



WYOMING
VIRTUAL ACADEMYSM

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Wyoming Virtual Academy Parent/Student Handbook 2021-2022

Wyoming Virtual Academy

A Program of Niobrara County School District No. 1

322 West 5th

PO Box 574

Lusk, Wyoming 82225

Phone: (307) 334-1001

Fax: (307) 334-0900

Stride K¹²® Customer Care: (866) 512-2273

Wyoming Virtual Academy (WYVA) is a virtual education program within Niobrara County School District No. 1 under the supervision and regulatory oversight of Niobrara County School District No. 1 and the Wyoming Department of Education. Niobrara County School District No. 1 has contracted with the national online education provider, Stride K12, to provide administration, curriculum, hardware, and other learning support services. WYVA is a program within the public school district and all WYVA students are public school students with residency in the state of Wyoming. Students enrolled in WYVA are students of Lusk Elementary and Middle School and Niobrara County High School on record.

This Handbook is subject to changes approved by the Niobrara County School District No. 1 governing board at any time. All updated versions of this Handbook will be provided to all students and parents of Wyoming Virtual Academy with each board approval.

Updated and Board Approved 8-23-2021

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Dear Wyoming Virtual Academy Students and Parents,

Welcome to a new year at Wyoming Virtual Academy. For those of you who are new to our school, WYVA is a statewide virtual education program hosted by Niobrara County School District No.1. Our main office is located in Lusk, Wyoming, and we have students supported by state certified teachers and administrators located across the state in basically every county.

Wyoming Virtual Academy is the product of a partnership between three entities - the Wyoming Department of Education (which provides oversight and funding), Niobrara County School District No. 1 (which provides oversight, certified teachers, and other educational services), and the national corporation Stride K12 (which provides administrative oversight, curriculum, computer hardware, and other technical and educational support services).

WYVA provides a fully accredited, state-funded, and state-approved educational program for all students in grades K-12. Successful completion of our high school program leads to a full high school diploma issued by Niobrara County School District and Wyoming Virtual Academy leading to any post-secondary college, university, trade school, or other programs. Each year, WYVA graduates apply for and obtain college scholarships and entrance into a number of post-secondary programs. We offer high school AP classes, concurrent enrollment, and other opportunities for advanced learning. You will find our state-certified teachers to be exceptional instructors, our curriculum to be world-class in the online setting, and every opportunity to gain a strong education, all while working from home. All WYVA students follow curriculum guided by state standards and participate in all state required testing (such as WY-TOPP). In addition, we offer a Career Readiness Program with multiple Pathways leading to certifications and other post-high school career opportunities.

I will be serving as your Head of School this year (overseeing all WYVA operations and all grades). Caroline Hickerson will be our Middle School and High School Principal directly supporting grades 7-12. Lisa Williams will serve as our Elementary School Principal supporting grades K-6. Our main office in Lusk is supervised by our longtime Operations Manager, Kristen Stauffer. Hunter Kunerth is our Special Education Director providing support to students requiring special services along with Kelly Bilbrey, Associate Director. Jennifer Copeland serves as our Secondary Assistant Principal and Testing Coordinator. Janae Miller is our Career Readiness Program Coordinator. Please reach out to any of us or your Homeroom Teachers with any questions or concerns as the year progresses.

Welcome to WYVA and a great new year of learning!

Best regards,

Dr. Joe Heywood
Head of School - Wyoming Virtual Academy

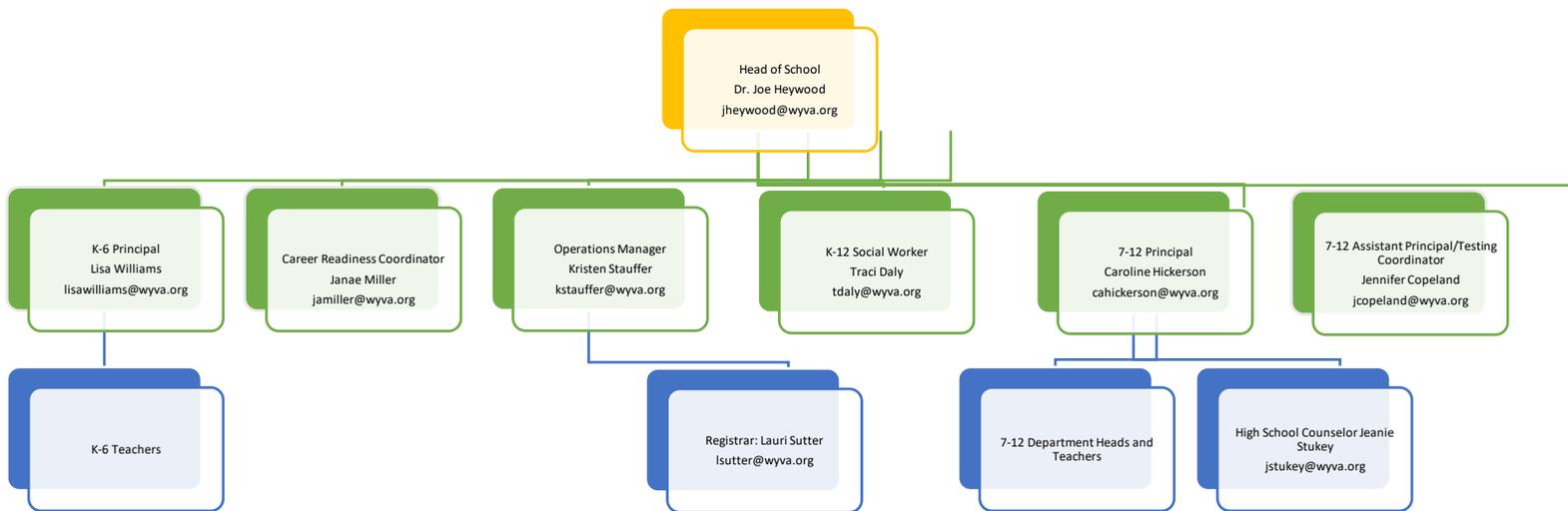
Niobrara County School District No.1 and WYVA *Mission:*

Inspire learning, Empower innovation, and Honor community, Every day.

Niobrara County School District No.1 and WYVA *Vision:*

All students enter the world with the skills and confidence to meet their challenges and, in turn, grow and serve others.

WYVA Administrative Organizational Chart



Interpreter/accommodation

statement:

Professional interpreter services may be requested at any time for parents/guardians of students by contacting Dr. Joe Heywood – jheywood@wyva.org. Additionally, if any parent/guardian has a disability or other limitation that would impact their ability to participate fully in their child’s educational planning process, Wyoming Virtual Academy (WYVA) would be happy to discuss accommodations that may be available in order to maximize the parent/guardian’s participation. Individuals seeking to discuss accommodations for this reason may contact Dr. Joe Heywood – jheywood@wyva.org.

Calendar

Wyoming Virtual Academy

2021-2022 School Calendar

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
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November 2021						
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December 2021						
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January 2022						
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April 2022						
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May 2022						
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June 2022						
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July 2022						
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31						

School Closed

Employee Planning (no school for students)

High School Graduation

First and Last Day of School

175 Student Days
185 Teacher Days

Aug 16-20	Staff PD Days
Aug 23	First Day of School for students
Sep 6	Labor Day No School
Oct 15	End Quarter 1
Nov 24-26	Thanksgiving Break No School
Dec 16	End of Quarter 2 - Semester 1
Dec 17 - Jan 3	Christmas Break No School

Jan 17	MLK Day No School
Feb 21	Presidents Day No School
March 11	End Quarter 3
March 28-Apr 1	Spring Break No School
May 21	Graduation
May 25	Last Day of School - End Qtr 4 - Sem 2
May 26-27	Staff PD - Final Day for Teachers

This Parent-Student Handbook sets forth general guidance and WYVA program policies for parents and students enrolled in the Wyoming Virtual Academy (WYVA) program of the Niobrara County School District #1. A quick-reference guide is also provided on the WYVA Strong Start webpage. The WYVA Strong Start webpage (<http://wyva.k12.com/community-events/strong-start.html>) is an online help website for Learning Coaches and students to use. Please familiarize yourself with this

webpage as you will be referred to it. Additional district policies and documents pertaining to WYVA, a program of Niobrara County School District #1 can be found here:

<https://www.growingluskleaders.org/o/ncsd/documents>

Not all information about the WYVA Program can be written in one document. Additional information about WYVA will be sent via Stride K12 emails, newsletters, and website updates throughout the school year.

Important Definitions:

OLS: Online Learning System-used by grades K-5

D2L: Desire to Learning system-used by grades 6-12

Class Connect / Newrow: Where students meet with teachers for live, direct instruction.

Learning Coach

At WYVA a parent or other responsible adult, working in conjunction with the teacher, serves as a *Learning Coach* to 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 but can be later changed with the help of your teacher. As listed in the WYVA “I Understand Statement” a *Learning Coach* must be able and willing to commit a minimum number of daily hours assisting your child in the WYVA program.

For purposes of clarification, the term *Learning Coach* will be referenced in this manual 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 WYVA office at all times and be responsive to staff contact to be enrolled in WYVA. If phone numbers or email addresses change during the year, please contact the WYVA office to update the system. The WYVA Office is phone number is (307) 334-1001.

Parent Access to Records and Staff Communication

Legal guardians of students are entitled to access to student records and staff communication pertaining to enrollment in WYVA unless a court order denies access to records and communication. If a legal guardian wishes to limit access to WYVA records and communication in any way, the legal guardian must contact the WYVA Head of School and provide the court documents clearly stating denial of access to specific parties.

I Understand Statements

Lesson planning, materials preparation, progress planning, mentoring and the administration of a student’s day-to-day education are both exciting, 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 of WYVA should be acquainted. Please read the “I Understand and Agree” statements below very carefully as these expectations should be a part of each parent’s calculation of commitment as a WYVA parent.

“I Understand and Agree.”

The purpose of this “I Understand” section is to set expectations for WYVA *Learning Coaches*. Students’ success is a primary goal of WYVA and that can only be achieved if you, the *Learning Coach*, are successful. To be successful it is important that *Learning Coaches* of WYVA children understand, and are in agreement with, the following curricular and attendance requirements:

- I understand and agree that I am enrolling my student in a WYVA public school program. I further understand Learning Coaches must be able to commit a minimum of 3-5 hours a day to assist a K-6 student.
- I understand and agree that WYVA 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 WYVA Head of school and student's resident district.
- I accept the responsibility to supervise my student in using the Stride K¹² curriculum, and I understand that I am expected to become knowledgeable about it.
- I understand that I have enrolled my student in a public-school program with attendance/progress requirements that we are expected to meet. Furthermore, I understand my student must log into each class every day, and a minimum of 5 hours (K-6) and 6 hours (7-12) of schoolwork must be completed daily.
- I understand that my student must complete the appropriate Online Learning Course for his/her grade within 5 days of starting school. Returning students must also complete this every year within 5 days of the semester start date.
- I understand and agree that my student must always have access to a computer and internet service while my student is enrolled a WYVA, 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 understand that in the event of my student's WYVA issued computer not working, we need to contact Stride K12 tech support at 866.512.2273 and document the ticket support number.
- I understand that I am responsible for personally owned computer repairs.
- I understand that the Stride K12-issued computer used by the student is WYVA property and cannot be sold, bartered, traded, rented, or pawned.
- I understand and agree that I am expected to follow the guidance and support of a professional teacher in implementing the WYVA program with my student.
- I understand and agree that communication with teachers is an important part of my child's education at WYVA. 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.
- I understand and agree that I am expected to participate in regular telephone/internet conferences with my student's teacher. Students are required to meet with their teacher(s) in D2L (or phone call if approved by their teacher) on a weekly basis.
- 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.
- I understand and agree that student progress is an expected part of the WYVA program in addition to the hours logged. Teachers review progress and consider other factors, including *Learning Coach* input, when making student advancement decisions.

- I understand and agree that if I have a student in K-6, I am responsible for completing exit tickets and formative assessments to demonstrate level of understanding in grade level standards.
- I understand that teachers and/or administrators may require additional proof 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.
- 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.
- I understand and agree that, as a public school, WYVA students are required to participate in state standardized testing. My child is expected to fully participate in the testing at his/her grade level. WY-TOPP and ACT testing are not conducted online, and it is my responsibility to take my child to and from testing. STAR 360 testing will be conducted online.
- I have read and understand the academic integrity policy and agree that my student will adhere to the academic integrity policy in which plagiarism is discussed along with consequences for violations.

Attendance

Recommended Academic Time

Grade Level	Yearly Hours	Recommended Weekly Hours	Suggested Daily Hours
Grades K-6	900	24	5
Grades 7-12	1100	29	6

WYVA students are considered full time when taking 6 classes or more. WYVA students may complete lessons to meet the compulsory attendance requirements anytime during the day Sunday through Saturday beginning with the first day of school and the last day of school. This is only a minimum recommended time – most students will likely require more time to appropriately complete work.

Illness/Extended Inability to Participate in Courses

If an unexpected situation should arise and there is an extended leave of three consecutive days or more needed from a student’s courses, follow these steps: If the absence is more than 7 consecutive days administration approval is required.

1. Determine if Internet access is available (through libraries, etc.).
2. Contact homeroom teacher or school principal to let them know about the unexpected situation.
3. Discuss class alternatives with the homeroom teacher or school principal
4. If 7 consecutive days or more are going to be missed provide a doctor’s note or written explanation of extended leave and send it to the administrator of the program. Administration approval is required for these absences to be excused.

Students with 10 or more consecutive absences in a course will require a meeting with the parent, homeroom teacher and administrator. Students who fail to return communication with their teachers will also be considered truant.

Students will be marked as participating in a course for the week if they do **one** of the following.

- They are passing the course which demonstrates attendance and assignment completions.
- They complete a quiz/assignment in each class during the week.
- They complete a lesson/assignment in each course during the week.
- They have more lessons completed than the expected lesson.
- They are active 50 minutes or more in each course or Class Connect session.

Students must participate by completing one of the items listed above in every course every week.

Failure to do so will result in your student being marked absent by State Standards for the entire week in their course or 5 school days. Students/Learning coaches will receive an email from the truancy coordinator.

These are the minimum requirements to be considered in compliance with the attendance policy. In order to succeed in our school, we recommend a minimum of 5-6 hours spent completing schoolwork each day. Your student will not be successful by only meeting the minimum requirements.

Truancy

Students who stop attending WYVA (by not logging into our online system) and become non-responsive 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 Wyoming Virtual Academy and Niobrara County School District No. 1, 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 Wyoming Virtual Academy and Niobrara County School District No.1. 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. (Law Updated 8-1-21)

(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 shall be guilty of a misdemeanor and shall be Wyoming Compilation of School Discipline Laws and Regulations Page 19 punished by a fine of not less than five dollars (\$5.00) nor more than twenty-five dollars (\$25.00) or by imprisonment in the county jail not more than ten (10) days or by both such fine and imprisonment.

Communication Policy

Consistent and cooperative communication provides a vital link between WYVA 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. The 7th through 12th grade teachers will be contacting students weekly. The K-6 teachers also have a minimum of weekly contact with every family through class connect sessions or homeroom progress checks. Each student at K-6 has a minimum of one individual session with their teacher.

- Learning coaches and students are expected to check email daily and to return teacher phone calls and emails within 24 business hours.
- Full-time teachers are available to be contacted 8-4, M-F, excluding holidays/breaks.
- Learning coaches and students are expected to be respectful in their communications with teachers/school staff.
- Learning Coaches and students are expected to inform their WYVA teacher of any changes to contact information.
- WYVA teachers have 24 hours to respond to email and telephone calls during the business week.

Email

WYVA's internal email communication system is the primary communication platform for teachers, Learning Coaches, and administration. Most of the information communicated to WYVA families will be sent via their WYVA email. 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 use the Email platform within the Online School to communicate with his/her teacher.
- The *Learning Coach* is required to check his/her Email **Monday through Friday**.
- The *Learning Coach* is required to reply promptly to all Email received from WYVA within 24 hours.

- The *Learning Coach* is required to maintain his/her Internet connection.

Non-Compliance

As a public-school program, WYVA has the responsibility to ensure that students are learning. A *Learning Coach* will be considered to be non-compliant with WYVA's communication policy when a teacher is unable to reach him/her during a two-day period. This includes unsuccessful attempts by the WYVA teacher to interact with the *Learning Coach* via conference calls, Email, and/or communication delivered to the home address. After such time, Online Learning System access may be locked, and a certified letter or email may be sent notifying the *Learning Coach* of the non-compliance and asking for a response by a specified date and time to communicate intent. If the *Learning Coach* fails to contact WYVA by the specified date and time, the student will be referred to administration. Use of profanity, insulting, or inappropriate language will not be tolerated. If unacceptable language is used by a learning coach or student during a phone conversation or Class Connect session, the teacher will immediately end the communication and refer the student and/or family to administration.

*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.

Locking Student Accounts

One of the built-in functions within the student learning system for Stride K12 supported schools is the ability to lock or unlock a student's access to curriculum and courses. Students may continue to send and receive emails within school email, but they do not have access to curriculum and courses. Locking may be used judiciously in circumstances due to behavior issues and extended or repeated problems with truancy, non-attendance, or unresponsive students and families.

In addition, based on our virtual setting and the inability of school staff to meet with students directly as needed within the walls of a brick-and-mortar school, there are times when a student and family is unresponsive to repeated staff attempts to contact families via email, phone, and standard postal mail and as a result, a student's account may be locked.

The following 3 reasons may justify a lock of curriculum at the Wyoming Virtual Academy:

1. In-school Suspension as a disciplinary measure involving a behavior issue. The curriculum will be unlocked immediately following the phone meeting with the parent or the closure of the suspension.
2. Truancy issue where a lock may be put in place after 10 days (about 1 and a half weeks) of non-attendance in 2 or more courses to prompt a parent to contact the school. The curriculum will be unlocked immediately following parent contact via phone or email ensuring the student will log in.
3. A non-communicative lock as a last resort in dealing with an unresponsive student or family in critical situations listed below.

Administration may lock a student account if repeated attempts have been made to contact a family via email and phone with no response from the family in the following critical situations:

- Attempts to schedule state and schoolwide testing have been ignored.

- A student has reached the 6–10-day window of non-attendance, is approaching truancy, and has been non-responsive to requests to log-in or contact the school.
- Attempts to schedule Orientation or Onboarding have been ignored.
- Attempts to obtain critical information or documents by the office staff or administration have been ignored.

Involuntary Student Withdrawals

Students may be involuntarily withdrawn from WYVA 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 WYVA teachers and administrators; (6) non-participation in state and school testing.

Students may be withdrawn from WYVA 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.

Students may also be withdrawn for specific behavior violations leading to expulsion whereupon state laws and district policy for expulsion apply.

§ 21-4-306. *Suspension or expulsion; grounds.*

(a) The following shall be grounds for suspension or expulsion of a child from a public school during the school year: (i) Continued willful disobedience or open defiance of the authority of school personnel; (ii) Willful destruction or defacing of school property during the school year or any recess or vacation; (iii) Any behavior which in the judgment of the local board of trustees is clearly detrimental to the education, welfare, safety or morals of other pupils, including the use of foul, profane or abusive language or habitually disruptive behavior as defined by subsection (b) of this section; (iv) Torturing, tormenting, or abusing a pupil or in any way mistreating a pupil or a teacher with physical violence; (v) Possession, use, transfer, carrying or selling a deadly weapon as defined under W.S. 6-1-104(a)(iv) within any school bus as defined by W.S. 31-7-102(a)(xl) or within the boundaries of real property used by the district primarily for the education of students in grades kindergarten through twelve (12). (b) As used in paragraph (a)(iii) of this section, "habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of teacher or other school personnel.

Online School (OLS/D2L)

The Online School is designed to collect and record data that substantiates the academic progress of our students. Therefore, it is mandatory that students log in to the Online School daily to stay on track for academic progress.

Introduction to Online Learning

Families new to WYVA are required to participate in a Stride K¹² course entitled Online Learning. Students in K-5 take: *Online Learning K-5*, while students in 6-12 take: *Online Learning: Middle and High School*. This course will appear in the student's daily plan in the Online School and should be

the first course that the student completes. The parent will be contacted by the homeroom teacher within 24 hours of student enrollment during a business day.

The course is intended to be completed during the two weeks leading up to the school first day or within the first week of a student's enrollment.

- Receive instructions about how to best use the Online School (OLS/D2L)
- Review daily attendance and login requirements.
- Learn how to use/access Class Connects.
- Receive an introduction to all courses.

Learning Coach and Student Accounts

WYVA requires all learning coach to create a student account for each of their students that is separate from the Learning Coach/Adult account. ***Under no circumstances should the student be given the Learning Coach login information or allowed to access the OLS/D2L using the Learning Coach login.*** The learning coach should not auto save the learning coach log in on the student's computer. The student must log into the OLS/D2L and Class Connect sessions with the student account and not the learning coach account. Any student not logged into OLS/D2L under their own student account must log out immediately.

When a student gains access and uses the OLS/D2L via the Learning Coach Login, the following procedure will be followed:

1st offense Warning will be given.

2nd offense Student will be referred to administration.

Class Connect Attendance Policy

All students are strongly encouraged to attend the live Class Connect session, or watch the Class Connect recording, for each class every week. To provide proof of attendance when watching a recorded session, students must follow the teacher's requirements ("secret" word(s), answers to questions, specific activities, etc.) when submitting their attendance.

Weekly Class Connect Attendance Expectations (Elementary School)

Sessions & Attendance: OLS sessions are scheduled weekly as either large group, small group, or individual student sessions. OLS attendance and class(es) required to attend will be based upon individual student needs as assigned by teachers. Daily OLS lessons will be completed in large group sessions that align to grade level standards. All students are encouraged and welcome to attend regardless of teacher requirement. Students that have low test scores, low performance or lacking in progress **will be required to attend all sessions set up by their teacher(s) and will be monitored for attendance as well as progress and growth.** If a student does not attend required sessions or intervention sessions, a plan to success will be implemented by the homeroom teacher, accepted by the student, and learning coach. All learning requirements and/or expectations will be added to the student's Plan to Success or BOT and updated as needed. At a minimum, students are required to attend at least one weekly OLS individual or small group session with their teacher(s) for progress monitoring and tutoring as needed. If the student does not attend a minimum of one session, an enduring connection call/check in call will be made by the homeroom teacher.

Student Code of Conduct

As the Wyoming Virtual Academy is a program of Niobrara County School District #1, our students are held to the same standards and regulations as any other public student in the State of

Wyoming. This includes district, state and federal policies and laws. Please read the following guidelines carefully. Prior to the start date for each school year, students must read the Student Code of Conduct and Acceptable Use Guidelines and agree to abide by its terms.

Prohibited Activities/Behaviors

The following activities/behaviors are prohibited by WYVA students attending any public-school function, including field trips, activities or during testing. (NCSD Policies: Section J – Students)

1. Possession and/or use of tobacco or vaping products.
2. Possessing, consuming, purchasing, or distributing any alcoholic beverages, illegal drugs, prescription drugs or narcotics.
3. Knowingly aiding, abetting, assisting, or concealing the possession, consumption, purchase or distribution of any alcoholic beverages, illegal drugs, prescription drugs, or narcotics by any other student(s).
4. Fighting or physically attacking another person.
5. Possession use or transfer of any firearms, knives, explosives or other dangerous object or weapons for illegal purposes.
6. Engaging in the abuse of any person which includes verbally and/or physically torturing, tormenting, cyber-bullying or maltreating a person with physical, emotional and/or emotional violence.
7. Forging or falsifying school documents.
8. Participation in gang activity

Acceptable Use Guidelines for the Internet

Students enrolled in WYVA should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Accountability

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own usernames and passwords and must not share these with anyone.
- Students may not interfere with other users' ability to access WYVA or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that is associated with their usernames and passwords.
- Students should change their password(s) frequently, at least once per semester or course is encouraged.
- Students must not publicly post their personal contact information (address and phone number, social media/YouTube handles or links) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students must not download, transmit or post material that is intended for personal gain or profit, non-WYVA commercial activities, non-WYVA product advertising, or political lobbying on a WYVA owned instructional computing resource.
- Students may not use WYVA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on WYVA instructional computing resources that are not specifically required and approved for student assignments.

Inappropriate Behavior

- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats.

- Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing “spam” mail, links, memes, gifs, pictures, screenshots, videos, chain email, viruses, or other intentionally destructive content.
- Engaging in any activity or behavior (online or face to face) that interferes with the safety, welfare, morals, or education of themselves, other students, parents, learning coaches or staff.

Academic Integrity

WYVA seeks to establish academic integrity within the school community. In cases where academic integrity may be in question, the WYVA teacher, at any time, has the authority to collect work from lessons marked complete, host a live testing session with the student for the work completed, and/or mark the lessons in question as “not completed” back to the prior percentage indicated before the questionable progress was entered. The student may also be asked to take proctored final exams. Entering progress completed in a very short period compared to the allotted time assigned for completion is an indicator of possible questionable progress. Repeated offenses will result in administration referral.

WYVA has identified the following as unacceptable practices, including, but not limited to:

- Cheating in its various forms, whether copying another student’s work, allowing your own to be copied, using unauthorized aids on an assignment or test; having someone else complete an assignment or test for you; submitting as your own another person’s work; etc.
- Plagiarizing (e.g., presenting as your own the words or ideas of another person), including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, relying on similar order of sentences while altering a few words or word order (See Appendix B).
- Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission
- Having someone else write the assignment or rephrase any portion of that assignment.
- Directly copying or rephrasing student aids (Spark Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources.
- Fabricating data: This includes falsifying or manipulating data to achieve desired results, reporting results for experiments not done, or falsifying citations in research reports.
- Destroying, tampering, or altering another student’s work to impede academic progress.
- Signing into a Class Connect session for another student who is not present.
- Falsely reporting completion of assignments
- Using answers from internet site as your own.
- Using online translators to complete foreign language assignments.
- Students must complete each individual assignment with new, original work. Students may not re-submit a previously completed and graded assignment to the same class under a new title or to a different class under the same or a new title unless the assignment is an assigned and approved cross-curricular project.
- Unless specifically approved by the course teacher, students should not be completing graded assignments with another student.
- ***At no time, unless specifically directed by the course teacher or the assignment instructions (such as a research paper or persuasive essay,) should a student be using internet resources to complete assignments.***

Violation Consequences from Student Code of Conduct

Failure to follow these guidelines could result in the:

- Removal/Suspension of student access to WYVA instructional computing resources, which could result in his/her inability to complete learning activities.

- Possible Dismissal/expulsion from the WYVA program
- Involvement with law enforcement agencies and possible legal action.

*In the circumstance where there is a discipline concern that will result in action taken by the school, including, but not limited to, suspension (10 days) and expulsion, with a student that qualifies for special education or 504 Plan, the special education teacher will hold a manifestation of determination meeting with the appropriate IEP team members in attendance. The purpose of a manifestation meeting is to determine whether the student's actions are a manifestation of the student's identified disability.

According to state law, the following are the legal grounds for suspension or expulsion of a student from public school:

1. Continued willful disobedience or open and persistent defiance of the authority of school personnel during the school year.
2. Willful destruction of school property.
3. Torturing, tormenting, abusing, or mistreating another student or teacher with physical violence.
4. Possession, use transfer, carrying or selling a deadly weapon while on school property.

Expulsion from school may be ordered by the Board of Trustees, or in special cases, the District Superintendent under the provisions of the Wyoming Administrative Procedures Act and the Wyoming Education Code. Suspension for a period not to exceed 10 school days may be ordered by the principal of each school for reasons noted above. In such cases, oral notice will be given immediately, if possible, and written notice in addition shall be sent within 24 hours to the parent/guardian or custodian of the child affected, stating the reason for the suspension. An expelled student may lose any credits or partial credits for the semester. Credits may be lost for the semester in which an expulsion occurs. In cases near the end of a semester, credits may be lost for the semester in which the act leading to the suspension or expulsion occurs, even if the official Board action will be taken after the end of the semester.

If a student is suspended/locked from their curriculum due to a violation of the code of conduct, all work assigned while the student is under suspension will be allowed to complete assigned work.

Seclusion and Restraint in School

It is the policy of Wyoming Virtual Academy to regulate the use of seclusion and restraint with students pursuant to W.S. '21-2-202(a)(xxxii), W.S. '21-3-110(a)(xxxi), and Chapter 42 of the Wyoming Department of Education rules (hereinafter Rules). This policy and the regulation that accompanies it shall govern all regulated use of seclusion and restraint. Appropriate training for seclusion and restraint will be provided to school staff per state rules.

Academic Integrity Consequences:

All Academic Integrity infractions are tracked by school administration and the following consequences will be applied:

First offense:

1. The student will receive a score of "1" to indicate that the assignment was turned in, but that cheating had occurred in middle school and high school.
2. Course teacher will make phone and/or email contact with the learning coach to explain the circumstances, and to explain what the consequences of further infractions will be.

Second offense:

1. The student will receive a score of “1” to indicate that the assignment was turned in, but that cheating had occurred.
2. Student/parent meet with Academic Director or designee, and course teacher in online session. Student/parent sign agreement that any further infractions will result in student receiving failing grade in all courses that the student has had academic integrity violations.

Third offense:

Student will receive a failing grade for any course in which an academic integrity violation has occurred.

Wyoming Virtual Academy utilizes the Turn-it-in program in high school that reviews and documents all teacher-graded assignments for plagiarism.

Students Due Process Rights

The Wyoming Virtual Academy has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students. Among these rights and responsibilities are the following:

1. Civil rights—including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions which the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy in respect to the student’s school records.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior. The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents/guardians through handbooks distributed annually.

Monitoring

WYVA reserves the right to review any material transmitted using WYVA instructional computing resources or posted to a WYVA instructional computing resource to determine the appropriateness of such material. WYVA may review this material at any time, with or without notice. E-mail transmitted via WYVA instructional computing resources is not private and may be monitored.

Students who have used WYVA property for illegal purposes may have their computer searched and seized by law enforcement authorities with proper executed warrants. If a student is to be interrogated, immediate contact with parents will be attempted before a warrant is served.

Indemnification Provision

WYVA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive. WYVA assumes no responsibility for any claims, losses,

damages, costs, or other obligations arising from the use of instructional computing resources. WYVA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of WYVA, its affiliates, or its employees. WYVA assumes no responsibility for damages to the user's computer system.

Nothing in this policy negates any obligation the student and *Learning Coach* must use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the *Learning Coach* or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

School Property

WYVA provides books and other curricular supplies. These materials are school property and must be kept in good condition. A list of property that must be returned is provided to *Learning Coaches*. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. *Learning Coaches* are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Elementary Grading and Academics (K-5)

Learning Coaches may view grades throughout the school year in the Mastery Connect. Report cards will be issued at the end of each quarter (nine weeks). Conferences with parents/guardians are encouraged and will be used as an integral part of the reporting system.

Student Progress

WYVA teachers monitor student progress and academic achievement via the Online School. Completion of lessons and assessments build progress and grades are entered in the OLS/Mastery Connect. Progressing in a course is different from promoting from a course; final course promotions and marks are determined by the teacher. Required formative assessments based on grade level standards must be completed and submitted to the teacher for a grade. To complete mastery of a course is to reach a 3 on quizzes and assessments, and to meet 80% course completion.

Frequently Asked Questions – Progress

What if a Student Falls Behind Expected Progress/Academic achievement? Teachers track student progress and enter grades on a weekly basis. If a student begins to fall behind expected progress, the student's homeroom teacher will contact the student and parent to develop a Plan for Success with the goal to help the student reach on track lesson progress status. (See the Academic Action Plan).

Can a student progress more quickly through the program if they want to? It is at the teacher's discretion, please contact the subject area teacher to discuss progress.

What if a student enrolls after the beginning of the year? Students who start the year late will be skipped ahead so they are at the same place in their courses as students who started at the beginning of the year. This will apply to all classes EXCEPT Math and Grammar, Usage and Mechanics (GUM) unless you have approval from the English or Math teacher.

Can a student just take the end of unit assessments and skip the lessons? With the permission of the teacher, a student can test through units in Math and ELA (English Language Arts) components. In most classes, students need to complete all the lessons in the unit to receive credit for that unit. We believe that the curriculum in all classes is distinct enough from what is taught in other schools that it would not be in the student's best interest to attempt to test out of the lessons. For more information on skipping lessons please contact individual teachers.

Honor Roll

The Honor Roll is a great tool to recognize students for their hard work, as well as an incentive to continue working diligently. The honor roll criteria are A's and B's (with 80% or higher mastery of all lessons and checkpoints), attends all required Class Connect sessions, attends all required WYVA assessment sessions (face to face to face and online) and all work samples completed and submitted on time. Students will receive recognition after honor roll eligibility is determined each semester.

Progress Reporting Guidelines

A written report will be provided to all parents/guardians at the end of the first nine weeks (Quarter 1 and 3) of the school term and at the end of each school term (Quarter 2 and 4). Supplementary reports will be sent as needed. Parents/guardians should be notified by the end of the first four weeks of each term if their child is in danger of failure. Parents/guardians should also be notified if their child has shown exceptional achievement (See board policy IKAB).

Elementary student progress is monitored by teachers via the Online School. Completion of lessons and assessments build progress in the OLS. Students must turn in completed work samples as part of their grade. Students are required to complete all WYVA assessment testing (STAR 360 and WYTOPP).

Elementary Grade Reporting:

Since learning is a process that takes place over time and at different speeds for different students, grading in a standards-referenced system looks different.

Outcome Tests - Standards-referenced grading focuses on measuring student's proficiency of an outcome on a common district test. Scores used to indicate student performance for an outcome aligned to the proficiency scale for each outcome and are reported in the following way.

- 4** - Student demonstrates an in-depth understanding by completing advanced applications
 - 3** - Student demonstrates proficiency on the complex, targeted knowledge, and skills
 - 2** - Student demonstrates foundational knowledge, and is still working to apply concepts and skills
 - 1** - With help, student demonstrates basic knowledge and skills
 - 0** - Even with help, no understanding or skill demonstrated
- 3.5, 2.5, and 1.5 may be used to indicate partial proficiency of a level

Student work – Student work is designed to provide practice and application of new concepts and skills essential to developing proficiency on unit outcomes. Student work can include, but is not limited to, written work, hands-on activities, direct instruction, group work, and formative assessments.

- The purpose of scoring student work is to provide feedback to students and parents about student progress.
- While scores for student work will be recorded in the OLS, they will not be averaged into the final grade.
- Student performance on practice or formative assessments can be considered as evidence of proficiency for determining a final grade.

Progress expectations in OLS courses

- 80% or above expected progress in courses = **On Track**
- 79% or below expected progress in courses = **Off Track**

Progress

- System will integrate percentage from OLS; progress is 20% of their final grade.

OLS Grades:

Student Outcomes = 80% of grade	Progress = 20% of grade	Total = 100% of grade
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Elementary School Standards Based Grading Philosophy

- All students are consistently held to high academic expectations, which include development of work ethic and social skills.
- Grading practices are fair and manageable and support effective teaching and learning.
- Grading practices yield grades that are understandable and meaningful, and accurately reflect student learning.
- Teachers exercise professional judgment in their grading practices, using a variety of evidence.
- Procedures for grading are supported, monitored, and supervised by the school district.

Formative Assessments/Exit Tickets

Grades K-6- All students at Wyoming Virtual Academy are required to complete assigned exit tickets and formative assessments based on grade level state standards. Failure to complete these checks for understanding will result in low progress indicators as referenced in the scale above.

Academic Advancement (Elementary)

At the Wyoming Virtual Academy, we understand that our school is academically rigorous. Meeting the challenge of completing one year of course work in this model can be demanding. Our certified teachers are here to assist *Learning Coaches* and students to meet the associated challenges. *Learning Coaches* may utilize their expertise as they progress through our program.

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the *Learning Coach, teacher, and administration in accordance with WYVA grade and course promotion policies and focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Wyoming Virtual Academy and the Stride K¹²® curriculum.* WYVA understands that children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. WYVA focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year as indicated previously in this Guide to reach mastery of most lesson objectives.

Mid-Year Course Promotions

On occasion, a student may advance to the next grade level in the curriculum after parent consultation with the Teacher. The WYVA teacher and parent will make a joint decision on the advancement of the student in accordance with WYVA grade and course promotion policies subject to the approval of WYVA administration. Sufficient progress (at least 90% of the lessons at 80% mastery) is required before course level advancement will be considered.

Should time permit, we intend that our students complete 100 percent of the content in each course. Mid-year course promotions will not be ordered until a student has achieved 90% mastery of a course.

End-of-Year Course Promotions

Learning Coaches and teachers evaluate every student's course level and grade level prior to the conclusion of the current school year. Together, the WYVA teacher and *Learning Coach* arrive at a decision on the advancement of the student in accordance with WYVA grade and course promotion policies subject to the approval of WYVA administration.

WYVA encourages students to complete all lessons in a course. Each grade level of course work builds upon the curriculum from before. Therefore, the goal of 100% course completion is required to attain the highest level of student learning and exposure and to assist future progress success in the WYVA program.

WYVA requires that *Learning Coaches* maintain samples of student work to assist teachers with the decision to advance a student to the next course/grade level. Examples of materials/work to keep on file include, but are not limited to, the following: handwriting samples, artwork, creative story samples, math worksheets and spelling tests. WYVA requires student work to be original with appropriate citations for references to published works. Teachers of K-5 students will provide a work sample submission guideline to *Learning Coaches*.

Grade Level Promotion

Grade-level promotion is not based on a cold calculation of percentages; number of lessons completed, or tests scores. Rather, grade-level promotion is based on a more comprehensive view that includes reasonable progress in skill development, acceptable attendance, and satisfactory achievement on lesson assessments as noted in the OLS/D2L. It is our expectation that most students will grade level promote. The student's educational interests will be factored into all grade level placement decisions. Students will not be allowed to skip a grade level unless they are working two years ahead of their current grade level in curriculum and score in the advanced category on state testing. Double promotions are not considered desirable. Instead, every attempt should be made to enrich the course of study for the gifted child.

Grades K-5 Promotion Policy

For a Wyoming Virtual Academy student to be promoted to the next grade level, he/she must complete **at least 80% progress** in either Math or ELA AND overall, in at least 3 courses. WYVA is pleased to provide parents with a scope and sequence of their student's completed courses to take to the next school for placement purposes. Promotion for Special Education students will be decided by the IEP team.

Assessing Out of Curriculum (K-5)

A student may desire to assess out of curriculum already mastered. In doing this, your student takes the unit or semester assessments and if he/she achieves a score of 80% or higher, the student may move on to the next lesson/unit. If your student assesses out of the first unit in math, he/she is still required to complete math daily. A unit with 5 lessons taken and mastered does not count as 5 days' work. Lesson's students' skips are counted in progress towards moving into the next course but are not counted in the student's grade mark. The WYVA staff wants to encourage continual growth and achievement and encourages *Learning Coaches* to focus on the process to deepen student understanding of concepts rather than rushing through concepts.

As a student assesses out of the curriculum, *Learning Coaches* will mark the "assessed out" lessons in the unit as skipped and move on to the next unit. Once a student reaches a unit where they are no longer mastering the material, he/she should begin working in this unit, completing each lesson prior to taking the unit assessment. It is important that while doing this, the student is completing a minimum of one lesson each day, with an average of 5 lessons each week. If he/she assesses out of a unit on Monday, this would count as one lesson and he/she would start on lesson 1 of the next Unit on Tuesday, and so on.

Retention Policy

Promotion at the K-8 level will be determined by the professional staff in cooperation with parents/guardians. Parents/guardians should be notified at least nine weeks before the close of the school term if the student is doing failing work. At the end of the first nine-week period in the fall, teachers will notify the parents/guardians of all students who have been doing failing work.

K-8 WYVA students may be considered for retention based on the following triggers such as failing 2 or more core classes or 3 or more of all classes. A WYVA student will not be retained until a final meeting is held with the Legal Guardian, Administrator, and Teacher(s) to consider retention in courses and grade level for the following year.

These are potential items to be considered at the meeting:

- Course grades
- State Test Scores
- Attendance

The final decision will be made by the school administration after this meeting. In order to ensure that every student is earning an adequate education, the following policy is in place for retention. Promotion at the K-8 level will be determined by the professional staff. In cases where promotion is questionable, retention will be a cooperative decision between the parents/guardians and the school. Classes that are not passed will be on the student’s official transcript. Academic Directors will notify parents no later than the first business day in May if a student is a retention case.

WYVA 6-12 Grading and Academics

Grade Determination

WYVA 6-12 grades are determined by the sum total of points a student earns on all graded assignments and tests.

$$(\text{Points earned by student}) \div (\text{Total points possible}) = \text{Student's Grade}$$

Grading Scale

A=89.51-100%	B=79.51-89.50%	C=69.51-79.50%	D=59.5-69.50%	F=59.4% or less
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Honor Roll Determination

Students earning a semester grade point average of 3.0 or higher are eligible for the Honor Roll. *Students enrolled in Honors or AP courses must receive a grade of A or B to remain in the same level of course for the following semester.

Late Work Policy (Middle & High School)

1. Graded assignments – whether teacher-scored or computer-scored – are listed on the course calendar. These assignments must be completed and submitted *no later than 9:30 p.m. on the Sunday following the due date. Assignments not turned in by Sunday at 9:30 p.m. will be considered past-due.* Assignments not turned in the day they are due will receive a “0” until they are completed. Please turn in all assignments with zeroes as soon as possible. Past-due dates for students with IEP’s and 504 plans will be determined by the definitions put into effect by the accommodations outlined in their individual plans.

Maximum Penalties for **teacher-scored assignments**:

Assignments turned in within 1 week of the Sunday deadline:

10% deducted from score total.

Assignments turned in within 2 weeks of the Sunday deadline:

20% deducted from score total.

Assignments turned in within 3 weeks of the Sunday deadline:

30% deducted from score total.

Assignments turned in within 4 weeks of the Sunday deadline:

40% deducted from score total.

All assignment penalties are at the discretion of the course instructor, but at 4 weeks late, all students will at minimum receive 10% off their score.

2. **Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass a course without completing them.**
3. **IMPORTANT:** ANY assignment, (including computer-scored assignments) that is not turned in within 4 weeks at the end of the unit will not be accepted, and teachers will lock the assignments. All coursework, excluding the final, is due the last day of the regular semester. See WYVA Calendar for dates.
4. Students are responsible for informing their teachers and/or administrators if they have been ill (doctor's note needed if absent more than 3 days), had a family emergency, or experienced another event that did not allow them to turn in their assignment(s) on time.
5. Students who have pre-arranged absences during normally scheduled school days are responsible for completing their assignments prior to leaving.
6. In case of computer-issues or internet-issues, please have available a hard copy of your teacher's name and phone number so that you can contact them and let them know about such issues.
 - a. It is always a good idea to have a backup plan in case of internet or technical issues. Identify at the beginning of the school year other places that you can work such as the local library, a friend or neighbor's house, etc.
 - b. If you have a technical issue, you need to call Stride K12 Technical Support and get a ticket number. You can reach Technical Support here: [\(866\) k12-CARES](tel:866-412-2737).
7. Note that for any missed school, the course teacher will determine whether or not late penalties should be assessed. Communication with your teacher is critical if you have missing school attendance.

Final Exams (at teacher discretion)

Students will take final exams at the end of both fall and spring semesters unless excused by the course instructor. To protect test confidentiality, all exams will need to be taken on assigned days. Please contact your course content teacher if you have any questions about the assigned final exam days.

NCAA Policy:

Students interested in playing in collegiate athletics at a Division I or II school have the potential to be eligible with WYVA high school course work. Currently, based on the NCAA non-traditional program requirements, course eligibility is dependent upon instructional delivery and student-teacher interaction. K12 courses are currently under NCAA review and have not been approved by the NCAA. However, interested students will need to adhere to the following guidelines to increase their chance for eligibility:

1. Inform WYVA of NCAA interest on the NCAA survey which will be sent out to all students 2x/year.

2. Attend all live, required class connect sessions.
 - a. Any missed classes will need to be documented as to the reason. These records need to be maintained by the student/family.
3. Returning all phone and email teacher communications.
4. Attend a yearly NCAA assembly that goes over NCAA requirements and the process.

Stride Career Prep

WYVA is pleased to offer the following career-oriented pathways through Stride Career Prep:

- Education and Training
- Engineering / Technology
- General Management
- Hospitality
- Law Enforcement Services
- Marketing Communications
- Programming
- Visual Arts

WYVA Featuring Stride Career Prep teaches the career skills students need to be successful after high school. In addition to core courses required for graduation, students' electives allow them to explore different career fields and gain skills that can help them be successful in the workplace and in college. Whether students intend to go to college, are working in their career field now, or plan to start their career right out of high school, the occupational programs offered can combine passion and interests with the skills needed to compete for jobs in high-demand fields. Career Prep pathways can help students be eligible for a Hathaway Scholarship; ask the High-School Counselor Jeanie Stukey for more information. Contact the Career Learning Coordinator Janae Miller for information on Tallo, Nepri, internships, industry-recognized credentials, and current pathway offerings.

National Honors Society

Membership is an honor bestowed upon a student. Selections for membership is by the Faculty Council in conjunction with the Advisor and High School Principal and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities and failure to do may result in dismissal from National Honor Society (NHS).

Membership in National Junior Honor Society (NJHS) does not mean automatic membership into NHS.

Any NHS member from another chapter, is automatically a member of the WYVA chapter, upon receipt of proof to the WYVA NHS Advisor.

Requirements and Procedures for Membership

Students with a 3.5 GPA or higher will be sent an invitation to apply to NHS with WYVA. Invitations are sent out in the spring semester by the NHS Advisor. Only students who have been with WYVA **for at least one semester and have sophomore standing will be eligible** to receive an invitation. After invitations are sent out, students must complete the full application before the deadline to be considered for membership. Approval for members to NHS will be determined by the Faculty Council in conjunction with the Advisor and High School Principal. Notification of membership will be sent to new members, individually, by the NHS Advisor. Members not chosen will also be notified by the NHS Advisor. Those accepted members will be invited to virtual Induction Ceremony in the spring.

Upon acceptance into NHS students must participate and attend live virtual meetings (usually monthly), participate in the group community service project and participate in their one individual service projects.

Other Considerations and Dismissal

According to the Faculty Council, any student with a plagiarism or academic integrity violation will not be considered for NHS. Should events arrive that a student should be dismissed or removed from NHS, the member will be notified, in writing, and decisions will be made by the Faculty Council. Further information will be provided as necessary from the NHS Advisor, if the need should arise.

**Please note that much of the verbiage and requirements for our WYVA chapter of NHS and regulations are from the national organization.*

WYVA Graduation Requirements

All diplomas are issued by Niobrara County School District No. 1 of which WYVA is a virtual education program. All graduation requirements meet NCSD No. 1 policies.

Class of 2022 Graduation Requirements

Content Area	Credits Required	Required Courses
Computers/Technology	.5	---
English	4	English 9 and 10
Math	3	---
Science	3	Biology
Social Studies	3	Government and Economics
Physical Education	.5	Physical Education
Health	.5	Health
Electives	11.5	---
Total	26	

Class of 2023 and Beyond Graduation Requirements

Content Area	Credits Required	Required Courses
Computers/Technology	1	---
English	4	English 9, 10, 11, 12
Math	3	Algebra 1 and Geometry
Science	3	Biology and Earth Science
Social Studies	3	US History, Government, Economics
Physical Education	1.5*	Physical Education
Health	.5	Health
Electives	10	---
Total	26	

**Students can earn ¼ credit of PE for completing a season of school athletics, up to ¾ credit per year x 4 years. 9th grade PE is still required.*

WYVA Graduation Plan

High School students and Learning Coaches should be familiar with the Graduation Plan, which will show any credits already earned and how many they need to meet graduation requirements. Your Graduation Plan can be viewed at any time by clicking on the link on your landing page. Please check your Graduation Plan at least once each semester to make sure you are on track with the classes you need to graduate on time.

There are 2 options for Graduation plans: Basic WYVA Graduation plan and Hathaway Graduation plan.

- The Hathaway Graduation Plan included all the requirements/credits that will help you know and plan to be eligible for the highest levels of the Hathaway scholarship.
- The Basic WYVA Graduation plan helps you keep track of only those classes/credits needed to graduate from WYVA.

The Counselor will assign the correct grad plan to you based on what you want to achieve. Seniors meet with the counselor individually to go over their grad plan to make sure they have everything they need to graduate during their senior year.

Course Add/Drop: Students may request a course be added or dropped during the first 3 weeks of each semester (1 week for block classes), by contacting the High School Counselor, or filling out the course change request survey.

Credit Recovery Classes

Each year, a small selection of core classes in math, English, science, and social studies are offered to students who previously failed a course. Students will be notified by the counselor if they need to enroll in a credit recovery class to stay on track for graduation. It is only for students who have failed a course and need to retake that class.

Dual Credit/Community College Enrollment:

Students are allowed to take up to 12 credits during their high school career at their local community college with tuition and fees being paid by WYVA upon successful completion of the course. To budget for these courses, students must:

1. Request permission to take Dual Credit Enrollment classes by emailing the HS principal by June 1st of the upcoming academic year.
2. Once permission is granted, complete the Dual Enrollment Consent form obtained from the community college and email to the principal for their signature.
3. At the completion of the course, send the HS principal and counselor the transcript showing the final, passing grade.
4. The counselor and/or principal will obtain the course invoice and will pay the remaining course/mandatory fees.
5. WYVA does not reimburse for textbooks or any other course materials.
6. Course will be added to WYVA transcript for high school credit.
7. Remedial courses or concurrent enrollment courses already available through WYVA cannot be taken as Dual Credit.

Early Graduation

Only in unusual or extenuating circumstances should a student forego the opportunities available during the eighth semester. But for those who may have special needs or goals and who would benefit from early graduation, the following policy is established. NCSD Policy: File IKFA

Requirements: The candidate must have:

- (1) completed seven semesters of high school attendance.
- (2) satisfied all of the requirements of a four-year graduate.
- (3) earned at least a "B" average at the end of the sixth semester.
- (4) qualified by virtue of extenuating circumstances or special goals.

Procedures: If the applicant meets the above requirements, the student will submit a written request for early graduation to the high school principal, preferably during the sixth semester but no later than October 1 of the seventh semester. The request must contain a statement of endorsement and the signatures of the parents/guardians or legal guardian and must clearly express the reasons for the request. The matter will be thoroughly reviewed in conference to include the student, counselor, parents/guardians, staff, and the high school principal.

After a complete evaluation of the request, the principal will forward recommendations to the superintendent for consideration and Board action. Parents/guardians and students will have the opportunity to address the board on their requests if they desire to do so.

Graduation: If early graduation is approved, the student may participate in commencement exercises on the same basis as other graduates. Students who do not participate in commencement will receive their diplomas via mail after final grades are posted.

Valedictorian/Salutatorian Decision Policy:

At the beginning of 4th Quarter, the high school counselor and principal evaluate the weighted GPA for graduating students to determine who is the class Valedictorian and Salutatorian. All **AP (Advanced Placement), IB (International Baccalaureate), and Dual/Concurrent Enrollment College courses at the 1000 level and above** students are taking or have previously taken, will be weighted on a scale from 0 to 5.0, in accordance with Senate Enrolled Act 0056 and the requirements set forth by Wyoming Department of Education. All other courses will be on the 4.0 GPA scale. Transcripts will reflect both a student's Unweighted GPA and a Weighted GPA. WYVA uses a weighted GPA in accordance with State Statute to meet Hathaway Scholarship requirements.

While Honors courses are not factored into the Valedictorian and Salutatorian weighting, WYVA encourages students to take Honors courses not only for the personal challenge and preparation for college, but also to enhance their transcripts for college review and admissions.

Students who will graduate with honors will also be determined at this time. Students with an overall weighted GPA of 3.5 or higher are awarded an honor designation at graduation.

Student Records K-12

Student records are maintained at the WYVA office. *Learning Coaches*/parents, guardians and/or students 18 and older may contact the WYVA office to obtain a copy of student records. If *Learning Coaches*/parents and/or guardians change their address, telephone number, email address, or place of employment, they are asked to notify the registrar immediately and provide a new proof of residency. *Learning Coaches* are responsible for keeping contact information current within the **My Account** section of the OLS and the Student file at the main office.

Student Fees, Fines and Charges

Expendable items such as notebooks, paper, pens, pencils, paints, and crayons will be purchased by the student.

Any fines charged for damage to school property will be assessed at a reasonable rate, designed to restrain further damage. All credits, report cards, and grades will be withheld, and transcripts will not be forwarded until proper settlement of fines, bills or assessments are completely satisfied.

Transcript Request Process

To request a transcript, a request can be made to the WYVA register at 307.334.1001 (phone) or 307.334.0900 (fax). Please include the following information once you receive the transcript request form: name, ID, where the transcript should be sent (address, email, or fax) and signature.

To request to have your high school transcript sent to a college, please contact the high school Counselor, Ms. Jeanie Stukey - jstukey@wyva.org

Standardized Testing: K-12 Requirements

WYVA students are required to participate in the state-mandated, district-mandated, and WYVA-mandated academic assessments to remain enrolled in WYVA. Failure to participate in required testing will result in withdrawal from WYVA as we are an optional program of choice within NCSD1. Some WYVA testing is conducted online remotely, while other testing such as WY-TOPP and ACT are conducted in-person at locations around the state. These are face-to-face assessments that are administered in several communities throughout Wyoming. Preliminary dates are found with the school calendar. Confirmation of specific testing days and locations will also occur closer to the actual testing windows. Some part-time students may be tested at their local district. Students enrolled directly in Niobrara County School District, the majority of WYVA students, are tested by a WYVA teacher or administrator in specific statewide locations.

WYVA Testing Calendar 2021-2022 School Year

Aug 24 - Sep 10	Fall STAR360 Testing- (online remote testing)
Jan 10-28	Middle of Year STAR360- (online remote testing)
Jan 19 - Feb 26	ACCESS for ELL (in person- only if identified as ELL)
Mar 2 - Apr 16	WY-ALT Testing
Mar 23	ACT Testing- (Must be in-person, 11 th grade, no remote testing allowed)
Apr 14 - May 7	WY-TOPP- (Must be in-person, no remote testing allowed)
Apr 19 - May 13	End of the year STAR360- (online remote testing)

*****Dates may be approximate if facility availability dictates an alternate schedule.**

*****There may be other tests added in as needed and required by the state or district.**

These assessment tools provide useful information to parents and teachers about their students' academic progress. The performance of WYVA students on the state-mandated assessments are also an integral part of assessing the success of the virtual school program.

All students who have standardized testing scheduled are required to attend. Vacation and routine appointments should not be scheduled during testing windows. The student's legal guardian is responsible for arranging transportation for the student to and from testing and ensuring their attendance.

WYVA students are public school students of Niobrara County School District, and as such are subject to the same testing requirements as a student at a brick-and-mortar school. Failure to attend testing could jeopardize WYVA's ability to offer this educational choice to the students we serve. If a student misses a testing date, WYVA may provide make-ups if available in one of several regional areas spread throughout the state. Transportation to the regional testing site is the responsibility of the legal guardian. Proctoring tests removes teachers from their biggest job – teaching! – therefore makeup testing will be limited to instances of true emergencies, illnesses, and weather events. Makeup testing may only be scheduled with the testing coordinator.

****ACT** - The ACT test is only for 11th graders so more information on scheduling and locations will be sent out to Juniors. The Testing Coordinator will meet with them at least monthly until the test to give out information and prepare for the testing logistics. Due to the nature of the test and proctor locations, further travel than normal may be required for ACT.

In-Person Testing- Certain tests, such as the ACT and WYTOPP, do NOT have an option to be completed remotely. For these tests, students are expected to test in-person at a testing center with a proctor. These centers, dates, and times are all set up by the testing coordinator and schedules are sent out approximately 8 weeks prior to testing. It is expected that parents and students watch for these schedules (which will arrive from the email address donotreply@testingnirvana.com) and any communication from the testing coordinator. They will also receive information and communication from their homeroom teachers about their testing schedules.

Every effort will be made to have testing centers as centrally located as possible. However, we live in a large, spread out state and due to the availability of testing centers and proctors, some families will have to make further travel arrangements than others. In situations where further travel is needed, we will work with you on making it as easy as possible, for example by possibly scheduling a later time in the morning, or allowing multiple tests done on one day.

Student/family expectations for in-person testing:

1. Arrive to the center on time and ready to test.
2. Have a ride home arranged.
3. Not bring items that are not allowed (such as cell phones, calculators, etc.).
4. Contact the testing coordinator, homeroom teacher, or testing center proctor if they are not sure on testing times or dates.
5. If a student is sick on testing day, the Learning Coach should contact the testing coordinator as soon as possible to arrange alternate testing times. (We are very limited to locations and times so this should only be used in an emergency).

**** All Special Education IEP, English Learner, and 504 accommodations will be followed for each test and those students will have testing arrangements made on a case-by-case basis. The accommodations must be listed on a current valid IEP or 504 plans.**

Testing Coordinator:

Jennifer (Merten) Copeland
jecopeland@wyva.org
(307) 922-3127

The Testing Coordinator is your direct line for any information regarding testing, including but not limited to: testing schedules, test information, testing locations, rescheduling, and special education accommodations for testing. When you need information or help with any of these issues, please contact the Testing Coordinator first for help. Please watch carefully for any emails from the Testing Coordinator throughout the year, as they contain important information for testing and often answer the questions you may have.

Student Activities and Clubs

WYVA Outings

To assist *Learning Coaches* in providing social experiences for their students, WYVA hosts outings throughout the state during the school year. These outings may be attended by any student, regardless of the area in which a family resides. It is WYVA's goal to provide quality and educational outings that also promote a social atmosphere. Outings will be promoted via email by WYVA staff and sometimes on our school Facebook page:

<https://www.facebook.com/WyomingVirtualAcademy/>

WYVA Clubs

WYVA teachers facilitate clubs in which students may participate. Clubs meet “on-line” and/or at specific locations throughout the state. Please check the class connect schedule or online newsletters for club dates/times.

It is WYVA’s goal to foster a sense of community for our families during the school year. In an effort to help families build more meaningful relationships, WYVA offers online clubs based on students’ and families’ interests. WYVA teachers facilitate clubs in which students may participate. Information about WYVA and National clubs will be communicated through school newsletters, emails and can also be obtained by checking the Stride K12 website, as well as checking the school announcements for updates and activities.

Extra-Curricular Eligibility Policy

Students who are participants in a local school district or area (city or county) extra-curricular activities (including Wyoming High School Rodeo) that require grade checks for eligibility must provide complete contact information (full name, phone number, email, and mailing address) for the coach/sponsor and give written permission to WYVA for the information to be released. Per Wyoming High School Activity Association and Wyoming High School Rodeo Association guidelines, to maintain eligibility students must be passing at least 5 courses, WYVA students may not be on Academic Probation and must maintain a 75% overall average. If a student falls below the requirements, the activity coach/sponsor will be notified about the loss of eligibility.

Title IX and Non-Discrimination Notice

WYVA does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. If parents or students desire a name or gender change, please contact the Head of School to discuss the process involving the potential changes. This process will require a meeting with legal guardian for underage students or with the student and legal guardian for students over the age of 16. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Joe Heywood
Head of School
322 W. 5th
Lusk, WY 82225
(307) 334-1001

Wyoming Virtual Academy is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment, and sexual violence, as regulated by Title VII and Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. Wyoming Virtual Academy reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below.

Information and Assistance

Definition of Sex Discrimination and Sexual Harassment (for Students):

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the school's policies and reporting procedures from any of the following:

Title IX Coordinator
Dr. Joe Heywood, Wyoming Virtual Academy
jheywood@wyva.org
[Grievance Procedure](#)

Student Services

WYVA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The WYVA special education manager assists *Learning Coaches* in accessing and coordinating services pursuant to a current Individualized Education Plan. *Learning Coaches* must indicate that their child has an Individualized Education Plan on their enrollment form.

Child Find (45 Day Screen)

The intent of Child Find is that all children from birth through age 21 with delays or disabilities are identified, located, and evaluated to receive the supports and services they need.

Public schools and the Wyoming Early Intervention Program are responsible for "finding" eligible children and providing the services needed for them to reach their developmental milestones or meet their educational needs.

When children are "found", they are referred to a specialist to screen their development. The screening helps "identify" any areas of concern that need to be evaluated further. To receive early intervention or special education services, a child must be evaluated to confirm they have a delay or disability that falls under state definitions.

If needed, the child is evaluated using state criteria for specific delays or disabilities. If eligible, the Wyoming Early Intervention Program or a public-school system will offer early intervention or special education services according to the child's needs.

- Early intervention supports and services assist families of children who are eligible by helping children ages birth to three years develop to their full potential.
- Preschool special education services for children ages 3 to 5 provide special strategies to help children reach their developmental milestones.
- Special education services for school-aged children in kindergarten through the age of 21 provide specialized instruction and services to assist children in the educational environment.

Child Find documents are completed by the Homeroom Teacher and the student Legal Guardian for all new incoming students. Every year during Re Registration the Legal Guardian will be asked to update their Child Find in order to capture any other condition that the student might have.

Child Find report found on the RCP will be emailed to the special services point of contact by Operations Manager. The special services point of contact will review any new enrollments that need further identification. They will monitor the report and reach out to any families that may need services. Enrollment Info Tab Report

Operations Manager will email the Special Services point of contact the Re Registration report and the Enrollment Info Tab Report to monitor any special needs changes.

Response to Intervention (RTI)

WYVA uses Response to Intervention (RTI) school wide as a first level support, to assist in the identification of educational needs, and to provide scientifically based interventions for struggling students.

The RTI process is a three-tiered approach to providing services and interventions to students who struggle with learning. RTI provides interventions in increasing levels of intensity based on progress monitoring and data analysis. This process assists in documenting that interventions in the regular classroom have been implemented and whether these interventions meet the student's educational needs. Documentation that the classroom intervention cannot meet the student's needs is a necessary requirement in determining whether the student may require special education programs and services. When all reasonable alternatives have been tried and are not sufficient, a referral to special education should be initiated for special education evaluation. The purpose of this process is to ensure early intervention with a struggling learner using a multi-tiered model.

Learning Coaches that believe their student has a learning problem should discuss options with their homeroom teacher.

Special Education:

Contact: Hunter Kunerth, Special Education Director – Kunerthh@lusk.k12.wy.us

Contact: Kelly Bilbrey, Associate Director – kbilbrey@wyva.org

Special education services are available to students identified with a disability by a multidisciplinary team. A multidisciplinary team consists of teachers, the *Learning Coach/guardian* and oftentimes a school psychologist, therapist, and the student. WYVA follows the requirements of IDEA 2004 and the Rules and Regulations of the Wyoming Department of Education. Documentation of the disability must be provided, such as medical records, prior educational records, and/or a psychological evaluation.

Students in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress in the general education setting. Services offered may include: adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing. The program has various levels. In many cases, student services are provided through an inclusion program. WYVA has a reading specialist and a math specialist who can provide resource room help, and a self-contained classroom is provided for students with serious involvement. All Special Education services are provided virtually through an online classroom, phone, Email and by a highly qualified special education teacher.

What to expect:

- Every special education student will be assigned a special education teacher who is part of the grade level teaching team. The special education student will have a team of regular education teachers and a special education teacher to work with and assist the student in making academic gains. The student will be expected to meet regularly with the special education teacher and the other teachers on the teaching team in an online classroom. The *Learning Coach* will be asked to participate in conference calls.
- The special education teacher provides the *Learning Coach* assistance to modify and adapt the learning environment and curriculum paths for success.
- The special education teacher provides direct instruction to the student in an online classroom.
- The special education teacher is available as a resource for instructional strategies, adaptations, and modifications to the curriculum.

- The special education teacher will provide a progress report at the end of each semester noting the progress on the student's IEP goals.
- Special Education students are required to meet the same attendance policies as their peers. The home environment, one on one instruction, and accommodations to the curriculum can help create a learning environment which meets the student's specific needs.
- The student's *Learning Coach* is expected to keep records that assist in determining the student's progress on IEP goals.

Related Services

Related services may include occupational therapy, speech and language therapy, and physical therapy when it is necessary to the child's ability to make adequate progress in the general curriculum. Related services, placement, and goals are determined by the IEP team. Options for related services should be discussed with the special education staff before a decision is made to enroll with WYVA. Related services will be provided virtually in many cases depending on the individual student's needs. WYVA has web-based speech therapy that is overseen by a speech therapist. WYVA also provides therapy through webcams with qualified therapists. Face to face therapy is another option. Face to face therapy would require travel to a facility for the therapy. Face to face therapy will not be provided in the home. Related services are provided by independent contractors across the state of Wyoming. Students are expected to keep appointments (web based and face- to-face appointments). Missed appointments may result in the contractor refusing to provide services.

504 Accommodation Plan

Contact for Grades 7-12: Jennifer Copeland – jecopeland@wyva.org

Contact for Grades K-6: Lisa Williams – lisawilliams@wyva.org

A 504 Accommodation Plan is a plan to assist the student with their day-to-day learning challenges that are a result of their medical or mental disability. In the WYVA learning environment it is a plan that is applied to the student's learning by the Learning Coach and WYVA staff. The plan gives the Learning Coach, WYVA staff, and student the ability to apply accommodations that a regular education student may not be able to apply. These 504 Plan accommodations assist the student with a diagnosed disability to have full access to the state standards and the WYVA curriculum and to participate fully in the WYVA academic program.

Examples of possible disabilities that can be accommodated by a 504 plan are allergies, ADHD, cancer, epilepsy, eating disorder, diabetes, juvenile arthritis, vision impairment, hearing impairment, bi-polar, residual effects of an injury, medical emotional or psychological disabilities. There are many physical or mental disability qualifiers. *Learning Coaches* who believe their student has a disability that would qualify them for a 504 plan should contact their homeroom teacher or WYVA administrator to discuss options for a possible 504 referral.

Reporting Medical Need

If your student has a medical condition that is not identified by an IEP or covered by a 504 plan, please contact Lisa Williams for a K-6 student or Caroline Hickerson for a 7-12 student.

Educating Students with Chronic Infectious Diseases Regulations

All children in Wyoming have a constitutional right to a free, suitable program of educational experiences.

In general, a child with a chronic infectious disease will be allowed, with the approval of the child's physician and the county health office to attend WYVA and will be considered eligible for all rights, privileges and services provided by law and existing policy of Niobrara County School District #1.

The school will respect the right to privacy of the individual; therefore, knowledge that a child has a chronic infectious disease will be confined to those persons with a direct need to know (school

administration, child's teachers, testing coordinator). Those persons will be provided with appropriate information concerning such precautions as may be necessary and should be aware of confidentiality requirements. Violations of confidentiality are subject to legal recourse and termination.

Based upon individual circumstances, special programming may be warranted. Special education will be provided if determined to be necessary by the Planning and Placement Team.

Under certain circumstances a child with a chronic infectious disease might pose a risk of transmission to others. If any such circumstances exist the school medical advisor, in consultation with the school nurse and the child's physician, must determine whether a risk of transmission exists. If it is determined that a risk exists, the student will not be allowed to have contact with other students, such as during testing.

Administering Medicines to Students

In the event that a student needs to have medication given to them while at testing or at an outing, the following conditions must be met:

1. The Parent or Guardian must be present to oversee administration of medication.
2. Prescription medication must be brought to the site in the original prescription bottle and label. Written parent/guardian and physician consent must accompany the medication.
3. Non-prescription medication must be sent to school in its original container and accompanied by a note from the parent/guardian.
4. Medication will be administered by the principal or principal's designee.

Students may keep a small amount of non-prescription medication, such as Tylenol, for their personal use. All students may carry their prescription inhalers with them, if they have signed consents (updated yearly) from their parent/guardian and physician.

The form for families is linked [here](#). Parents complete the following Authorization and Administration of Medication form, [here](#)

Once the form is complete, the parents submit it to the Principal.

English Language Learner (ELL)

Contact: Danielle Opitz, ELL Coordinator - dopitz@wyva.org

Students who may be in need of ELL services will be tested and given appropriate accommodations based on their test results. WYVA will make reasonable attempts to secure an interpreter if needed for families and provide translated documents for parents/guardians. ELL Screening may be mandated by state law in response to Home Language Survey questions answered in student enrollment documents if a parent or student responds to any of the Home Language Survey questions with a response language other than "English."

Directory Opt-Out

Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a federal law, requires that WYVA, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, WYVA may disclose appropriately designated "directory information" without written consent, unless you have advised WYVA to the contrary in accordance with WYVA's procedures. The primary purpose of directory information is to allow WYVA to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs; and

- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want WYVA to disclose any or all the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the WYVA in writing within 2 weeks of a start date. WYVA has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports.
- Degrees, honors, and awards received.
- The most recent educational agency or institution attended.

Internet Service Provider (ISP) Stipend Policy

Families who meet all the following *ISP Stipend Requirements* will be reimbursed at the rate of \$20.00 per eligible month. Stipend checks are sent after the end of each school year and should be mailed by the end of June.

1. Student must be enrolled on the last day of the school year.
2. Student must meet or exceed progress expectations in all their courses.
3. Student must complete required state standardized testing.

The voucher will be sent out in late April to the learning coaches by the WYVA Operations Manager. *Learning Coaches* must submit the voucher to the WYVA office prior to the stated deadline.

Students who have a current Individualized Education Plan that require assistive technology will receive an Internet service provider subsidy of \$20.00 per month if they are enrolled on the last day of the school year.

Parent Withdrawing Students

Parents/Legal Guardians of students who are withdrawing from the Wyoming Virtual Academy must contact the school principal. The WYVA registrar will send an email with a link for a parent withdraw will be sent to families. The family will be emailed instructions for returning materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Complaint Response Procedure

The Wyoming Virtual Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. WYVA prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

The student and *Learning Coach(s)*, custodian(s) or legal guardian(s), address in writing any concern or grievance to the appropriate Principal. The Principal responds within ten working days.

If the family's concern is not resolved with the Principal, the family may file a complaint with the Head of School.

Student Resolution Matrix:

TOPIC:	GO TO:	EXAMPLES:
Course/grade question	Course teacher	"My student's grade isn't right."
Student is ill for 3 days or longer.	K-6 – grade level teacher MS – Homeroom teacher HS – Homeroom teacher	"My student has the flu and is going to be out for a few days." "My student had strep for a week, that's why we haven't logged in."
General Questions: Policy and Procedure	1. Student Handbook 2. Homeroom/Classroom Teacher	When does the semester end?
Curriculum: Locking and Unlocking	7-12 Principal - Caroline Hickerson cahickerson@wyva.org K-6 Principal - Lisa Williams lisawilliams@wyva.org	Student X is locked, and I do not know why.
Curriculum: Scope & Sequence, Standards	Homeroom/Classroom Teacher	"My student is struggling with a concept, what resources are available to help them?"

<p>High School Courses</p>	<p>Counselor – Jeanie Stukey jstukey@wyva.org</p>	<p>"My student is struggling with their HS courses, what should we do?"</p> <p>"I don't think my student can stay in this course next semester; can we change?"</p>
<p>Parent Concerns</p>	<p>Head of School - Joe Heywood jheywood@wyva.org</p> <p>7-12 - Caroline Hickerson cahickerson@wyva.org</p> <p>K-6 Principal - Lisa Williams lisawilliams@wyva.org</p>	<p>LC needs to talk about the weekly checkpoints affecting their student's grades and wants to talk to an administrator.</p> <p>I have an LC that would like to talk to an administrator about the work sample policy.</p>
<p>K-6 Student Concerns: Academic</p>	<p>Elementary Academic Director - Lisa Williams lisawilliams@wyva.org</p>	<p>My student is falling behind and not completing work samples, what should I do?</p> <p>I have a student with an illness that is causing him to fall behind.</p> <p>I do not think my student will be ready to promote at the end of the year, how should I discuss this with the family?</p>
<p>MS and HS Student Concerns: Academic</p>	<p>Middle and High School Principal - Caroline Hickerson - cahickerson@wyva.org</p> <p>Counselor –Jeanie Stukey - jstukey@wyva.org</p>	<p>My student is falling behind and not completing work samples/homework, what should I do?</p> <p>I have a student with an illness that is causing</p>

		him to fall behind – what should we do?
System Issues: for Escalation	Operations Manager – Kristen Stauffer – kstauffer@wyva.org	How do I get my issues with platforms resolved? ***When emailing, include SID, name.
Special Education	Special Education Director – Hunter Kunerth – kunerthh@lusk.k12.wy.us Associate Director – Kelly Bilbrey – kbilbrey@wyva.org	I would like to review my student with special needs accommodations.
Section 504/ADA	Testing Coordinator, Jennifer Copeland - jecopeland@wyva.org	"I would like to see if my student meets a 504 requirement."
Updated contact information.	Registrar or Operations Manager, Kristen Stauffer kstauffer@k12.com	"We changed our phone number."
Student Emotional Concerns – NOT emergency	Teacher Social Worker - Traci Daly tdaly@wyva.org	"We just found out our relative is ill, student may have tough time with this."
Course/grade question	Course teacher	"My student's grade isn't right."
Student Emotional Concerns – EMERGENCY	Social Worker - Traci Daly tdaly@wyva.org Head of School - Joe Heywood jheywood@wyva.org Secondary Principal - Caroline Hickerson cahickerson@wyva.org	Student has emotional health needs.

	K-6 Principal - Lisa Williams lisawilliams@wyva.org	
Community resource needed.	Social Worker - Traci Daly tdaly@wyva.org	We need to find a clinic for immunizations.
Student Computer Requests	Operations Manager – Kristen Stauffer kstauffer@wyva.org	Student is interested in finding out eligibility for a school-issued computer.
Student Tech/Computer Help	K12 Customer Care - 1.866.512.2273	Student/LC having difficulty logging in; Receiving error messages; questions about equipment/hardware; troubleshooting, etc.
ELL Lead – English Language Learner	ELL Coordinator – Danielle Opitz dopitz@wyva.org	Questions on being tested for ELL.
Foster Care Coordinator	Social Worker - Traci Daly tdaly@wyva.org	Assess and coordinate the care of youths in foster care.
McKinney Vento Lead	Social Worker - Traci Daly tdaly@wyva.org	Questions on McKinney-Vento/Homeless assistance
NCAA Lead	Secondary Principal- Caroline Hickerson cahickerson@wyva.org	Questions of student sports in NCAA
AP Coordinator	Jeanie Stukey jstukey@wyva.org	Questions about taking AP courses or AP exam.
Interpreter Services/Disability Accommodations	Special Education Director – Hunter Kunerth – kunerthh@lusk.k12.wy.us Associate Director – Kelly Bilbrey – kbilbrey@wyva.org	Questions on Interpretation or accommodations

Career Learning Coordinator	Janae Miller jamiller@wyva.org	Add a Career Prep Pathway
Special Education Teachers		
Mark Miller K-6 Michele Thompson Grades K-6 Jennifer Corbet Grades K-6 Melody Jordan Grades K-6	mmiller@wyva.org mthompson@wyva.org jcorbet@wyva.org mjordan@wyva.org	
Becca VanOrden Grades 7-8 Samantha Miller Grades 7-8	bvanorden@wyva.org smiller@wyva.org	
Yvonne Perry Grades 9-12 Sheila Georgen Grades 9-12	yperry@wyva.org sgeorgen@wyva.org	
Mandi Williams (Speech) Chelsie Pantle (Speech) Tammy Fausett (Speech)	mwilliams@wyva.org cpantle@wyva.org tfausett@wyva.org	
Lead Teachers		
Jennifer Schultze– Grade 7-8	jschultze@wyva.org	

WYVA Student Engagement Strategy Plan

Scenario	Who will this be communicated to	When	By Whom	Mode of Communication	How will school manage influx of
Access to the OLS is interrupted	Staff members/families as needed (if it is an extended outage)	When K12 has confirmed interruption.	MS Principal to teachers and teachers to students	Email for staff and email for families	Autodialer/Email
<i>How will students obtain CC links to participate?</i>	Teachers would email the link to families.				
<i>How will moderators obtain their CC links?</i>	Teachers have links bookmarked.				
<i>How will students reach their teacher if they have course questions and cannot email?</i>	Phone Call or email				
<i>What are supplemental activities students can be working on while they cannot access course assignments?</i>	Complete any offline assignments for any courses, do daily PE activity, read any English chapters or applicable texts and login to complete Interim assessments				
<i>How will teachers communicate to students what they can work on during the system interruption?</i>	Autodialer or Email				
<i>What is the communication plan to families when course access is restored?</i>	Autodialer or Email				
System access to the OLS or D2L is interrupted. Students do not have any regularly-scheduled Class Connect sessions.	Staff members/families as needed (if it is an extended outage)	When K12 has confirmed interruption.	MS Principal/Teachers	Email	Autodialer/Email
<i>What are supplemental activities students can be working on while they cannot access course assignments?</i>	Complete any offline assignments for any courses, do daily PE activity, read any English chapters or applicable texts and login to complete Interim assessments				
<i>How will teachers communicate to students what they can work on during the system interruption?</i>	Email				
<i>How will students reach their teacher if they have course questions and cannot use Email?</i>	Phone Call or Email				
<i>What is the communication plan to families when course access is restored?</i>	Autodialer or Email				
Blackboard Collaborate is experiencing a service disruption and students are not able to access Class Connect.	Staff members/families as needed (if it is an extended outage)	When K12 has confirmed interruption.	MS Principal/Teachers	Email	Autodialer/Email
<i>How will students be notified that the Class Connect session has been cancelled?</i>	Email				
<i>What is the communication plan to families when Blackboard Collaborate/Class Connect access is restored?</i>	Autodialer or Email				
Student has an internet outage.	Learning coach	When an interruption has been confirmed.	Learning coach/Student	Phone Call to homeroom teacher	N/A
<i>How will student obtain their homeroom teacher phone numbers?</i>	Record homeroom teacher contact information off line at beginning of year.				
<i>What tasks are students expected to work on?</i>	Complete any offline assignments for any courses, do daily PE activity, read any English chapters or applicable texts and login to complete Interim assessments				

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provide *parents or guardians* and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access.

To request an inspection and review, the *parent or guardian* or eligible student should submit a written request to the Operations Manager that identifies the record(s) they wish to inspect. The Operations Manager makes arrangements for access and notify the *parent or guardian* or eligible student of the time and place where the records may be inspected.

(2) The right to request an amendment of the student’s education records that the *parent or guardian* or eligible student believes are inaccurate.

Parent or guardian or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the Operations Manager; clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the *parent or guardian* or eligible student, the school notifies the *parent or guardian* or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the *parent or guardian* or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.

One exception that permits the school to disclose information without consent is when the school discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the school; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); parent or guardian student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that

relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

(5) FERPA requires that the school, with certain exceptions, obtain a *parent or guardian* or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the school may disclose "directory information" without written consent, the *parent or guardian* or eligible student, have advised the school in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- Shipment of computer and school materials to and from student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- Sports activity sheets, such as for wrestling, showing weight and height of team members.
- School yearbook

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a *parent or guardian* prior written consent. In addition, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless *parent or guardian* or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

- name
- address
- telephone number
- e-mail address
- photo
- athletic information
- honor roll status
- grade level
- activities and clubs
- awards

If there are certain items the school has chosen to designate as directory information that parents or guardians do not want disclosed from their student's education records, without their prior written consent, parents or guardians are encouraged to send an email identifying the information they do not want disclosed, the student's name, and the name of the virtual academy or affiliate school in which the student is enrolled to: directoryinformation@k12.com. This email must be sent within 30 days of the first day the student attends school.

Notice of these rights is available, upon request, on audiotape, Braille, and in languages other than English.

McKinney Vento Act

Contact: Traci Daly, WYVA Social Worker

The McKinney Vento Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster *Learning Coaches* or relatives other than their legal guardians.

The Wyoming Virtual Academy can offer school supplies to qualifying homeless youth. Determinations of qualifying students are made on a case-by-case basis.

Learning Coaches may review the Wyoming Virtual Academy's Admission of Homeless Children and Youth policy by calling the school office.

Children and Youth in Transitional or Emergency Shelters

If children or youth are placed in a transitional or emergency shelter because there is nowhere else to send them, and they are awaiting placement in a foster home or a home for neglected children,

they will be considered homeless while in the emergency or transition shelter. Once placed in a foster home, or a home for neglected children or youth, they will no longer be considered homeless.

Children and Youth Living in Trailer Parks and Camping Grounds

Children and youth staying temporarily in trailer parks or campgrounds because they lack adequate living accommodations will be considered homeless. Those living in trailer parks or camp areas on a long-term basis in adequate accommodations will not be considered homeless.

Doubled-Up Children and Youth

Children and youth who are living in “doubled-up” accommodations, that is, are sharing housing with other families or individuals, will be considered homeless if they are doubled-up because of a loss of housing or another similar situation. Families living in doubled-up accommodations voluntarily to save money generally will not be considered homeless.

Foster Children and Youth

In general, children and youth in foster homes will not be considered homeless. Many foster children are in the care of a public agency, awaiting placement in more permanent situations. The foster home, although temporary, serves as a fixed, regular, and adequate nighttime residence. Children placed in foster homes for lack of shelter space, however, will be considered homeless.

Incarcerated Children and Youth

Children and youth that are incarcerated for violation or alleged violation of a law will not be considered homeless even if prior to their incarceration they would have been considered homeless because they were living in inadequate accommodations. Children and youth that are under the care of the state and are being held in an institution because they have no other place to live will be considered homeless. Once these children are placed in more permanent facilities, they will no longer be considered homeless.

Migratory Children and Youth

Migratory children will not be considered homeless simply because they are children of migratory families. Runaways Children or youth who have run away from home and live-in runaway shelters, abandoned buildings, the street or other inadequate accommodations will be considered homeless, even if their parents/guardians have provided and are willing to provide a home for them.

Enrollment Policy

The following items are needed in order to enroll your student in the Wyoming Virtual Academy:

- 1.) Copy of Birth Certificate of student enrolling.
 - a. Copy of Marriage License or Divorce Decree if last name listed on Birth Certificate is different.
- 2.) Proof of Guardianship if the Legal Guardian is not listed on the Birth Certificate. This document needs to be court certified. The following link provides information for obtaining legal guardianship of a ward:
<http://legisweb.state.wy.us/LSOWEB/SearchResults.aspx?cx=017715011151602216554:5hjhvx9vIm&cof=FORID%3A11&ie=UTF-8&q=guardianship&sa=Search> Title 3 Guardian and Ward.
- 3.) Complete immunization record for grade level/age student is currently enrolling as. Or copy of immunization exemption certified through the State of Wyoming. Missing immunizations are required. Links to Immunization requirements are below:
 - a. <https://health.wyo.gov/wp-content/uploads/2018/09/Are-your-Kids-Ready-for-Child-Care-Preschool-8.2018.pdf>
 - b. <https://health.wyo.gov/wp-content/uploads/2018/03/Immunization-Tool-3.20.18.pdf>

- c. <https://health.wyo.gov/wp-content/uploads/2018/03/Ch.-3-Mandatory-Immunizations-for-Children-Attending.pdf>
- 4.) Proof of Residence in Legal Guardian's name showing physical residence within the state of Wyoming. Document can be Wyoming Driver's License, Rental/Lease Agreement, Mortgage, or Utility bill. The document will need to have the Legal Guardian's name on it and the physical address listed on the account for the student.
 - a. If family/student is living with another person(s) and no proof of residency can be provided a letter stating the family/student is currently residing with them at said address can be accepted. A proof of residency with that person's name and the physical address listed in the letter will need to be provided as well.
 - b. A current Proof of Residence will need to be turned in to the Registrar each time a family moves. The Information Update form will also need to be turned it with the new Proof of Residence.
 - 5.) WYVA Release of Records form completed. This form is available in the enrollment portal. The form is required for all students. Kindergarten students who have no "Previous School" listed in the TVE account information do not need to have this form.
 - 6.) Copy of most recent transcript for all high school students or copy of 8th grade Report Card for all students enrolling in 9th grade.
 - a. If the semester is not complete when the student is enrolling and a complete transcript isn't available, the student may enroll with the current transcript and most recent report card.
 - 7.) If the student receives special services, we will request a copy of the most recent IEP and Evaluation for the student.

APPENDIX

APPENDIX A: Weekly Planning Guide- Long Version

Use this version if you would like to print up the document and complete it by hand.

Week of: _____

Monday

	Assignments to complete.	Read or Submitted
Class 1		<input type="checkbox"/>
Class 2		<input type="checkbox"/>
Class 3		<input type="checkbox"/>
Class 4		<input type="checkbox"/>
Class 5		<input type="checkbox"/>
Class 6		<input type="checkbox"/>
Class 7		<input type="checkbox"/>
Class 8		<input type="checkbox"/>

Tuesday

	Assignments to complete.	Read or Submitted
Class 1		<input type="checkbox"/>
Class 2		<input type="checkbox"/>
Class 3		<input type="checkbox"/>
Class 4		<input type="checkbox"/>
Class 5		<input type="checkbox"/>
Class 6		<input type="checkbox"/>
Class 7		<input type="checkbox"/>
Class 8		<input type="checkbox"/>

Wednesday

	Assignments to complete.	Read or Submitted
Class 1		<input type="checkbox"/>
Class 2		<input type="checkbox"/>
Class 3		<input type="checkbox"/>
Class 4		<input type="checkbox"/>
Class 5		<input type="checkbox"/>
Class 6		<input type="checkbox"/>
Class 7		<input type="checkbox"/>
Class 8		<input type="checkbox"/>

Thursday

	Assignments to complete.	Read or Submitted
Class 1		<input type="checkbox"/>
Class 2		<input type="checkbox"/>
Class 3		<input type="checkbox"/>
Class 4		<input type="checkbox"/>
Class 5		<input type="checkbox"/>
Class 6		<input type="checkbox"/>
Class 7		<input type="checkbox"/>
Class 8		<input type="checkbox"/>

Friday

	Assignments to complete.	Read or Submitted
Class 1		<input type="checkbox"/>
Class 2		<input type="checkbox"/>
Class 3		<input type="checkbox"/>
Class 4		<input type="checkbox"/>
Class 5		<input type="checkbox"/>
Class 6		<input type="checkbox"/>
Class 7		<input type="checkbox"/>
Class 8		<input type="checkbox"/>

Appendix B – Citations Policy

- **Citation:** This is when you give credit to the original author of a written article, book, poem, etc., an artist or a photographer, a speaker, or researcher for **using their idea** in your essay, speech, or research paper.
- Many courses require written work in which students need to cite sources. Any direct quotations from a textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a Web site, he/she provide the complete Web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available, and the date of access.
- Why is it important? Consider this.... if you had written a book or song, would you want someone else to sing it or copy it and say they had written it? If you use other peoples' original work, then you must cite it, or you are committing plagiarism. Plagiarism is a serious offense.

WYVA Citations Policy

- **Research Papers:** Research papers for ALL classes require that you have both in-text (parenthetical references) citations **and** a Works Cited page. We use MLA (Modern Language Association) format (some classes, such as science use APA format.)
- **In-text citations:** Brief citations following quotes, paraphrases, or summaries of information taken from other sources and used in the paragraphs of your paper. Generally, you will cite by author and page # if there is one (Smith 9)no page #, just the author (Smith).
- **Works Cited page:** A complete listing of all sources that you have *cited* in the body of your paper (in-text citations/parenthetical references.) This is different from a bibliography, which lists all sources that you researched whether you cited the source or not. This is the last page of your research paper and is on a page by itself. The easiest way to create a works cited page is to go to easybib.com or citationmachine.net and enter the information...it creates the page for you...which you can then copy and paste into your research paper.
- **Examples:**

Works Cited Centered at top

Double spaced throughout

Alphabetical order by author or title

Works Cited

"Can Wiki Be Trusted in Class?" *Edmonton Journal*. 06 Nov 2011: B.6. *SIRS Issues Researcher*. Web. 11 Dec 2013.

Kniffel, Leonard. "Authority And Wikipedia." *American Libraries* 39.7 (2008): 4. *Academic Search Premier*. Web. 11 Dec. 2013.

O'Brien, Kevin J. "A Valuable Online Resource, but a Global Cultural Treasure?" *International Herald Tribune*. 23 May 2011: 2. *SIRS Issues Researcher*. Web. 11 Dec 2013.

"Wikipleadia: User-Generated Content." *Economist*. 15 Jan 2011: 69. *SIRS Issues Researcher*. Web. 11 Dec 2013.

Hanging indent

Helpful Links

This is a reliable source that shows how to create accurate in-text citations for a variety of sources and situations:

<http://schools.4j.lane.edu/north/library/support/workscited.html>

Another great source for learning how to do citations:

<http://owl.english.purdue.edu/owl/resource/747/2/>