



**INSIGHT PA**  
**CYBER CHARTER SCHOOL**  
*Life Ready Learning Experiences*

## **Parent and Student Handbook** **2022-2023 School Year**

### **Welcome to Insight PA Cyber Charter School!**

Dear Students and Parents:

It is my pleasure to welcome you to the 2022-2023 school year. Insight PA Cyber Charter School (ISPA) 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, parent, and learning coach 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](http://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

Michael Frost

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Insight Pennsylvania Cyber Charter School  
School Year 2022-2023 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	4	5	6					1	2	3	2	3	4	<del>5</del>	6	7	8			1	2	3	4	5
7	8	9	10	11	12	13	4	<del>5</del>	6	7	8	9	10	9	10	11	12	13	14	15	6	7	8	9	10	11	12
14	<del>15</del>	16	<del>17</del>	18	19	20	11	12	13	14	15	16	17	16	17	18	19	20	21	22	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	<del>21</del>	22	23	24	23	24	25	<del>26</del>	27	28	29	20	<del>21</del>	22	<del>23</del>	<del>24</del>	<del>25</del>	26
28	<del>29</del>	30	31				25	26	27	28	29	30	30	31						27	<del>28</del>	29	30				
Student Days 3 Teacher Days 11							Student Days 21 Teacher Days 21							Student Days 20 Teacher Days 20							Student Days 18 Teacher Days 19						
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	1	<del>2</del>	3	4	5	6	7				1	2	3	4				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	<del>16</del>	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
18	19	20	<del>21</del>	<del>22</del>	<del>23</del>	24	22	23	24	<del>25</del>	26	27	28	19	<del>20</del>	<del>21</del>	<del>22</del>	23	24	25	19	20	21	<del>22</del>	23	24	25
25	<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	31	29	30	31					26	27	28					26	27	28	29	30	31	
Student Days 14 Teacher Days 14							Student Days 20 Teacher Days 20							Student Days 19 Teacher Days 19							Student Days 23 Teacher Days 23						
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	1	2	3	4	5	6				1	2	3	2	<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>	8		
2	3	4	5	6	<del>7</del>	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	9	10	11	12	13	14	15
9	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	16	17	18	19	20	21	22
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	<del>19</del>	20	21	22	23	24	23	24	25	26	27	28	29
23	24	25	26	27	28	29	28	<del>29</del>	30	31				25	26	27	28	29	30	30	31						
Student Days 14 Teacher Days 17							Student Days 22 Teacher Days 22							Student Days 7 Teacher Days 11							Student Days 0 Teacher Days 0						

<b>Total Student Days</b>	<b>181</b>
<b>Total Teacher Days</b>	<b>197</b>

Quarter End Dates

Quarter 1	11/4/2022	48
Quarter 2	1/27/2023	46
Quarter 3	3/31/2023	44
Quarter 4	6/9/2023	43

Calendar Key

- First/Last Student Day of School
- First/Last Teacher Day of School
- School is Closed
- Half Day for Students, PM Teacher In-Service
- Teacher In-Service, No School for Students
- Keystone Testing Window
- PSSA Testing Window
- Asynchronous Day for Students
- Graduation

Aug 15 & 17	First Day for Teachers: New (15th) & Returning (17th)	Feb 20	Presidents' Day - School Closed
Aug 23	Insight PA Board of Trustees Meeting 7:00pm	Feb 22	Half Day for Students, PM Teacher In-Service
Aug 29	First Day for Students	Feb 28	Insight PA Board of Trustees Meeting 7:00pm
Sep 05	Labor Day - School Closed	Mar 22	Half Day for Students, PM Teacher In-Service
Sep 21	Half Day for Students, PM Teacher In-Service	Mar 28	Insight PA Board of Trustees Meeting 7:00pm
Sep 27	Insight PA Board of Trustees Meeting 7:00pm	Mar 31	Quarter 3 Ends
Oct 05	Yom Kippur - School Closed	Apr 7-11	Spring Break - School Closed
Oct 25	Insight PA Board of Trustees Meeting 7:00pm	Apr 12-14	Teacher In-Service, No School for Students
Oct 26	Half Day for Students, PM Teacher In-Service	Apr 24-28	PSSA Testing
Nov 04	Quarter 1 Ends	Apr 25	Insight PA Board of Trustees Meeting 7:00pm
Nov 21	Teacher In-Service, No School for Students	May 1-12	PSSA Testing
Nov 22	Insight PA Board of Trustees Meeting 7:00pm	May 15-26	Spring Keystone Exams
Nov 23	Half Day for Students, PM Teacher In-Service	May 23	Insight PA Board of Trustees Meeting 7:00pm
Nov 24-28	Thanksgiving - School Closed	May 29	Memorial Day - School Closed
Dec 5-16	Winter Keystone Exams	Jun 09	Last Day for Students, Quarter 4 Ends
Dec 21-Jan 2	Winter Break - School Closed	Jun 10	High School Graduation
Jan 16	Martin Luther King Day - School Closed	Jun 15	Last Day for Teachers
Jan 24	Insight PA Board of Trustees Meeting 7:00pm	Jun 19	Juneteenth - School Closed
Jan 25	Half Day for Students, PM Teacher In-Service	Jun 27	Insight PA Board of Trustees Meeting 7:00pm
Jan 27	Quarter 2 Ends	Jul 3-7	Summer Break - School Closed

# School Directory

350 Eagleview Blvd, Exton, PA 193541  
Phone: 484-713-4353 Fax: 484-540-9393

Role	Name	Email
Chief Executive Officer	Eileen Cannistraci	<a href="mailto:eicannistraci@insightpa.org">eicannistraci@insightpa.org</a>
Executive Director	Michael Frost	<a href="mailto:mfrost@insightpa.org">mfrost@insightpa.org</a>
Chief Academic Officer	Julie Jaszcar	<a href="mailto:jjaszcar@insightpa.org">jjaszcar@insightpa.org</a>
Elementary School Principal	Kelly Bryniarski	<a href="mailto:kbryniarski@insightpa.org">kbryniarski@insightpa.org</a>
Middle School Principal	Allison Parry	<a href="mailto:aparry@insightpa.org">aparry@insightpa.org</a>
High School Principal	Megan Miller	<a href="mailto:memiller@insightpa.org">memiller@insightpa.org</a>
Acting CTE Administrator	Audra Mazzante	<a href="mailto:amazante@insightpa.org">amazante@insightpa.org</a>
Manager of Communications	Sara Stell	<a href="mailto:ssstell@insightpa.org">sstell@insightpa.org</a>
Director of Special Programs	Sarah Ronosky	<a href="mailto:sronosky@insightpa.org">sronosky@insightpa.org</a>
Professional Development Coordinator	Danielle Darmo	<a href="mailto:ddarmo@insightpa.org">ddarmo@insightpa.org</a>
Director of Student Services	Beryl Cohen	<a href="mailto:bcohen@insightpa.org">bcohen@insightpa.org</a>
Chief Operating Officer	Beth Jones	<a href="mailto:bjones@insightpa.org">bjones@insightpa.org</a>
Director of Reporting and Compliance	Johanna Best	<a href="mailto:jbbest@insightpa.org">jbbest@insightpa.org</a>
Child Accounting Coordinator	Kymberly Outten	<a href="mailto:koutten@insightpa.org">koutten@insightpa.org</a>
English Language Development Coordinator	Jamiee Varsalone	<a href="mailto:jvarsalone@insightpa.org">jvarsalone@insightpa.org</a>
High School Assistant Principal	April Calton	<a href="mailto:apcalton@insightpa.org">apcalton@insightpa.org</a>

Middle School Assistant Principal	Maggie Dominick	<a href="mailto:mdomdominick@insightpa.org">mdomdominick@insightpa.org</a>
Elementary School Assistant Principal	Kelly Watts	<a href="mailto:kwatts@insightpa.org">kwatts@insightpa.org</a>
Registrar	Student Records	<a href="mailto:studentrecords@insightpa.org">studentrecords@insightpa.org</a>
Attendance	Attendance	<a href="mailto:attendance@insightpa.org">attendance@insightpa.org</a>
PBIS/Assessment Coordinator	Nichol Laskey	<a href="mailto:nlaskey@insightpa.org">nlaskey@insightpa.org</a>
High School Nurse	Kendra Dion	<a href="mailto:kdion@insightpa.org">kdion@insightpa.org</a>
Middle School Nurse	Elaine Maffia	<a href="mailto:emaffia@insightpa.org">emaffia@insightpa.org</a>
Elementary School Nurse	Wendy Smith	<a href="mailto:wsmith@insightpa.org">wsmith@insightpa.org</a>

# Stride/K12 Customer Support

Available to families 24 hours a day, 7 days a week, 365 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:

<b>Customer Care</b>
Materials – Replace missing, damaged, or lost items
Online School Account Setup
Online School and 3 <sup>rd</sup> Party Software Login Assistance
Online School Navigation & Getting Started Inquiries
Reclamation Assistance for Materials and Hardware

<b>Technical Support</b>
Hardware – Troubleshoot students' devices and replace Stride/K12 provided hardware as necessary
Software – Troubleshoot all Stride/K12 and 3 <sup>rd</sup> party software (Collaborate, QuickTime, Java, Adobe Flash Player and Reader, etc.)
Identify and troubleshoot software bugs and work with KIT 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, learning coaches, 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 an 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.

## Enrollment Requirements

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 students experiencing homelessness)
- 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.

## Lottery Policy

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 enrollment materials.

After the space allotted in each grade is filled in the order determined by the lottery, those remaining will be placed on a waiting list as determined by lottery selection order. Any enrollment materials received after the 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 or learning coaches have actively participated in the development of the School and to siblings of students presently enrolled in the School.

## Change of Address Policy

A student's parent/legal guardian has the responsibility of informing Insight PA of a student's address change before the move takes place or within 10 days of it occurring. In order to have a student's address officially changed in the system, the parent or legal guardian should email [studentrecords@insightpa.org](mailto:studentrecords@insightpa.org) to inform the Records Department of the change. The Student Records Department will then send out an email which includes the link to the **official Change of Address form** to be filled out and submitted through DocuSign. This email also includes instructions for submitting **two proofs of residency**.

In order for the two proofs of residency to be compliant, the proofs must:

1. Include the name of the parent/legal guardian, date, and address clearly visible
2. Include Full-Page documentation (not just an envelope)

The following documents are acceptable to prove Pennsylvania residency for enrollment. Please share two (2) documents from this list:

1. Driver's Licenses or D.O.T. identification cards (may not be expired)
2. Vehicle Registrations (may not be expired)
3. Credit card bills (must be no older than three (3) months and show the biller's name, the account owner's name and address, the account number, and the due date of the bill)
4. Utility bills (electric, gas, water, sewer, cable, or internet bills; must be no older than three (3) months and show the name of the utility, the account owner's name, the service address, the account number, and the due date of the bill)
5. Deeds or leases (we must receive all pages of the document including the signature page with all parties' signatures)
6. Mortgage statements (must be no older than three (3) months and show the mortgage company's name, the account owner's name/s, the property's address, the account number, and the due date of the bill)
7. Property tax bills (no older than one (1) year, and must show the property owner's name(s), the address, the municipality, and the date of the bill).

If the parent/legal guardian and student(s) are living with someone else and they don't have two proofs of residency in their name, Student Records will send the parent/legal guardian a Multiple Occupancy Agreement which they will have to have notarized. We still need two proofs of residency, but they can be in the homeowner's name.

Once the Student Records Department receives the **official Change of Address form and two compliant proofs of residency**, the address will be updated in the system.

## 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, gender identity 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: Samantha Chacacias - schacacias@insightpa.org

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 their 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:

1. Assigning disagreeable or unsafe assignments; or not making comparable assignments that would tend to disadvantage a student's development;
2. Withholding information, materials, equipment or supplies which are necessary for the efficient performance of an assignment;
3. Unreasonably failing to cooperate or assist students with school-related matters;
4. Interfering with a student's efforts to satisfactorily complete an assignment
5. Maintaining unequal standards of performance;
6. Ostracizing students, or otherwise making it known to students that they are not welcome because of their gender; or
7. 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.
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 complaint 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 their 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 their complaint:

### **A. Informal**

The student or their 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 a 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 their 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 their 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 the 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 their Title IX rights and any available student assistance programs and resources. The Title IX Compliance Officer shall also inform the complainant of their right to seek outside legal assistance and of their 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 their 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 may or may not be 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 their parent present during any such meeting. The accused, if he or she is a student, shall also have the right to have their 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 student's 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 ChildLine 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 Item 4?

(Please circle) Yes No

If yes, please identify: Person to whom you have spoken:

Date:

Method of communication:

6. 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:

7. Please describe the result of the discussion(s) identified in Item 6:

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: \_\_\_\_\_

# 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 their 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

## 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
- Report absences to Insight PA on the day of the absence
- Check student e-mail daily and communicate to teacher(s) as required
- Ensure students participate with their teacher(s) in any required classes
- 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 synchronous
- Check emails daily and respond in a timely manner
- Submit assignments on or before due dates

## Required Immunizations

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

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 <sup>th</sup> birthday)	4 Doses	4 Doses	4 Doses
Polio (4 <sup>th</sup> dose on or after 4 <sup>th</sup> birthday and at least 6 months after previous dose given)	4 Doses (A 4 <sup>th</sup> dose is not necessary if the 3 <sup>rd</sup> dose was administered at age 4 years or older at least 6 months after the previous dose)	4 Doses (A 4 <sup>th</sup> dose is not necessary if the 3 <sup>rd</sup> dose was administered at age 4 years or older at least 6 months after the previous dose)	4 Doses (A 4 <sup>th</sup> dose is not necessary if the 3 <sup>rd</sup> dose was administered at age 4 years or older 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 (Chicken Pox)	2 Doses or evidence of immunity	2 Doses or evidence of immunity	2 Doses or evidence of immunity
Tetanus, Diphtheria, Acellular Pertussis (Tdap)	N/A	1 Dose	1 Dose

Meningococcal Conjugate (MenACWY)	N/A	1 Dose (1 <sup>st</sup> dose is given prior to 7 <sup>th</sup> grade; a 2 <sup>nd</sup> dose is required at age 16 or entry into 12 <sup>th</sup> grade)	1 or 2 Doses (if 1 <sup>st</sup> dose of MenACWY was given at 16 years of age or older, that shall count as the 12 <sup>th</sup> grade dose)
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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.

## Attendance Policy

### Key attendance points

The critical points about attendance are:

1. Log-in daily to the Learning Management System to check your schedule and coursework (Monday through Friday even when you do not have live classes).
2. Complete work in your online courses.
3. Attend scheduled live class connect sessions.
4. Notify [attendance@insightpa.org](mailto:attendance@insightpa.org), Homeroom Teachers/Advisors immediately when it is not possible to log-in.
5. Return telephone calls and/or respond to e-mails from school staff regarding attendance and participation.
6. 3 cumulative unexcused absences = Truant, school district notified, SAIC invite & SAIP completed.
7. 6 cumulative unexcused absences = Habitually Truant, school district notified, revisit the SAIP.
8. 10 consecutive unexcused absences = possible withdrawal from ISPA, possible referral to County Attendance Diversion Program, possible referral to County Children & Youth Services, and ISPA may pursue court proceedings and fines for truancy.

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 online educational experience at ISPA.

Students are required to follow the school calendar which includes 182 school-days. Attendance only occurs on school-days as listed on the school calendar. Students can complete online work on holidays or weekends in order 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's parents elect to have the child enter school and which may be no later than six years of age, until the age of eighteen 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 Levels	Days	Min. 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 they are attending all required courses and completing work in asynchronous courses.

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](mailto: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 an explanation of absence via email to [attendance@insightpa.org](mailto:attendance@insightpa.org) and copy your K-5 Homeroom teacher and/or your 6th-12th 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

\* 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 (6-11) 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.

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

Speak with your child's teacher or advisor about the issue. The teacher or advisor can provide suggestions.

**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 schoolwork. 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. [1]

Please understand that it shall be the applicant's responsibility to contact the Attendance Office to determine what obligations must be met as a result of this proposed absence. 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

Experience such as long weekends and vacations will not justify any request

Requests must be submitted and approved a minimum of 24 hours prior to the trip using the Educational Request Form 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.

Any out-of-state travel during days that school is in session MUST be reported to the attendance office through an educational trip request form, even if the student will be logging in and attending school while out of the state. If logging in consistently, time spent working outside the state of PA will not count as an absence, but completion of the form provides us with the documentation we need regarding student whereabouts. Per state law ISPA students must retain a permanent residence in the state of PA.

## **Truancy**

Pennsylvania's 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.

Once a student accumulates three (3) unlawful absences the school will notify the parent or guardian in writing that the student is considered truant. In that notification the parent or guardian will be informed of the potential consequences if their child becomes habitually truant.

The school will invite the student and parent/guardian to participate in a Student Attendance Improvement Conference (SAIC). The SAIC will be held with or without student and parent/guardian involvement, but the best outcomes can be achieved when the family and school work together in collaboration.

During the SAIC, the school will invite the student and parent/guardian to participate in the development of the school based, Student Attendance Improvement Plan (SAIP). The SAIP will be created with or without the participation of the student and parent/guardian, but the best outcomes can be achieved when the family and school work together in collaboration.

## **Habitual Truancy**

Pennsylvania's 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



## Withdrawal Policy

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, emailing [studentrecords@insightpa.org](mailto:studentrecords@insightpa.org), 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 completed in DocuSign.

### 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 and Withdrawal Notification form. Copies of all Withdrawal Forms will be kept in the student file.

## Elementary School Program Information

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 take 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 Program Information

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. Instruction is engrained in the PA State Standards and student progress is maintained in the Learning Management System, accessible by students and parents/learning coaches. 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. 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 each semester and learning coaches are welcome to contact their teacher in order to set up a learning coach/teacher conference at additional times as needed.

Students in Grades 6 – 8 will study English/Literature Arts, Mathematics, History/Social Studies, Science, 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 student's 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 Program Information**

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 can discuss options with their school 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 Report Cards 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%
- F = Below 60%

**Credit Scale**

- 0.00-4.99 Credits: 9th Grade
- 5.00-10.99 Credits: 10th Grade
- 11.00-15.99 Credits: 11th Grade
- 16.00-22.00 Credits: 12th Grade

**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 Insight PA to require a transcript prior to enrollment. However, you are strongly encouraged to provide a transcript to Insight PA 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 Insight PA 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	3
Science	3
Humanities/World Language	2

Electives	5
Health/Physical Education	1
Post-Secondary	1
Total Credits	22

12th Grade Graduation Project

Demonstration of Proficiency or higher in Algebra, Biology, and Literature Keystone Exams [or successful completion of Pennsylvania state approved graduation pathway according to Act 158 \(starting with the class of 2023\).](#)

High School Course List: [Course Description Guide](#)

\*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 do not score advanced or proficient. At Insight PA students will participate in the Literature, Biology, and Algebra assessments when enrolled in the courses. All students must take the Keystones prior to the end of their 11th grade year. Keystone exams are offered during the winter and spring testing windows 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 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
Math	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
Science	4 <sup>th</sup> , 8 <sup>th</sup>

### PASA

The Individuals with Disabilities Act of 2004 (IDEA) requires that States and Local Education Agencies (LEAs) ensure that all children with

disabilities are included in all general state and district-wide assessment programs, including assessments used for purposes of satisfying the Every Student Succeeds Act (ESSA). If necessary, a state or LEA may create an alternate assessment. The Pennsylvania Alternate System of Assessment (PASA) was developed in accordance with this allowance to meet the needs of students with the most significant cognitive disabilities who are not able to participate in the general assessment even with accommodations. The PASA is aligned with Pennsylvania's academic content standards with a reduction in depth and breadth evidenced by the Alternate Eligible Content, and measures the attainment of knowledge and skills of children with significant cognitive disabilities through performance tasks. Like the state-wide standardized test (the Pennsylvania System of Assessment or PSSA), the purpose of the PASA is to provide information to school districts and other educational service providers that will aid them in improving instruction for children.

## College Board Tests (SAT, PSAT, ACT)

Students who plan to attend college should consider taking the Scholastic Assessment Test (SAT) or American College Test (ACT) or both. Many colleges and universities require one of these test scores for admission consideration. 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 in a variety of locations.

## Local Assessments

### EXACT PATH

Edmentum ExactPath includes K-12 assessment-driven math, reading, and language arts instruction that is focused on understanding where your students are academically, identifying strengths and weaknesses for each student, and then taking that data a step further. Adaptive tools offer targeted instruction that is aligned to your goals, paced to your students' needs, and structured to give students control over their own educational journey.

### SEL SCREENER

The Panorama Social-Emotional Learning (SEL) Questionnaire measures students' mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom.

## 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 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 Director of Special Programs 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 is given through an electronic signature.

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 Director of Special Programs.

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 the 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 student's 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: Sarah Ronoky at [aronosky@insightpa.org](mailto:aronosky@insightpa.org) ext.3183.

### **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.

## **Notice of Special Education Services**

The public school districts and charter schools of Chester County, Pennsylvania, and the Chester County Intermediate Unit ("the Chester County school entities"), provide special education and related services to resident children with disabilities who are ages three through twenty-one. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education programs and related services that are available, (3) the process by which each of the Chester County School entities screens and evaluates such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians.

### **What types of disability might qualify a child for special education and related services?**

Under the Individuals with Disabilities Education Act, commonly referred to as the "IDEA," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, demonstrate a need for special education and related services: (1) intellectual disabilities, (2) hearing impairments, including deafness, (3) speech or language impairments, (4) visual impairments, including blindness, (5) serious emotional disturbance, (6) orthopedic impairments, (7) autism, including pervasive developmental disorders; (8) traumatic brain injury, (9) other health impairment, (10) specific learning disabilities, (11) multiple disabilities, or (12) for preschool age children, developmental delays. If a child has more than one of the above-mentioned disabilities, the child could qualify for special education and related services as having multiple disabilities. Children ages three through nine years old may also be eligible if they have developmental delays and, as a result, need special education and related services.

The legal definitions of these disabilities, which the public schools are required to apply under the IDEA, may differ from those used in medical or clinical practice. Moreover, the IDEA definitions could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, could qualify for special education and related services as a child with "other health impairments," "serious emotional disturbance," or "specific learning disabilities" if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result.

Signs of developmental delays or risk factors that might indicate a disability could include, but are not limited to, poor prenatal care, birth trauma, febrile or other seizure activity, severe reaction to early medication or inoculation requiring extended medical care, or severe trauma to the head, followed by failure to attain developmental milestones for communication, motor development, socialization, emotional development, self-help skills, or cognition; unexplained failure to attain developmental milestones in these areas; failure to use toys and other objects in a developmentally appropriate manner; persistent inability to sustain attention at levels sufficient to complete age-appropriate tasks; easy frustration with developmentally-appropriate tasks or activities; difficulty with coloring, letter formation, or drawing lines and shapes within age-appropriate parameters; difficulty building or sustaining age-appropriate relationships or conversations; persistent difficulty tolerating the presence of or interactions with peers or adults; persistent and severe disciplinary actions in preschool or school settings; failure to develop age or grade-level appropriate reading, writing, mathematical, listening, or speaking skills after exposure to sound instruction in these areas by qualified teachers; and failure to pass routine vision or hearing screenings. Other information regarding potential signs of developmental delays and other risk factors that could indicate disabilities can be found in student handbooks available through your school district of residence or the Chester County Intermediate Unit at the addresses indicated below or on the Chester County Intermediate Unit Website: <http://www.cciu.org>.

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria under the IDEA might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program, whether academic or non-academic in nature.

### **What programs and services are available for children with disabilities?**

Each of the Chester County school entities must ensure that children with disabilities are educated to the maximum extent appropriate in settings with their non-disabled peers, commonly referred to as the least restrictive environment. Programs and services available to students with disabilities, in descending order of preference, are (1) regular class placement with supplementary aides and services provided as needed in that environment, (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom for 20 percent or less of the school day, (3) regular class placement for some of the school day with supplemental instruction provided by a special education teacher for more than 20 percent, but less than 80 percent of the school day, (4) instruction provided by a special education teacher for more than 80 percent of the school day, and (5) special education services, with or without regular classroom placement, either in an alternative public school setting or in a private school, treatment facility, hospital, detention center or prison, on a day or residential basis.

Depending on the nature and severity of the disability, a Chester County School entity can provide special education programs and services in (1) the public school the child would attend if not disabled, (2) an alternative regular public school either in or outside the school district of residence, (3) a special education center operated by a public school entity, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) an approved out-of-state program, or (7) the home.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available are (1) learning support, for students who primarily need assistance with the acquisition of academic skills, (2) life skills support, for students who primarily need assistance with development of skills for independent living, (3) emotional support, for students who primarily need assistance with social or emotional development, (4) deaf or hearing impaired support, for students who primarily need assistance with compensatory skills to address deafness, (5) blind or visually impaired support, for students who primarily need assistance with compensatory skills to address blindness, (6) physical support, for students who primarily require physical assistance in the learning environment, (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders, and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.

Related services are designed to enable the child to participate in or access their program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

Children of preschool age are served by the Chester County Intermediate Unit in a variety of home and school-based settings that take into account the chronological and developmental age and primary needs of the child. As with school age programs, preschool programs must ensure that to the maximum extent appropriate, children with disabilities are educated with non-disabled peers.

Each Chester County School entity, in conjunction with the parents of each identified child, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, commonly referred to as an "IEP," which is developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, the projected start date and duration for the IEP, a statement of the child's present levels of educational and functional performance, an enumeration of annual goals, a description of how the child's progress toward meeting the annual goals will be measured and reported, a statement of the special education, program modifications, and related services to be provided, an explanation of the extent, if any, to which the child will not participate with non-disabled children, the anticipated frequency and location of the services and a statement of any accommodations necessary to measure academic achievement and functional performance of the child on state and district wide assessments. For children aged sixteen and older, the IEP must also include a transition plan to assist in the attainment of measurable post-secondary objectives. The public school must invite the child to the IEP team meeting if the purpose of the meeting will be the consideration of the post-secondary goals and transition services needed for the child. All Chester County School entities are required to allow parents of children with disabilities reasonable access to their child's classrooms, subject to the provisions of each entity's school visitation policy or guidelines.

## **How do the public schools screen and evaluate children to determine eligibility for special education and related services?**

### **Multidisciplinary team evaluation**

Chester County School entities must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are also members of the multidisciplinary team. Chester County School entities must reevaluate school-age students receiving special education services every three years and must reevaluate children with intellectual disability and pre-school-age children receiving special education services every two years.

Parents may request a multidisciplinary team evaluation of their children at any time. They must do so in writing. Every public school has a procedure in place by which parents can request an evaluation. For information about each Chester County School entity's procedures applicable to your child, contact the elementary, middle, or high school which your child attends. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools". Parents of preschool age children, ages three through five, may request an evaluation in writing by addressing a letter as follows: Chester County Intermediate Unit, Preschool Special Education Services, 455 Boot Road, Downingtown, Pennsylvania 19335. The telephone number for the Preschool Special Education is (484) 237-5000.

Parents of children in private schools may request a multidisciplinary team evaluation of their children without enrolling in their public schools. However, while some services might be available to some private school children who are found eligible by the responsible Chester County School entity, that entity is not required to provide all or any of the special education and related services those children would receive if enrolled in the public schools. If, after an evaluation, the multidisciplinary team determines that the child is eligible for special education and related services, the responsible Chester County School entity must offer the parents an IEP and a public school-sponsored placement, unless the parents of the child are not interested in such an offer. If parents wish to take advantage of such an offer, they may have to enroll or re-enroll their child in the responsible Chester County School entity to do so.

Before a Chester County School entity can proceed with an evaluation, it must notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the public school.

### **Screening**

All Chester County School entities undertake screening activities before referring students for a multidisciplinary team evaluation. Screening activities could involve an instructional support team, commonly referred to as the "IST," or an alternative screening process. Regardless of the particular screening method employed, the screening process must include (1) periodic vision and hearing assessments by the school nurse as mandated by the School Code and (2) screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

If screening activities produce little or no improvement after a reasonable period of intervention or remediation, the child will then be referred for a multidisciplinary team evaluation.

For information about the dates of various screening activities in your child's school or to request screening activities for a particular child, contact the local public school directly. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, ages three through five, may obtain information about screening activities, or may request a screening of their children, by calling or writing the Chester County Intermediate Unit, Preschool Special Education Services, 455 Boot Road, Downingtown, Pennsylvania 19335. The telephone number for the Preschool Special Education Program is (484) 237-5000.

Private school administrators, teachers, and parent groups, or individual parents of students in private schools, who are interested in establishing systems in those schools for locating and identifying children with disabilities who might need a multidisciplinary team evaluation may contact the Chester County Intermediate Unit, Preschool Special Education Services, 455 Boot Road, Downingtown, Pennsylvania, 19335. The telephone number for the Preschool Special Education Program is (484) 237-5000.

### **What special rights and protections do children with disabilities and their parents have?**

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of those rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low-cost legal services and advice, by contacting their Local Education Agency's special education or student services department at the address and telephone number listed in the blue pages section of the telephone book under the heading "Schools." The written summary is also available through the Chester County Intermediate Unit, 455 Boot Road, Downingtown, Pennsylvania, 19335. The telephone number for the Preschool Special Education Program is (484) 237-5000. The summary is also available on the Website of the Chester County Intermediate Unit, <http://www.cciu.org>, and on the Websites of most of the public school entities listed below on page 36.

### **Rights and Protections**

**Prior Written Notice:** The responsible Chester County School entity must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in the identification, evaluation, educational program or placement requested by a parent. Such notice must be accompanied by a written description of the action proposed or rejected, the reasons for the proposal or refusal, a description of the evaluation information and other relevant factors used as a basis for the decision, the other options considered, if any, the reasons why such options were rejected and a statement that the parent has the right to procedural safeguards.

**Consent:** Chester County School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. However, a Chester County School entity may attempt to override the lack of consent for an initial evaluation or reevaluation by requesting the approval of an impartial hearing officer by filing a due process request. Additionally, in the case of a parent's failure to respond to a request to conduct a reevaluation, a Chester County School entity may proceed with the proposed reevaluation without parental consent if it can show that it made a reasonable effort to obtain parental consent and that the parent failed to respond. A public school may not seek a hearing to override the refusal of a parent to consent to an initial placement in special education. Parents have the right to withdraw their consent to special education services at any time. In doing so, they are agreeing to the discontinuation of all special education instruction, supplementary aides, program modifications, adaptations, and services. By withdrawing consent, they are also agreeing to forgo the special rights and protections that apply to children with disabilities and their parents.

**Protection in Evaluation Procedures:** Evaluations to determine eligibility and the current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias and in the native language of the child. The evaluation must assess the child in all areas related to the suspected disability and include a variety of technically sound instruments, assessment tools and strategies. The assessments and evaluation materials must be used for the purposes for which the assessments or measures are valid and reliable, must be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessment and must be tailored to assess special areas of need. Moreover, evaluation determinations cannot be based upon any single measure or assessment.

**Independent Educational Evaluation:** If parents disagree with the evaluation conducted by the responsible Chester County School entity, they may request in writing an independent educational evaluation, commonly referred to as an "IEE," at public expense. If an IEE is provided at public expense, the criteria under which the IEE is privately obtained must be the same as the criteria that the responsible Chester County School entity uses when it initiates an evaluation. Information concerning each school entity's evaluation criteria can be obtained through the Office of Special Education or Student Services of that entity. If the Chester County School entity refuses to pay for the IEE, it must immediately request a special education due process hearing to defend the appropriateness of its evaluation.

### **Due Process Hearing Procedures**

The parent or local educational agency, commonly referred to as the "LEA," may request a due process hearing with respect to any matter relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education, commonly referred to as "FAPE". The party requesting the hearing must submit a "Due Process Hearing Request" form to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112; telephone (800) 222-3353; TTY (800) 654-5984. A due process hearing will not proceed until all required information is provided and procedures followed.

**Timeline for requesting Due Process:** The parent or LEA must request a due process hearing by filing a Due Process Hearing Request within two (2) years of the date the parent or the LEA knew or should have known about the alleged action that forms the basis of the request. There are limited exceptions to this timeline. This timeline will not apply to the parent if the parent was prevented from filing a Due Process Hearing Request due to either (1) specific misrepresentations by the LEA that it had resolved the problem forming the basis of the hearing request, or (2) the LEA's withholding of information from the parent that the LEA was required to provide.

**Filing and Service of the Due Process Hearing Request:** The party requesting the hearing must send a copy of the Due Process Hearing Request to the other party and, at the same time, to the Office for Dispute Resolution by mail addressed to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112, or by electronic mail addressed to ODR.pattan.net, or by facsimile at (717) 657-5983.

**Contents of Due Process Hearing Request:** The Due Process Hearing Request must contain the following information:

1. The name of the child, the address where the child lives, and the name of the school the child is attending or, if the child is homeless, available contact information for the child and the name of the school the child is attending.
2. A description of the nature of the problem, including facts relating to such problem; and
3. A proposed resolution of the problem to the extent known and available to the party filing the Due Process Hearing Request.

**Challenging Sufficiency of the Due Process Hearing Request:** The Due Process Hearing Request will be considered to be sufficient unless the party receiving it notifies the Hearing Officer and the other party in writing within fifteen (15) days of receipt that the receiving party believes the Request does not meet the requirements listed above.

**Response to Request:** If the LEA has not sent a prior written notice, such as a Notice of Recommended Educational Placement, commonly referred to as a "NOREP", to the parent regarding the subject matter contained in the parent's Due Process Hearing Request, the LEA must send to the parent, within ten (10) days of receiving the Due Process Hearing Request, a response including the following information: (1) an explanation of why the LEA proposed or refused to take the action raised in the Hearing Request, (2) a description of other options the Individualized Education Program ("IEP") Team considered, if any, (3) and the reasons why those options were rejected, (4) a description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action and (5) a description of the factors that are relevant to the proposal or refusal. Filing this response to the parent's Due Process Hearing Request does not prevent the LEA from challenging the sufficiency of the Due Process Hearing Request. If it is the parent receiving the Due Process Hearing Request, then a response to the Due Process Hearing Request must be sent to the other side within ten (10) days of

receipt of the request. The response should specifically address the issues raised in the Due Process Hearing Request.

**Hearing Officer Determination of Sufficiency of the Due Process Hearing Request:** Within five (5) days of receiving a party's challenge to the sufficiency of the Due Process Hearing Request, the Hearing Officer must make a determination based solely on the information contained within the Request whether the Request meets content requirements listed above. The Hearing Officer must immediately notify both parties in writing of their determination.

**Subject Matter of the Hearing:** The party requesting the due process hearing is not permitted to raise issues at the due process hearing that were not raised in the Due Process Hearing Request (or Amended Due Process Hearing Request) unless the other party agrees otherwise.

**Resolution Session:** Before a due process hearing can take place, the LEA must convene a preliminary meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the Due Process Hearing Request in an attempt to resolve those issues without the need to proceed to a due process hearing. This preliminary meeting must be convened within fifteen (15) days of the receipt of the Due Process Hearing Request. A representative of the LEA who has decision-making authority must be present at this meeting. The LEA may not have an attorney attend the meeting unless the parent is also accompanied by an attorney. Parent advocates may attend the meeting. At the meeting, the parent will discuss the Due Process Hearing Request, and the LEA will be provided the opportunity to resolve the Due Process Hearing Request unless the parent and the LEA agree, in writing, to waive this meeting, or agree to use the mediation process. If the parent and LEA resolve the issues in the Due Process Hearing Request at the preliminary meeting, they must put the agreement terms in writing, and both the parent and a representative of the LEA who has the authority to bind the LEA must sign the agreement. The agreement is a legally-binding document and may be enforced by a court. Either the parent or LEA may void the agreement within three (3) business days of the date of the agreement. After three (3) business days, the agreement is binding on both parties.

**Amended Due Process Hearing Request:** Either the parent or a LEA may amend its Due Process Hearing Request only if the other party consents in writing to the amendment and is given the opportunity to resolve the issues raised in the Due Process Hearing Request through a resolution session, or the Hearing Officer grants permission for the party to amend the Due Process Hearing Request. However, the Hearing Officer may grant this permission not later than five (5) days before a due process hearing occurs.

**Timeline for Completion of Due Process Hearing:** If the LEA has not resolved the Due Process Hearing Request within thirty (30) days of receiving it, or within thirty (30) days of receiving the Amended Due Process Hearing Request the due process hearing may proceed and applicable timelines commence. The timeline for completion of due process hearings is forty-five (45) days, unless the Hearing Officer grants specific extensions of time at the request of either party.

**Disclosure of Evaluations and Recommendations:** Not less than five (5) business days prior to a due process hearing, each party must disclose to all other parties all evaluations completed by that date, and recommendations based on the offering party's evaluations that the party intends to use at the due process hearing. Failure to disclose this information may result in a Hearing Officer prohibiting the party from introducing the information at the hearing unless the other party consents to its introduction.

**Due Process Hearing Rights:** The hearing for a child with a disability or thought to have a disability must be conducted and held in the LEA at a place and time reasonably convenient to the parent and child involved. The hearing must be an oral, personal hearing and must be closed to the public unless the parent requests an open hearing. If the hearing is open, the decision issued in the case, and only the decision, will be available to the public. If the hearing is closed, the decision will be treated as a record of the child and may not be available to the public. The decision of the Hearing Officer must include findings of fact, discussion, and conclusions of law. Although technical rules of evidence will not be followed, the decision must be based upon substantial evidence presented at the hearing. A written or, at the option of the parent, electronic verbatim record of the hearing will be provided to the parent at no cost. Parents may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to the problems of children with disabilities. Parents or parent representatives must be given access to educational records, including any tests or reports upon which the proposed action is based. A party has the right to compel the attendance of and question witnesses who may have evidence upon which the proposed action might be based. A party has the right to present evidence and confront and cross-examine witnesses. A party has the right to present evidence and testimony, including expert medical, psychological, or educational testimony.

**Decision of Hearing Officer:** A decision made by a Hearing Officer must be made on substantive grounds, based upon a determination of whether the child received a FAPE. In disputes alleging procedural violations, a Hearing Officer may award remedies only if the procedural inadequacies impeded the child's right to a FAPE; significantly impeded the parents opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or caused a deprivation of educational benefits. A Hearing Officer may still order a LEA to comply with procedural requirements even if the Hearing Officer determines that the child received a FAPE. The parent may still file a Complaint with the Bureau of Special Education within the Pennsylvania Department of Education regarding procedural violations.

**Civil Action:** A party that disagrees with the findings and decision of the Hearing Officer has the right to file an appeal in state or federal court. In notifying the parties of the decision, the Hearing officer shall indicate the courts to which an appeal may be taken. The party filing an appeal is encouraged to seek legal counsel to determine the appropriate court with which to file an appeal. A party filing an appeal to state or federal court has ninety (90) days from the date of the decision to do so.

**Attorney's Fees:** A court, in its discretion, may award reasonable attorney's fees to the parent of a child who is a prevailing party or to a State Educational Agency or LEA against the attorney of the parent who files a Due Process Hearing Request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of the parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation; or to a prevailing State Educational Agency or LEA against the attorney of the parent, or against the parent, if the parent's Due Process Hearing Request or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation. Fees awarded will be based on rates prevailing in the community in which the action or proceeding arose for the kind and quantity of attorney services furnished.



The federal law imposes certain requirements upon the parent and LEA and in some circumstances may limit attorney fee awards. Parents should consult with their legal counsel regarding these matters. The following rules apply: Attorney's fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to the parent if the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedures, or, in the case of an administrative hearing, at any time more than ten (10) days before the proceeding begins; the offer is not accepted within ten (10) days; and the court finds that the relief finally obtained by the parent is not more favorable to the parent than the offer of settlement. Attorney's fees may not be awarded for time spent attending any meeting of the IEP team unless the meeting is convened as a result of an administrative proceeding or judicial action. A due process resolution session is not considered to be a meeting convened as a result of an administrative hearing or judicial action, nor an administrative hearing or judicial action for purposes of reimbursing attorney's fees. The Court may reduce the amount of any attorney's fee award when: (a) the parent, or the parent's attorney, during the course of the action or proceeding unreasonably protracted the final resolution of the controversy; (b) the amount of the attorney's fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience; (c) the time spent and legal services furnished were excessive considering the nature of the action or proceeding; or (d) the attorney representing the parent did not provide to LEA the appropriate information in the Due Process Hearing Request. These reductions do not apply in any action or proceeding if the court finds that the State or LEA unreasonably protracted the final resolution of the action or proceeding.

**Child's Status During Administrative Proceedings:** Except for discipline cases, which have specific rules, while the due process case, including appeal to a court of competent jurisdiction, is pending, the child must remain in their present educational placement unless the parent and LEA or State agree otherwise. If the due process hearing involves an application for initial admission to public school, the child, with parental consent, must be placed in the public school program until completion of all the proceedings, unless the parent and LEA agree otherwise.

**Private School Tuition Reimbursement:** In some cases, parents of children who were identified by the public school as eligible for special education and related services and who received such services can recover in a due process hearing or from a court an award of private school tuition reimbursement. Parents can also receive such awards if their child was in need of special education and related services but were not offered such services in a timely manner. To obtain an award of tuition reimbursement, parents must notify their public school of their intent to enroll their child in a private school either verbally at the last IEP team meeting prior to withdrawing their child or in writing received by the public school at least ten days prior to the date on which the child is withdrawn from public school. Parents can obtain tuition only when they can prove at a special education due process hearing that (1) the public school failed to offer an appropriate program or placement to the child, (2) the parents therefore placed their child in a private school, and (3) the private school placement was proper. Tuition reimbursement awards can be denied or reduced if the parent's behavior was improper or if the parents delay unreasonably in asserting a claim against the public school in a due process hearing. **Such awards can also be denied or reduced if the parents fail to do one of the following: (1) notify the public school of their intent to place the child in a private school at public expense during the last IEP team meeting prior to the planned placement, or (2) notify the public school in writing of their intent to place the student in a private school at public expense at least ten days before withdrawing the student for that purpose.**

**Mediation:** Parties may agree to submit their dispute to the mediation process by requesting mediation from the Office for Dispute Resolution. Mediation may be requested in place of or in addition to a due process hearing. If a hearing is also requested, mediation cannot delay the scheduling of the due process hearing, unless the Hearing Officer grants a continuance for that purpose at the request of a party. An impartial, trained mediator facilitates the mediation process, which is scheduled at a time and location convenient to the parties. The parties are not permitted to have attorneys participate in the process. Any resolution reached through mediation must be reduced to writing, which will be binding on the parties.

**Rights under Section 504 of the Rehabilitation Act of 1973:** As noted above, some students with disabilities who are not in need of special education and related services are nevertheless entitled to adaptations and accommodations in their school program or in the physical environment of school buildings, grounds, vehicles, and equipment, when such adaptations or accommodations are required to enable the student to access and participate meaningfully in educational programming and extracurricular activities. Parents are entitled to a written description of the adaptations and accommodations that the public school is willing to offer. This written description is called a "service agreement" or "accommodation plan". The rights and protections described above under the headings "Notice," "Consent," "Protection in Evaluation Procedures," and "Maintenance of Placement" apply to students receiving adaptations and accommodations under Section 504. Parents who have complaints concerning the evaluation, program, placement, or provision of services to a student may request either an informal conference with the public school or a due process hearing. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witnesses disclosed to the public school, to confront evidence and testimony presented by the public school, to review their child's complete educational record on request before the hearing, to receive a written decision from the hearing officer, and to be represented by counsel or an advocate of their choice. An appeal may be taken from the decision of the hearing officer to a court of competent jurisdiction.

**Compliance Complaints:** In addition to the above hearing rights, parents and others with complaints concerning the education of a child with disabilities or violations of rights guaranteed by either the IDEA or Section 504 may file complaints with the Pennsylvania Department of Education, which must investigate such complaints and issue written findings and conclusions. Information concerning such complaints can be obtained at the following address:  
Pennsylvania Department of Education Bureau of Special Education Division of Compliance Monitoring and Planning 333 Market Street,  
7th Floor  
Harrisburg, PA 17126-0333  
(800) 879-2301

### **Students Who are Mentally Gifted**

All Chester County School entities, except charter schools, also offer special education services, in the form of acceleration or enrichment, for students who are identified by a gifted multidisciplinary team ("GMDT") as "mentally gifted." A child is considered mentally gifted when

their cognitive ability or other factors, as determined by a multidisciplinary team evaluation, indicate that he or she has an outstanding intellectual ability the development of which requires special programs and services not ordinarily available in the general education program. The school entity engages in screening activities during regular classroom instruction and uses the data thus generated to determine whether a GMDT evaluation is warranted. In addition, parents may request gifted screening or a GMDT evaluation at any time. Parents are part of the GMDT and, if their child is determined to be mentally gifted, are part of the development and annual review and revision of their child's gifted individualized educational program ("GIEP") as a member of the GIEP team. The GIEP describes the present levels, annual goals and measurable objectives, and specially designed instruction and related services through which the Local Education Agency will provide the enrichment or acceleration, or both, that is needed to develop the outstanding mental ability of the child. Parents of students who are mentally gifted have the right to request a special education due process hearing or to file a compliance complaint with the Pennsylvania Department of Education at the above address. Details concerning the procedures governing hearing requests can be found on the Website of the Office for Dispute Resolution at <http://www.pattan.k12.pa.us>.

A child can be identified as both a child with a disability and mentally gifted. In such cases, the rights of the child and their parents are governed by the rules applicable to children with disabilities and their parents, as described above.

## **Student Records**

All Chester County School entities maintain records concerning all children enrolled in public school, 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 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 can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records can be located in the central administrative offices of the public school, the administrative offices of the Chester County Intermediate Unit, the school building or building at which the student attended or attends school, private schools and facilities at which the public school has placed the child for educational purposes, central storage facilities and electronic storage systems, and in the secure possession of teachers, building administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with their IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to 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 (5) to inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents so request in writing.

The Pennsylvania Department of Education ("PDE") will destroy or have destroyed all test booklets for the Pennsylvania System of School Assessment ("PSSA"), Keystone Exams, and Pennsylvania Alternative System of Assessment ("PASA") one year from the date on which student results are delivered. PDE will also destroy or have destroyed all answer booklets for the PSSA and Keystone exams and all media recordings for the PASA three years from the date on which the assessment is completed.

Parent consent: Parent consent is required in writing prior to the release of any personally identifiable information concerning a child with disabilities. Parent consent is not required, however, prior to the release of information (1) to a hearing officer in a special education due process hearing; (2) to public school officials, including staff and contractors, with a legitimate educational interest in the information; (3) to officials or staff of other schools and school systems at which the student is enrolled or intends to enroll; (4) to federal or state education officials and agencies and to the Comptroller of the United States; (5) to accrediting organizations to carry out their accrediting functions; (6) to comply with a lawful subpoena or judicial order; (7) in conjunction with a health or safety emergency to the extent necessary to protect the health and safety of the child or others; or (8) that the public schools have designated as "directory information." Disclosure without consent of the parent is subject to certain conditions more fully described in the Family Educational Rights and Privacy Act, 20 U.S.C § 1332g, and its implementing regulation, 34 C.F.R. Part 99.

Parent access: Upon submitting a request to do so in writing, parents have the right to access the educational records of their child within forty-five days or before any due process hearing or IEP team meeting, whichever is sooner. Access entitles the parent to the following: (1) an explanation and interpretation of the records by public school personnel; (2) copies of the records if providing copies is the only means by which the parent can effectively exercise their right of inspection and review; and (3) inspection and review of the records by a representative of the parent's choosing upon presentation to the records custodian of a written authorization from the parent. The public school can charge a fee not to exceed its actual costs for copying records.

"Directory information": Public school entities designate certain kinds of information as "directory information." The public schools of Chester County typically designate the following as "directory information": (1) the name, address, telephone number, and photographs of the child; (2) the date and place of birth of the child; (3) participation in school clubs and extracurricular activities; (4) weight and height of members of athletic teams; (5) dates of attendance; (6) diplomas and awards received; (7) the most recent previous institution or school attended by the child; and (8) names of parents, siblings, and other family members. The Local Education Agency will provide this information to any interested person, including armed forces recruiters who request it, without seeking consent from the parents of the student or the student. Parents who do not want the Local Education Agency to disclose such information must so notify the Local Education Agency in writing on or before the first day of the school term. Written notice must identify the specific types of directory information that the parent does not want the Local Education Agency to disclose without consent. If the parent fails to notify the Local Education Agency in writing by the first day of the school term, the Local Education Agency may release directory information upon request.



and without consent.

Disclosure of records containing personally identifiable information to other schools and institutions: Public school entities disclose personally identifiable information concerning students to educational agencies or institutions at which the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records.

Access to records by school officials with a "legitimate educational interest.": School officials with a legitimate educational interest in the personally-identifiable information contained in education records can have access to personally identifiable information without parent or student consent. Each school entity designates in its education records policy those persons who have a "legitimate educational interest" that would allow such access to education records. Such persons typically include teachers of the child, building administrators, guidance counselors to whom the child is assigned, members of instructional support and multidisciplinary teams in the course of screening and evaluation activities, records custodians and clerks, public school administrators with responsibility for programs in which the student is enrolled or intends to be enrolled, school board members sitting in executive session in consideration of matters concerning the child upon which only the school board can act, program specialists and instructional aides working with the child, therapeutic staff working with the child, and substitutes for any of the foregoing persons

Amendment of education records: After reviewing records, a parent or a student who has attained the age of 18 can request that records be amended. The school will make the requested changes or reject the request within forty-five days of the receipt of the request in writing. If the school rejects the request, the parent or student may request an informal hearing. The hearing can be held before any public school official who does not have a direct interest in its outcome. If the parents are dissatisfied with the outcome of the informal hearing, they may submit to the public school a statement outlining their disagreement with the record. The school thereafter must attach a copy of that statement to all copies of the record disclosed to third parties.

Complaints to the United States Department of Education: Complaints concerning alleged failure of a public school entity to comply with the requirements of the Family Educational Rights and Privacy Act may be addressed to the United States Department of Education as follows:

Family Policy Compliance Office  
U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202-4605

More detailed information concerning the student records policies of each Chester County School entity, including information concerning the definition of the terms "directory information" and "school official with a legitimate educational interest," the process of excluding individual child information from disclosure as "directory information," and the process for seeking amendment of school records, can be obtained by contacting the Local School Entity at the addresses provided below.

**This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child contact the responsible Chester County School entity listed below. For preschool age children, information can also be obtained, and screenings and evaluations requested, by contacting the Chester County Intermediate Unit.**

Chester County Intermediate Unit Preschool Special Education Services 455 Boot Road Downingtown, Pennsylvania 19335 484-237-5150	Avon Grove School District 375 South <u>Jennersville</u> Road West Grove, PA 19390 610-869-2441
Coatesville Area School District 3030 C G Zinn Road Thorndale, Pennsylvania 19372 610-466-2400	Downingtown Area School District 540 Trestle Place Downingtown, PA 19335 610-269-8460
Great Valley School District 47 Church Road Malvern, PA 19355 610-889-2100	Kennett Consolidated School District 300 East South Street Kennett Square, PA 19348 610-444-6600
Octorara Area School District 228 Highland Road Suite 1 <u>Atglen</u> , PA 19310 610-593-8238	Owen J. Roberts School District 901 Ridge Road Pottstown, PA 19465 610-469-5100
Oxford Area School District 125 Bell Tower Lane Oxford, PA 19363 610-932-6600	Phoenixville Area School District 386 City Line Avenue Phoenixville, PA 19460 484-927-5000
<u>Tredyffrin/Easttown</u> School District 940 West Valley Road, Suite 1700 Wayne, PA 19087 610-240-1900	Unionville-Chadds Ford School District 740 Unionville Road Kennett Square, PA 19348 610-347-0970
West Chester Area School District 782 Springdale Drive Exton, PA 19341 484-266-1000	
Charter Schools	
Achievement House Cyber Charter School 102 Pickering Way Exton, PA 19341 484-615-6200	Avon Grove Charter School (West Grove Campus) 110 East State Road West Grove, PA 19390 484-667-5000
Chester County Family Academy Charter School 530 East Union Street West Chester, PA 19380 610-696-5910	Collegium Charter School 435 Creamery Way Exton, PA 19341 610-903-1300
Insight PA Cyber Charter School 350 <u>Eagleview</u> Boulevard Suite 350 Exton, PA 19341 484-713-4353	PA Leadership Charter School 1332 Enterprise Drive #300 West Chester, PA 19380 610-701-3333
Renaissance Academy Charter School 413 Fairview Street Phoenixville, PA 19460 610-983-4080	21st Century Cyber Charter School 1245 Wrights Lane West Chester, PA 19380 484-875-5400

# 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 Email Address Telephone Listing	Photograph Date and Place of Birth Participation in officially recognized activities and sports	Athlete's weight and height Dates of attendance Diploma and awards received Grade level or year Enrollment status
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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 their 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 their 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.

# 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 Chief Academic Officer 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 the 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 their 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 (Chief Academic Officer, 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 their 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/Plagiarism:** 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 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 live classes, 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 their 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 regard to health, safety and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate officials 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 the 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.

**Procedure for Property Damage\*** Damage to school computers is subject to cost to the parent and/or the school making a police report based on the individual circumstances and nature of the damage. This could include using the internet reimbursement funds allocated to the parent/guardian of the student.

# 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.

## 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 extracurricular activities offered by their school district of residence.

## 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 the 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 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, they are 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 any time; 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 to 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”.

## DO NOT 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 videos (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 withdrawal it is expected that all equipment be returned to ISPA. Failure to return equipment could result in fines or legal action.

# **Language Instruction Educational Program for English Learners**

## **Purpose**

In accordance with the Board's philosophy to provide quality educational programs to all Insight PA students and to increase the English language proficiency of students who are English Learners (EL), the school shall provide a Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The purpose of the (LIEP) shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations. [\[1\]\[2\]\[3\]](#)

## **Authority**

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, to develop the English language proficiency of EL students. The school shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be planned and evaluated in accordance with state and federal laws and regulations and shall meet the needs of the school's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements: [\[1\]\[2\]\[3\]\[4\]](#)

1. Aligned to state academic content standards for the appropriate grade levels of EL students.
2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.
3. Incorporate the use of state assessments and ELD criteria.
4. Provide equitable access to content for EL students at all proficiency levels.
5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines. [\[4\]\[5\]\[6\]\[7\]](#)

The school's LIEP and evaluation results of the LIEP shall be made available to school staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the school's comprehensive planning process.

The Board may contract with Chester County Intermediate Unit No. 24 or other outside contract services providers for ELD services and programs.

## **Delegation of Responsibility**

The CEO or designee shall implement and supervise a LIEP that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The CEO or designee shall ensure that the school complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state. [\[7\]](#)

The CEO or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LIEP and provision of services to EL students.

## **Guidelines**

### **Identification and Placement of EL Students**

The school shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the school, and shall be maintained as part of the student's educational records. [\[2\]\[9\]](#)

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within

fourteen (14) days of enrollment. [10]

#### Program Access

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to school students. [11]

#### Assessment

The school shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments. [7]

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy. [5][6][7][12][13][14] [15][16]

#### Program Exit

The school shall include uniform provisions in the LIEP, in accordance with state required criteria, for: [6][7]

1. Reclassifying EL students as former EL students when they attain English language proficiency.
2. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.
3. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

#### Staff Qualifications and Professional Development

Certified employees, contracted service providers, and appropriate support staff, when necessary, shall provide the LIEP. The school shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom. [6]

Non-ESL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The school shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan. [5]

#### Special Education Services

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.

Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) at the appropriate proficiency and developmental level.

#### Parent/Family Engagement and Communication

Communications with parents/guardians shall be in the mode of communication preferred by the parents/guardians. [1][17]

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the school shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The school shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness. [4]

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.

The school shall maintain an effective means of outreach to encourage parental involvement in the education of their children. [4][5][6] [17]

#### Parental Right to Opt Out of ELD Programs and Services

Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the school shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services. [1][4]

The school shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The school shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the school shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, to meet academic standards and graduation requirements.

Parents/Guardians of EL students who have opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services. [\[18\]](#)

## Bullying and Cyberbullying 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 cyberbullying are hereby prohibited. Anyone engaging in bullying or cyberbullying 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.

"Cyberbullying" 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 another 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 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.

Cyberbullying 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.

# 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.



# 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 prorated to reflect enrollment dates that do not include the entire school year.

## Multi-Tiered System of Support (MTSS) Framework and Procedure

### What is MTSS?

Multi-tiered System of Support (MTSS) is an effort to promote school-wide practice to ensure the highest possible success of all children. The MTSS framework helps schools take a proactive and positive approach. It also encourages us here at Insight PA to provide early intervention services to help prevent academic, social-emotional, and/or behavioral difficulties. This problem-solving process is structured to identify students who struggle with learning or behavior as well as students who excel beyond their current grade level.

#### Quick Facts:

- All staff and students are part of MTSS
- MTSS includes academic and behavioral supports
- Interventions are implemented and monitored
- All students have access to all layers of instructional supports
- Parents are encouraged to be involved in all steps of the process
- Promotes collaboration and shared responsibility for student learning

The MTSS Process has three purposes:

1. To review grade-level behavior and academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support, prior to failing.
3. To apply a 4-step process: Identify the problem (academic or behavior), determine why the “problem” is occurring, design a plan, implement and modify interventions based on success for these students.
4. Depending on each student’s “response to intervention,” a formal referral for special education evaluation may result.





**MTSS Process – How it Works**

Goals of a MTSS System include:

- For the school and staff to provide effective teaching that fits the needs of each student.
- For the school and staff to make sure the classroom environment is the best possible for every student.
- To help all students meet grade level standards.
- To use student data to identify students who may be struggling.
- To “add to” general education instruction, not “replace” with something different.
- To provide interventions (“help”) as a natural, ongoing part of education that doesn’t wait until the student is struggling.

**Tier Instruction**

**Tier 1: Core Classroom Instruction**

Tier 1 Instruction refers to research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data driven differentiated instructional decisions based on evidence of proficiency or evidence of difficulty. Identified students with high abilities in a particular subject or content are grouped together in one class (cluster group, multi-age, self-contained) to receive a more advanced core curriculum with accelerated and more in-depth instruction. Pre-assessment data are used to find additional students who need advanced instruction.

**Tier 2: Targeted Instruction**

Students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1 are considered in need of additional support in Tier 2. Tier 2 Instruction provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1. Data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary based on individual learning goals. For students performing below grade level, Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1. For students exceeding the higher-level expectations of the advanced core based on Universal Screener or other data, Tier 2 is designed to provide further challenges that are differentiated for pace, content, and complexity in the core subject.

**Tier 3: Intensive Instruction**

Tier 3 Instruction provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier 1 and in place of Tier 2 Instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met. Failure to engage with the required intensive interventions may result in

additional steps up to and including truancy referral.

\*If a student has not made adequate progress after an appropriate period of time and has been provided with appropriate instruction, a request for an educational evaluation may be initiated.

\*\*For students with high abilities, Tier 3 might require intensive instruction and/or highly individualized challenges. The intensive instruction is designed to accelerate students' learning in the specific area(s) of need.

### What can I expect with MTSS?

- Frequent updates of student progress
- Early identification of academic or behavioral concerns at the first signs of difficulty
- Help for your child that increases or decreases depending on their needs.
- Information and involvement in planning and providing interventions to help your child.
- Information about how your child is responding to the interventions being provided.

For questions or more information about MTSS, please contact your grade band MTSS Coordinator:

Elementary Megan Kiebler: [mkiebler@insightpa.org](mailto:mkiebler@insightpa.org)  
Middle School Jennifer Detruf: [jdetruf@insightpa.org](mailto:jdetruf@insightpa.org)  
High School TBD

## “I UNDERSTAND AND AGREE” SIGNATURE PAGE

By signing parents and students confirm that they understand and agree to the contents of this page. A separate signature page will need to be completed for each student you have enrolled in ISPA. Please visit the following link to electronically complete the signature page: [\\*link to be updated and inserted\\*](#)

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: [\\*link to be updated and inserted\\*](#)