



Insight Pennsylvania Cyber Charter School

Parent and Student Handbook

2019-2020

TABLE OF CONTENTS

WELCOME TO Insight PA!	4
SCHOOL CALENDAR	5
SCHOOL DIRECTORY	6
SCHOOL-PARENT AND FAMILY COMPACT	8
CUSTOMER SUPPORT AND TECHNICAL ISSUES.	9
OVERVIEW	11
PARENT/LEARNING COACH RESPONSIBILITIES	12
STUDENT RESPONSIBILITIES	12
ATTENDANCE POLICY	12
PROGRAM INFORMATION	16
Elementary	16
Grading and Reporting in Elementary K-5	16
Middle School (grades 6 –8)	16
Grading and Reporting in Middle School 6-8	17
K-8 Course List	17
High School	18
Grading and Reporting in High School 9-12	19
Transfers and Grading	19
High School Graduation Requirements	19
High School Course List	20
State Assessments (Keystones, PSSAs)	20
College Board Test Results (SAT, PSAT, ACT)	20
Local Assessments (STAR360, USA Test Prep)	21
English Language Development Program	21
Special Education Program	26
Parent Engagement	26
Parent and Student Rights	26
Child Find Query	27
Evaluations	27
Parent Consent	27
Eligibility	28
Reevaluation/Redetermination	28
Complaint Process	29
Accommodations for Students with Disabilities	29
Positive Behavior Support	29

Student Individualized Learning Plans	30
CONFIDENTIALITY AND PROTECTION OF STUDENT RECORDS	31
Family Educational Rights and Privacy Act (FERPA) Compliance	32
ADMISSIONS/ENROLLMENT	34
Required Immunizations	35
Education for Homeless Youth - McKinney Vento Act	35
Lottery	37
Withdrawal	37
Non-Discrimination and Title IX	38
Title IX Complaint Form	48
EXTRACURRICULAR ACTIVITIES	50
STUDENT CODE OF CONDUCT AND DISCIPLINE	50
BULLYING AND CYBER BULLYING POLICY	54
TECHNOLOGY ACCEPTABLE USE POLICY	56
INTERNET REIMBURSEMENT POLICY	62
GRIEVANCES	62
HANDBOOK "I UNDERSTAND AND AGREE" SIGNATURE PAGE	64

Welcome to Insight PA!

Dear Students and Parents:

It is my pleasure to welcome you to the 2019-2020 school year. Insight PA Cyber Charter School is committed to providing a high quality, innovative, and individualized cyber charter school education, one in which each student is encouraged to achieve academic excellence and to become a life-long learner.

Maintaining open and effective communication between the school, student and parent is one key to a child's academic success. With this in mind, I suggest you become familiar with the policies, procedures, rules, and regulations included within these pages as they contribute to creating a positive and safe learning experience for our students.

It is possible that this handbook may not resolve all situations that may arise during the school year. Should you have a concern not adequately or clearly addressed within this handbook, you may contact your child's principal, counselor, or teacher.

Best wishes for a productive and rewarding school year.

Sincerely,

Eileen Cannistraci – CEO

Dear Students and Parents:

We are honored that you have chosen to embrace the unique potential of online learning by joining our school community! The Insight Pennsylvania team knows that not all students learn in the same way. We believe that by pairing a high-quality online curriculum with effective instruction provided by Pennsylvania-certified teachers and a dedicated student support team (advisors, counselors, and family support staff) we have created a program where all Pennsylvania students can reach their maximum potential.

You can help your student experience success in our program by communicating with teachers often and proactively, ensuring that students attend any required live class sessions, and monitoring course progress and learning time at home. Our staff will work to create an individualized Learning Plan (ILP) for your student as they begin their time with us—your involvement in this process will help to ensure we create a plan that best meets your student's needs.

Before school begins, be on the lookout for information regarding class schedules and orientation information. For tutorials, help getting started, and general FAQs, be sure to check out k12start.com. The Learning Coach University is an excellent resource for new and veteran Learning Coaches!

Welcome to Insight Pennsylvania Cyber Charter School. We are excited to partner with you and your student!

Executive Director

**Insight Pennsylvania Cyber Charter School
School Year 2019-2020 Calendar**

August							September							October							November						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23
18	19	20	21	22	23	24	22	23	24	25	26	27	28	27	28	29	30	31	24	25	26	27	28	29	30		
25	26	27	28	29	30	31	29	30																			
Student Days 0 Teacher Days 9							Student Days 20 Teacher Days 20							Student Days 21 Teacher Days 21							Student Days 17 Teacher Days 18						
December							January							February							March						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
										1	2	3	4							1	1	2	3	4	5	6	7
1	2	3	4	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
22	23	24	25	26	27	28	26	27	28	29	30	31	23	24	25	26	27	28	29	29	30	31					
29	30	31																									
Student Days 15 Teacher Days 15							Student Days 20 Teacher Days 21							Student Days 19 Teacher Days 19							Student Days 22 Teacher Days 22						
April							May							June							July						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1	2		1	2	3	4	5	6				1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30	24	25	26	27	28	29	30	28	29	30	26	27	28	29	30	31	26	27	28	29	30	31	
Student Days 16 Teacher Days 18							Student Days 20 Teacher Days 20							Student Days 10 Teacher Days 15							Student Days 0 Teacher Days 0						

Total Student Days 180
Total Teacher Days 198

Quarter Schedule

Quarter	Date	# Days
Q1	11/7/2019	46
Q2	1/24/2020	43
Q3	4/3/2020	48
Q4	6/12/2020	43

Calendar Key

- First/Last Student Day of School
- First/Last Teacher Day of School
- School is Closed
- Half Day for Teachers and Students
- Teacher In-Service, No School for Students
- 1** Keystone Testing Window
- 2** PSSA Testing Window
- 3** BOU/MOY/EOY Benchmark/Interim Window

- Aug. 19 & 21 Teachers Start New (19th), Returning (21st)
ISPA Board of Trustees Meeting
- Aug. 30 & Sept. 2 Labor Day - School Closed
Sept. 3 Students First Day
- Oct. 7-8 Fall Break - School Closed
- Nov. 7 Quarter 1 Ends
- Nov. 8 Teacher In-Service, No School for Students
- Nov. 11 Veterans Day - School Closed
- Nov. 12-15 Parent-Teacher Conference Opportunities
- Nov. 28-29 Thanksgiving - No School
- Dec. 3-13 Winter Keystone Window 1
- Dec. 20 Half Day for Teachers and Students
- Dec. 23-Jan. 1 Winter Break
- Jan. 6-17 Winter Keystone Window 2
- Jan. 20 Martin Luther King Day - No School

- Jan. 31 Teacher In-Service, No School for Students
- Jan. 27-30 Parent-Teacher Conference Opportunities
Feb. 17 Presidents' Day - School Closed
- Apr. 3 Quarter 3 Ends
- Apr. 6-7 Teacher In-Service, No School for Students
- Apr. 8-10 Spring Break - No School for Students
- Apr. 8-10 Spring Break - No School for Teachers
- Apr. 13 School Closed
- Apr. 20-May 8 PSSA Window
- May 11-22 Spring Keystone Window
- May 25 Memorial Day - School Closed
- Jun. 5 Quarter 4 Ends
- Jun. 12 Last Day for Students
- Jun. 19 Last Day for Teachers

SCHOOL DIRECTORY

350 Eagleview Blvd, Exton, PA 19341
 Phone: 484-713-4353 Fax: 484-540-9393

Role	Name	Email
CEO	Eileen Cannistraci	eicannistraci@insightpa.org
Executive Director	Michael Frost	mfrost@insightpa.org
Director of Academics		
Elementary Principal	Kelly Bryniarski	kbryniarski@insightpa.org
Middle School Principal	Jessica Wright	jwt@insightpa.org
High School Principal	Beryl Cohen	bcohen@insightpa.org
CTE Administrator	Barry King	bking@insightpa.org
Director of Educational Data Systems	Michael Frost	mfrost@insightpa.org
Director of Special Education Compliance	Jen Jennings	jjennings@insightpa.org
Professional Development Coordinator	Christy Ruth	cruth@insightpa.org
Director of Student Services	Jay Kamau	jkamau@insightpa.org
Director of Operations	Marlowe Doman	mdoman@insightpa.org
State Data Reporting and Federal Programs Manager	Johanna Best	jbest@insightpa.org
Child Accounting Coordinator (Change of Address)	Kymerly Outten	koutten@insightpa.org
English Language Development (ELD) Coordinator	Amy Fox	amfox@insightpa.org
High School Counselor	Allison Schleifer	aschleifer@insightpa.org
High School Counselor		
Elementary Counselor	Jacyln Snyder	jsnyder@insightpa.org
Middle School Counselor	Corinne McGourney	cmcgourney@insightpa.org

Registrar	Dawn Trout	studentrecords@insightpa.org
Registrar Coordinator	Andrea Myers	studentrecords@insightpa.org
ES and MS Attendance Processing Clerk	Danielle Gray	attendance@insightpa.org
HS Attendance Processing Clerk	Jamie Drennan	attendance@insightpa.org
Testing Coordinator	Angela Decker	adecker@insightpa.org
Community Engagement Specialist	Marquise Hargrove	mhargrove@insightpa.org
Student Support Administrator	Shalana Coleman	scoleman@insightpa.org
School Nurse	Wendy Smith	wsmith@insightpa.org
School Nurse	Mary Sue Manley	mmanley@insightpa.org

School - Parent and Family Compact

The below outlines how parents, staff, and students will share in the responsibility for improved student academic achievement by building and developing partnerships to help students achieve the state's high standards.

School Commitment

As a school, we are committed to supporting student learning by:

- ☑ Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students served by Title I programs to meet the challenging state academic standards
- Addressing the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - ✓ *Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement*
 - ✓ *Frequent reports to parents on their children's progress;*
 - ✓ *Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;*
 - ✓ *Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand*
- ☑ Treating each student with dignity and respect
- ☑ Striving to address the individual needs of the student
- ☑ Acknowledging that parents and families are vital to the success of the child and the school
- ☑ Providing a safe, positive and healthy learning environment
- ☑ Assuring every student has access to quality learning experiences
- ☑ Assuring that the school staff communicate clear expectations for performance to both students and parents
- ☑ Providing professional development for staff

Parent and Family Commitment

As parents and family members, we are committed to supporting our student's learning by:

- ☑ Creating a home atmosphere that supports learning
- ☑ Participating, as appropriate, in decisions relating to the education of the student and positive use of extracurricular time
- ☑ Attending school functions and meetings
- ☑ Communicating with teachers by phone, by email and by attending Title I parent and family workshops
- ☑ Being aware of Board policies and school rules
- ☑ Monitoring school and class attendance
- ☑ Making sure homework and other assignment are completed
- ☑ Encouraging students to show respect for all members of the school community and school property
- ☑ Reinforcing positive behavior

Student Commitment

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- ☑ Logging in to school, on time, every day and attending live Class Connect sessions required by his or her teacher
- ☑ Developing a positive attitude toward school
- ☑ Being responsible for completing homework on time
- Being cooperative by carrying out the teacher's instructions and asking for help when needed
- Doing daily work that reflects the student's best effort
- Be Respectful to all school members and to school property

K12 Customer Support

Available to families 24 hours a day, 7 days a week, 361 days a year

- Telephone at 866-K12-CARE (866-512-2273)
- Web Ticket (webform.k12.com)
- Online at K12.com/Support for Self-Help

Customer Support handles:

Customer Care
Materials – Replace missing, damaged or lost items
Online School Account Setup
Online School and 3rd Party Software Login Assistance
Online School Navigation & Getting Started Inquiries
Reclamation Assistance for Materials and Hardware
Technical Support
Hardware – Troubleshoot student devices and replace K ¹² -provided hardware as necessary
Software – Troubleshoot all K ¹² and 3rd party software (Collaborate, QuickTime, Java, Adobe Flash Player and Reader, etc.)
Identify and troubleshoot software bugs and work with K ¹² IT teams to resolve
Connectivity – Troubleshoot home networking issues and refer to Internet Service Providers as necessary

OVERVIEW

The fundamental purpose of Insight PA Cyber Charter School (Insight PA) is to enable, inspire and prepare students to achieve the highest levels of academic standards so they will make a powerful impact in their communities. Insight PA's vision is to ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them.

We believe that students learn in different ways and therefore deserve a school that can adapt to their strengths and gaps. This is why our staff creates an Individual Learning Plan (ILP) in partnership with each and every student and family. The ILP includes targeted individual academic and non-academic goals and matches these with the corresponding actions, pathways and interim benchmarks necessary for success. For some of our students, this may mean a more asynchronous instructional approach. Others, particularly those who struggle academically or with levels of engagement, are likely to follow a more synchronous approach.

We know that engagement is the first prerequisite for success. Consequently, while teachers play the central role in our instructional model we complement them with counselors, family support teams, social workers and other support staff. Our ILP teams look at each student, attempt to understand them as a whole, and in partnership with families create a plan that will lead to across-the-board progress. Our students must be engaged if we hope to succeed.

TEAM SUPPORT OF THE EDUCATIONAL GOALS

The educational goals cannot be achieved without the key members of the team that serve a student. Insight PA believes that students should be surrounded by dedicated leaders, teachers and parent partners or learning coaches. This team is charged to drive instruction but may first need to address and remove some social-emotional barriers before learning takes place. This team of teachers, family support team members, counselors, specialists, community coordinators and parent coordinators is committed to:

- Setting high expectations for all;
- Identifying and removing barriers that impede student growth;
- Identifying the best individualized learning approach to meet each student's unique needs;
- Engaging in meaningful, direct communication about goals and progress;
- Fostering deep collaborative partnerships among students, parents, community, teachers, staff and administrators;
- Utilizing research-based instruction to ensure mastery for all; and
- Respecting that time is a limited commodity that should never be wasted.

Each online classroom offers engaging and relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child. We aim to be a place where students, some of them previously stuck or stagnated, can grow.

PARENT/LEARNING COACH RESPONSIBILITIES

A Learning Coach is usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. The typical time commitment for a Learning Coach varies depending on the student and the student's grade level. However, typically a Learning Coach can expect to spend the following amount of time:

- Grades K–5: 3 to 6 hours per day
- Grades 6–8: 2 to 4 hours per day
- Grades 9–12: 1 to 2 hour per day

Learning Coach Responsibilities include:

- Track progress
- Log daily attendance
- Check student e-mail daily and communicate to teacher(s) as required
- Ensure students participate with their teacher(s) in any required Class Connect sessions
- Submit student work samples
- Ensure that students participate in mandatory state and benchmark testing
- Ensure active internet connection availability

STUDENT RESPONSIBILITIES

- Log-on daily
- Complete lessons daily
- Attend and actively participate in required Class Connect sessions (live attendance is preferred and may be mandated if student is not making expected progress)
- Check emails daily and respond in a timely manner
- Submit assignments on or before due dates

ATTENDANCE POLICY

Regular school attendance is an essential part of your student's education and vital to graduating ready to take on the demands of adult life. Students who are frequently absent may be putting their futures in jeopardy by falling behind in school. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

By establishing a daily routine for logging-in to the online school, completing course assignments in a timely manner and attending live class connect sessions, students will be able to successfully complete course and graduation requirements. Remember, communicating with teachers is the best way to stay on pace and ensure a successful on-line educational experience at ISPA.

Students are required to follow the school calendar which includes 180 school days. Attendance only occurs on school days as listed on the school calendar. Students can complete online work on holidays or weekends to maintain course progress, but no attendance credit will be awarded for work completed on non-school days.

In Pennsylvania, compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. In accordance with the Compulsory School Attendance Law and Pennsylvania State Code uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day.

Pennsylvania requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction between July 1 and June 30. Additionally, the statute requires all public schools to offer a minimum number of instructional hours by grade level:

Grade Level	Days	Minimum Yearly Hours	Daily Hours
K-6	180	900	5
7-12	180	990	5.5

What counts as Attendance at Insight Pennsylvania?

A student is counted as present for the day when he or she logs into the Online School through the student account, completes work within a course through the student account, or attends a Class Connect Session accessed through his or her daily plan. Students must log into the Online School to be considered present even when no live Class Connect Sessions are scheduled.

Logging Attendance

Insight Pennsylvania Systems will automatically capture daily Online School student log-in, work, and class connect session attendance. In addition - Insight Pennsylvania requires that each Learning Coach log the time spent working on content in each course each day. Time entered here should reflect the total time spent working on the course that day (both online work in the Online School and off-line work completed by the student). For guidance on how to log attendance in the Online School please see the following video: <https://www.help.k12.com/s/article/Attendance>

Absences

All absences will be treated as Unlawful (Unexcused) until a parent or guardian submits a written explanation or medical excuse to the Attendance Clerk by emailing attendance@insightpa.org. If parents or guardians fail to submit a written explanation or medical excuse within three (3) days of the absence, the absence would be permanently counted as unlawful (unexcused).

Please send explanation of absence via email to attendance@insightpa.org and copy your K-5 Homeroom teacher and/or your 6th-11th Grade Advisor. Please include the following information in your email:

- Name(s) and Grade Level(s) of Student(s)
- Student ID
- Date(s) of Absences
- Reason for Absence
- Attach documentation if required (see below)

* Please Note - inability to access the internet is not a valid reason for school absence. Consistent internet access is required for continued enrollment at ISPA. Please ensure that you have a plan in place to access the internet in a secondary location should your home internet be unavailable. If you encounter a personal situation that impacts your ability to maintain consistent internet connection, please reach out to your Homeroom Teacher (K-5) or your Advisor (6-12) to make them aware.

Lawful (Excused) Reasons for Absence include the following:

- Student Illness
 - written explanation must be provided within 3 days of absence
- Medical Appointment
 - written explanation must be provided within 3 days of absence

- Death in the Immediate Family
 - written explanation must be provided within 3 days of absence
- Religious Holiday
 - Written request must be submitted 24 hours in advance
- Educational Trip
 - Written request must be submitted 24 hours in advance

A maximum of ten (10) days of cumulative lawful (excused) absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days may require an excuse from a physician.

Students who are absent from school for 10 consecutive school days shall be dropped from the active membership rolls unless the school is provided with evidence the absence is legal or compulsory attendance prosecution is being pursued. The student's school district of residence will be immediately informed.¹

No Internet Access or Power Outage or School-Issued Computer Technical Issues

Students who are unable to log into school or have a power outage must have an alternate plan to go to a library/public location with computer access to do their school work. If the student does not have a back-up plan and cannot go to the library, the student must notify the Attendance Office of the reason for the absence. Repeated absence due to lack of internet access may result in an administrative referral to assess the obstacles and create a plan to overcome the obstacles. Continued lack of access after that plan is created could result in Administrative Review.

Students who are absent due to the school-issued computer technical issues must contact Technical support and notify the Attendance Office with the Technical Support ticket number and/or documentation that supports the reason for absence. Absences due to Technical issues will not be excused without a tech ticket number. Technical support can be contacted at <https://www.help.k12.com> or by calling toll free 866-512-2273. The Student's homeroom teacher or Advisor should be notified.

Out of State Travel

Any out of state travel during days school is in session MUST be reported to the attendance office through a trip request form, even if the student will be logging in and attending school regularly while out of the state. Per state law, ISPA students must retain a permanent residence and be present within the state of PA. No more than 10 consecutive days will generally be approved.

Educational Leave

Pupils may be excused for family educational trips not sponsored by the school according to 22 PA code 11.26. It is the applicant's responsibility to contact the Attendance Office to determine what obligations must be met because of this proposed educational trip. Further Understand that:

- No more than ten (10) consecutive days will generally be approved, although administration may approve extended educational leave based upon the situation and current student academic standing.
- No absence shall occur in the last ten (10) days of the school year
- Experiences such as long weekends and vacations will not justify any request
- Request must be submitted and approved a minimum of 24 hours prior to the trip using the Educational Request Form or by sending a detailed email to the Attendance Office – no approvals will be made after the trip occurs.
- Requests will not be approved for time off during the state testing window.

What Do I Do If My Child Refuses to Log On or Attend Sessions?

Speak with your child's homeroom teacher or advisor about the issue. The homeroom teacher or advisor can provide initial suggestions and may refer your student to the Student Support Services Team to help obtain additional supports for your student.

Key attendance points

The critical points about attendance are:

1. **Log-in daily (Monday through Friday) and complete work in your online courses**
2. **Attend scheduled live Class Connect sessions**
3. **Notify attendance@insightpa.org, Homeroom Teachers (K-5)/Advisors (6-12) immediately when it is not possible to log-in.**
4. **Return telephone calls and/or respond to e-mails from school staff regarding attendance and participation.**
5. **3 cumulative unexcused absences = Truant, school district notified**
6. **6 cumulative unexcused absences = Habitually Truant, school district notified**
7. **More than 6 unexcused absences = mandatory creation of Student Attendance Improvement Plan, school district notified**
8. **10 consecutive unexcused absences = withdraw from ISPA**
9. **School districts can pursue court proceedings and fines for truancy**

Truancy

Pennsylvania law stipulates that a child of compulsory school age is considered truant when the child has three (3) unlawful (unexcused) absences during the school year.

After three (3) days the school will notify the parent or guardian in writing that your child is considered truant and will inform you of the potential consequences if your child becomes habitually truant. The school will invite you to participate in an Attendance Improvement Conference. The conference will be held with or without your involvement, but the best outcomes can be achieved when the family and school work together in collaboration.

If a student continues to have unlawful or unexcused absences after the Attendance Improvement Conference, the school will invite you to participate in the development of a School Based Attendance Improvement Plan (SAIP). The SAIP will be created regardless of your participation, but the best outcomes can be achieved when the family and school work together in collaboration.

Habitual Truancy

Pennsylvania law stipulates that a child of compulsory school age is considered habitually truant when the child has six (6) unlawful (unexcused) absences during the school year.

Once a student's absences reach the level of habitual truancy Pennsylvania law requires that the school must take the following actions:

Students under 15 years of age:

The school MUST refer the student to either 1.) school based or community attendance improvement plan OR to 2.) the County Children and Youth Agency for services or possible disposition of the student as a dependent child under the Pennsylvania Juvenile Act.

The school may also initiate the process of filing a citation with the District Magistrate against the person in a parental relationship with the student who resides in the same household as the student.

Students 15 years of age or older:

The school MUST either 1.) refer the student to a school-based or community –based attendance improvement program (*note: if the student incurs additional absences after this referral or refuses to attend the school may refer the student to the local County Children and Youth Agency for possible disposition as a dependent child*) or 2.) may initiate the filing of a citation against the student or parent with the District Magistrate

PROGRAMS INFORMATION

Elementary

We use PA-certified elementary school teachers who teach all core subjects in grades K—5 in a self-contained (online) classroom model. Elementary teachers build relationships and maintain contact with all students and families via telephone, live sessions, face-to-face experiences (such as field trips), conferences and during standardized testing participation. Students will be identified as asynchronous or synchronous learners based upon their needs. Teacher directed lessons will be offered in a synchronous (real-time) environment for students for whom this format is recommended. Students who are engaged and demonstrate proficiency in skills will be able to complete lessons asynchronously, teachers will evaluate and monitor progress and mastery of content and offer synchronous sessions for enrichment. Elementary teachers will use a standards-based (Aligned to PA Core and Academic Standards) report card that will be distributed quarterly. Elementary teachers will develop clear and comprehensive instructional learning paths for each student and monitor progress towards these goals throughout the school year.

Students in grades K-5 will study English/Language Arts, Mathematics, History/Social Studies, Science, Art, Music, PE, and Health. Students will be expected to master PA standards in all disciplines in order to be considered for grade level promotion. For students who are struggling, Insight PA will modify curriculum expectations as appropriate per Pennsylvania Department of Education guidelines.

The elementary model will also include social opportunities that will takes place across the state.

Grading and Reporting in Elementary K-5

PA Academic Standards Based Progress Reports distributed quarterly to include;

- For each covered standard student mastery designation
 - Meets, Progressing, Areas of Concern, Not assessed this quarter
- Qualities of a Learner
- Assessment Completion

Middle School

In an effort to help students prepare for the transition from elementary school to high school and because of specialization in instruction middle school students will take their core classes and electives under the direction of subject- specific teachers. To the extent possible, middle school teachers in the core subjects will work with the same groups of students in a team approach. Middle school students will be assigned an Advisor who will serve as a homeroom teacher and help to coordinate among the teaching staff. Much of the graded work comes directly from content in the Online School as well as essential content from the PA state standards applicable to the student's current grade level. Academic grades (A—F) will be given each quarter and the final grade will be a cumulative grade based on the school year.

Teachers will also provide asynchronous and synchronous support. Teachers will offer synchronous sessions for those students needing direct instruction in a structured environment. Additionally, for those students who are working ahead in a more independent environment, teachers will evaluate and monitor progress and mastery of content, and offer synchronous sessions for enrichment. Formal parent conferences will be offered quarterly and parents are welcome to contact their teacher in order to set up a parent/teacher conference at additional times as needed. Students in Grades 6- 8 will study English/Literature Arts, Mathematics, History/Social Studies, Science, Art , Music, PE, and Health.

Middle School Students will be expected to pass three out of the four courses below in order to be considered for promotion to the next grade level.

- English/Language Arts
- Mathematics
- History
- Science

Promotion decisions will be made with input from the teacher, principal, and parent to ensure that the best decisions are being made for every student. In some cases a subject will be repeated. In others students will be encouraged to complete a credit-recovery course of study during the summer. When possible students may complete that summer course work with Insight Pennsylvania, however in some cases summer work at programs in the students home district may need to be utilized and may be at the expense of the parent.

Grading and Reporting in Middle School 6-8

- Computer Graded and Teacher Graded Assignments including:
 - Online or paper based practice sets
 - Quizzes
 - Exams
 - Threaded Discussions
 - Presentations
- Assessment Grades
- Quarterly Progress Reports including narrative comments for each subject area
- Quarterly Grades Resulting in a Cumulative Final Grade
 - End of Quarter Report cards will only be provided for students enrolled 5 weeks prior to quarter end.
- Students must pass 3 out of 4 core courses with a score of 60% or higher to be promoted to the next grade level

Grade Scale

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = Below 60%

K-8 Course List

<http://www.k12.com/virtual-school-offerings/free-online-public-schools/k-8-program-courses.html>

Please note not all courses will be available at all times.

High School

Similar to Middle School, Pennsylvania certified and highly qualified teachers will provide differentiated, subject-specific instruction. Teachers will also provide asynchronous and synchronous support. Teachers will offer synchronous sessions for those students needing direct instruction in a structured environment. Additionally, for those students who are working ahead in a more independent environment, teachers will evaluate and monitor progress and mastery of content and offer synchronous sessions for enrichment. Teachers will post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar.

In cases of course failure or credit deficiency credit recovery courses will also be made available to students who need an opportunity to catch up or make up credits:

- Students must complete the credit recovery course within the 1st quarter (9 weeks) or they will receive an F.
- If they do fail, they can be assigned to the credit recovery course again during the next quarter.
- If they fail the second time, they will then be assigned to a regular semester course (not credit recovery).

These are the general guidelines, but students can discuss options with their guidance counselor if they have concerns or issues with their Credit Recovery courses. Not all courses will be available as credit recovery courses and credit recovery options may require students to work in a more independent fashion with scheduled times for teacher support.

Grading and Reporting in High School 9-12

- Computer Graded and Teacher Graded Assignments including:
 - Online or paper-based practice sets
 - Quizzes
 - Exams
 - Threaded Discussions
 - Presentations
- Assessment Grades
- Quarterly Progress Reports including narrative comments for each subject area
- Quarterly Grades Resulting in a Cumulative Final Grade
 - End of quarter report cards will only be provided for students enrolled 5 weeks prior to quarter end.

GPA Calculations

Total number of quality points earned as compared to total points possible.

Standard Course Quality Points: A=4, B=3, C=2, D=1, F=0

Honors Course Quality Points: A=4.5, B=3.5, C=2.5, D=1.5, F=0

Advanced Placement Course Quality Points: A=5, B=4, C=3, D=2, F=0

Grade Scale

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

Grade F = Below 60%

Credit Scale

0-5.99 Credits: 9th Grade

6-11.99 Credits: 10th Grade

12-17.99 Credits: 11th Grade

17-24 Credits: 12th

Transfers and Grading

Only grades from courses taken at Insight PA will be included in the calculation of a student's GPA. If prior school records are received courses, grades and credits from previous schools will be included in the Insight PA transcript indicating that the student earned these credits at a previous school.

Pennsylvania state law does not allow ISPA to require a transcript prior to enrollment. However, you are strongly encouraged to provide a transcript to ISPA as early as possible so that ISPA can review previously completed courses and craft the most appropriate course schedule. If you do not provide a transcript/report card at the time of enrollment the ISPA team will use the information you share to place your student in courses. You will be asked to sign a waiver when course placement occurs without a prior report card or transcript. If a student is placed without a prior report card or transcript courses may need to be adjusted once that information is obtained.

High School students enrolling in ISPA late in the semester should be advised that ISPA will only grant full course credit for the semester if semester 1 report card/transcript from prior school is provided. If available, semester 1 grades earned at prior school will be averaged with Semester 2 grades earned at ISPA to determine the final year long grade and amount of credit received.

- * Students enrolling in ISPA with less than 12 weeks left in the academic quarter should be advised that they may not receive credit for the semester if in progress grades from prior school are not provided.
- ☐ If a course is taken for grade improvement, both grades will be used to calculate the GPA but only one (1) credit will be awarded.

Alternate credits for original courses are reported on the official transcript but the grades are not calculated into the GPA

High School Graduation Requirements

- Course Requirements

Subject Area	Credits Required
Math	3
English	4
Social Studies/History	4
Science	3
World Language/Humanities/Electives	4
Math/Science/Technology Education	1
Additional Electives	2.5
Career Planning	.5
PE	1.5
Health	.5
TOTAL CREDITS	24

- 12th Grade Graduation Project
- Demonstration of Proficiency or higher in Algebra, Biology, and Literature Keystone Exams or successful completion of Pennsylvania state approved alternative assessment pathway (starting with the class of 2020)
- **High School Course List:** <http://www.k12.com/high-school-course-list.html>
- Please note not all courses may be available at all times.

State Assessments

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. Each exam contains multiple modules and students must score proficient on each module to score proficient on the overall exam. Students can retake individual modules as needed. Alternative assessment pathways may be available for students who take the exam, participate in remediation, retake the exam and cannot score proficient. At ISPA students normally participate in the Literature and Biology assessments in 9th grade, and in the Algebra Assessment in 9th or 10th grade depending upon course completion. All students must take the keystones prior to the end of their 11th grade year. Keystone exams are offered multiple times each year. Parent Keystone information sessions will be provided prior to each assessment window. More information about Keystone assessments can be obtained at the Pennsylvania Department of Education website:

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx>

It is the responsibility of the Learning Coach to ensure that High School students attend mandatory Keystone testing. Failure to attend testing will result in accrual of unexcused absences and could result in truancy action.

PSSAs

The Pennsylvania System of School Assessment, also known as PSSA, measures how well students have mastered academic standards in reading, mathematics, science and writing. The chart below shows the assessments students will take in each grade band. The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may need additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning.

It is the responsibility of the Learning Coach to ensure that students participate in mandatory state and benchmark testing. Failure to attend testing will result in accrual of unexcused absences and could result in truancy action.

Assessment	Grade Level
ELA	3 rd , 4 th , 5 th , 6 th , 7 th , 8 th
Math	3 rd , 4 th , 5 th , 6 th , 7 th , 8 th
Science	4 th , 8 th

College Board Tests (SAT, PSAT, ACT)

Students who plan to attend college must take the Scholastic Assessment Test (SAT) or American College Test (ACT). These are standardized college admission exams. The SAT tests students in reading, writing and math. The ACT tests students in English, math, reading, and science. Both exams are offered many times each year.

Local Assessments

STAR360

STAR360 assessments in Math and Reading provide information regarding academic strengths and weaknesses student growth in both subjects. Students in all grades will take the Star360 assessment at the start of the school year and/or upon enrollment and again at several interim points through the year. Each assessment will take about 20-30 minutes. This assessment will be taken virtually. Star 360 is adaptive and adjusts questions to your child's learning level based upon responses. A student report will be sent to each Learning Coach.

USA Test Prep

USA Test Prep is an assessment tool that aligns with Pennsylvania State Academic Standards. USA Test Prep is used for instruction and assessment across subject areas in grades 6-10; the grades for these assignments will be available in your student's Gradebook within the course and are an integral part of the course. Your student can use this program from any computer with web access.

English Language Development (ELD) Program

ISPA welcomes the opportunity to provide educational programs to all students whose dominant language is not English and who are identified as an English Language Learner through Pennsylvania's English Learner Identification Procedure. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations mandates that all Local Education Agencies provide a program for every student who is an English learner.

The goal of ISPA's English Language Development Program is to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English. Without instruction in social and academic English and appropriate support for learning academic content, these students are at risk of losing the educational opportunities provided to non-EL students.

Federal Definition:

An English Language Learner is an individual:

- (A) Who is age 3 through 21;
- (B) Who is enrolled or preparing to enroll in an elementary school or secondary school?
- (C) (i) Who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (iii) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) The ability to meet the State's proficient level of achievement on State assessments described;
 - (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) The opportunity to participate fully in society.

Family Engagement:

Identification Procedures:

Program Definitions & Abbreviations:

English Language Learner (ELL) or English Learner (EL) - English Language Learners are students who are in the process of developing their English language proficiency. ELs are individuals who have been primarily exposed to an additional language other than English and have been identified as requiring instruction within the domains of reading, writing, speaking, or listening to develop their English language proficiency.

English Language Proficiency (ELP) - The five English language proficiency levels outline the progression of language development and acquisition of English as an additional language. Knowing a students’ ELP levels assists to determine the expectations of what ELs can do within each domain of the state academic standards. These levels encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors. are defined as:

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

English Language Development (ELD) - English Language Development is a systematic instructional model designed to develop the English language proficiency of English language learners. ELD instruction facilitates the development of all four language domains: reading, writing, listening, and speaking through an instructional program incorporating:

- Phonology: the sound system of English
- Morphology: the forms and formation of words, including prefixes, affixes, suffixes, root words, inflections, etc.
- Syntax: the structure of language, including the rules that govern phrases and sentences
- Semantics: the meaning of language, including vocabulary and academic language
- Language functions: the purposes of languages
- Language forms and structures: grammar and language structures
- Pragmatics: situational appropriateness of language use

English Language Development (ELD) Program - Program providing instruction in English across all subject areas. This program accommodates the student's level of English proficiency and builds on the language skills and academic subject knowledge the student has acquired in his or her native language. Students from various linguistic and cultural backgrounds are provided specialized instruction within core content area classrooms as well as within separate support classrooms, as determined by their ELP. ALL instructions is designed to accommodate the students' English proficiency level and facilitate meaningful participation within the academic environment.

Program Descriptions:

Insight PA offers two classifications of English Language Development Programs:

- **Mixed Classes with English-only Support**
In this model, English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support is provided within grade-band synchronous class sessions, dependent on students' ELP. Classes are composed of ELs and non-ELs instructed together in the same classroom. Classroom teachers consult with a certified ESL Program Specialists to provide accommodations and modifications that are differentiated for the student's ELD goals. Certified program staff may also "push-in" to synchronous class sessions to provide one-on-one or small group support to ELs within the classroom.
- **EL-Specific English-only Instruction**
In this model, the student's native language may be used to support English proficiency acquisition, but most instruction is provided in English only. English language skills and content are the focus of instruction, and proficiency in a student's native language is not a program goal. Support is provided outside of grade-band synchronous class sessions in separately scheduled "pull-out" Support Class Connect sessions. In these sessions, all students are ELs, and students are grouped according to their ELP levels, ELD goals, grade level, and tier placement within K12 curriculum.

If you may have any questions or concerns regarding the English Language Development Program, or to review a complete copy of our ELD Program Manual, contact:

English Language Development (ELD) Coordinator: Amy Fox, amfox@insightpa.org, 844-269-9230 ext. 3015

or

English Language Development Program Inbox: englishsecondlanguagerecords@insightpa.org

Special Education Program

The mission of the Insight PA Cyber Charter School comprehensive Special Education Department is to recognize each student as an individual with strengths, potential and a purpose. The Department strives to equip and empower each student to become a lifelong learner and active member of the community.

The Insight PA Cyber Charter School follows federal guidelines in regard to providing a Free and Appropriate Public Education (FAPE) to students eligible for special education services. Guidance from the Pennsylvania Department of Education serves as a basis for policies and procedures for the Insight PA Special Education Department.

Students who qualify could receive any of the following services as defined by IDEA 34 CFR §300.34 Related services.

Related services means developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech- language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Parent Engagement

The Insight PA Cyber Charter School views parents as a vital part of the learning process and encourages parents to not only take a leading role in their child's education but to be an active participant in the Individualized Education Program (IEP) process. Insight PA Cyber Charter School staff work to provide parents with the support and tools necessary to ensure that their student is successful in the virtual learning environment.

Parent and Student Rights

Parents and children have many rights under the special education law, Individuals with Disabilities Education Act (IDEA). It is important that parents and children understand their rights to a Free Appropriate Public Education (FAPE). The term "appropriate" is defined as the educational needs of the individual child that are outlined in the Individualized Education Program (IEP). The IEP is deemed a working document created by a team of educators and the family that establishes goals for a child to achieve in order to succeed.

It is the responsibility of the School to provide parents with notice of their rights in an understandable language. Parents also have a responsibility to participate in the education of their children. Parents do

so by participating in meetings and giving consent to allow the School to provide the supports and services that both the parents and School agree are necessary for a child to be successful.

Parents will be provided a copy of the Procedural Safeguards Notice at least once a year and at the following events:

- Parent request
- Initial referral or parental request for evaluation
- Receipt of the first state complaint
- Receipt of the first due process hearing request
- Notification by the School to the parent of a disciplinary removal of a student from School that would constitute a change of placement

Child Find Query

Child Find questions are completed by the parent within the online enrollment portal. These questions are asked again by the Personal Admissions Liaison (PAL) during the enrollment approval and placement process.

Once the school year begins, the assigned general education teacher will again conduct a probe to determine if the student has any academic needs.

Any student for whom a parent answers that they previously or are currently receiving special education services is immediately referred to the Special Education Director or designee.

Evaluations

Parents have the right to request that their child receive a full and complete evaluation to determine whether he/she has a disability and is in need of special education and/or related services. The Parent Rights also state that parents have the right, when an initial evaluation for determination is being conducted, for their child to receive a full and complete evaluation. This includes having the child assessed in all areas of the suspected disability (including but not limited to behavior, academics, communication, social skills and daily living skills).

This evaluation can consist of several sources of information including more than one test. These tests must be given in the language that the child normally uses (native language) unless it is not possible to do so.

Parent Consent

Insight PA is required to obtain informed written consent for any action requested. Parental consent is voluntary and may be revoked at any time. Consent is required for the following actions:

- To conduct an initial evaluation;
- To conduct a reevaluation;
- For the initial provision of special education and related services on the IEP;
- To make a substantial change in special education and related services; and
- Before disclosure of personally identifiable information that is subject to confidentiality.

If a parent questions any proposed actions or changes to the IEP, it is recommended that he or she discuss the concern with the teacher or administrator. Consent for the initial evaluation does not provide consent for initial placement. Consent for the initial evaluation may be given electronically, however the parent must sign in person the electronically signed consent prior to or at the time of the evaluation.

A parent may revoke consent for the receipt of special education and related services once the child is initially provided special education and related services. This revocation of consent must be made in writing and is for all special education and related services, not for individual services.

A notice of educational placement will be issued for the items listed above.

Eligibility

Once the evaluation is completed, the eligibility team, including the parent, will decide whether the student is eligible for special education services. This involves meeting eligibility requirements as well as not having exclusionary criteria that would prevent eligibility. The parent is included on the team and is provided a copy of the evaluation report as well as a copy of the eligibility decision.

In order to be eligible to receive special education services, the student must meet the requirements of one or more of the following categories:

Autism Spectrum Disorder (AUT) Deaf-Blind (D/B)

Deaf/Hard of Hearing (D/HH) Emotional/Behavioral Disorder (EBD) Intellectual Disability (ID)

Orthopedic Impairment (OI) Other Health Impairment (OUI) Specific Learning Disability (SLD) Speech-Language Impairment (SI)

Traumatic Brain Injury (TBI)

Visual Impairment, including Blindness (VI)

Reevaluation/Redetermination

The purpose of a reevaluation is to review current evaluation information and to consider what additional information might be needed to decide whether the child continues to have a disability and to determine the needs of the child. A reevaluation of the child's needs will be conducted at least once every three (3) years unless the parent and Insight PA agree that a reevaluation is unnecessary. The reevaluation may be conducted at any time if Insight PA feels the needs of the child should be reevaluated or if the child's teacher or parent requests a reevaluation. However, a reevaluation may not occur more than once a year unless the parent and Insight PA agree to more than one (1) a year.

Students who qualify as having an intellectual disability will be re-evaluated every two (2) years.

Finally, parents have the right to be involved in the decision about their child's eligibility and the programs and services the child needs as part of the first evaluation and the reevaluation.

Complaint Process

Parents are encouraged to contact their child's teacher and, if necessary, building level administrators when a concern arises. If concerns cannot be satisfactorily addressed at the school level, parents should contact the School's Special Education Director.

Parents may file a formal complaint with the Pennsylvania Department of Education when they believe a violation of the IDEA has occurred. A formal complaint investigation is a procedure to determine whether Insight PA is complying with federal or state laws and/or regulations regarding the provision of special education and related services to children with disabilities.

In addition to filing a complaint with the Pennsylvania Department of Education, the party filing the complaint must forward a copy of the complaint to the School serving the child. The party filing the complaint will address the complaint with Insight PA in writing and will request a response from the School within ten (10) business days. The parent who filed the complaint will have an opportunity to engage voluntarily in mediation with Insight PA to resolve the dispute.

Accommodations for Students with Disabilities

In addition to the team approach to serving students with disabilities, there may be necessary accommodations for instruction and assessment that will ensure students achieve the Pennsylvania Core Standards. Accommodations will be determined by the IEP team based upon student's disability and needs both in day-to-day progression through the general education curriculum as well as in the testing environment.

Accommodations may include, but are not limited to:

- Presentation accommodations such as digital books, text-to-speech software, large print text, graphic images or manipulatives.
- Response accommodations such as a word processor with voice recognition, graphic organizers or the use of a dictionary or thesaurus.
- Scheduling accommodations such as extended due dates, shorter periods of work time or assignments presented in small chunks.
- In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve Pennsylvania Core Standards.

Positive Behavior Support

1. Insight PA recognizes that some students manifest behavior that may interfere with learning for the student and of others. Whenever behavior interferes with the learning of a child or with the learning of others, the IEP team of the child experiencing the behavior shall include in the IEP and as needed, appropriate positive behavioral interventions, strategies and supports to address the behavior.
2. The following principles govern the use of behavior supports and interventions for children with disabilities at Insight PA.
3. Positive, rather than negative, measures will form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of assertive techniques and the unreasonable use of restraints.

4. Behavior support programs and plans will be based on a Functional Behavior Assessment (FBA) and use of positive behavior techniques.
5. Behavior support programs and plans will include researched-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self - fulfillment.
6. When an intervention is needed to address problem behavior, the types of interventions chosen for a particular student shall be the least intrusive necessary.
7. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. If applied, restraints shall only be used by trained personnel who are specifically authorized to use physical restraints.
8. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies and supports consistent with the requirements of this policy can be incorporated into the body of the IEP.

If you may have any questions or concerns regarding the Special Education Program, would like additional information and/or assistance please contact:

Jennifer Jennings, Special Education Compliance Director

jjennings@insightpa.org 484-713-4353, ext.2005

Student Individualized Learning Plans

The Individualized Learning Plan (ILP) is a student-centered plan which recognizes the students' strengths, challenges and current academic abilities and is customized for the cyber school setting. The ILP process is centered on the idea that all students are unique and serves as the compass for all services and support provided to the student.

Together, the student, the learning coach, the student support team, teacher, counselor, special education teacher and additional specialists, determine the most appropriate academic goals based on the student's instructional needs. These needs are determined through review of student school records, including benchmark assessments, prior PSSA/Keystone test scores, teacher observation and learning coach input.

Students are then monitored and guided as they work through state mandated core standards aligned to the curriculum. They are evaluated throughout the school year and progress is represented in Standards Based Progress Report cards (K-5) and more traditional report cards in grades 6-12.

The Individualized Learning Plan is updated regularly according to student needs.

CONFIDENTIALITY AND PROTECTION OF STUDENT RECORDS

Confidentiality is one of the rights afforded to parents in the Parent Rights document (procedural safeguards). Confidentiality of educational records is a basic right shared by all children in public schools and their parents.

These fundamental rights are described in the Family Educational Rights and Privacy Act (FERPA) of 1974, which applies to all students, including those with disabilities.

All school personnel (including contracted employees) must comply with confidentiality requirements and will receive annual training and information regarding the law. Written and dated parental consent must be obtained before a student’s personally identifiable information can be disclosed to unauthorized individuals, organizations, or agencies (unless otherwise authorized to do so under FERPA).

Personally identifiable information includes the following:

- The name of the student, the student's parent or other family member;
- The student’s address;
- Any personal identifier such as the student's social security number or student number; and
- Any personal characteristics or other information that would make it possible to identify the student.

Insight PA Cyber Charter School is permitted to disclose directory information. Directory information includes all information contained in a student’s education records that would not generally be considered harmful or an invasion of privacy if disclosed. Information commonly recognized as directory information is the student's name, address, e-mail address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year (such as freshman or junior), and enrollment status (undergraduate or graduate; full-time or part-time).

Insight PA Cyber Charter School may disclose student directory information without consent unless the student or student’s family objects and requests in writing that the information not be disclosed within thirty (30) days of enrollment in the school. Insight PA Cyber Charter School considers the following information to be student directory information:

student's name address e-mail address telephone listing	<input type="checkbox"/> Photograph <input type="checkbox"/> date and place of birth <input type="checkbox"/> participation in officially recognized activities and sports	<ul style="list-style-type: none"> • athlete’s weight and height dates of attendance • diploma and awards received • grade level or year • enrollment status
--	--	--

Any correspondence, electronic or otherwise, referencing a student will only include the student’s first initial, last name and student identification number.

Family Educational Rights and Privacy Act (FERPA) Compliance

Insight PA Cyber Charter School staff adheres to all portions of the Family Educational Rights and Privacy Act (FERPA) with regard to student educational records and personal information.

FERPA affords parents and students over 18 years of age (“eligible student”) certain rights with respect to the student’s educational records. They are:

1. *The right to inspect and to review the student’s educational records within 45 days of the date Insight PA receives a request for access.*

Parents or eligible students will submit to the Insight PA CEO (or designated school official) a written request that identifies the records they wish to inspect. The designee will arrange a records inspection for the parent or eligible student.

2. *The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading.*

Parents or eligible students (age 18 and above) may ask Insight PA to amend a record that they believe is inaccurate or misleading. They should write the CEO, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If Insight PA decides not to amend the record as requested by the parent or eligible student, notice will be given to the parent or eligible student of the decision. Information will be given advising him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be included to the parent or eligible student when they are notified of the right to a hearing.

3. *The right to consent to disclosure of personal information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.*

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Insight PA as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Insight PA Charter School Board; a person or company with whom Insight PA has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or 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, Insight PA will disclose education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

Another exception involves student information designated as Directory Information. See above for the policy on disclosure of Directory Information.

Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Insight PA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 600
Independence Avenue, SW Washington, DC
20202-4605

Insight PA maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents.

Records may be maintained electronically, on paper, microfiche, audio and videotape. Records may be located in the central administrative offices of Insight PA, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records will be maintained in the strictest confidentiality.

Records will be maintained as long as they remain educationally relevant and as otherwise required by applicable law. The purposes of collecting and maintaining records are to:

- Ensure that the child receives programs and services consistent with his or her IEP;
- Monitor the ongoing effectiveness of programming for the child;
- Document for the public school and the parents that the student is making meaningful progress;
- Satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation and fiscal and program audits; and
- Inform future programming for and evaluations of the child.

When educational records, other than those which must be maintained, are no longer educationally relevant, Insight PA will notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Insight PA is not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

ADMISSIONS/ENROLLMENT

All eligible students in the Commonwealth of PA in Grades K-12 (~~K-10 in Year 1, K-11 in Year 2 and K-12 in subsequent years~~) are eligible to attend Insight PA Cyber Charter School. In education, one size does not fit all and Insight PA is dedicated to providing students and families with an online learning environment that can meet the unique needs of each individual student.

Based on Section 1723-A of the Charter School law, any resident grade K-12 school age student in the Commonwealth is eligible to enroll in Insight PA Cyber Charter School. We will not discriminate in our admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English Language or any other basis that would be illegal if used by a school district. We will not use achievement tests, entrance examination tests or other means of testing a student's intellectual ability in order to grant or deny admission. We will not judge a student's grade point average in consideration of any student enrollment.

Insight PA Cyber Charter School will require the state mandated documentation for enrollment including;

- Copy of a Birth Certificate/Proof of Age
- Immunization Record
- Proof of Residence (except for homeless students)
- Sworn Statement Regarding Discipline
- Home Language Survey

In addition, while not a condition of enrollment, the School will require parents/students to complete a Release of Records, Student Enrollment Information Form, Instructional Use of Property Form, Family Income Form and PDE Charter School Enrollment Notification Form.

Required Immunizations

Per Pennsylvania state law the following immunizations are required as a condition of attendance:

Vaccination Requirements			
Vaccines	Kindergarten & Grades 1-6	Grades 7-11	Grade 12
Tetanus, diphtheria, and acellular pertussis (Usually given as DTaP, DTP, DT, or Td) (1 dose on or after 4 th birthday)	4 doses	4 doses	4 doses
Polio (4 th dose on or after 4 th birthday and at least 6 months after previous dose given)	4 doses (A 4 th dose is not necessary if the 3 rd dose was administered at age 4 years or older and at least 6 months after the previous dose)	4 doses (A 4 th dose is not necessary if the 3 rd dose was administered at age 4 years or older and at least 6 months after the previous dose)	4 doses (A 4 th dose is not necessary if the 3 rd dose was administered at age 4 years or older and at least 6 months after the previous dose)
Measles, Mumps, & Rubella (Usually given as MMR)	2 doses	2 doses	2 doses
Hepatitis B	3 doses	3 doses	3 doses
Varicella (chickenpox)	2 doses or evidence of immunity	2 doses or evidence of immunity	2 doses or evidence of immunity
Tetanus, diphtheria, acellular pertussis (Tdap)	Not applicable	1 dose	1 dose
Meningococcal Conjugate (MenACWY)	Not applicable	1 dose (First dose is given at 11-15 years of age; a second dose is required at age 16 or entry into 12 th grade)	1 or 2 doses (If 1 st dose of MenACWY was given at 16 years of age or older, that shall count as the 12 th grade dose)

For more information on the vaccines your child needs in order to attend school, talk to your healthcare provider, school nurse, or call 1-877-PA-HEALTH for more information.

McKinney Vento Act, Education for Homeless Youth

The McKinney Vento Act is designed to ensure homeless children and youth are provided with a Free and Appropriate Public Education on an equal basis with all other children in the state. Program objectives and activities are intended to remove and/or ease the barriers to enrollment and educational success for homeless children.

Under the Pennsylvania's Education for Children and Youth Experiencing Homelessness Program State Plan, homeless children are defined as: Children living with a parent in a domestic violence shelter; runaway children; children and youth who have been abandoned or forced out of their home by parents or other caretakers; and school district-aged parents living in houses for school district-aged parents if they have no other available living accommodations.

Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school district enrollment. These students will be enrolled at Insight PA without delay.

Responsibilities of Insight PA (or Designated Liaison) for Homeless Children and Youth

1. Identify homeless children and youth with assistance of school personnel and by coordination activities with other entities and agencies.
2. Inform parents or guardians of educational rights and related opportunities available to their children, including Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, other preschool programs administered by the LEA, and provide them with meaningful opportunities to participate in the education of their children.
3. Disseminate public notice of the educational rights of homeless students where children and youths receive services under the McKinney-Vento Act (such as schools, family shelters and food pantries).
4. Mediate enrollment disputes in accordance with the Enrollment Dispute section.
5. Inform the parent or guardian of a homeless child, youth and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
6. Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
7. Assist children and youths who do not have documentation of immunizations or medical records to obtain necessary immunizations or necessary medical documentation.
8. Understand the guidance issued by the Pennsylvania Department of Education (PDE) for the education of homeless students and be ready to explain the BEC related to homeless education to school district staff.
9. Get to know the best resources in their community to assist families with referrals for things such as shelter, counseling, food and transportation.
10. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.
11. Provide standard forms and information about enrollment procedures and key school programs to each shelter in their district.
12. Become familiar with the various program materials that are available from PDE.
13. Ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchen, in a manner and form understandable to the parents and guardians and unaccompanied youth.

14. Collaborate with a school district's special education program to ensure that homeless children who need special education and related services are located, identified and evaluated. This is a requirement under the Individual with Disabilities Education Act (IDEA), which mandates that highly mobile children with disabilities, including homeless children, be identified and served.
15. Ensure that homeless youths who have or may have disabilities have a parent or a surrogate parent to make special education or early intervention decisions. In the case of unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the School will work with the following people as temporary surrogate parents: staff in emergency shelters; transitional shelters; independent living programs; street outreach programs; and state, local educational agency or child welfare agency staff involved in the education or care of the child. This rule applies only to unaccompanied homeless youth.
16. Identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should inquire, at the time they are enrolling homeless children and youths in school, whether the family has preschool-aged children.
17. Identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.
18. Ensure that unaccompanied youths have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths.

Lottery

If applications exceed space available at the end of the enrollment period, Insight PA will conduct a lottery at that time to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, grades, etc. The lottery will be held once each year. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline and after the lottery will be added to the end of the waiting list in the order they were received. As students withdraw from or transfer out of Insight PA, that space will be given to the next person on the waiting list at that grade level. During the enrollment process, preference shall be given to students whose parents has actively participated in the development of the School and to siblings of students presently enrolled in the School.

Withdrawal

In order for students to have a consistent education throughout the school year, it is important that they remain with one program for the duration of the school year. Unfortunately, there are circumstances that occur that will result in a student's withdrawal before the end of the school year. If those circumstances occur, the following policy and procedure will apply:

Notification of Withdrawal

A family may express their intent to withdraw a student by calling the main administrative office or communicating their desire to their teacher. In each case, the office administrator or teacher will be instructed to capture all pertinent information including student name, identification number, reason for withdrawal and effective withdrawal date. The school administrative staff or teacher will immediately send the family the School Withdrawal Form to be returned via mail, fax or email.

District Notification

In the event of any student withdrawal, for any reason, Insight PA will notify the district of residence within fifteen (15) days with a copy of the School Withdrawal Form. A copy of all withdrawal forms and district of residence notification will be kept in the student's file.

Non-Discrimination

Insight PA will not deny any student admission to the school or deny participation in, deny benefits of or discriminate against any student in any curricular, extracurricular, student services, recreational or other program or activities. No student's rights shall be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

Title IX

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*, protects students from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Title IX states that: No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives Federal financial assistance.

No Retaliation

Insight Pennsylvania Cyber Charter School (ISPA) shall not retaliate against any person for opposing an unlawful educational practice or policy, or making charges, testifying or participating in any complaint or action under Title IX.

Basic Rule

In providing any aid, benefit, or service to a student, ISPA shall not, on the basis of sex:

- Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- Deny any person any such aid, benefit, or service;
- Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity

Title IX Coordinator

The Charter School has appointed a Title IX Coordinator to ensure its compliance with Title XI. The core responsibilities of the Title IX Coordinator will be:

- (1) Coordinate Title IX efforts including the development, implementation, and monitoring of appropriate disclosures, policies, procedures and practices designed to comply with federal and state legislation, regulation, and case law requiring the prompt and equitable resolution of all complaints pursuant to Title IX;
- (2) Provide leadership, direction and supervision for all activities and personnel of the Title IX program including consulting with relevant policy-making bodies and senior personnel for the purpose of advising, clarifying and identifying necessary action to eliminate sex and/or gender-based discrimination in all educational programs and activities, to ensure that access to facilities, opportunities, and resources is gender equitable throughout the district or campus;
- (3) Provide ongoing training, consultation, and technical assistance on Title IX for all students and employees, with specialized training content for hearing officers/boards, investigators, campus law enforcement and appeals officers;
- (4) Develop, implement and coordinate campus and/or school-based strategic efforts aimed at the prevention of sexual violence and other forms of sex and/or gender-based discrimination;
- (5) Develop and disseminate educational materials, including brochures, posters, and web-based materials that inform members of the school or campus community (students, faculty, administrators, staff, and parents) of Title IX rights, responsibilities and resources both within and external to school/campus premises;
- (6) Oversee prompt, effective, and equitable intake, investigation, processing, issuing of findings of fact, and timely resolution of all instances of sex/gender discrimination made known to responsible employees and/or reported or filed by students, faculty, employees, third parties, or by members of the broader community;
- (7) Oversee Title IX compliance efforts of other campus/school delegates, departments and offices (e.g., investigators, student conduct/discipline, victim services, public safety, nurse/health services, counseling services, student affairs, human resources, faculty/academic affairs, athletics, etc.);
- (8) Provide appropriate notice of an investigation; determine the extent of an investigation; ensure provision of initial remedial actions; assure compliance with timelines; deliver appropriate notice of charges, notice of hearing, notice of outcome, and remedies, and provide a repository for and source of institutional record-keeping (may also be delegated);

- (9) Provide guidance and assistance to alleged victims of sexual violence and sex/gender discrimination including referral to support resources, notice of right to file internal grievances, notice of the right to grieve to the US Department of Education Office for Civil Rights, and notice of the right to report incidents to law enforcement;
- (10) Monitor institutional compliance with and provide ongoing consultation on Section 504 of the Rehabilitation Act of 1973 and related federal and state laws prohibiting discrimination and harassment against all protected classes;
- (11) Organize and maintain grievance files, disposition reports, and other records regarding Title IX compliance, including annual reports of the number and nature of filed complaints and the disposition of said complaints, data collection, climate assessment, pattern monitoring; and
- (12) Serve as the main contact for government inquiries pursuant to Title IX.

Sexual Harassment

In accordance with U.S. Department of Education’s Office of Civil Rights (“OCR”) Guidance, a variety of related factors must be considered in order to determine if a hostile environment has been created. It directs the conduct in question to be viewed from both a subjective and an objective perspective. Specifically, OCR’s standards require that the conduct be evaluated from the perspective of a reasonable person in the alleged victim’s position, considering all the circumstances. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. A single or isolated incident of sexual violence may create a hostile environment.

Sexual harassment includes, but is not limited to, sexual advances, request for sexual favors, or other verbal or physical acts of a sexual nature when:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of a student's success in the workplace;
- (2) Submission to or rejection of such conduct by a student is used as the basis for school decisions affecting such student; or
- (3) Such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive school environment.

Gender-Based Harassment

Title IX’s sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation. Gender-based harassment is another form of sex-based harassment and refers to unwelcome conduct based on an individual’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature. Similarly, the actual or perceived sexual orientation or gender identity of the parties does not change ISPA's obligations. Recent court cases have recognized acts of harassment directed at a person because of gender to be sexual harassment, regardless of the intent behind the act. ISPA adopts this interpretation as part of its policy.

Overall

Sexual harassment is a violation of federal and state laws and may expose not only ISPA as a school entity, but individuals employed by ISPA, to significant liability under the law.

When ISPA knows or reasonably should know of possible sex-based harassment, it will take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, ISPA will take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent the harassment from recurring, and, as appropriate, remedy its effects.

Examples of Prohibited Conduct

The following are examples of acts which violate Title IX. These examples are not to be construed as an all-inclusive list of prohibited acts under the policy:

A. Physical assaults of a sexual nature, such as:

- (1) Rape, sexual battery, molestation or attempts to commit those offenses, or committing an act with intent to cause fear in another of immediate bodily harm or death; and
- (2) Intentional physical contact which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against or poking student's body, or touching of the clothing covering the immediate area of the complainant's intimate body parts.

B. Unwelcome sexual advances, propositions or other sexual comments such as:

- (1) Sexually-oriented gestures, sounds, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any student
- (2) Preferential treatment or promise of preferential treatment for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity for compensation or reward; and
- (3) Subjecting or threatening to subject a student to unwelcome sexual attention or conduct, or intentionally making success in school more difficult because of the student's gender.

C. Display of publications anywhere within ISPA's control such as:

- (1) Displaying pictures, posters, cartoons, calendars, graffiti, objects, promotional materials, reading materials, music or other materials that are sexually suggestive, sexually demeaning, or pornographic.

Exceptions will be considered in situations where nudity or sexually explicit language is necessary to convey a message important to public health or safety or are otherwise pedagogically appropriate. Subject to the foregoing exceptions, visual material will be presumed to be sexually suggestive if it depicts a person of either sex who is nude or seminude or who is posed for the obvious purpose of displaying or drawing attention to private portions of his or her body;

- (2) Displaying or publicizing in any virtual classroom environment materials that are sexually revealing, sexually suggestive, sexually demeaning or pornographic;
- or
- (3) Possession of such material in a manner that it is reasonably foreseeable that they might be seen by others.

D. Sexual Favoritism:

The granting or withholding of ISPA opportunities and benefits including, but not limited to, assignments, and progress marking and reporting constitute Title IX violations when based on sexual favoritism, and is prohibited.

E. Other Forms of Title IX Violations:

Other conduct that has the purpose or effect of unreasonably interfering with a student's learning conditions on the basis of gender may also constitute violations, and therefore, is prohibited. Examples of conduct which, when based upon gender, violate Title IX, include:

Assigning disagreeable or unsafe assignments; or not making comparable assignments that would tend to disadvantage a student's development;

- (1) Withholding information, materials, equipment or supplies which are necessary for the efficient performance of an assignment;
 - (2) Unreasonably failing to cooperate or assist students with school-related matters;
 - (3) Interfering with a student's efforts to satisfactorily complete an assignment
 - (4) Maintaining unequal standards of performance;
 - (5) Ostracizing students, or otherwise making it known to students that they are not welcome because of their gender;
- or
- (6) Referring to students by sexually denigrating or insulting names because of their gender.

F. Retaliation for Title IX complaints. A non-exhaustive list of examples of retaliation may include:

- (1) Arbitrary discipline, threats, unwarranted change of assignments, providing inaccurate information, or failing to cooperate or discuss school related matters with any student because that student has complained about, been a witness to or resisted Title IX prohibited harassment, discrimination or retaliation; and
- (2) Intentionally pressuring, falsely denying, lying about, or covering up or attempting to cover up conduct such as that described in any item above.

Making a Complaint

ISPA will:

- (1) Publish a Notice of Nondiscrimination on the Basis of Sex in its education programs and activities, including that Title IX requires it not to discriminate in such a manner. The notice must state that inquiries concerning the application of Title IX may be referred to ISPA's Title IX Coordinator or to OCR. It will include the name or title, office address, telephone number, and e-mail address for the ISPA's Title IX Coordinator. The notice will be prominently posted on the ISPA's website and at various locations throughout the ISPA's and published in electronic and printed publications of general distribution that provide information to students and employees about the ISPA's services and policies;
- (2) Designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX which include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. The Title IX Coordinator or designee will be available to meet with students as needed; and
- (3) Prominently post this policy (including the compliant procedures contained in this policy) on the school website; send it electronically to all members of the school community; make it available at the ISPA office; and summarize it or attach it to the school's handbook,

Should the Title IX Compliance Officer be the person accused of the sexual harassment or should the complainant feel that the Title IX Compliance Officer is in some way responsible for the Title IX violation, the complainant may bring his or her concerns directly to the attention of the Chief Executive Officer ("CEO"), who will follow the procedures outlined below.

Complaint Procedures

The student may seek either an informal or formal resolution of his or her complaint:

A. Informal

The student or his or her parent may request the Title IX Compliance Officer to intervene by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated. In such case the Title IX Compliance Officer must meet with the alleged offender, take a statement with regard to the allegations, and, if warranted, require that the alleged offender participate in non-disciplinary counseling. The alleged offender, if he or she is a student, shall have the right to have his or her parent present during the meeting with the Title IX Compliance Officer. The Title IX Compliance Officer shall document, in writing, all actions taken regarding investigation of the allegations, including statements of other students) and/or school administration/staff/contractor(s) or volunteer(s). The complainant must be notified of the right to end the informal process at any time and begin the formal stage of the complaint process. Moreover, in cases involving allegations of sexual assault, an informal resolution or mediation is not appropriate even on a voluntary basis.

B. Formal

A student who believes that his or her Title IX rights have been violated may file a complaint requesting a formal investigation into the allegations. Formal complaints shall be taken in writing by the Title IX Compliance Officer and signed by the complainant. A thorough and complete investigation shall be conducted by the Title IX Compliance Officer.

This investigation shall determine: (1) whether or not the conduct occurred; (2) whether the conduct constitutes a violation of Title IX or of this policy, and, (3) if the conduct was a violation, what actions the ISPA will take to end the violation, eliminate any hostile environment, and prevent its recurrence, which may include imposing sanctions on the perpetrator and providing remedies for the complainant

To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process.

C. Interim Measures

During the pendency of an investigation, ISPA will take reasonable interim measures in order to prevent further possible Title IX issues. These may include taking steps to avoid further contact between the complainant and the alleged perpetrator by removal of the alleged perpetrator from complainant's homeroom/classroom. The Title IX Compliance Officer shall provide the complainant with periodic updates on the status of the investigation. The Title IX Compliance Officer shall also ensure that the complainant is aware of his or her Title IX rights and any available student assistance programs and resources. The Title IX Compliance Officer shall also inform the complainant of his or her right to seek outside legal assistance and of his or her right to report a crime to local law enforcement.

Even when a Title IX Compliance Officer has determined that ISPA can respect a complainant's request for confidentiality and therefore may not be able to respond fully to an allegation of sexual violence and initiate formal action against an alleged perpetrator, these interim measures may be taken to protect the complainant while keeping the identity of the complainant confidential.

D. Confidentiality

Before a student reveals information that he or she may wish to keep confidential, ISPA should make every effort to ensure that the student understands: (1) ISPA's obligation to report the names of the alleged perpetrator and complainant involved in the alleged sexual violence, as well as relevant facts regarding the alleged incident (including the date, time, and location), to the Title IX Coordinator, other appropriate school officials, local law enforcement and Child Line pursuant to Mandatory Reporter duties

The student's option to request that ISPA maintain his or her confidentiality, which the Title IX Compliance Officer will consider; and

- (1) The student's ability to share the information confidentially with counseling, advocacy, health, mental health, or sexual-assault-related services. If the student requests confidentiality, the Title IX Compliance Officer should make every effort to respect this request and should evaluate the request in the context of ISPA's responsibility to provide a safe and nondiscriminatory environment for all students

Procedures for Investigating and Resolving Complaints

A. Title IX Compliance Officer

The Title IX Compliance Officer shall be capable of conducting a thorough and complete investigation and shall seek advice and assistance from the Board of Trustees if the Title IX Compliance Officer believes that he or she lacks the capacity to conduct a thorough and complete investigation of the alleged misconduct. If the Title IX Compliance Officer or the CEO is the one accused of violating Title IX, the Board will appoint a qualified individual who is not employed by ISPA to conduct the investigation.

B. Conducting Investigations/Holding Hearings

The Title IX Compliance Officer receiving a Title IX complaint shall take the details of the complaint in writing and have the complainant sign it. All Title IX complaints against a student shall be received, investigated and disposed of in accordance with the procedures set forth in this Policy,

- (1) The Title IX Compliance Officer shall meet with every complainant to listen and understand the allegations. The complainant may have his or her parent present during any such meeting. The accused, if he or she is a student, shall also have the right to have his or her parents present at any meetings with the Title IX Compliance Officer as well.
- (2) From these meetings, the Title IX Compliance Officer will conduct an adequate, reliable, and impartial investigation of complaint(s), which includes interviewing and obtaining statements from any witnesses of both the complainant and alleged perpetrator, and the review of all evidence presented. Parties will be provided updates until a determination is made in writing.
- (3) The complaint will be decided using a preponderance of the evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred).
Even though FERPA limits disclosure of certain information in disciplinary proceedings, the Title IX Compliance Officer will disclose information to the complainant about the sanction imposed on the perpetrator when the sanction directly relates to the complainant. This includes an order that the perpetrator stay away from the complainant, or that the perpetrator is prohibited from attending school for a period of time, or is transferred to other homeroom/classes in the Charter School building.

- (4) If the Title IX Compliance Officer makes a decision finding that the complainant's allegations are substantiated by a preponderance of the evidence, the appropriate level of discipline consistent with Charter School's strong policy against Title IX misconduct will be determined by the CEO, Title IX Compliance Officer and any other Administration as part of the Charter School's Board approved disciplinary process. If the Title IX Compliance Officer or the CEO believes that the imposition of in school suspension, out of school suspension, or expulsion against an accused student may be appropriate, then an informal or formal hearing shall be held. The formal disciplinary procedures contained in the Charter School's Code of Conduct shall be followed

for such hearings to assure due process protection for the accused. Documents regarding substantiated charges of sexual harassment shall be placed in the accused student's file. Documents regarding unsubstantiated charges shall not be placed in student files, but shall be maintained by the Board of Trustees in a confidential file established expressly for retaining complaints of Title IX complaints against students

- (1) Notice of the right and how to appeal this decision will be included with the Decision to both students and Parents.

C. Other Reporting Requirements

If the complaint involves sexual assault, rape or conduct of a criminal nature, the local Police Department shall be contacted and a report of the incident made by ISPA. (A report must also be made by any mandatory reporter to Child Line and the Department of Public Welfare in accordance with the Charter School's Board approved Mandatory Reporter Policy. If there is any question of whether the conduct complained of constituted criminal activity, ISPA's Board Solicitor should be contacted immediately. Knowledge of a law enforcement investigation does not relieve ISPA of its independent Title IX obligation to investigate the conduct.

D. Training

Employees will be trained so that they know to report harassment to appropriate school officials, and so that employees with the authority to address harassment know how to respond properly. Training for employees will include practical information about how to identify types of conduct that constitute sexual harassment or violence, how to identify warning signals that may need attention and how to report sexual harassment and violence. This training will be provided to any employees likely to witness or receive reports of sexual harassment and violence, including teachers, school administrators, school counselors, and health personnel. All persons involved in implementing a recipient's grievance procedures (*e.g.*, Title IX Coordinators, investigators, and adjudicators) must have training or experience in handling complaints of sexual harassment and sexual violence, and with the Charter School's grievance procedures. The training also will include applicable confidentiality requirements. In sexual violence cases, the fact-finder and decision-maker also will have adequate training or knowledge regarding sexual violence.

Additionally, the Charter School will ensure that staff is capable of providing culturally competent counseling to all complainants. It will ensure that its counselors and other staff who are responsible for receiving and responding to complaints of sexual violence, including investigators and hearing board members, receive appropriate training about working with Lesbian/Gay/Bi-sexual/Transgender and gender-nonconforming students and same-sex sexual violence.

ISPA will also ensure that any school reporting forms, information, or training about sexual violence be provided in a manner that is accessible to students and employees with disabilities, for example, by providing electronically-accessible versions of paper forms to individuals with print disabilities, or by providing a sign language interpreter to a deaf individual attending a training.

To ensure that students understand their rights under Title IX, the Charter School will provide age-appropriate training to its students regarding Title IX and sexual violence. Training may be provided separately or as part of the Charter School's broader training on sex discrimination and sexual harassment.

The Charter School may include these education programs in its orientation programs for new students, faculty, staff, and employees, training for student athletes and coaches, and school assemblies and "back to school nights." These programs will include a discussion of what constitutes sexual harassment and sexual violence, the Charter School's policies and disciplinary procedures, and the consequences of violating these policies.

The Charter School also will include such information in their employee handbook and any handbooks that student athletes and members of student activity groups receive.

These materials will include where and to whom students should go if they are victims of sexual violence. These materials also will tell students and school employees what to do if they learn of an incident of sexual violence.

INSIGHT PA TITLE IX COMPLAINT FORM

PURPOSE: The purpose of this Title IX Grievance Form is to gather the essential basic facts of the alleged actions in order that prompt and equitable resolutions of complaints based on sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX of the Education Amendments of 1972 ("Title IX") can be resolved as expeditiously and appropriately as possible.

This form only applies to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence).

TITLE IX COMPLAINT FORM

INSTRUCTIONS: Individuals alleging Title IX discrimination and requesting review are required to complete this form and submit it to the appropriate administrator as soon as possible after the occurrence of the alleged discrimination:

1. **Name of Complainant:** _____

Contact information: _____

Home Address City/State/Zip Home Phone

Student Grade: _____

Employee School Office Location: _____

2. **Nature of Grievance:** Please describe the action you believe may be sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX and identify with reasonable particularity any person(s) you believe may be responsible. Please attach additional sheets, if necessary:

3. **When did the actions described above occur?**

4. **Are there any witnesses to this matter?** (Please circle) **Yes** **No**

If yes, please identify the witnesses:

5. **Did you discuss this matter with any of the witnesses identified in Item4?**

(Please circle) **Yes** **No**

If yes, please identify: Person to whom you have

Spoken: _____ **Date:** _____

Method of communication:

1. Have you spoken to any administrator(s) or other School employee(s) about this matter? (Please circle) Yes

No If yes, please identify: Person to whom you have

Spoken: _____ Date: _____

Method of communication:

2. Please describe the result of the discussion(s) identified in Item6:

PLEASE ATTACH ANY STATEMENTS, NAMES OF WITNESSES, REPORTS OR OTHER DOCUMENTS WHICH YOU FEEL ARE RELEVANT TO YOUR COMPLAINT.

I certify that the foregoing information is correct.

Print Name

Signature

Date

EXTRACURRICULAR ACTIVITIES

In addition to their academic needs, Insight PA will serve students' social, emotional and physical needs. Teachers and administrators will strive to engage students in constructive activities that will educate the whole student through frequent opportunities for socialization with fellow Insight PA students including special interest clubs, community-based service projects, leadership training and field trips. Charter school students are also eligible to take part in extra-curricular activities offered by their school district of residence.

STUDENT CODE OF CONDUCT AND DISCIPLINE

ISPA implements disciplinary procedures consistent with the Pennsylvania Code and the Individuals with Disabilities Act. Student offenses dictate the severity of the consequence ISPA will impose. In addition to the specific offenses set forth below, ISPA is within its rights to discipline any student who engages in conduct that threatens the health, safety or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of the school in accordance with the law. Student rights regarding disciplinary procedures are outlined in the final section of this code. In all disciplinary situations parent and student will be notified by either ISPA's Executive Director, Academic Director, or Principal, and provided with an explanation of the action taken. Appeals can be made to ISPA's Chief Executive Officer (CEO) who will review the merits of case. Suspensions may result in the removal of student access to certain communications and/or technologies within the larger ISPA community.

Discipline Procedures: A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures and a fair hearing. The student and his or her parent or guardian have the responsibility to follow the procedures set forth below in a respectful and timely fashion. A student who is accused of misbehavior or a breach of this Code of Student Conduct will be addressed by the Executive Director or his/her designee (Academic Director, Principal).

Written referral: Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.

Student notification: The student will be placed on notice of the violation by the Executive Director or appointed designee and afforded an opportunity to explain.

Initial conference: An initial conference (in person or by tele- or video- conference) shall be conducted by the Executive Director or appointed designee at each level of discipline.

Charges and Evidence: The Executive Director or appointed designee, shall confer with the student, explain the charges and evidence against the student and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.

Parental Assistance: A good faith effort shall be made by the Executive Director or appointed designee, to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

1. **Parental notification: Telephone or Email:** The Executive Director or appointed designee shall attempt to speak with the parent by telephone and/or email to notify them of the student's misconduct and the next steps in the process for determining and implementing a proposed disciplinary action.
2. **By Written Notice:** Regardless of whether there has been communication with the student's parent by telephone or email, the Executive Director or appointed designee shall within twenty-four (24) hours of taking disciplinary action send written (hard copy) notice to the parent describing the disciplinary action imposed and the reasons action was taken.

Violations Leading to Suspension

The following violations may lead to short-term suspension or other low-level disciplinary action. Multiple violations at this level may lead to a long-term suspension or expulsion. [Note: ISPA considers the following violations serious infractions of the student code of conduct]:

Abusive Language or Conduct: The use of, or engagement in, abusive, profane, obscene, vulgar language or conduct in the presence of (electronically or in person) one (1) or more individuals within the ISPA school community or at an ISPA-sponsored event,

Cheating: Any student involvement in the exchange of answers or completed assignments either providing or receiving, using, copying or providing another student with any test answers or answer keys or another person's work, representing it to be their own work.

Disruptive Behavior and/or Minor Infractions: Behavior or conduct that is disruptive to the educational setting, but may not be considered to be a serious breach of conduct. ISPA will determine which violations are considered minor in nature.

Unauthorized Access: Deliberately gaining entry into any component of ISPA's computer- or web- based systems that had been denied by administrators. Please refer to ISPA's Acceptable Use policy for more information.

Falsifying Information: Knowingly and intentionally reporting or producing false/misleading information, in any communication modality, which may serve to benefit the student in any way, or injure another person's character or reputation, or disrupt the orderly process of the school.

Insubordination: Substantially interfering with the educational process by willful disobedience or open defiance of the authority of the school personnel, by violence against persons or property or any other act that interferes with the educational process.

Violation of Dress Code: Students shall dress in accordance with the standards described below when attending school events (testing, social outings, field trips)

- Pants must be worn on the waist so no undergarments are showing
- No halter tops, strapless garments, or garments revealing midriff may be worn to a school event
- No garments that reveal undergarments or that are see through may be worn to a school event
- No hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events
- No clothing that has profanity, drug or offensive slogans may be worn to school events

Possession of Tobacco Products and Paraphernalia: A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.

Possession of Drugs or Alcohol for Personal Use: Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non- prescription medication.

Vandalism: The intentional destruction, damage, or defacement of any physical or electronic ISPA resource.

Theft: Taking another person's property (whether physical or electronic) belonging to another person, with the intent to permanently deprive the person of such property. Theft is considered a crime in Pennsylvania and may be reported to the proper law enforcement agency.

Robbery: Taking the belonging(s) from another person by the use of force, violence, assault, or threatened use of force or violence. Robbery is considered a crime in Pennsylvania and may be reported to the proper law enforcement agency.

Sexual Harassment: Unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats—either in person or online. This also includes electronic transmission of sexually inappropriate or explicit material. Any alleged crime may be reported to the proper law enforcement agency.

Indecent Exposure or Conduct: The intentional exposure or exhibition of one's sexual organs in the presence of (electronically or in person) one or more individuals within the ISPA community or at an ISPA-sponsored event; also described as explicit behavior that is considered lewd, indecent or obscene. Any alleged crime may be reported to the proper law enforcement agency.

Burglary: Gaining unauthorized entry into a building or property owned or maintained by ISPA with the intent to commit theft, vandalism or some other criminal offense therein. The fact that the premises may be open to the public or that the student may be otherwise authorized to enter or remain will not excuse any other offense, violation, or other breach of conduct committed by that student while therein. Burglary is considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Abusive Language or Conduct Directed at a School Employee or Trustee: The use of or engagement in abusive, profane, obscene or vulgar language or conduct directed at a school employee, Trustee, or other ISPA stakeholder.

Violations Leading to Expulsion

The following violations will lead to expulsion or a review for consideration of more restrictive school placement, following the due process procedures stated above.

Weapons: The display or possession of an object normally considered a weapon (other than a firearm), such as but not limited to a knife or club, while participating in any ISPA-sponsored activity. This particular act may be considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Firearms: The possession of a firearm or any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board of Trustees that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school property, other property owned or maintained by the school, or property designated for school activities. This particular offense can be considered a crime in Pennsylvania and any alleged crime may be reported to the proper law enforcement agency.

Battery: The intentional striking of another person against the will of the other person or intentionally causing bodily harm to another person. This offense is considered a crime in Pennsylvania and, any alleged crime may be reported to the proper law enforcement agency.

Bomb and Explosive: Possession of a bomb, explosive device, substance or material intended for use as a bomb or explosive device while participating in any ISPA-sponsored activity. This offense is considered a serious crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Arson: A student shall not willfully, by fire or explosion, damage or attempt to damage any building, structure, vehicle, or other property owned or maintained by the school. Any alleged crime may be reported to the proper law enforcement agency.

Threat: Intentionally threatening, by word or act, to strike or cause bodily harm to another person, and cause the other person to have a fear that he or she is about to be harmed or about to suffer bodily harm. Any alleged crime may be reported to the proper law enforcement agency.

Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of ISPA students and school personnel, school authorities may search a student, a student's backpack or student automobile in certain circumstances and may seize any illegal or unauthorized materials discovered during the search. ISPA further reserves the right to utilize local law enforcement should the safety of the ISPA authority conducting a search be in question.

Procedures for Suspensions of 3 Days or Less*

Students who are suspended shall be afforded a conference with the Executive Director or designee before being suspended. During the conference, the student shall be:

- ☐ Informed of the alleged violation and any of the surrounding circumstances examined;
- ☐ Given an opportunity to respond to the accusations if he/she has not already done so;
- ☐ Informed of the recommended remedial measure; and
- ☐ Informed of the consequences of future infractions.

After the conference with the student, the Executive Director or designee shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

Procedure for Suspensions of More than 3 Days*

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regards to health, safety and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infraction

Procedure for Expulsion*

By definition, expulsion is any exclusion from school for a period of more than 10 days. Written notice describing the misconduct containing specific reference to the rules and the setting the times and place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- may be represented by an attorney;
- has the right to have the information on the prosecution's witnesses;
- has the right to testify and present witnesses on his own behalf; and
- has the right to appeal to Court of Common Pleas.

**State and/or Federal regulations may warrant different protocols for individual students in response to violations of school conduct or when implementing administrative consequences for such acts.*

BULLYING/CYBER BULLYING POLICY

Prohibition of Harassment, Intimidation, and Bullying

The School is committed to a safe and positive learning environment for all students, employees, volunteers and parents, free from harassment, intimidation or bullying. All forms of bullying and cyber bullying are hereby prohibited. Anyone engaging in bullying or cyber bullying is in violation of the Policy and shall be subject to appropriate discipline.

"Bullying" shall mean unwelcome verbal, written or physical conduct directed at a student/parent/staff member/employee by another student/parent when the intentional act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is placing another in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent or pervasive that it creates an intimidating or threatening educational environment;
- or
- Has the effect of substantially disrupting the orderly operation of the school.
- "Cyber bullying" includes, but is not limited to the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another student/parent/ staff member/employee by way of any technological tool, such as sending inappropriate or

derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is physically, emotionally or mentally harming to a student/parent/staff member/employee:

- Substantially interfering with the student's education;
- Placing a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent or pervasive to the extent that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the School.

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying or other distinguishing characteristic.

All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Insight PA students offenders shall be subject to appropriate staff intervention which may result in administrative discipline or action.

Harassment, intimidation or bullying can take many forms including slurs, rumors, and jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats or other written, oral or physical actions. "Intentional acts" refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical or political views provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other School policies or building, classroom or program rules. Counseling, corrective discipline and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. The School administrator is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

Glossary of Terms

Bullying shall mean engaging in behavior that prevents or discourages another student from exercising his/her right to education. It is intentional hurtful behavior perpetrated repeatedly over a period of time, in a relationship characterized by an imbalance of power (with regards to gender, physical or mental strength, social acceptance). Such prohibited behavior includes the use of threats, coercion, repeated harassment, abuse, oppression, intimidation against students, school personnel or school visitors or exclusion of anyone physically, psychologically or sexually.

Cyber-Bullying shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers and websites.

TECHNOLOGY ACCEPTABLE USE POLICY

Insight PA Cyber Charter School is committed to student use of technology as a tool to expand learning opportunities and conduct scholarly research. The use of technology facilitates global collaboration- a vital skill for our 21st century learners. Students at Insight PA utilize laptop computers on a wireless network. Laptops are strictly for educational use consistent with the educational goals of Insight PA the Children’s Internet Protection Act (CIPA) and the Protecting Children in the 21st Century Act. This Acceptable Use Policy is designed to give students and their families’ clear and concise guidelines regarding the appropriate use of laptops. The underlying premise of this policy is that all members of the Insight PA community must uphold the values of honesty and integrity. The proper use of technology reflects the strength of one’s character, as does one’s behavior. We expect our students to exercise good judgment and to utilize technology with integrity.

Email

- Students should always use appropriate language in their e-mail messages.
- E-mail services provided by the School are to be used only for the exchange of appropriate information.
- No inappropriate e-mail is allowed including derogatory, obscene, or harassing messages. E- mail messages of an abusive or harassing nature will be regarded as a major violation and will be subject to a disciplinary response.
- Chain letters of any kind and spam are prohibited. Chain letters are defined as any e-mail message asking you to pass information or messages on to other individuals or groups via e- mail.
- Students are prohibited from accessing anyone else’s e-mail account without first receiving explicit permission from the account holder.
- E-mail etiquette should be observed. In general, only messages that one would communicate to the recipient in person should be written.
- Only approved mail programs may be used for student mail.
- Only School-related attachments may be sent on the School e-mail system.

Games

- The School reserves the right to remove any game from a School computer that is considered inappropriate or impedes the educational purposes of the laptop program.
- The view and/or playing of electronic games is not permitted during School hours except as part of an assigned in-class activity.
- Games that include violence, adult content, inappropriate language and weapons are not to be installed or “played” on School computers including laptops.
- Screensavers that include gaming components are not allowed.

Laptops

- Student laptops must not be left unattended at any time.

- Laptops must be in a student's possession or secured at all times.
- Do not lend your laptop to other students.
- Do not borrow a laptop from another student.
- No food or beverages should be in vicinity of the laptops.
- Laptops should be handled with respect and care. Inappropriate treatment of School laptops is not acceptable.
- Laptop and laptop cases are not to be written on, to have stickers applied to them or to be defaced in any way.
- Don't remove, move or write on the identification sticker on your laptop.
- Students are not permitted to create any administrative passwords on their laptops.
- Students are not to swap batteries with other students.

Network Access

- Students must not make any attempt to access servers or network information that is not open to the public.
- The utilization of proxy avoidance IP numbers and programs is strictly prohibited.
- Students may not use the School network for personal or private business reasons including but not limited to online ordering and purchasing.
- Students are not to knowingly degrade or disrupt online services or equipment as such activity is considered a crime under state and federal law. This includes tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services or violating copyright laws.

File Sharing

- File sharing is the public or private sharing of computer data or space. Any program that creates a point-to-point connection between two or more computing devices for the purpose of sharing data is considered to be file sharing.
- File sharing of any kind is prohibited both on campus and off campus. The only exception to this is when it is a specific assignment given by a faculty member.
- No file sharing software of any kind is to be installed on School computers including laptops.

Deleting Files

- Do not delete any folders or files that you did not create or that you do not recognize. Deletion of certain files will result in a computer failure and will interfere with your ability to complete class work and may affect your grades.

Downloading and Loading of Software

- Students are not permitted to install custom individualized applications that require administrator privileges.
- All installed software must be a legally licensed copy.
- The downloading of music files, video files, games, etc. through the School's network is absolutely prohibited unless it is part of an assigned in-class activity.

- The School reserves the right to remove any software that has been loaded onto the computer that impedes the educational purpose of the laptop program.
- Copyrighted movies may not be “ripped” from DVDs and placed on the laptops nor may copyrighted movies be downloaded to the laptops from the Internet.
- Only commercial videos such as television programs legally purchased at a music store or another like entity may be downloaded to the laptops.
- Shareware and freeware programs such as animated cursors (i.e., Comet Cursor), screen savers and others similar to these automatically open connections to the computers from the outside the Insight PA network. Such connections are Spyware, and they not only monitor the activities on that computer, but they also slow down the operations of the computer and the network connection.

Screensavers

- Inappropriate or copyrighted media may not be used as a screensaver.
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.

Internet Use

- The Internet is a rich and valuable source of information for education. Inappropriate materials are available on the internet and are strictly prohibited. These materials include items of a sexual or pornographic nature, extremist or militant materials, gambling, depictions of violence and images that are intended to be abusive or harassing etc. Students must not access, display or store this type of material.
- Information obtained through the Internet must be properly cited and in compliance with copyright laws. Due to the quickly changing nature of the Internet, a hard copy of referenced material is recommended.
- Students are required to give proper credit to all Internet sources used in academic assignments whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
- Plagiarism includes the use of any information obtained from the Internet that is not properly cited. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism.
- If a student accidentally accesses a website that contains obscene, pornographic or otherwise offensive material, he/she is to notify a teacher, the Network Administrator or the Technology Coordinator as quickly as possible so that such sites can be blocked from further access. This is not merely a request, it is a responsibility.

Privacy, Use, and Safety

- Students may not give any personal information regarding themselves or others through e-mail or the Internet including name, phone number, address, passwords, etc. unless they are completely sure of the identity of the person with whom they are communicating. Frequently the identity of someone on the Internet is impossible to confirm. Therefore, contact with such individuals is considered inappropriate and unsafe.

- Students are not to provide the e-mail address or other personal information regarding other students, faculty, or administration to anyone outside of the School without their permission.
- Students must secure and maintain private passwords for network and laptop access. This is important in order to protect the privacy of each student. Do NOT share personal passwords or usernames.
- Insight PA respects the privacy of every student, faculty member and administrator with respect to stored files and e-mail accounts. However, if inappropriate use, including honor code violations or harassment, are suspected the school administration has the right to view these files in order to investigate suspected inappropriate behavior.
- The School will monitor computer activities that take place on School-owned computers including logging website access, newsgroup access, bandwidth and network use.
- Students are prohibited from accessing faculty, administration and staff computers as well as School file servers for any reason without explicit permission from the user or administrator of that computer.
- Students are prohibited from utilizing the command prompt interface. In addition to this, students are prohibited from using any method to obtain control of another person's computer through the use of their own computer.
- Students are prohibited from utilizing peer-to-peer networking or any method of file sharing between computers unless authorized by the technology staff.
- Students are prohibited from using laptops or any computer for acts of cruelty (including mean-spirited e-mails, offensive blogging, etc.).
- Laptops that are provided by the School continue to be the property of the School. Therefore the School has the right to view all content anytime.
- Any electronic device used on the School network, even if privately owned, is subject to all policies and consequences of the Acceptable Use Policy including: the right to view the content of the device at anytime; the right to remove content from the device; and the right to return the device in the School's possession if there is an infraction to the Acceptable Use Policy that deserves that consequence

Social Media

Use good judgment

- ☐ We expect you to use good judgment in all situations.
 - You must know and follow the school's Code of Conduct and Privacy Policy.
- ☐ Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful

- ☐ Always treat others in a respectful, positive and considerate manner.

Be responsible and ethical

- ☐ If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Stick with discussing school-related matters that are within your area of responsibility.
- ☐ Be open about your affiliation with the school and the role/position you hold.

Be a good listener

- ☐ Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback.
- ☐ Be responsive others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
 - Always be doing at least as much listening and responding as you do "talking."

Don't share the following:

Confidential information

- Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online “conversations” are never private. Do not use your birth date, address, and cell phone number on any public website.

Private and personal information

- ☒ To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
- ☒ NEVER give out or transmit personal information of students, parents, or co-workers
- Don’t take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it’s the most up-to-date or correct.
- ☒ Always respect the privacy of the school community members.

Please be cautious with respect to:

Images

- ☒ Respect brand, trademark, copyright information and/or images of the school (if applicable).
- You may use photos and video (products, etc.) that are available on the school’s website.
- ☒ It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
- ☒ Do not post pictures of others (co-workers, etc.) without their permission.

Other sites

- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don’t blindly repost a link without looking at the content first.
- ☒ Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They serve a purpose and protect you and the school.
- ☒ When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

And if you don’t get it right...

- Be sure to correct any mistake you make immediately, and make it clear what you’ve done to fix it.
- ☒ Apologize for the mistake if the situation warrants it.
- If it’s a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

Personal Safety

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you’re at school; parent if you’re using the device at home) immediately.

- ☒ Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- ☒ Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

Copyright

- Unauthorized duplication, installation, alteration or destruction of data programs, hardware or software is prohibited.
- Data, programs, hardware, software and other materials including those protected by copyright may not be transmitted or duplicated.

Consequences

- The School reserves the right to enforce appropriate consequences for the violation of any section of the

Acceptable Use Policy. Consequences could include the loss of privileges on a laptop and/or the loss of the use of the computer for an amount of time determined by the administration and members of the Technology Department; possible disciplinary action; and possible legal action.

- Computers with illegal or inappropriate software or materials on them will be reformatted or “re-imaged.”
- ☐ In the case of repeated laptop abuse and/or damages, the school has the right to revoke the use of the school’s laptop.

Internet Hot Spots or Jet Packs

In limited instances, students may be provided internet hot spots if they qualify through a needs-based review process conducted by the Family Resource Coordinator. All parameters of the Acceptable Use policy apply to hot spots in the same manner they apply to student laptops.

Return of Equipment

All laptops and internet Hot Spots are school owned and provided to students for use during their time enrolled with Insight Pennsylvania. Upon withdraw it is expected that all equipment be returned to ISPA. Failure to return equipment could result in fines or legal action.

Student/Family Internet Service Provider Reimbursement Policy

Purpose:

Consistent Internet Access is a responsibility of each ISPA family and a necessity for success at Insight PA Cyber School. Therefore, Insight PA provides an Internet reimbursement for each family as outlined below.

Families receiving a "Hotspot connection" from Insight PA are not eligible for the Student/Family Internet Service Provider Reimbursement.

Requirements

- The School will reimburse a family \$35 per month towards the costs associated with their child(ren)'s Internet access. This is a per family reimbursement based on the household address.
- Families will be reimbursed in January for the months of September, October, November and December.
- Families will be reimbursed in July for the months of January, February, March, April, May and June.
- Families will be asked by Insight PA to verify their mailing address in advance of the reimbursement checks being issued. A family's check will not be issued until a family verifies their address.
- Families must be in good standing and in full compliance with the school. Examples of non-compliance include:
 - Non-verified home address
 - Incomplete or missing charter school enrollment form (original or revised for address change)
 - Non-return of laptop or other technology or curriculum material (ex. defective or from a previously enrolled child)
 - Graduation related holds
 - Incomplete or missing student health forms and documentation
 - Any other non-compliance, provided the family has been told in advance that the failure to comply with the school's request could lead to a hold for non-compliance.
- Students must be actively enrolled at the time the check is issued in order to be eligible for the reimbursement. The families of withdrawn students are not eligible for reimbursement
 - Exception - When a family does not re-enroll for the upcoming school year, but the student completed the current school year. (ex. the July payment for January-June) In these circumstances, the family is still eligible.
- Reimbursement will be pro-rated to reflect enrollment dates that do not include the entire school year.

GRIEVANCES

- All concerns and issues should first be directed to the student's teacher. If an Insight PA teacher cannot resolve the issue (e.g., materials and computer issues), he or she will direct the parent/responsible adult to the appropriate contact for assistance. The Insight PA teacher will monitor the concern to ensure resolution.

- If the issue or concern is about the Insight PA teacher, parents are advised to contact ~~the Lead Teacher for that particular teacher~~ or the Academic Administrator for that grade level (i.e. principal of elementary, middle, or high school).
- If the concern is not resolved at the teacher, ~~lead teacher~~ or Academic Administrator level, students and parent(s)/responsible adults, custodian(s) or legal guardian(s) should address any concern or grievance in writing to the Chief Executive Officer. The Chief Executive Officer will respond within ten (10) working days.
- If the concern or grievance is not resolved by the Chief Executive Officer, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Chief Executive Officer's response, request a meeting (via phone or in person) with the Chief Executive Officer to discuss the concern or grievance. The meeting request must be in writing. The Chief Executive Officer shall investigate and respond within ten (10) working days.
- If the family's concern is not resolved at the meeting with the Chief Executive Officer, the family may file a complaint with the Insight PA Board of Trustees. The Insight PA Board of Trustees may address the complaint directly, or the family may file a complaint in writing with the Charter School Office at the Pennsylvania Department of Education.

After receiving the complaint, the Department will determine if it merits referral to an existing complaint procedure (e.g., special education, professional employee misconduct). If the complaint cannot be referred under existing procedures, the redacted written complaint, (or paraphrased oral complaint), will be forwarded to Insight PA for a response. Insight PA will have ten (10) business days to issue a written response. After receipt of the Insight PA response the Department will determine if the complaint is resolved or if further investigation is required.

“I UNDERSTAND AND AGREE” SIGNATURE PAGE

By signing parents and students confirm that they understand and agree to the contents of this page.

Please visit the following link to electronically complete the signature page:

<https://tinyurl.com/ISPAHandbookSignature>

I understand and agree that the cooperation and partnership of the Learning Coach, student, teacher, and other school staff is necessary for student success in our virtual environment and is rooted in the commitments contained in the School-Parent and Family Compact.

I understand and agree that I must provide a safe learning environment for my student that includes a reliable internet connection.

I understand and agree that I must review email daily and respond to email and telephone messages daily.

I understand and agree that my child must log into the Online School each school day and complete the lessons assigned.

I understand and agree that failure to log in and complete course work daily may result in ISPA pursuing truancy action as allowable under PA law.

I understand and agree that when my student is invited to a live class session marked as required it is because the teacher has determined that additional academic support is needed, and I further understand and agree that non-attendance at these sessions may result in decreased academic success or progress which may impact grade level promotion

I understand and agree that my child must participate in a variety of teacher directed online and offline activities and assessments.

I understand and agree that state testing (PSSA, Keystone) will require me to transport my student to a physical testing site. ISPA will work to ensure that testing sites are within an hour of the home whenever possible but depending upon my location I understand and agree that I may have to travel farther at my own expense.

I understand and agree that for ISPA to appropriately craft an instructional program for my student I must supply all relevant student records including past report cards, transcripts, testing scores, and any special education documentation as quickly as possible. I understand that ISPA will reach out to prior schools for this information but may also need my assistance in obtaining documents that cannot be obtained from the prior school.

I understand that public school enrollment includes compliance with state health requirements and all other Pennsylvania Department of Education requirements relevant to cyber charter schools.

I have read and understand ISPA policies for all addressed topics found in the Handbook.

We have read and reviewed the Handbook. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein.

By signing parents and students confirm that they understand and agree to the contents of this page.

Please visit the following link to electronically complete the signature page:

<https://tinyurl.com/ISPAHandbookSignature>

A separate survey will need to be completed for each student you have enrolled in ISPA.