



Conroe Virtual School

Handbook and Course Catalog

2021-2022

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*This schedule is provided to illustrate the amount of time students are expected to devote to synchronous and asynchronous instruction and may not reflect the actual schedule your student will be expected to follow.

The Conroe Independent School District (District) is an equal opportunity educational provider and employer does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in educational programs or activities that it operates or in employment matters. The District is required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as well as Board policy not to discriminate in such a manner. For information about Title IX rights or Section 504/ADA rights, contact the Title IX coordinator or the Section 504/ADA coordinator.

Profile of a Successful Online Learner

Remote learning is not appropriate for all students. The following characteristics of a successful online learner should be used by parents and students to determine if the student should choose the Conroe Virtual School.

Successful online learners are:

Good readers and writers.

In online courses, reading may be the main source of information. Additionally, nearly all communication is written, so it is critical to feel comfortable in expressing ideas in writing.

Have parents who are committed to supporting the student every day.

At all grade levels, students need active involvement from a parent/guardian every day. The younger the student, the more time that a parent must devote each day to active support.

Proficient in use of computers and Internet navigation.

Because all interaction happens via computer, computer skills are necessary to participate.

Self-motivated and learn well independently.

With the freedom and flexibility of the online learning environment comes responsibility. The online process takes commitment, discipline, and an ability to work independently.

Careful to allow ample time for the course.

Online learning is not easier than the traditional educational process. In fact, many students will say it requires more time and commitment.

Effective time-managers.

Structuring time to effectively participate is up to the learner. Manage time well enough to complete assignments, study and communicate with your teacher while juggling any additional activities, work, or social obligations.

Consistent in communication with their teacher.

The professionals working with online learners expect regular communication via email, phone or via online conferencing.

Problem solvers who ask for help when needed.

In the Virtual classroom, knowing how to solve problems and when to seek assistance are important skills. Assistance will be available, but it must be requested and an immediate response may not be available. As students get older, they must become self-advocates in their own learning.

Eligibility and Application Process

Eligibility

The Texas Education Agency provides guidance on identifying students who should discontinue remote instruction.

In addition to using the Profile of a Successful Online Learner as a guide, students must meet both of the following criteria to be eligible to apply to the Conroe Virtual Academy:

- For the previous school year, the student had a class average of 71 or above for each class for each grading period.
- For the previous school year, the student had no more than **two** absences in any grading period.

In addition to these requirements, only applicants who meet the application deadline will be considered. There are limited seats available for the Virtual Academy.

Admission

Students will be admitted based on a random draw from the pool of eligible applicants.

By enrolling at the Virtual Academy, students are committing to remain enrolled through at least one semester before returning to their zoned campus.

Eligible applicants who are not admitted will remain in the pool for the current school year. At the end of each semester, as space permits, additional students may be offered admission.

Eligible students who were not admitted during the current school year will be required to submit a new application for the next school year if they wish to be considered for admission.

Currently enrolled students will not have to re-apply for the following year, as long as they met the following criteria for the current school year:

- The student had a class average of 71 or above for each class for each grading period.
- The student had no more than **two** absences in any grading period.

Removal

Students may be required to return to in-person instruction at their zoned campus if they:

- Have a class average of 70 or below for two or more classes for any grading period
- Have 3 or more absences during any grading period

Students and parents will be notified that they will be required to return to in-person instruction at their zoned campus prior to the end of the semester.

Appeal process

Upon notification that a student will be removed from the Virtual Academy, parents have 10 calendar days to submit an appeal in writing to the principal.

The principal, or designee, will schedule an appeal hearing within 10 calendar days of receiving a written appeal.

If the committee allows the student to remain at the Virtual Academy, a plan will be developed by the committee to provide the student with success criteria for continued enrollment. If the student fails to follow the success plan, the student's enrollment at the Virtual Academy will be revoked, and the student will be required to return to his/her zoned campus.

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Policies, Handbooks & Forms

This document is supplemental to the policies and procedures of Conroe ISD published in Board policy, CISD Handbooks, and forms.

Students enrolled in the Conroe Virtual School are subject to all the rules, regulations, policies, and procedures of Conroe ISD.

The current Board Policies, Code of Conduct, Acceptable Use Guidelines, Student Handbooks, and Program of Studies can be found online here: <https://www.conroeisd.net/about/policies-procedures/>

Academic Dishonesty

CISD Board Policy EIA (Local):

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Parent/Guardian Expectations

The parent/guardian (or other responsible adult) serves a critical role for the student, helping to facilitate his/her progress and working to ensure the student's success.

Teachers provide individual and small group assistance via online synchronous sessions. It is expected that students attend and meet with teachers to receive course assistance, tutoring, and instruction. These sessions vary by grade level and are scheduled by your teacher.

Parent/Guardian involvement is critical for the success of the student but the level of involvement may vary per child and grade level.

- **Grades 3–6:** Students have some independence, but parent/guardian involvement is essential for about 70–80% of school time and approximately 25 percent of this time is online. Students in grades 5-6 are working more independently but parents should expect to spend approximately two hours a day supporting their student.
 - Students in grades 3–6 are expected to spend approximately 4–7 hours on schoolwork per school day.
- **Grades 7-8:** Students at these grade levels are developing more independence and will rely less on direct support from their parent. Parents/Guardians should still expect to spend approximately two hours a day overseeing schoolwork, providing some assistance with lessons, checking on their student's progress and grades, and communicating with their student's teachers.
 - Students in grades 7-8 are expected to spend approximately 6-8 hours on schoolwork per school day.
- **High School:** Parents/Guardians are providing indirect support and encouraging students to become self-advocates and independent learners. Parents are still expected to spend an hour each day ensuring that their student is completing all assignments, staying organized and aware of due dates, monitoring grades, and communicating with their student's teachers.
 - Students in high school should expect to spend approximately 8 hours on schoolwork per day.

3-4 Generic Remote Learning Daily Schedule*

*This schedule is provided to illustrate the amount of time students are expected to devote to synchronous and asynchronous instruction and may not reflect the actual schedule your student will be expected to follow.

25% synchronous learning in total minutes daily = 75 minutes out of 300 instructional minutes

TIME OF DAY	TEACHER RESPONSIBILITY	STUDENT RESPONSIBILITY	PLATFORMS
8:00-8:10 Setting the Stage	Building relationships Social/Emotional Learning	Building relationships Community building	Canvas Zoom
8:10-8:35 ELA / Reading	Read Aloud / Mini-lesson	75 total minutes Follow remote lesson plan (30-50 minutes LIVE delivered via Zoom)	Canvas Zoom Offline Independent
8:35-9:15 ELA / Reading	Small Groups (outside of 75 minutes)		
9:15-9:25 ELA / Reading	Word Study		
9:25-9:55 Physical Education			
9:55-10:25 Social Studies	Whole group instruction / discussion during LIVE portion of class	30 total minutes Follow remote lesson plan (10 minutes LIVE)	Canvas Zoom Offline Independent
10:25-10:50 Counselor Groups	Guidance Lessons/Student Support Groups Number of meetings per week will vary	25 total minutes LIVE when the group meets	Canvas Zoom
10:50-11:20 Science	Whole group instruction / discussion during LIVE portion of class	30 total minutes Follow remote lesson plan (15 minutes LIVE)	Canvas Zoom Offline Independent
11:20-11:50 Lunch			
11:50-12:05 Math / Math Review	Math Review	80 total minutes Follow remote lesson plan (30-50 minutes LIVE)	Canvas Zoom Offline Independent
12:05-12:15 Math / Fact Fluency	Fact Fluency		
12:15-12:30 Math / Whole Group Mini Lesson	Mini-lesson		
12:30-1:10 Math	Guided Math small group (outside of 75 minutes)		
1:10-1:35 Recess		25 minutes unstructured play	Offline
1:35-2:05 Fine Arts	Teacher available for scheduled direct instruction or support	30 total minutes Follow remote lesson plan	Canvas Zoom Offline Independent
2:05-2:20 Writing	Mini-lesson	60 total minutes Follow remote lesson plan (15 minutes LIVE)	Canvas Zoom Offline Independent
2:20-2:25 Grammar	Grammar		
2:25-3:00 Writing	Small Groups / Conferences		

5-6 Generic Remote Learning Daily Schedule*

*This schedule is provided to illustrate the amount of time students are expected to devote to synchronous and asynchronous instruction and may not reflect the actual schedule your student will be expected to follow.

25% synchronous learning in total minutes daily = 75 minutes out of 300 instructional minutes

TIME OF DAY	TEACHER RESPONSIBILITY	STUDENT RESPONSIBILITY	PLATFORMS
8:00-8:10 Setting the Stage	Building relationships Social/Emotional Learning	Building relationships Community building	Canvas Zoom
8:10-8:40 ELA / Reading	Read Aloud / Mini-lesson	90 total minutes Follow remote lesson plan (30-50 minutes LIVE delivered via Zoom)	Canvas Zoom
8:40-9:25 ELA / Reading	Small Groups (outside of 75 minutes)		Offline Independent
9:25-9:40 ELA / Reading	Word Study		
9:40-10:10 Physical Education			
10:10-10:40 Social Studies	Whole group instruction / discussion during LIVE portion of class	30 total minutes Follow remote lesson plan (10 minutes LIVE)	Canvas Zoom Offline Independent
10:40-11:05 Counselor Groups	Guidance Lessons/Student Support Groups Number of meetings per week will vary	25 total minutes LIVE when the group meets	Canvas Zoom
10:50-11:35 Science	Whole group instruction / discussion during LIVE portion of class	45 total minutes Follow remote lesson plan (30 minutes LIVE)	Canvas Zoom Offline Independent
11:35-12:05 Lunch			
12:05-12:20 Math / Math Review	Math Review		
12:20-12:30 Math / Fact Fluency	Fact Fluency		
12:30-12:45 Math / Whole Group Mini Lesson	Mini-lesson	80 total minutes Follow remote lesson plan (30-50 minutes LIVE)	Canvas Zoom Offline Independent
12:45-1:25 Math	Guided Math small group (outside of 75 minutes)		
1:25-1:55 Fine Arts	Teacher available for scheduled direct instruction or support	45 total minutes Follow remote lesson plan	Canvas Zoom Offline Independent
1:55-2:10 Writing	Mini-lesson		
2:10-2:15 Grammar	Grammar	60 total minutes Follow remote lesson plan (15 minutes LIVE)	Canvas Zoom Offline Independent
2:15-2:55 Writing	Small Groups / Conferences		

Junior High / High School Generic Remote Learning Daily Schedule*

*This schedule is provided to illustrate the amount of time students are expected to devote to synchronous and asynchronous instruction and may not reflect the actual schedule your student will be expected to follow.

TIME OF DAY	TEACHER RESPONSIBILITY	STUDENT RESPONSIBILITY	PLATFORMS
8:00-8:10 Advisory	Building relationships Social/Emotional Learning	Building relationships Community building	Canvas Zoom
8:10-8:55 ELA / English I	Teacher available for scheduled direct instruction or support	45 total minutes Follow remote lesson plan	Canvas Zoom Offline Independent
8:55-9:40 Social Studies / World Geography	Teacher available for scheduled direct instruction or support	45 total minutes Follow remote lesson plan	Canvas Zoom Offline Independent
9:40-10:25 Science / Biology	Teacher available for scheduled direct instruction or support	45 total minutes Follow remote lesson plan	Canvas Zoom Offline Independent
10:25-11:10 Math / Algebra	Teacher/Sponsor/Counselor available for scheduled live interaction.	45 total minutes Follow remote lesson plan	Canvas Zoom
11:10-11:40 Lunch			
11:40-12:25 Elective	Teacher available for scheduled direct instruction or support	45 total minutes Follow remote lesson plan	Canvas Zoom Offline Independent
12:25-1:10 Elective	Teacher available for scheduled direct instruction or support	45 total minutes Follow remote lesson plan	Canvas Zoom Offline Independent
1:10-2:55 Elective	Teacher available for scheduled direct instruction or support	45 total minutes Follow remote lesson plan	Canvas Zoom Offline Independent
2:55-3:25 Club Meetings/Counselor Groups/Study Skills	Small Groups / Conferences Number of meetings per week will vary	30 total minutes LIVE	Canvas Zoom

STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the Reading and Math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a Reading or Math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student's individual education plan (IEP). See the CISD elementary & Intermediate Student Handbook for additional information.

Attendance is mandatory at all testing events. Parents must ensure that students participate in all required state and local testing. This testing includes but is not limited to online benchmark and readiness assessments, all STAAR testing, EOC testing, and as appropriate, the TELPAS for students identified as English Learners. Parents are responsible for transportation to and from all testing.

Special Programs

English as a Second Language (ESL)

ESL/content-based instruction is an English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under TEC §29.061(c) to provide supplementary instruction for all content area instruction; it integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

Bilingual/Dual Language

The Conroe Virtual School will not offer a Bilingual/Dual Language program.

Special Education/Section 504

For students with disabilities who are admitted to the Conroe Virtual School, the District will continue to implement a student's IEP/504 plan to the extent possible through remote delivery methods. A student's ARD/504 committee should review the individual student's needs prior to applying to the

Conroe Virtual School. Upon admission to the Conroe Virtual School, a student's ARD/504 committee will meet to determine which services can be provided remotely to meet the student's needs.

Grades 9-12

State law requires that all students receiving a diploma from any Texas state high school must take and pass End of Course (EOC) exams. Students are required to successfully complete:

Algebra I, English I, English II, Biology, and US History STAAR exams.

Students not meeting these requirements must participate in remediation and retake the EOC assessment. If not successful on the test, a scheduled class may be removed and replaced with an EOC remediation course for each failed EOC.

Attendance is mandatory at all testing events. Parents must ensure that students participate in all required state and local testing. This testing includes but is not limited to online benchmark and readiness assessments, all STAAR testing, EOC testing, and as appropriate, the TELPAS for students identified as English Learners. Parents are responsible for transportation to and from all testing.

Remote Course Offerings

Course descriptions, graduation requirements, and grade information for grades 7-12 is detailed in the CISD Program of Studies found here: <https://www.conroeisd.net/about/policies-procedures/>

Grades 3-6

Subjects taught in grades 3-6 include: Language Arts, Mathematics, Science, Social Studies, Health, Physical Education, and Fine Arts (Art, Music, and Theatre Arts).

Advanced Math is offered in grades 5 and 6 for:

- Students who access math at a quicker pace.
- Students with strong number sense ability (manipulate numbers mentally with ease).

Determining appropriate math placement is based on data from:

- Math grades
- Previous STAAR Math and Reading scores
- Evidence of numerical fluency
- Assessment results (such as Benchmarks and Common Assessments)
- BAS Reading Level
- Evidence of strong study habits
- Teacher observation/feedback
- Understanding of math pathways

Grade 7

Language Arts 7
Language Arts 7 Honors
Math 7
Pre-Algebra 7 Honors
Science 7
Science 7 Honors
Texas History 7
Texas History 7 Honors
Physical Education

Grade 8

Language Arts 8
Language Arts 8 Honors
Pre-Algebra 8
Science 8
Science 8 Honors
US History 8
US History 8 Honors
Physical Education

Grades 7 and 8 – Electives

(Courses are offered and will be taught dependent upon the number of students who sign up for each course.)

- Music Appreciation
- Band
- Choir
- Orchestra
- Art
- Theatre Arts
- College & Career Readiness

Grades 7 and 8 – Courses for High School Credit

(Courses are offered and will be taught dependent upon the number of students who sign up for each course.)

- Health (.5)
- Algebra
- Geometry
- Communication Applications (.5)
- Spanish I
- Spanish II Native Speakers

Grade 9 – High School Courses

(Courses are offered and will be taught dependent upon the number of students who sign up for each course.)

NOTE: Additional courses may be available via Edgenuity, a self-paced, asynchronous, online program.

English Language Arts Courses

- English I
- English I Honors

Math Courses

- Algebra
- Geometry Honors
- Algebra II Honors

Social Studies Courses

- World Geography
- Human Geography AP

Science Courses

- Biology
- Biology Honors

Languages Other Than English Courses

- Spanish I
- Spanish II
- Spanish II Native Speakers

Electives

- Health (.5)
- Personal Financial Literacy (.5)
- Physical Education
- Journalism

Fine Arts

- Art I
- Instrumental Ensemble I
- Choir I
- Theatre Arts I

Career and Technical Education

- Principles of Arts, Audio Video Technology, and Communications
- Principles of Business, Marketing, and Finance
- Fundamentals of Computer Science

Appendix I: CISD Acceptable Use Guidelines for Students

The District gives students access to various types of technology resources, including a District e-mail account, electronic textbooks, cloud-based document storage and collaboration space such as the Canvas Learning Management System, Google Apps for Education, and Office 365, computer hardware, software, printers, networks, and storage space on networks, devices such as computers, Chromebooks, iPads, tablets, laptops, calculators, and other interactive devices, and filtered Internet access. Students may also be allowed to use their personal technology devices for instructional purposes, however the District is not responsible for damage to or loss of devices brought from home.

With this educational opportunity comes responsibility. It is important that students and their parents understand the District's policies and procedures related to technology resources. Inappropriate use of the District's technology resources can result in revocation or suspension of the privilege to use these resources, as well as other disciplinary or legal action, as outlined in the Student Code of Conduct and applicable laws.

These guidelines apply to all District networks and network storage, e-mail accounts, devices connected to the District's networks, and all District-owned devices used on or off school property, whether connected to the District's network or connected through a personal data plan or other means of access. Use of the District's technology resources is not private and all activity is monitored. The District prohibits bullying or harassment through electronic means regardless of the device used, the network used, or the location of use. [See District policies FFH and FFI.]

When students access the Internet, it is possible that they may run across areas of adult content and some material a parent might find objectionable. While the District uses filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It is the responsibility of the student to follow the rules for responsible use.

Students issued a District-owned technology device, are given additional materials addressing the proper use, care, and return of these devices.

All students are expected to responsibly use the District's technology resources by complying with the following:

- Because District technology resources are primarily for instructional and educational purposes, the District only allows limited personal use only if the rules in this agreement are followed and the use does not interfere with school work.
- Students must not share their account information with another person.
- Be mindful that people who receive e-mail or other communication from students through school accounts might think the message represents the school's point of view.
- Keep personal information and the personal information of others private. This includes names, addresses, photographs, or any other personally identifiable or private information.

- Not download or sign up for any online resource or application without prior approval from the teacher or other District administrator.
- When communicating through e-mail or other electronic means, students must use appropriate language and etiquette and always be respectful.
- Acknowledge that work and ideas of others when referenced them in student work.
- Immediately report any suspicious behavior or other misuse of technology to a teacher or other campus administrator.
- Students may use their personal electronic devices for instructional purposes only as authorized by a teacher.
- When using a personal device for instructional purposes while on campus, students must use the District's wireless Internet services and are prohibited from using a personal wireless service. Any attempt to bypass the District's filter will result in a loss of privileges and disciplinary action as required by the Student Code of Conduct.
- When accessing the District's technology resources using a personal device, students must follow the District's technology resources policy and associated administrative regulations, including this acceptable, use agreement.
- When not using a personal device for instructional purposes while on campus, students must follow their campus' rules and guidelines for non-instructional use of personal electronic devices.

Students are prohibited from inappropriately using the District's technology resources and will be held responsible at all times for the proper use of their account. Inappropriate activity includes the following:

- Using technology resources for any illegal purpose, including threatening school safety;
- Accessing resources to knowingly alter, damage, or delete District property or information, compromising or testing District security, systems or networks, or breaching any other electronic equipment, network, or electronic communications system in violation of the law or District policy;
- Damaging electronic communication systems or electronic equipment, including knowingly or intentionally introducing a virus or malware to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable;
- Disabling or attempting to disable or bypass any Internet filtering device;
- Using someone's account without permission;
- Pretending to be someone else when posting, transmitting, or receiving messages;
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmission, or receipt of electronic media;
- Using resources to engage in conduct that harasses or bullies others;
- Sending, posting, or possessing materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including material that constitutes cyberbullying and "sexting";
- Using inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language;

- Posting personal information about yourself or others, such as addresses and phone numbers, or photographs, without permission or responding to requests for personally identifiable information or contact from unknown individuals;
- Making appointments to meet in person people met online; if a request for such a meeting is received, it should be reported to a teacher or administrator immediately;
- Violating intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder;
- Using on-line chat or video chat rooms not expressly authorized by the teacher;
- Wasting school resources through the improper use of the District's technology resources, including sending spam; and
- Downloading unauthorized application, scripts, plug-in or software or gaining unauthorized access to restricted information or resources.

Students are expected to immediately report to a supervising teacher or an administrator any inappropriate activity.

During synchronous instruction, students are expected to:

- Keep their camera on unless directed otherwise by their teacher.
- Display their first and last name as their screen name.
- Keep their microphone muted, except when directed otherwise by their teacher.
- Be dressed appropriately for school, following the CISD dress code.
- Maintain an appropriate background.
- Engage from an appropriate learning location (a desk or table), that provides space for classroom materials. Students may not be in bed during video sessions.
- Limit distractions from learning, including visiting other websites/programs, watching television, using cell phones, or engaging in other activities unrelated to learning.
- Adhere to the schedule provided to them by the teacher.
- Engage, be respectful, collaborate, and cooperate with their teacher and classmates.

I have read and I agree to abide by these guidelines for responsible online behavior and use of District technology resources. I understand that violation of these provisions may result in suspension or revocation of access to the District's technology resources or other disciplinary action in accordance with the Student Code of Conduct.

Student's signature: _____ Date: _____

Parent

I understand that my child will have access to the District's technology resources, including District-approved online applications. I have read and understand the District's guidelines regarding my student's use of the District's technology resources and understand that under Texas law neither the District, its operators, and any institutions with which it is affiliated can be held liable for any claims or damages of any nature arising from my student's use of, or inability to use, these technology resources or loss or damage to my students' personal technology device. I understand that my student's use of the District's technology resources is not private and that the District will monitor my student's activity. I also understand that the District uses certain cloud-based applications that allow authorized individuals

to access student information, including assignments and grades, through the Internet for school-related purposes.

Parent's signature: _____ Date: _____

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