, and our staff will be on break as well; however, students are always able to work on their classes any time, including over breaks.



Option 2

Legend: Yellow - School in Session; Purple - 1st and last day of school

2026-2027 Student Calendar

MONTH		1st Week							2nd Week							3rd Week							4th Week							5th Week						
		M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
JUL				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2
AUG	5	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
SEPT	17		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
OCT	17				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
NOV	15	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
DEC	11		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
JAN	15					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
FEB	16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28							
MAR	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
APR	17				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
MAY	16	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
JUNE	4		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29					
TOTAL	148																																			

The last day of school prior to Christmas Break and the last day of the school year will be early release days - release time 1:30 PM

*Some Things To Note
Fall sports practice begins Aug. 17 for MS & HS students (Set by the Wyoming High School Activities Association)
Spring Break the same as Sheridan College
State Track May 20-22 (Set by the Wyoming High School Activities Association)
TR and BH High School Graduations on Sat. May 29
Memorial Day May 31

Dates to note:

FALL 2026

August 24	First Day of CSVA Fall Classes
September 7	Labor Day – NO SCHOOL
November 25	Thanksgiving Break – NO SCHOOL
November 26	Thanksgiving Break – NO SCHOOL
December 10	**ALL FALL SEMESTER COURSES MUST BE COMPLETED BY 4:00 PM**
December 17	End of Fall Semester
December 21 – January 4	Winter Break – NO SCHOOL

SPRING 2026

January 4	Staff Day Only – NO SCHOOL
January 18	First Day of CSVA Spring Classes
March 15-18	Spring Break – NO SCHOOL
May 20	Seniors Last Day – **ALL SENIOR SPRING COURSES MUST BE COMPLETED BY 4:00 PM**
May 27	**ALL K-11 SPRING SEMESTER COURSES MUST BE COMPLETED BY 4:00 PM**
May 25	Memorial Day – NO SCHOOL
May 29	Graduation
June 4	End of Spring Semester

Coursework Start and End Dates
Fall courses begin the first day of the district academic year. Spring courses begin two weeks after the start of the district spring semester to provide a spring enrollment period for new CSVA students. We require CSVA students to complete coursework the week before the end of the academic semester. This will provide students who encountered exceptional circumstances during the semester an opportunity to complete classes as teachers are still on duty for another week while also providing most students an additional week of winter and summer break!

ACADEMIC LEARNING COACH

In the CSVA, a parent or other responsible adult, working in conjunction with the teacher, serves as a Learning Coach for your child. The Learning Coach helps facilitate progress through the daily lessons and works to modify the pace and schedule according to the individual needs of your child. The Learning Coach designee is assigned during the enrollment process. As listed in the CSVA "Agreement Statements" below, a Learning Coach must be able and willing to commit a minimum number of daily hours assisting your child in the CSVA program.

For purposes of clarification, the term Learning Coach will be referenced in this handbook from this point forward when referring to the adult working with the student at home. Learning Coaches and legal guardians are required to always keep a valid email address and phone number on file with the CSVA office at all times and be responsive to staff contact to be enrolled in CSVA. If phone numbers or email addresses change during the year, please contact the CSVA office to update the system. The CSVA office phone number is (307) 655-9542.

CSVA AGREEMENT STATEMENTS

Lesson planning, materials preparation, progress planning, mentoring and the administration of a student's day-to-day education is exciting and yet challenging, and require parental commitment to the discipline and organization implicit in the skills needed to manage a first-class education.

It is a useful practice to cite basic expectations and understandings with which all parents and Learning Coaches of the CSVA should be acquainted. Please read the Agreement Statements below very carefully as these expectations should be a part of each parent's calculation of commitment as a CSVA parent and Learning Coach.

The purpose of this "I Understand" section is to set expectations for CSVA Learning Coaches. Student success is a primary goal of the CSVA and that can only be achieved if you, the Learning Coach, are successful. To be successful it is important that Learning Coaches of the CSVA students understand, and agree with, the following curricular and attendance requirements:

1. I understand and agree that I am enrolling my student in the CSVA public school program. I further understand Learning Coaches must be able to commit a minimum of daily hours in support of my student. Every student has individual needs, and I commit to ensuring my student meets the minimum weekly progress required and the time required may differ from other students.
2. I understand and agree that CSVA is a full-time public-school program, and that my student may not be enrolled in any other part-time public school unless approved by the CSVA Director.
3. I accept the responsibility to supervise my student in using the SchoolsPLP curriculum, and I understand that I am expected to become knowledgeable about it.
4. I understand that I have enrolled my student in a public-school program with attendance/progress requirements that we are expected to meet. I further understand that my student may be dropped from the program for failure to attend if minimum progress is not met.
5. I understand and agree that my student must always have access to a computer and internet service while my student is enrolled in CSVA, and in the event that service is not available at my home, I agree to transport my student to a location where computer and/or internet services are available. I will also request a CSVA-issued device at a later time if/when needed.

6. I understand that in the event of my student's CSVA-issued computer not working, we need to contact the CSVA office at (307) 655-9542 for technical support.
7. I understand that I am responsible for personally owned computer repairs.
8. I understand that the CSVA-issued computer used by the student is CSVA property and cannot be sold, bartered, traded, rented, or pawned.
9. I understand and agree that I am expected to follow the guidance and support of a professional teacher in implementing the CSVA program with my student.
10. I understand and agree that communication with teachers is an important part of my child's education at CSVA. With this in mind, I agree to provide a valid email address that I will check daily and return teacher contact (phone or email) within one school day.
11. I understand and agree that I may be expected to participate in regular telephone/internet conferences with my student's teacher. Students struggling to meet progress expectation or with their coursework will be required to meet with their teacher(s) as needed. Teachers review progress and consider other factors, including Learning Coach input, when making student advancement decisions.
12. I agree that my email account contains information from the teacher that I need to be aware of. If I do not understand the information, it is my responsibility as a Learning Coach to contact the teacher and ask for clarification.
13. I understand that teachers and/or administrators may require additional evidence of progress verification during the school year. Additional progress verification may be requested in the form of (but not limited to) live virtual sessions, written work samples and phone conferences.
14. I understand and agree that my student is required to participate in assessments as required by the State of Wyoming, the Department of Education, and as assigned by teachers and/or administrators, including WY-TOPP and ACT tests. Failure to do so will result in removal from the CSVA program. I understand this requires our family to be available during the entire testing windows as determined by WDE and ACT, typically during the months of late-March to early-May. **I understand it is my responsibility to ensure my student(s) travel to a published testing site, to be determined before testing begins.**
15. I have read and understand the Academic Integrity and Honor Statement policy and Sheridan #1's AI Guidance found at the end of the handbook and agree that my student will adhere to the academic integrity policy in which plagiarism is discussed along with consequences for violations.
16. I have read and understand the Acceptable Use policy found at the end of the handbook and agree that my student will adhere to the Acceptable Use policy in which appropriate use of technology is discussed along with consequences for violations.
17. I have read and understand the Student Code of Conduct policy found at the end of the handbook and agree that my student will adhere to the Student Code of Conduct policy in which student behavior is discussed along with consequences for violations.
18. I have read and understand the District Guidance for Artificial Intelligence Use found at the end of the handbook and agree that I and my student will adhere to the District Guidance for Artificial Intelligence Use for parents and students.
19. I have read and understand the policies and procedures defined in the CSVA Parent-Student Handbook and acknowledge that not all information about the CSVA program can be provided in one document. I am familiar with the policies and procedures enough to support my student throughout their time in the CSVA.
20. I agree to watch the Parent Welcome and Training videos within one week of my student beginning classes. If another adult will act as the Learning Coach for my student(s), I agree they will also watch the videos.

PARENT WELCOME AND TRAINING VIDEOS

In the past, the CSVA held Parent Nights via Zoom to ensure our families understood program expectations and were familiar with SchoolsPLP in order to provide support to their student at home. Beginning this year, the required Zoom meeting is being replaced with videos providing the same information but allowing families to watch them at their convenience. Parents and Learning Coaches should take watching these videos seriously in order to be best prepared to support your student's achievement in the CSVA. The standard for parental support in the CSVA is high, and our program works hard to provide parents enough up-front support so their child can be a successful virtual student. A link to the videos will be provided upon enrollment and should be watched within the first week of your student beginning classes.

ENROLLMENT

All students – returning and new – will be required to complete the registration form in PowerSchool. A link to this form will be emailed to all students before the start of the new school year. For new families, this is in addition to the pre-registration form you complete during the initial application period. Students who do not have this form completed within the first two weeks of beginning classes will have their classes placed On Hold, potentially causing them to fall behind.

Students who are enrolled in a Wyoming school district, or are a Wyoming homeschool student may elect to enroll in CSVA courses. Students must maintain a permanent home address in Wyoming to be eligible for enrollment. To be considered for enrollment, the parent/guardian must pre-register the student online through the PowerSchool registration system (see page 4 for a link). Before registration is complete and students are enrolled in courses, parents must acknowledge they have read and understand our program's processes and procedures outlined in this handbook, provide the name and contact information of the student's Learning Coach, and agree to watch the welcome and training videos within one week of enrollment, all of which is completed in our district's pre-registration form. Additionally, the CSVA must receive a copy of a certified birth certificate, immunization records and official records from the student's previous school. These documents will be kept on file during the enrollment period.

In the CSVA registration process, parents are asked to identify qualified students with documented disabilities by acknowledging that their child does or does not have a Section 504, IEP, or other documented disability which is related to the ability to enjoy the benefits of CSVA's programs or services. If their student is served by a Section 504, IEP, or other documented disability, the parent will provide a copy of that document to the CSVA Director with the student's pre-registration. Failure to disclose a documented disability may lead to removal of the student from CSVA. CSVA does not assume responsibility for services or resources for students with undocumented disabilities.

A full-time student should be enrolled in the following minimums:

K-2	Four core courses (Language Arts, Math, Social Studies, Science) and one to two electives
3-5	Four core courses (Language Arts, Math, Social Studies, Science) and two to three electives
6-8	Four core courses (Language Arts, Math, Social Studies, Science) and two or three electives
9-12	Seven credits, typically four core courses and three electives

High school students should enroll in coursework which will lead to qualifying for a level of the Hathaway Scholarship even if attending college is currently not a post-graduation goal. In our experience, we have seen many students change their mind upon graduating and unfortunately, the did not qualify for the Hathaway due to not taking enough math, science or other coursework. Meeting only the district's graduation requirements earns a diploma but may end up closing the door to potential scholarship money if plans change. It is best to leave as many doors open as possible! When working with our counselor to select courses each year, we recommend making a plan to take courses and qualify for a Hathaway Scholarship!

PLEASE NOTE: Student schedules (course selections) may not be changed after three weeks of enrollment. Any courses started late must still be completed by the end of semester due date. Parents and students should understand a schedule change will result in less time to complete a new class. Students may not begin new classes after October 15th in the fall and April 1st in the spring.

Fall enrollment closes September 15th and spring enrollment closes February 1st.

Students currently suspended or expelled, or facing disciplinary action in another district or program are ineligible to enroll in the CSVA.

Parents who have a student accepted into the CSVA will be asked to submit a head and shoulders picture of their student as well as record an introductory video.

During the spring 2026 legislative session, a new statute requiring districts to provide K-12 literacy support was signed into law by Governor Gordon. We will be implementing the requirements of this statute for all K-12 students enrolled in the CSVA. Additional assessments related to reading, writing, speaking and listening may be required as a condition of enrollment. All students in grades 3-8 are also enrolled in a math intervention class and are exited following completion of diagnostic assessments showing the student is at or beyond grade level in math. Students who do not complete the reading and math assessments will have their courses placed On Hold and may be exited from the program for non-compliance.

Special note concerning homeschool students seeking enrollment in the CSVA
Sheridan County School District #1 board policy LBD-R2 states:
The SCSD #1 Board of Trustees regards homeschool educational programs as non-accredited schools and reserves the right to require appropriate testing or other means to determine grade-level placement. An evaluation of the homeschool curriculum by school personnel and/or evaluation data will be used to determine the student's class rank, grade point average, cumulative credits, and other honors, etc.

It can be very difficult to grant credits students may have earned at the high school level while attending homeschool in grades 9-12. If a parent has evidence their student completed courses using an accredited curriculum, equivalent credit may be granted. Without this evidence, and if a student cannot pass a course equivalency exam, credit may be denied and may cause a student to not be accepted due to not being on track to graduate on time.

THE BRIDGE SCHOOL

High school students enrolled in the CSVA and who are deemed at-risk of not graduating on time may be enrolled in our alternative school, The Bridge School. A meeting with the student, their parents/guardians, and CSVA staff will be held to determine eligibility for The Bridge School, if appropriate.

WITHDRAWING FROM COURSES

Students who wish to withdraw from CSVA classes must notify the CSVA of their intention. CSVA will inform the home district as required under WDE Chapter 41 Rules. The student would then be transferred back to their local school district to enroll in their local education agency or submit their homeschool status to their district. Students who stop participating in CSVA courses without officially withdrawing will be dropped from CSVA rolls, and the student's home district will be notified. **After 10 consecutive school days, any student not actively participating, as monitored through course progress, will be withdrawn, unless CSVA staff have previous notification.**

DUAL ENROLLMENT

High school students in grades 10-12 have the option to enroll in college courses through any of our state's community colleges. Students may enroll in online or in-person classes. The CSVA uses a number of financial resources to provide these courses to students at no cost. Students who successfully complete a dual enrollment course at the 1000 level or higher both receive high school and college credit. Our ability to pay for all coursework has become limited and some courses may not be approved for budgetary reasons. Approval of coursework must be completed ahead of enrollment to be eligible for tuition coverage. Students who take courses at the 1000 level not paid for by the CSVA will still receive high school credit.

Students may be denied from enrolling in dual enrollment courses if they have not demonstrated the necessary skills to be successful in CSVA coursework. Staying on or ahead of pace, completing coursework on time with passing grades, Learning Coach support at home, and appropriate communication as needed with CSVA staff may all be considered when approving dual enrollments.
Students who do not successfully complete dual enrollment courses with a C or higher may not be allowed to take additional courses in the future.

Students should continue to work on any CSVA coursework while enrolled in college classes. We recognize the workload of college courses may be heavy at certain times during the semester, but students should communicate with their teachers and plan to catch up in CSVA courses if they fall behind. Waiting until college classes are complete and then attempting to complete an entire semester of work in a few weeks can be difficult and does not allow for the best learning experiences.

IMPORTANT NOTE: Dual enrollment courses not approved by the CSVA before beginning them WILL NOT be paid for by the CSVA. **Parents will be expected to incur the cost for these classes.** Classes can be approved by contacting the CSVA Counselor.

Additional information on enrolling in dual enrollment courses can be found in the Appendices at the end of the handbook.

GRADUATION

Sheridan County School District #1 graduation requirements can be found in school board policy IKF and are listed in the CSVA's Course Catalog.

Graduates are invited to attend and participate in Tongue River High School's graduation ceremony to be held on May 29, 2026, at in the TRHS gymnasium, Dayton, WY. First information concerning graduation usually is sent out in September or early October, and additional information is sent throughout the year. Seniors should continue to check their CSVA email account for new information. We also send information to parent emails. There are a number of important dates you should note when you receive information and be sure to meet any deadlines that are required. **Students who do not complete the necessary forms by the required due dates will not be allowed to walk at the ceremony, even if they decide to attend in person at the last minute.**

We will once again host a dinner or reception for seniors and their families the evening before graduation. Information and RSVPs will be sent out during the year. We encourage all of our seniors to travel to Dayton and participate in their graduation ceremony. The evening's reception before graduation provides seniors an opportunity to meet staff, see where they will be walking across the stage and meet each other as well. We hope you will consider attending both!

Early Graduation Requests
Sheridan County #1 Board Policy IKFA states: Students who will meet all of the graduation requirements prior to the end of their eight semesters of attendance may request early graduation. Each request must first be approved by the principal and superintendent in writing along with a current transcript and plan to meet the graduation requirements. Before recommending that a request for early graduation be granted, the principal shall review the request with at least one of the student's parents or guardian(s) and the student. All documentation will be submitted to the board for final review and action.

Students who wish to request early graduation must notify the CSVA counselor to schedule a meeting with the student and parents to determine a plan for necessary course enrollments to complete the district's graduation requirements. Students who are given permission to send the Board a request to graduate early will submit a letter to the CSVA Director explaining why they wish to graduate early and what their plan is after graduating early as well as meet with our program's student advisory team.

Students may be denied the opportunity to graduate early if they have not demonstrated a strong commitment to their educational experience. For example, students who often skip assignments, do bare minimum work in their courses or are behind in their coursework are demonstrating they are not fully engaged in their education and a request to graduate early can be denied.

Non-senior students who have been approved to graduate early but who do not take their required state assessments will have their approval retracted, not be allowed to graduate through the CSVA, and will not be offered an opportunity to re-enroll next year. Our district takes completing required state assessments seriously and expects all students in grades 3-11 to complete their state testing, even if they have completed all of their work early and intend to graduate at the end of the semester. Diplomas will not be issued to students who do not complete their state assessments.

ATTENDANCE

Recommended Academic Time
Highly successful students have an established routine and participate in their coursework daily. While these routines do not need to match the district academic calendar or a typical school day, working 4-5 days per week is a best practice for high achievement. Our experience has shown that students who routinely work in the online SchoolsPLP curriculum progress well through the program and are able to complete courses by the end of each semester.

It is important to remember every student has individual needs. The amount of time spent working each week may vary greatly for each student and the actual time spent will be what is needed to meet the minimum required progress below. Students typically spend between 6-15 hours each week working on their courses in SchoolsPLP. Additional time may be required outside of SchoolsPLP in order to complete weekly assigned work.

Minimum Required Weekly Progress
Attendance will be taken based on meeting the minimum weekly progress as shown in SchoolsPLP. Students meeting progress will be counted present for the entire week. Students behind 4% or more on overall progress will be counted absent and parents will receive an attendance letter via email. State statute states 10 absences in a row requires the program to drop a student from the program. This will be strictly adhered to throughout the school year.

Students not meeting progress must complete enough work during the following week so they are once again meeting the minimum required course progress. The Learning Coach and student can work with our teachers to put a plan in place if a student falls behind. As long as the plan is being met, students will not be dropped from the program. A plan for catching up and meeting the plans expectations are mandatory for continued enrollment if the student falls behind.

Using our learning management system, we now have the ability to provide students a weekly list of assignments to complete. After providing SchoolsPLP with our district calendar, the system will automatically divide up a course's assignments and assessments so students who complete the recommended pacing will complete their courses on time. The system provides our staff, parents and students real-time information about student progress and the CSVA will use this to track attendance each week.

Students who do not complete their courses by the end of a semester may face removal from the CSVA, as this may provide evidence that the CSVA is not an appropriate learning environment for your student to receive a year's education in a year's time.

The CSVA is a flexible program, and students may work ahead in their progress. We have a number of families who choose to use the flexibility of our program to take vacations during the school year or wish to take extended breaks that differ from our district's academic calendar. All of these and other reasons are perfect examples of why our program's flexible environment allow students to excel. It is important to remember our staff will follow the district calendar and your student will need to be sure to work with their teachers ahead of time if they will be absent for an extended period.
Should a student need to take time off from their coursework, it is best to work ahead of the minimum progress required for the dates the student will not be working. Simply, this allows the student to be counted present during those times they are not working. Any extended time away from coursework must be communicated in advance with the student's teachers and the CSVA Director. This will ensure we know your student is still active in our program.

Students may also work at a faster pace than the minimum required and complete courses early. In fact, we have many students who complete courses many weeks ahead of schedule. Students who complete courses before the final day of the school semester are counted present for all of the remaining time of that semester. This is not only allowed but encouraged! The opportunity to start winter and summer breaks early is a terrific motivator for students!

Mid-Year Enrollment
Students who enroll in the CSVA during the school year will be placed in their courses according to their individual situations. The CSVA will try to align the student's previous course enrollments with courses we offer. If a student is placed in a new course they were not previously enrolled in, the student will begin the course at the start of the course and be expected to complete the course by the last day of the semester. This will require the student to work at a faster pace in order to finish on time in that course. Admissions counselors and administration can help determine the necessary weekly progress when this is required.

Additionally, our curriculum may not (and most often does not) perfectly align to the student's previous school district curriculum and pacing. Students may notice they are placed in a course that does not match the material they were learning before moving to the CSVA. The Learning Coach and student should work with individual CSVA teachers to attempt to best place the student in our curriculum when needed. Students will still be responsible for demonstrating the learning of our curriculum during the course's final exam, which will cover the entire semester's curriculum. Communication with teachers is very important in these situations to ensure the student's transition to our program is as smooth as possible.

Truancy
Students who stop attending CSVA (by not logging into our online system) and become nonresponsive to staff attempts to communicate via email, phone, and standard postal mail, will become truant at 10 days of no log in per state law. All students under the age of 16 or who have not attained completion of the 10th grade, must attend public school in Wyoming or notify the state regarding private or home schooling per state law. If students stop attending CSVA due to non-attendance and a resulting truancy, state law requires parents of underage children to report to the local school district, and thus the state, the child's educational status following this potential withdrawal from attending CSVA. Failure to do so may result in misdemeanor charges by the state. Please refer to state law:

§ 21-4-102. When attendance required; exemptions; withdrawal.

(a) Every parent, guardian or other person having control or charge of any child who is a resident of this state and whose seventh birthday falls on or before August 1, or September 15 if the child started kindergarten pursuant to an approved request under W.S. 21-3-110(a)(xxxviii), of any year and who has not yet attained his sixteenth birthday or completed the tenth grade shall be required to send such child to, and such child shall be required to attend, a public or private school each year, during the entire time that the public schools shall be in session in the district in which the pupil resides; provided, that the board of trustees of each school district may exempt any child from the operation of this article when:

(i) The board believes that compulsory attendance in school would be detrimental to the mental or physical health of such child or the other children in the school; provided, the board may designate at the expense of the district a medical doctor of its choice to guide it and support it in its decision;

(ii) The board feels that compulsory school attendance might work undue hardship. The board may conduct a hearing on issues pursuant to this paragraph by executive session; or

(iii) The child has been legally excluded from the regular schools pursuant to the provisions of W.S. 21-4-306.

(b) A home-based educational program shall meet the requirements of a basic academic educational program pursuant to W.S. 21-4-101(a)(vi). It shall be the responsibility of every person administering a home-based educational program to submit a curriculum to the local board of trustees each year showing that the program complies with the requirements of this subsection. Failure to submit a curriculum showing compliance is prima facie evidence that the home-based educational program does not meet the requirements of this article.

(c) In addition to subsection (a) of this section, the parent, guardian or other person having control or charge of any child under the age of eighteen (18), who has not otherwise notified the district of enrolling that child in a different school district or in a private school or home-based educational program, shall meet in person with a school district counselor or administrator to provide the school district with written consent to the withdrawal of that child from school attendance. The written consent to withdrawal shall include a separate provision authorizing the release of the student's identity and address to the Wyoming national guard youth challenge program, as established by W.S. 19-9-701, for the sole purpose of recruitment into the Wyoming national guard youth challenge program.

§ 21-4-105. Penalty for failure of parent, guardian or custodian to comply with article.

Any parent, guardian or custodian of any child to whom this article applies who willfully fails, neglects or refuses to comply with the provisions of this article may be punished by not more than ten (10) days of community service and subject to proceedings under the Child Protection Act, W.S. 14-3-401 et seq., or the Children In Need of Supervision Act, W.S. 14-6-401 et seq., or both.

See Title 21, Chapter 4 for additional statutes and definitions related to Wyoming Compulsory Attendance law.

WORKING IN COURSES

Students should commit to working in all courses throughout the semester. Often, students will choose to work on only some of their courses (especially ones they deem more fun) and leave other courses for the end of the semester. This is a strategy that often leads to a lack of success in the CSVA, especially when they leave the hardest courses for last.

When students complete a course, it will be marked as “Complete” in SchoolsPLP and they will not be able to continue to work in the course. Some students choose to skip assignments or not provide their best effort and then,

after completing a class, wish to go back and resubmit assignments to raise their grade. Students who do not show evidence of full engagement in their education will not be allowed to resubmit assignments later or be given the opportunity to return to a completed class later.

Once a student has completed all courses and demonstrated strong effort along the way, they can request an opportunity from a teacher to resubmit assignments to raise their grades until the end of the semester. Teacher discretion will be used to determine if a student is eligible for this opportunity. The best strategy is to always give your best effort and complete your work on or ahead of pace to be eligible.

Course due dates change requests will not be granted. Previously, students and/or parents have requested course due dates be moved up in an attempt to help a student complete work faster. Unfortunately, this has rarely resulted in success for the student and on the contrary, has led to more stress and ultimately falling behind the faster pace which can still result in dismissal from the CSVA. Instead, if a student wishes to advance more quickly than semester due dates, they should work with their parents to set their own weekly goals towards completing coursework early.

INTERVENTION PROCESS

CSVA utilizes a structured, multi-level intervention approach to support students who are not performing satisfactorily:

1. Initial Intervention: When a student falls behind in progress or demonstrates declining performance, the Academic Coach and teacher contact the student and Learning Coach to identify barriers and develop a plan for improvement.
2. Targeted Support: Students may be required to participate in additional teacher-led support, including virtual meetings (Zoom sessions), assignment monitoring, or increased communication expectations.
3. Intensive Intervention: For students with ongoing challenges, individualized support is provided, which may include executive functioning coaching (time management, scheduling, organization) through the Academic Coach and/or support from the school counselor for social-emotional needs and connection to local resources.
4. Progress Monitoring and Accountability: Student progress is continuously monitored following interventions. Students who fail to meet agreed-upon improvement plans or minimum progress expectations may be subject to withdrawal from the program in accordance with CSVA policies.

This coordinated system of support ensures that students receive timely assistance, families remain actively engaged in the learning process, and appropriate interventions are implemented to promote student success and ensure students enrolled in the CSVA can successfully complete an academic year of learning on time.

COMMUNICATION POLICY

Consistent and cooperative communication provides a vital link between CSVA teachers, Learning Coaches, and students. As a public-school program, we are mandated to deliver instruction to our students via fully licensed teachers. In order to do this, Learning Coaches and teachers must work together as a team by maintaining positive and open lines of communication. Students, too, are an important part of this team, as teachers work directly with students through telecommunication and email to provide instruction and develop positive relationships. Conference calls provide a personal venue between teachers, Learning Coaches, and students to discuss each student's academic progress and success.

Additional Notes

- Learning coaches and students are expected to check email daily and to return teacher phone calls and emails within 24 business hours.
- Teachers are available to be contacted 8-4, M-Th, excluding holidays/breaks, unless a teacher states otherwise. Many of our teachers also teach in our district's brick-and-mortar schools, and they may not be able to return a message during the typical school day.
- Learning coaches and students are expected to be respectful in their communications with teachers/school staff as is our staff when communicating with our families.
- Learning Coaches and students are expected to inform their CSVA teacher of any changes to contact information.
- CSVA teachers have 24 hours to respond to email and telephone calls during the business week.

Email

CSVA's SchoolsPLP messaging communication system is the primary communication platform for teachers, students, Learning Coaches, and administration. Non-course information communicated to CSVA families will be sent via the emails provided to the CSVA. Often, the information is time-sensitive, and many items require a specific response. Below are some general guidelines to be followed:

- The Learning Coach is required to check his/her email Monday through Friday.
- The Learning Coach is required to reply promptly to all phone calls, emails or SchoolsPLP messaging received from CSVA within 24 hours.
- The Learning Coach is required to maintain his/her Internet connection.
- The Learning Coach has the option to turn on notifications in SchoolsPLP by providing the system their mobile number and email address. When communications are sent to the student, the Learning Coach will receive a notification of the communication (though not the communication itself). Learning Coaches can access messages to and from students by logging into the Parent/Guardian SchoolsPLP portal.

Non-Compliance

As a public-school program, CSVA has the responsibility to ensure that students are learning. A Learning Coach will be considered to be non-compliant with CSVA's communication policy when a teacher is unable to reach him/her during a two-day period. This includes unsuccessful attempts by the CSVA teacher to interact with the Learning Coach via conference calls, email, and/or communication delivered to the home address. Failure of the Learning Coach to comply with the communication requirements may result in the removal of the student from the program.

*In the event a student with an Individualized Educational Plan (IEP) has received a Habitual Truancy Notice and/or has 10 consecutive absences, a Manifestation Determination meeting will be scheduled. The purpose of the meeting is to determine whether the student's absences are a manifestation of the student's identified disability. At that time, the team will discuss if any additional accommodations or modifications should be made to help the student meet the attendance requirements.

Staff Contacts

Staff contact information can be found on our webpage under Menu, then Staff.

INVOLUNTARY STUDENT WITHDRAWLS

Students may be involuntarily withdrawn from CSVA for any of the following reasons: (1) Attendance policy violations; (2) Repeated non-engagement in the learning systems; (3) Repeated truancy issues; (4) Repeated non-attendance of mandatory parent meetings; (5) Consistent non-communication with CSVA teachers and administrators; (6) Non-participation in state and school testing; (7) Not completing courses by the end of the semester; and/or (8) Violations of CSVA and Sheridan County School District #1 policy.

Students may be withdrawn from CSVA upon notification of the legal guardian whereupon the student will be required to either enroll in the district of residence or notify the State of Wyoming of intent to provide homeschooling by the parent per state laws. State laws give legal guardians ten days from the date of withdrawal to enroll in the district of residence or notify the state of the intent to homeschool.

FAILURE TO COMPLETE COURSEWORK

Students who do not finish coursework by the end of the semester may receive F's in those courses and may be removed from the program. Alternatively, we may provide an opportunity for the student to remain in the program and allow for completion of the courses if the CSVA determines there are extenuating circumstances leading to the incomplete coursework. However, the F received for not completing a course WILL NOT be removed from the transcript.

IN MOST CASES: Not completing coursework will be seen as evidence that the CSVA is not the appropriate placement for the student and the student will be exited from the program.

Courses which are not completed, including for students who are exited from the program mid-semester, will receive grades which represent their course progress up to the date of exit. Missing work will be entered as 0's and will count towards the assigned grades.

FEES

As a public-school, state-funded program offered in Sheridan County School District #1, there is no tuition charge for CSVA classes for students enrolled in the district. Wyoming school districts who wish to partner with Sheridan #1 and the CSVA will be charged an agreed upon fee which is not passed on to families enrolled in those districts.

Some normal associated costs may be incurred by a family, such as school supplies, Internet access, etc. Families are not expected to purchase extraordinary items for courses taken by their student. We recommend contacting our office before making any purchases you believe could be unreasonable or outside of normal educational expenses.

The district will provide each student a laptop, if needed, at the beginning of the school year or at enrollment. There are no textbooks or additional equipment necessary for the successful completion of CSVA courses. The district will charge a Chromebook repair fee of $75 for broken screens or other repairable damage. If the laptop is damaged beyond repair and requires full replacement, a fee of $350 will be assessed.

Transcripts and records will not be forwarded if unpaid fees exist until the balance is paid in full.

GRADES

The CSVA grading scale aligns with the district's brick-and-mortar scale used for virtual courses. CSVA grades according to percentage correct. Sheridan County School District #1 will convert the percentage grade awarded to a letter grade based on the following scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F= 59% and below

Letter grades allow for calculation of a Grade Point Average for college admissions and scholarships. CSVA grades are based on a 100-point scale, cumulative throughout the semester and rounded as necessary. High school courses taken in middle school will not count towards the high school GPA but students who successfully complete a high school class in middle school will receive high school credit.

ACADEMIC INTEGRITY and ETHICS AGREEMENT

CSVA students are required to fully commit to academic integrity. Students are required to agree to abide by the following set of expectations:

- Students are expected to verify that the work on each assignment is their own.
- Collaborating with another classmate on any assignment must be pre-approved by the CSVA Director and/or teacher.
- Students may not plagiarize in any form.
- No student may allow others to copy his/her work.
- No student may misuse content from the internet.
- No student should store coursework on a public or shared network drive.
- If any sources are used, the sources must be listed at the end of the student's work.
- The above list includes student use of AI.

Each time it is determined that a student has plagiarized or has been academically dishonest, the student will be expected to correct his or her mistake and complete the work (or an equitable alternative assignment, per teacher discretion). Also, the teacher may fill out a referral and forward it to the CSVA Director. The director will review each individual case, consider all factors involved in each situation, and determine the appropriate consequence. Repeat offenders can expect more severe consequences with the most severe being removed from the CSVA.

Typically, the first time a student is determined to have failed to follow these expectations, they may receive a 0 on the assignment and allowed to resubmit. A second violation can result in the student receiving a 0 with no opportunity to resubmit. Further violations can result in more severe consequences, as noted above.

WYOMING HIGH SCHOOL ACTIVITIES ASSOCIATION (WHSAA) AND ELIGIBILITY

CSVA students may be eligible to compete in all Wyoming High School Activities Association endorsed sports activities provided they meet all eligibility requirements and pay the associated fees. Students transferring to CSVA from another school may participate in their home district's WHSAA sanctioned activities by completing the "Affiliate Virtual School Membership Form" and the "Combination School Agreement," as well as paying the affiliate membership fee as set by the WHSAA. These forms can be found here: https://www.whsaa.org/forms/forms.html.

By completing the Affiliate Virtual School Membership Form, families become affiliate members of the WHSAA and then may complete and sign the Combination School Agreement form with their resident school. The CSVA is not a part of this process directly, but we can help you ensure the process is completed correctly.

The WHSAA Handbook will provide you information about the various activities overseen by the Association as well as eligibility requirements (see Chapter 6 for more information about eligibility), including being enrolled and passing a minimum of five courses both in the current *and* previous academic semesters. At the high school level, WHSAA counts the number of courses and not the number of credits being attempted or earned (a college course, even though worth more credit, still only count as one course).

Additionally, CSVA students can participate in other school activities such as prom. Often, schools will send eligibility / students-in-good-standing forms to us. Other sports / activities, such as rodeo or hockey, also may ask for eligibility forms to be completed. We will only approve eligibility if students are on or ahead of overall progress and do not have any F's in their CSVA courses. CSVA students, even those who do not live in Sheridan #1, are also eligible to attend activities in the school they are enrolled with us (for example, prom at TRHS).

TECHNOLOGY ACCESS and REQUIREMENTS

If a student or parent has technology access issues, the student or parent can contact the CSVA Director's office to notify the CSVA and seek help. Students have the option of checking out a Chromebook at no cost from the CSVA. Students may also use their own technology if they so choose. SchoolsPLP is completely browser-based and can be accessed on any device with Internet access. Refer to the FEES section in this handbook for Chromebook-related repair and replacement fees.

STUDENT CODE OF CONDUCT

All students will be required to agree to abide by the Student Code of Conduct. The code outlines expectations for appropriate student behavior and the consequences associated with failure to adhere to the code. See Appendix E.

Appendix A: Post-secondary Opportunities

NOTE: The following information has been adopted by Sheridan County School District #1 for in-district, brick-and-mortar students and adjusted as necessary for students enrolled in the district through the CSVA below as noted in italics.

Students who are currently enrolled in a high school *through the CSVA* at Sheridan County School District #1 have an opportunity to enroll in *community colleges across Wyoming*. To take advantage of these college credits, students must obtain permission from a parent or guardian, and a school official must confirm that the student is academically ready for college courses. The district defines "academically ready" as:

- Demonstrating proficiency (3 or higher) on assessments in prerequisite courses.
- Having a minimum cumulative GPA of 3.3.
- Being proficient in reading.
- Being on track to earn 24 high school credits by the end of senior year.
- Maintaining an attendance rate consistent with the tier-one school attendance procedure within the CSVA handbook.

College credits can be earned through dual and concurrent enrollment *(concurrent opportunities are not currently available but are included in this appendix as part of the enrollment process and will be used if concurrent classes in the CSVA become available in the future).* Concurrent enrollment courses are taught by college-approved high school teachers at the high school, while dual enrollment courses are conducted by college instructors and can be taken in person on the college campus or online. Dual courses are intended to fulfill elective graduation requirements only.

Concurrent Course Enrollment
Concurrent courses are offered to students who meet the prerequisites listed in the course catalog. Students must also obtain permission from a parent or guardian and a high school official. Grades from concurrent classes will be recorded on the high school and college transcripts.

Dual Course Enrollment
Dual courses are available to juniors and seniors. The counselor will help students identify courses that align with their Hathaway and Point B goals and fit their schedules. Juniors will be granted one period in their schedule each semester to accommodate up to two dual courses (four total dual courses). Dual courses may not replace a concurrent course or a core graduation requirement. Students must maintain full-time status by enrolling in a full course load. Students are responsible for communicating with their instructors regarding coursework and exams, establishing and monitoring college accounts, and being proactive in problem-solving technical requirements set by the college.

Summer Dual/Concurrent Courses
The district does not provide financial support for students who complete dual or concurrent courses over the summer.

Students need to follow these steps to take advantage of dual and concurrent courses:

Step 1: As an 8th grader, discuss graduation requirements, Hathaway, *future goals*, high school objectives, and college credit aspirations with parents and the school counselor.

Step 2: Choose classes that meet the student's goals. Successful completion of the coursework in freshman and sophomore years, leading to the requirements listed above, is essential to qualifying for dual college credit course enrollment as a junior and senior.

Step 3: Take the required placement tests to meet course prerequisites. Take the ACT, AccuPlacer, or COMPASS English, Math, and Science tests. Minimum scores are noted in the *college's* course catalog for dual and concurrent courses.

Step 4: Meet with the counselor to confirm that you have fulfilled the above requirements by completing the Dual or Online Course Agreement *(provided below)* and college registration form. Before registration is complete, the student must agree to the following responsibilities:

- Students share their dual course grades and coursework with *the CSVA counselor*, which allows them to support and track student progress.
- Students communicate with instructors regarding coursework and exams.
- Students are responsible for obtaining required course materials (paid for by the district), such as books.
- Students establish college accounts and monitor them frequently.
- Students will be proactive in problem-solving technical requirements set by the college.

GPA

The Wyoming Department of Education established a grade-weighting policy that accounts for the increased academic rigor of certain high school courses. The weighted GPA, or the Hathaway GPA, is based on a scale from 0 to 5.0. All courses taken are included in the weighted GPA calculation; however, only dual and concurrent college courses 1000-level and above and AP courses are weighted. The cumulative GPA, which is unweighted, is calculated on a 4.0 scale. Both the weighted and unweighted GPAs will appear on a student's transcript.

Dual and Concurrent Course Withdrawal/Fail Procedure

Students may withdraw from a concurrent course during the first four days of each semester. Withdrawal from a dual course will adhere to the college's procedures. Students will not be permitted to withdraw from a course if doing so would reduce their course load below full-time equivalency. Failing a course may limit your opportunity to take future dual enrollment courses and will negatively impact your GPA. If a student withdraws from a course after four days, fails it, or wants to retake it to improve their grade, the district will not cover the cost for them to take it again.

Exceptions

Students who request an exception from any requirements must obtain approval from the principal and superintendent. To do so, they must complete the College Requirement Exception Request *(provided below).*

Dual or Online Course Agreement

This form ensures the student meets the eligibility requirements and agrees to the following responsibilities:

- Students share their dual course grades and coursework with CSVA counselor, which allows them to support and track student progress.
- Students communicate with instructors regarding coursework and exams.
- Students are responsible for obtaining required course materials (paid for by the district), such as books.
- Students establish college accounts and monitor them frequently.
- Students will be proactive in problem-solving technical requirements set by the college.
- The counselor and principal consider the request and approve or deny the application on a case-by-case basis, subject to the criteria stated below.

Name: _____ **Current Grade Level:** _____

Dual Enrollment Eligibility Criteria:

- 11th or 12th grade
- Proficient (3 or higher) on assessments in the prerequisite course
- Cumulative GPA of at least 3.3
- Completed the required placement tests to meet the course prerequisites
- On track to complete 24 graduation credits by the end of senior year
- Proficient in reading
- Attendance rate consistent with tier-one school attendance procedure

Please answer the following on a separate paper and attach it to the application. Be specific.

What is the purpose or reasoning behind our request to take a dual enrollment or online class?

_____ _____
Student Signature **Date**

I _____approve/_____deny my child's request for dual or online enrollment.

_____ _____
Parent/Guardian Signature **Date**

I _____approve/_____deny this student's request for dual or online enrollment.

_____ _____
CSVA Counselor / Director Signature **Date**

College Requirement Exception Request

Student Name	
Parent Name	
Parent Phone	
Date	
Nature of Exception (check all that apply)	• The student wishes to enroll less than full-time. • The student wishes to substitute a dual enrollment course for the same course offered brick-and-mortar. • The student schedule conflicts with brick-and-mortar offerings. • Does not meet one or more requirements:_____ • Other, please specify:_____
Explanation and for the Exception	

Parent/Student/Counselor/Principal Meeting Date: _____

Principal Notes

☐ **Request Approved**	☐ **Request Denied**

Superintendent Notes

☐ **Request Approved**	☐ **Request Denied**

Principal Signature:_____ **Date:** _____

** The document will be sent to the Superintendent upon the principal's approval.**

Superintendent Signature:_____ **Date:** _____

** Upon the superintendent's approval, the scanned approval will be sent digitally to the counselor and uploaded into PowerSchool.**

Appendix B: Academic Integrity and Honor Statement

At the Cowboy State Virtual Academy, the students, faculty, and staff join together in a unique learning community. Creating a community of trust is an essential part of this process. Maintaining high standards for academic integrity and honesty significantly contributes to the creation of our community of trust.

In order to protect the integrity of Sheridan County School District #1's diplomas, the student and family commit that each assignment and all work submitted will be the student's own work.

The faculty and staff of CSVA expect students to maintain a high standard of academic integrity.
A commitment to submit original work for evaluation and to neither give nor receive aid on course quizzes, tests, or projects when prohibited by the instructor is evidence of the academic integrity expected of our students. In the event that guidelines are unclear, our students assume the responsibility for communicating with the instructor as to not compromise the integrity of the work they submit. Examples of academic dishonesty include:

- Cutting or copying and pasting another author's work without properly attributing the work to the owner
- Collaborating with other students/family members on an assignment without prior approval from the teacher
- Altering or misusing documents
- Impersonating, misrepresenting, or knowingly providing false information as to one's identity
- Cheating on examinations (receiving help not specifically approved by the instructor), and
- Plagiarism.
- Use of AI is included with each of the above examples. More information can be found in Appendix C under "Guidance for Students."

Failure to comply with the Academic Integrity and Honor Statement policy can result in removal from the CSVA program.

Appendix C: District Guidance for Artificial Intelligence Use – SCSD1

Our district is currently in the process of developing an AI Guidance document to support students, parents and staff in regard to AI use. The CSVA recognizes how quickly AI is evolving and changing educational experiences for stakeholders and is including the current draft in an effort to communicate this information to our families. It is important to note this document will also evolve along with AI and its use and we will update this appendix throughout the year as the district adopts any changes.

Impact Statement
Sheridan County School District #1 (SCSD1) recognizes the potential for Artificial Intelligence (AI) technologies, which are becoming integrated into education and society. As the heart of the community, we transform lives through education, collaboration, innovation, and commitment, and those skills will be deeply intertwined with AI.

Following in the footsteps of calculators, computers, and wifi, AI appears to be quickly becoming a ubiquitous part of every person's life, and we believe that we owe it to our students and staff to prepare them for this reality.

SCSD1 is committed to empowering students and staff with the knowledge and skills to safely, responsibly, and effectively utilize AI technology. We aim to leverage AI's transformative potential to enhance academic skills, learning, and student success. Our strategic approach equips students and staff with AI-powered tools that promote creative and critical thinking, effective communication, and collaborative problem-solving. Simultaneously, we prioritize mitigating potential risks associated with AI, such as data privacy concerns, impersonation, and academic dishonesty.

Understanding AI
Artificial Intelligence, or AI, refers to computer systems trained with data to automate tasks typically requiring human intelligence. Types of AI range from systems doing specific tasks, like recommending movies or auto-correcting typing errors, to more advanced forms that generate new content or predict future outcomes. Figure 1 defines the general differences between reactive, predictive, and generative AI. AI is also behind self-driving cars and digital assistants like Siri or Alexa. AI uses data and algorithms to generate decisions, predictions, or content. AI allows machines to learn, adapt, and perform tasks like humans, often more quickly and accurately. It's a rapidly evolving technology that's already a part of our everyday lives (ISTE, 2023).

AI is...
- A tool to augment learning and operations
- Already embedded into many technologies you use
- Includes flaws, such as algorithmic bias, that should be considered
- A product of other people or organizations with their values, agendas, limitations, biases, and needs
- An algorithm that can make decisions, provide predictions, or generate new content based on data that was used to train or create the algorithm

AI is not...
- A replacement for humans who bring expertise and value to their roles and communities, like highly qualified educators
- Something that can be ignored or "turned off"
- A source of unquestionable, factual information
- Produced without the influence or interests of specific people or agendas
- A sentient program.

From Gwinnett County Public Schools (n.d.)

Guidance for Principals

We recognize Artificial Intelligence's (AI) potential in shaping our learning experiences while emphasizing the importance of human insight and intuition. While AI offers valuable ideas and perspectives, our judgment determines their ethical use. We acknowledge the opportunities and risks associated with AI and are committed to navigating these thoughtfully to enhance our values of education, collaboration, innovation, and commitment. (Santa Ana Unified School District, n.d.)

Accountability: The Superintendent or designee will inform staff, students, and parents/guardians about authorized uses of district technology, user responsibilities, and consequences for any unauthorized or unlawful activities per district regulations and the Acceptable Use Policy, which all users must sign before use. Teachers and staff shall emphasize the safe and responsible use of emerging technologies like generative AI. The district trusts teachers' professional judgment to make informed decisions about technology use in alignment with district policies and to inform their direct supervisor of any concerns.

Student and Staff Empowerment: AI tools can offer recommendations and support decision-making. Staff and students will act as "informed users" to guide and oversee AI use responsibly and ethically. AI will not replace the essential role and value that educators and students bring to learning. Instead, AI should aid decision-making, creativity, education, development, growth, and productivity.

Equitable and Inclusive: All teachers shall have access to AI tools to support diverse learning needs inclusively. Student access to these tools will comply with federal regulations.

Safe and Secure: Students and staff should not be put at increased risk using AI, nor should their personally identifying information be unlawfully shared. We will evaluate both the risks and opportunities of AI. Please abide by FERPA, COPPA, CIPA, and PII. Please see the glossary for term definitions.

Continuous Evaluation of AI Technologies: SCSD1 is committed to reviewing and updating its AI-related policies, procedures, and practices to keep pace with evolving technologies. This ensures that all tools remain safe, effective, and inclusive for students and staff.

Advancing Academic Integrity: Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and staff. Students and staff should be truthful in giving credit to sources and tools and be honest in presenting work that is genuinely their own for evaluation and feedback. Users must also be mindful of potential biases in generated content, with teachers and staff prepared to address these issues in an educational setting.

Guidance for Students

Students should be critical users of AI, evaluating if and how AI should be used in different settings. Students follow the SCSD1 Acceptable Use Policy and their teachers' guidance on using AI tools and ask for clarity before using them if they are unsure.

Evaluating AI Tools: While AI tools offer vast information, recognizing facts is crucial. Students are responsible for ensuring the accuracy and integrity of their work when using AI. Students are expected to critically assess and confirm the accuracy of information provided by AI. Students should use AI tools with the guidance of trusted adults. Students should determine AI tools' purpose, safety, and trustworthiness before use. Not all AI tools are approved or appropriate for all ages, so check with your teacher or parent first.

AI for Academic Purposes: All AI use for any assignment is at the teacher's discretion. Guidance may change based on assignments and learning goals. Before use, refer to the teacher's guidance on the appropriate use of AI tools in academic settings. Be sure to cite your use of AI.

AI Output Review: Always review and critically assess outputs from AI tools before submission or dissemination. Students should never rely solely on AI-generated content without review.
Bias and Misinformation: Be aware that AI-generated content may possess biases or inaccuracies. Always verify AI-produced results using trusted sources before considering them in academic work.

Overreliance: It is important not to become too dependent on AI tools. These tools lack human insight or understanding of specific situations. Students must continue to practice critical thinking by reviewing and evaluating AI outputs before use. The use of AI should be meaningful and responsible.

Student Opportunities for AI Use:

Aid Creativity: Students might harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.

Communication: AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations. It can also help students consider different ways or tones to communicate an idea or message.

Additional Practice and Learning: AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.

Thought Partner: Students may use AI to help clarify, summarize, or even analyze their ideas in development. Students may use AI to do the following:

- Clarify academic content
- Brainstorm a topic
- Organize ideas and content
- Use as a tutor to clarify concepts, simplify complex content, practice, and review skills.
- Gain feedback to improve the quality of a piece of original content

Prohibited Student AI Use:

Plagiarism, Cheating, and Misrepresentation: Students should not copy from any source, including generative AI, without prior approval and adequate documentation. Any work with portions created or sourced from AI and presented as a student's original work without citation and/or teacher-approved use of AI is considered plagiarism. Students should always follow the teacher's guidance on using AI and cite their use of AI when it is allowed. Students should also refrain from using AI to misuse intellectual property or misrepresent the likeness of others.

Surveillance: Students are not permitted to use AI applications or wearables such as glasses and pins to record interactions with fellow staff and students.

Safety and Respect: Users must not use AI tools to create or propagate harmful, misleading, or inappropriate content.

Guidance for Staff

Staff should be critical users of AI, evaluating if and how AI should be used in different settings. Staff are also responsible for guiding students in the responsible and ethical use of AI and adhering to all relevant laws and policies. Staff members should refer to the SCSD1's Acceptable Use of Technology Policy and other supporting resources on the SCSD1's website.

Need to Know:

Evaluating AI tools: Be sure to check details when using AI with students, as not all tools are approved for all ages or audiences.

AI for academic purposes: Teachers and school leaders are responsible for clarifying appropriate or prohibited uses of AI tools in the classroom. Teachers may allow the limited use of generative AI on assignments and learning goals, but this shall be clearly communicated to students when the assignment is given.

AI output review: AI writing detectors should not be used as the sole indicator of academic dishonesty, as they are often unreliable, can be circumvented by tools that enhance writing, and may exhibit bias against student populations. Similarly, AI-based scoring systems should not be relied upon as the sole method for grading assignments or delivering feedback, as they can be manipulated, often lack consistent reliability, and may introduce biases that undermine fair and accurate evaluation for students from diverse backgrounds.

Bias and misinformation: Be aware that AI-generated content may contain biases or inaccuracies. Always verify AI-produced results using trusted sources and understand AI's limitations.

Staff Opportunities for AI Use:

Aid productivity: Staff might harness AI to generate ideas or examples for specific tasks or lesson planning, such as communication, question prompts, strategy ideas, rubric templates, etc.

Communication: AI can offer real-time translation, correct writing mistakes, clarify messages, or draft and refine communications.

Thought partner: Staff might use AI to help clarify, summarize, or even analyze their ideas in development.

Enhance instructional practices: AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to staff needs and interests, suggesting collaborative projects between subjects or teams, and offering simulation-based training scenarios such as teaching a lesson or interviewing potential candidates.

Operational efficiency: Staff might use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.

Prohibited AI Use:

Diminishing student and teacher agency and accountability: AI technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom.

Compromising ethics and privacy: Staff should not use AI in ways that compromise staff or student privacy or lead to unauthorized data collection, as this violates privacy laws and our system's ethical principles. Staff should never enter personally identifiable information into AI tools.

Safety and respect: Users shall not use AI tools to create or propagate harmful, misleading, or inappropriate content.

Guidance for Parents

Parents are crucial in supporting and overseeing their children's use of technology, including AI. We encourage parents to engage in discussions and learn alongside their students as they become critical users of AI throughout their educational experiences.

In addition to these guiding principles, parents might also consider the following:

Explore AI for Yourself: Explore tools such as ChatGPT or Google Gemini to gain insights into their functions and the benefits and challenges they offer. Share your experiences with your students and discuss how these tools operate.

Supervise and Demonstrate: Monitor students' use of AI tools and demonstrate safe and responsible practices, as not all AI tools are suitable for every age group.

Define Expectations: While AI can be a valuable tool for enhancing learning and productivity, students must continue to develop their critical thinking, creativity, and collaboration skills.

Set Clear Expectations and Communicate: As with any technology, defining when and how students should interact with AI is essential. Keep lines of communication open and honest regarding its use.

Demonstrate Adaptability: As AI technology advances, our methods and understanding will change, too. Stay ready to adjust your approach as you gain experience and learn alongside your students.

Definitions and Sources of Information

Glossary of Terms:

AI-Writing Detectors: These tools assess whether text is written by a human or generated by artificial intelligence. These tools analyze patterns and styles characteristic of AI to identify the writing's source.

Cheating: To act dishonestly or unfairly to gain an advantage, especially in a game or examination.

CIPA: The Children's Internet Protection Act (CIPA) (47 U.S.C. § 254(h)) is a federal law that requires schools and libraries receiving federal funding to implement internet safety policies. It mandates filtering software to block access to harmful content and requires educational programs to inform minors about appropriate online behavior. Compliance with CIPA includes ensuring that these institutions have measures to protect children from inappropriate materials (47 C.F.R. § 54.520).

Schools must ensure AI content filters align with CIPA protections against harmful content.
Cite Sources: Giving credit to the authors or creators of information you use in your work. It involves mentioning where you found that information so others can see the source.

COPPA: The Children's Online Privacy Protection Act (COPPA) (15 U.S.C. §§ 6501–6506) is a federal law that imposes specific requirements on operators of websites or online services directed to children under 13 years of age and operators of other websites or online services that have actual knowledge that they are collecting personal information online from a child under 13 years of age. AI chatbots, personalized learning platforms, and other technologies collecting data on children under 13 must adhere to COPPA requirements, such as obtaining verifiable parental consent before collecting, using, or disclosing personal information from children under 13 (16 CFR § 312.5).

FERPA: The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. FERPA requires schools to obtain written permission from the parent or eligible student before disclosing personally identifiable information (PII) from the student's education records, except in certain circumstances (34 CFR § 99.31). All technologies used by SCSD # 1, including those powered by AI, must protect the privacy of student education records and comply with parental consent requirements under FERPA.

AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
AI chatbots, personalized learning platforms, and other technologies that collect personal information and user data on children under 13 must require parental consent.
Individuals with Disabilities Education Act (IDEA): AI must not be implemented in a way that denies disabled students equal access to education opportunities.

Personally Identifiable Information: All users are strictly prohibited from entering, or directing others to enter, confidential or personally identifiable information (PII) of any student, staff member, or individual into a Generative AI tool. Users should also avoid entering their own PII. Personally identifiable information includes, but is not limited to, a person's name, address, email address, phone number, Social Security number, or any other details that could be used to identify someone (34 CFR § 99.3). Additionally, AI tools must not be used with the intent to threaten, intimidate, harass, or ridicule others.

Plagiarism: The act of using someone else's work, ideas, or expressions and passing them off as one's own. This includes copying text, images, or data without giving credit to the source.

Section 504: The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure their digital content and technologies are accessible to students with disabilities.

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Appendix D: Acceptable Use Policy

All students enrolled in Cowboy State Virtual Academy courses are expected to conduct their communications in a professional and respectful manner. Inappropriate language, behavior, or use of the learning management systems will result in disciplinary action and possible removal from the CSVA by Sheridan County School District #1 administration.

Each student enrolled in CSVA courses will acknowledge his/her willingness to abide by Sheridan County School District #1's Acceptable Use Policy (https://app.eduportal.com/documents/view/622834) and the procedures outlined therein will apply to online courses.

CSVA recognizes that appropriate use of technology resources is the responsibility of all individuals involved in the educational process. To this end the CSVA:

- Recognizes that parents and guardians are ultimately responsible for setting and conveying the standards students should follow when using media and information sources, and
- Provides CSVA students access to a learning management system with the expectation that they will exercise appropriate usage.

CSVA resources are valuable educational tools for students. Their use and access are a privilege. They must be used in a responsible, safe, ethical, and legal manner. Use of technology resources in an inappropriate manner may result in removal from CSVA courses, disciplinary action(s) in accordance with relevant CSVA and Sheridan County School District #1 policies, and/or legal action.

Communications via CSVA software and resources should not be considered private (This includes, but is not limited to, the e-mail, discussion board, blog, and chat tools in the course management system and other CSVA resources.). Students who have the privilege to use CSVA online resources are expected to do so in accordance with the following rules:

- Use the online resources only for school-related, educational activities.
- Be polite and use appropriate language.
- Do not engage in the use of profanity, obscenities, or sexually explicit material.
- Do not use expressions of bigotry, racism, and/or hate.
- Do not intimidate, bully, harass or embarrass.
- Maintain individual anonymity and privacy.
- Do not reveal personal addresses, phone numbers, social networking identities, or other personal information.
- Do not display portraits of individuals without parental/ guardian permission on the Sheridan County School District #1 Media Release form.
- Do not engage in acts of vandalism (malicious attempts to harm or destroy files, material, software, or equipment of others).
- Do not use course software or network resources to display or convey personal, political, or commercial messages.
- Do not use other people's accounts.
- Do not trespass in other's work, files, or folders.
- Retain privacy of individual passwords.
- Do not exploit the technology for dishonest purposes (cheating, plagiarism, etc.). Any collaboration on class work with others must have prior instructor approval.
- Do not store coursework on public or shared network drive.
- Do not use the technology for illegal purposes.

- Adhere to copyright laws and restrictions. Do not transmit material in violation of federal or state law or regulation (Such material includes, but is not limited to, commercial software, copyrighted material, threatening or obscene material, or material protected by trade secrets.).

Cyberbullying will not be tolerated by Cowboy State Virtual Academy.
CSVA and Sheridan County School District #1 administrators will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Internet access. See Appendix E for more information.

Failure to comply with the Acceptable Use policy can result in removal from the CSVA program.

Appendix E: Student Code of Conduct

Philosophy
Cowboy State Virtual Academy provides an atmosphere of respect conducive to teaching and learning in which the intellectual, physical, emotional, and social needs of students are met. Students, parents, administrators, instructors and all other staff members are responsible for creating a learning environment in which education can prosper. It is the primary responsibility of students to maintain a climate of mutual respect and trust so the dignity of the individual can be protected and the pursuit of opportunities for each student may be realized. It is the responsibility of administrators, instructors, and all other school staff to be consistent and fair in the application of all Sheridan County School District #1 policies and regulations.

Student Rights
A student has all rights expressed and guaranteed by the United States Constitution and by federal, state, and local laws. These rights do not permit a student to disrupt the educational process, break school rules, present a health or safety hazard, or disregard directions of those in authority. Individual rights do not include infringing upon the rights of others in the school community. To the extent permitted by applicable law, students have the right to:

- A public education without regard to gender, race, religion, national origin, or any reason not related to their individual capabilities.
- An orderly school environment which will allow optimum learning, emphasizing the values of responsibility, kindness, fairness, and safety.
- Express themselves in speech, writing, or symbols, consistent with their constitutional rights and CSVA policy.

Student Responsibilities
It is the primary responsibility of students to maintain a climate of mutual respect and trust so that the dignity of the individual is protected and the pursuit of opportunities for each student may be realized. Students are responsible for:

- Knowing and complying with any rules or regulations of CSVA, as well as local, state, and federal laws
- Participating in course activities regularly and completing class assignments and/or requirements
- Contributing to a climate of mutual respect for all within each school so that the hopes and ambitions of all individuals may be realized.

Parental Responsibilities
Each parent/guardian has the duty to assist CSVA personnel in enforcing the Student Code of Conduct and the attendance policies so that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.

Each parent/guardian must agree to coordinate with the director of CSVA when addressing student performance in a CSVA course.

Prohibited Behaviors
No student shall violate any law and/or rules and regulations of CSVA or Sheridan County School District #1 Board Policies. The following are general categories of prohibited conduct. Specific conduct violations and accompanying consequences are listed below. The Academic Integrity and Honor Statement (Appendix B) and the Acceptable Use Policy (Appendix D) also define expectations for student behavior and should be considered a part of this Student Code of Conduct.

Consequences
Violations of the above-mentioned prohibited behaviors may result in one or more of the following consequences:

- Parental contact and discipline according to the district policy
- Application of Sheridan County School District #1 and CSVA code of conduct consequences
- Administrative removal from CSVA courses with a failing grade
- Contact of law enforcement agencies in instances where violation of local, state, or federal law is suspected.

Defiance of the Authority of School Personnel – Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by the CSVA Director and/or Sheridan County School District #1 policies and regulations.

Dishonesty – Honesty shall be practiced in the entire educational experience. Cheating, plagiarism, forgery (including computer forgery), lying, or any other acts of dishonesty shall not be tolerated. This includes unauthorized or illegal use of computers or computer networks. Students must adhere to the principles in the Academic Integrity and Honor Statement.

Disruptions – Students shall not behave in a manner that prohibits another student from a positive learning experience or prohibits the teacher from performing his/her duties.

Sexual Harassment – Students shall not sexually harass another student or any school employee, volunteer, student instructor or any other person present in school facilities, online, or at school functions.

Threatening Behavior – Students shall not threaten students or staff members with physical harm.

Vandalism – Students shall not maliciously or willfully injure, deface, or destroy CSVA hardware, software, or other resources or the personal hardware, software, files or resources of individuals.

Verbal Abuse and Vulgarity – Students shall not verbally or graphically curse or abuse anyone; use vulgar, profane, or indecent language; or display any obscenity or indecency. Students may not bully, intimidate, or make derogatory comments about others.

Violence – Students shall not contribute to aggressive behavior that is disruptive or dangerous.

Failure to comply with the Student Code of Conduct policy can result in removal from the CSVA program.

Appendix F: Cowboy State Virtual Academy Student Participation Agreements

PARENTS AND STUDENTS WILL DIGITALLY SIGN THE ACKNOWLEDGEMENTS BELOW USING AN ONLINE FORM DURING THE REGISTRATION/ENROLLMENT PROCESS.

The Student and Parent Acknowledgement (below) must be digitally signed by both student and parent/guardian. The Cowboy State Virtual Academy director is required to obtain signatures prior to initial enrollment and keep this documentation on file for the remainder of the student's enrollment period.

Through continuous communication and effective time management students can be successful in a CSVA course. To ensure that CSVA staff, students and the parent/guardian are aware of the policies and procedures that accompany this commitment, please complete the Student and Parent/Guardian Acknowledgement by submitting the online acknowledgement form.

Student Acknowledgement

I understand that for each online course, there are a minimum number of assignments that must be completed. Failure to submit the minimum number of assignments may result in my removal from the CSVA and may result in a failing grade being reported on my academic transcript.

I also acknowledge that I will follow all policies and procedures outlined in the CSVA Student and Parent Handbook and Sheridan County School District #1 District Policy.

Student Signature: (Signed digitally during registration)

Parent/Guardian/Learning Coach Acknowledgement

I acknowledge that my child **DOES NOT** have a Section 504, IEP, or other documented disability which is related to the ability to enjoy the benefits of CSVA's programs or services.

OR

I acknowledge that my child **DOES** have a Section 504, IEP, or other documented disability which may be related to the ability to enjoy the benefits of CSVA's programs or services.

AND

I acknowledge that I must coordinate with the CSVA staff when the performance of my son/daughter in a CSVA course needs to be addressed. I have reviewed the CSVA Parent & Student Handbook and understand my responsibilities as the Learning Coach are vital to the success of my student. I will fulfill my responsibilities listed throughout the Handbook and specifically the Agreement Statements found on pages 7-8. I will ensure my student makes the required academic progress in his/her CSVA coursework each week. And I will ensure my student participates in required state testing (WY-TOPP or ACT).

Parent/Guardian Signature: (Signed digitally during registration)