

INSIGHT SCHOOL OF WISCONSIN

STUDENT & PARENT/
LEARNING COACH HANDBOOK

SY2020-2021



INSIGHT SCHOOL OF WISCONSIN
Student & Parent/Learning Coach Handbook

4721 Dale-Curtin Drive
McFarland, WI 53558
Phone 608.838.WIVA (9482) • Fax 608.838.9483
<https://wiva.k12.com/>



Dear ISWI Family:

As a tuition-free virtual public charter school, we at Insight School of Wisconsin understand that YOU hold the power to choose your child's school, and we are excited you are here with us!

At ISWI, we empower students to think critically, achieve academic success, and grow on all fronts. Our students demonstrate their knowledge through virtual live class connect sessions with their state-certified teachers, work samples and assignments, weekly classroom assessments, state-standardized tests, and monitored school progress. Students receive a comprehensive grade level curriculum and supplementary materials to ensure that students have what they need to be successful in our virtual setting. We effectively use the K12 curriculum under the direct guidance and supervision of our amazing state-certified teachers and school administrators, coupled with incredible counselors and a support staff focused entirely on the educational success of your student.

While academic success drives our schools, face-to-face peer interaction is emphasized as well. We organize hiking/nature trips, educational field trips, and other interesting and enjoyable activities/events across this great state! These social events bring families and staff together while creating strong connections within the community. Even as pressures of school accountability and state testing continue to increase, the supportive relationships we build with our families make our schools a special place to learn and grow.

As we start out strong, we want to take this opportunity to share required information with you. Enclosed with this handbook you will find bulletins that educate your family regarding school policies, programs and services available to you, Wisconsin Admin. Rules Chapter PI 36 [s. 118.40 (8) (g) Pupil's Failure to Participate], as well as rights that have been put in place to protect you. Please be sure to read this over carefully.

Also enclosed are policies that relate to our authorizing district, your non-resident school district, the McFarland School District. Please take time to become familiar with these policies. When visiting their premises, you will be responsible for knowing and abiding by the McFarland School District Policy as published here.

Finally, please be sure to keep our office address and contact information visible. If you have questions regarding the contents of this handbook, please contact us. We are looking forward to a great school year with you!

Best regards,

ISWI Administration Team

Insight School of Wisconsin
4721 Dale-Curtin Drive
McFarland, WI 53558
608.838.WIVA (9482)
608.838.9483 (fax)

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Required School Notice

Dear ISWI Family,

It is important that on an annual basis we share the contact information for those involved in the decision-making and direction of our school. While this information is shared in this school handbook, please note it is also available electronically at <https://wiva.k12.com>. The information on this site will be updated "live" throughout the year if/as changes occur. Please note the local staff contact information is also shared via our school newsletters and ongoing school communications.

The Insight School of Wisconsin (ISWI) operates as a non-instrumentality charter school of the McFarland School District. "Non-instrumentality" means the day to day operation rests solely with the charter holder, Four Lakes Education, its board, and its education provider, K12, Inc. The charter agreement focuses on the charter school meeting all statutory requirements and specific district requirements, including, but not limited to, annual performance goals.

ISWI MISSION & VISION

Core Values: E4 – Engage, Educate Enrich, empower

ISWI Mission: The Insight School of Wisconsin (ISWI) student will earn a high school diploma and be equipped for post-secondary success.

ISWI Vision: The ISWI vision is to:

- Deliver a comprehensive guidance and support model to the student and family
- Create an individualized learning plan in collaboration with the student, that establishes a pathway to graduation and post-secondary success
- Engage in continual communication with the student and the family related to learning plan progress.

Annual Notification of Special Education Rights

Services Available at ISWI for Children with Disabilities

Families whose children have disabilities or suspected disabilities — please contact the Manager of Special Programs at 608.838.9482 x1107.

- Review individualized education plan (IEP)/private school service plan
- Initiate screening, referral and evaluation process
- Adapt or develop current IEP or service plan for our environment
- Provide special education services based on the student’s plan
- Provide related services as outlined in the IEP
- Receive parent and children rights (S.S.300.451)

Annual Notification of Rights

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights & Privacy Act of 1974, as amended (otherwise known as FERPA) sets forth requirements regarding the privacy of student records. FERPA governs release of records maintained by a school district as well as access to those records. This notice explains the rights of adult students and their parents with respect to their educational records and outlines the District’s procedures to comply with FERPA. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible Students”. Parents have the right to:

1. Inspect and review the student’s educational records within 45 days of the school’s receipt of the request. Requests to inspect records should be directed to the Head of School.
2. Seek amendment of the student’s educational records that the parent or adult student believes to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights. Request to amend records should be directed to the Head of School.
3. Consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA and state law authorize such disclosure without consent. The district/school maintains the right to disclose educational records to other school officials, including teachers within the school district who have been determined to have legitimate educational interests in the records. School officials are certified staff and have a legitimate educational interest if the record information sought will, if disclosed, assist the official in providing education or other related services to the student.
4. File a complaint with the Family Policy Compliance Office of the United States Department of Education alleging that the District is not in compliance with FERPA requirements. The address of this office is:

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

Release Time for Religious Instruction

The Four Lakes School Board shall, in accordance with state law, permit students to be absent from school to obtain religious instruction during the required school attendance hours. Specifically, the state law allows students with written permission of a parent or guardian to be absent from school at least 60 minutes but not more than 180 minutes per week to obtain religious instruction outside the school during the required school period. The supervisor of such religious instruction shall report the names of the pupils who attended such weekly religious education to the principal of the regularly attended school. The School Board may deny the privilege of released time to pupils who absent themselves from such religious instruction after requesting the privilege. The time period, or periods, allotted for the pupil to be absent from school for the purpose of religious instruction shall be determined by the school board.

Any transportation to religious instruction or from religious instruction shall be the responsibility of the parents or of the organization sponsoring the religious instruction. ISWI and McFarland School District shall be released from all liability for a pupil who is absent from school to attend religious instruction.

Education of Homeless Children and Youth

Homeless children and youth must have equal access to the same free, appropriate public education including a public preschool education as provided to the other children and youth residing in the district and be provided with comparable services. Further, homeless children and youth shall have access to the education and other services needed to ensure that they have an opportunity to meet the same challenges and academic achievement standards to which all students are held. ISWI's Homeless Liaison is the Family Resource Coordinator and can be contacted at 608.838.9482 x3171.

Special Education and Child Find Procedures

Parents have the right to request that the School Board provide students with curriculum modifications as outlined in section 118.15(1)(d) of the state statutes, and the decision-making process to be used in responding to such requests under sections 118.15(1)(dm) and (e) of the state statutes.

Any person aware of a child between the ages of birth through 21 who may be experiencing physical, mental, emotional or learning problems may contact the Head of School to initiate screening services that will determine if a referral for special education is appropriate. In addition, any teacher or administrator would be able to assist in making a referral.

The school district has a duty to locate, identify, and evaluate all resident children with exceptional educational needs, regardless of the severity of their disability. Therefore, the school district has a special education screening program to locate and screen all children with suspected disabilities who are residents of the district and who have not graduated from high school. The school district locates and screens children in the following groups: children below school-entry age, children entering school for the first time, children currently enrolled in public and private schools, all transfer pupils, and school-age children who are eligible to attend school but who are not attending school and who are residents of the district. Upon request, the school district will screen any child to determine whether a special education referral is appropriate. Such a request may be made by contacting Manager of Special Programs, Insight School of Wisconsin (ISWI) at 608.838.9482 x1107, or by writing at 4721 Dale-Curtin Dr., McFarland, WI 53558.

Annually the McFarland School District conducts developmental screening of preschool children. Each child's motor, communication, and social skills are observed as the child plays at various play areas. Each child's hearing and vision is checked. The information gathered is used to provide the parent with a profile of their child's current development and suggestions for follow-up activities. Parents learn about community services available to them and speak with representatives of agencies serving families. When there is reasonable cause to believe a child has a disability, the child is referred for evaluation by a school district multidisciplinary team.

Referral Procedure

The school shall solicit and receive referrals of students suspected of needing special education services from all persons who have responsible cause to believe that such need exists. A parent, or health care professional such as a physician, nurse, psychologist or social agency that has reason or cause to believe a child brought to him or her for services is a child with a disability has a legitimate duty to report the child.

How

- Referrals must be made in writing to the district the child resides in and should include date of referral;
- State why the child has a disability;
- Include the child's and parents' names;
- Before referral is made the person making the referral must inform the child's parents of the pending referral. Please note the time and date;
- Send the referral to the School Psychologist, 4721 Dale-Curtin Dr., McFarland, WI 53558.

Specific state criteria will be followed when determining eligibility for specific handicapping conditions. Referrals of children suspected of needing special education services shall be referred to ISWI's School Psychologist at 608.838.9482 x 3160.

Referral for Specific Learning Disability and Response to Instruction/Intervention (RtI)

Wisconsin's rule for identifying students with a specific learning disability (SLD) changed in December of 2013. The rule states that all initial SLD evaluations of public-school students must participate in RtI prior to determining a student's eligibility. RtI is the process of using information and data obtained from intensive, research-based interventions to determine eligibility.

Response to Instruction & Intervention Defined

Response to Instruction & Intervention (RtI) is defined as a process for achieving higher levels of academic and behavioral success for all students. Rigorous implementation of RtI includes a combination of high-quality instructional practice, balanced assessment, and collaboration; all of which are infused with culturally responsive practices. Further, RtI systems use a multi-level system of support (MTSS) to identify and respond to student need. Implementation of a multi-level system of support includes meaningful family involvement, data-based decision making, and effective leadership.

Comprehensive RtI implementation contributes to increased instructional quality, equitable access to high quality and effective programming, and will assist with the identification and support of learners with varied abilities and needs. Upon identification of students in need of additional academic and/or behavioral instructional supports, the RtI² Coordinator will work with the student, teacher(s), and Learning Coach(es) to develop a plan for Tier 1, 2, or 3 intervention which most frequently involves small group or 1:1 skill sessions with a teacher. RtI² is not Special Education but rather a layer of skill-specific and progress-monitored intervention alongside General Education instruction. The goal of RtI² is to close a gap in skill(s) via one or more short-term intervention(s) while continuing the General Education programming. Student and Learning Coach partnership within the RtI² framework is vital to student success. If instruction, intervention, assessment, and collaboration over time points to a lack of skill development, a Special Education referral may follow.

Questions regarding interventions or the RtI process should be directed to the K8 Academic Administrator at 608.838.9482 x1113, HS Academic Administrator at 608.838.9482 x1104, or the Head of School at 608.838.9482 x1108

Individual Education Program (IEP) Team Evaluation

Whenever a child who is suspected of needing special education services is referred, the school district shall establish an IEP team. The appointment of this team shall be the responsibility of the School Psychologist or Manager of Special Programs. All IEP teams will include at least two persons who are district employees and have expertise in assessment and programming for the suspected disability of the child being evaluated. For a child with a suspected learning disability, the process shall include the collection and analysis of data collected as part of the RtI process.

Procedural safeguards for evaluation including the following:

The notice of intent to evaluate shall be sent to the parents/guardians that will include:

- A full explanation of the due process/procedural safeguards in their native language or other

mode of communication.

- A description of the evaluation proposal, an explanation of why the evaluation is proposed, any options that were considered, and the reasons why those options were rejected;
- A description of any other relevant factors.

Written parental consent shall be obtained when a child is being evaluated for or reevaluated with the district. This consent form shall include:

- A statement documenting that the parent understands the content of the notice;
- Information on the general areas to be evaluated or reevaluated;
- Information on the general types of procedures to be used.

For more information contact: Manager of Special Programs, (608) 838-9482 x 1107.

McFarland School District Special Education Services

Este aviso está también disponible en
español sobre la petición 608.838.WIVA (9482)

Special Education Services

ISWI provides special education services in the following areas: emotional behavioral disabilities, specific learning disability, speech or language disability, intellectual disability, visual impairment, hearing impairment, orthopedic impairment, other health impairment, autism, and traumatic brain injury. If parents have concerns about a child's development, contact the school administrator. If the student of concern does not attend a district school but is a resident of the state of Wisconsin, please contact the Manager of Special Programs at 608.838.9482 X1107 for further information. (Please see "Special Education and Child Find Procedures".)

Section 504

Section 504 prohibits discrimination against persons with disabilities by school districts receiving federal financial assistance. Each district must provide accommodations and services so that students with disabilities have access to equitable participation in programs and activities. Without these modifications and/or intervention, the student would not have an equal opportunity to receive an appropriate education. Referrals for an evaluation under Section 504 may be made by parents, classroom teachers, other school personnel, students themselves or outside the agencies that represent the student by contacting ISWI's 504 Coordinator at 608.838.9482 ext 7757.

Pupil Services

ISWI professionals work with staff, parents and available resources to assist students in optimal personal, social, educational, health and career development. Services include:

- Assistance concerning social emotional and learning issues.
- Assessments for academic, social and emotional needs.
- Classroom discussion and presentations.
- Consultation with staff and parents.
- Comprehensive guidance activities covering topics such as decision-making, feelings, friendship, cooperation, conflict resolution, alcohol, drug awareness, and safety issues.
- Special education needs assessment, which may include individual measurements of intellectual functioning, academic performance, social behavior, perceptual motor development, and adaptive behavior functioning.
- Alcohol, drug or other risk behavior screening or resource information.
- Emergency health services and maintenance of immunization and health records.
- Public health services, disease prevention, health promotion.

Programs for English Language Learners

- There is specific school district noticing requirements with programs for English Language Learners. A school district that uses federal funds to provide a language instruction education program for children with limited English proficiency must, no later than 30 days after the beginning of the school year, give the parent(s) of each child identified for participation or participating in such a program the following information:
 - why the child is placed in the program;
 - the child's level of English proficiency;
 - how that level was determined and the status of the child's academic achievement;
 - methods of instruction in the program in which their child is placed and those of other available programs;
 - how the program will meet the educational needs of their child;
 - how the program will help their child learn English and meet age-appropriate academic achievement standard for grade promotion and graduation;
 - the specific exit requirements for the program;
 - in the case of a child with a disability, how the program meets the child's IEP objectives;
 - information about parental rights.
- For a student not identified as limited English proficient prior to the beginning of the school year, the district must notify parents within the first two weeks of the child being placed in such a program. If you have any questions regarding our English Language Learner Program, please contact us at 608.838.9482 x 2109.

Non-Discrimination and Complaint Procedure

Pupil Non-Discrimination Notice

As an approved non-instrumentality 2R online public charter school, Insight School of Wisconsin, follows the McFarland School Districts' nondiscrimination and access to equal education opportunity policy number 2260.

The policy that is found below can also be found on the McFarland School Districts' website: <http://www.neola.com/mcfarland-wi/>

Complaints should be submitted to the McFarland School Districts Compliance Officer's using the provided standard reporting form available here: <http://wiva.k12.com/title-ix-non-discrimination.html>

McFarland School District Title IX Coordinators:

Lauren Arango	Kelley Novak
Director of Student Services	Director of Teaching & Learning for Literacy and Humanities
5101 Farwell Street, McFarland, WI	5101 Farwell Street, McFarland, WI
608-838-4514	608-838-4570
ArangoL@mcfds.org	NovakK@mcfds.org

McFarland School District Policy 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The School Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy [1422](#), Policy [3122](#), and Policy [4122](#) – Non-Discrimination and Equal Employment Opportunity.

In order to achieve the aforesaid goal, the District Administrator shall:

A. Curriculum Content: review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society; provide that necessary programs are available for students with limited use of the English language;

B. Staff Training: develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the protected classes in all aspects of the program;

C. Student Access:

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;

2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy [7510](#) - Use of District Facilities, for non- curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support: require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation: verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

Reporting Procedures

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Lauren Arango Director of Student Services 5101 Farwell Street, McFarland, WI 608-838-4514 ArangoL@mcfdsd.org	Kelley Novak Director of Teaching & Learning for Literacy and Humanities 5101 Farwell Street, McFarland, WI 608-838-4570 NovakK@mcfdsd.org
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The names, titles, and contact information of these individuals will be published annually on the School District's web site and in the School District's calendar. A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity,

including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the District Administrator prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate an investigation. Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. Interviews with the complainant;
- B. Interviews with any persons named in the complaint;
- C. Interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. Consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and

provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the complainant has been denied access to educational opportunities based on one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding or request the complaint further investigation. A copy of the District Administrator's final decision will be delivered to the complainant.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator shall be final.

If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursue the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed, however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the complainant's identity.

During an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation will be maintained by the CO in accordance with

the Board's records retention policy. Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law. 118.13 Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Revised 4/8/13 Revised 1/13/14 Revised 12/1/14 T.C. 11/3/16

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Discrimination Complaints Involving Students with Disabilities

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate education of a child with a disability shall be processed in accordance with established special education appeal procedures.

Due Process Hearing Procedures

The Head of School shall exhaust all possible options before entering a hearing procedure. These options shall include: a meeting of the parent(s) or guardian(s) with designated special education personnel and the Head of School, and a subsequent meeting, if necessary, with the aforementioned and the District Administrator. In the event a mutually agreeable option is not reached, the district's due process procedure will be utilized.

As a part of each Individual Education Program or IEP team meeting, the parent or guardian will be informed of his/her right to a hearing as contained in section 115.81 of the statutes. This information will be provided both in writing and orally in his/her native tongue or will be signed if oral communication is not possible. The hearing will be conducted by an administrative law judge appointed by the Division of Hearings and Appeals.

IDEA Complaints

McFarland School District encourages informal resolution of complaints through communication with the Head of School. If informal resolution cannot be attained, discrimination complaints relating to programs specifically governed by federal law or regulation (IDEA complaints) shall be referred directly to the State Superintendent of Public Instruction. Notification of the complaint procedures shall be included in student handbooks.

Any further questions, please contact the Head of School at 608.838.9482.

School Overview

INTRODUCTION

The Insight School of Wisconsin enrolls students in grades 9-12 who meet the statutory definition of At-Risk. The Insight School of Wisconsin's instructional and wrap-around model is specifically designed to provide additional supports and a unique learning environment for students who have traditionally struggled. Utilizing a growth mindset that all students have the capacity to learn and grow, ISWI collaborates with school services, the student, and the family towards the goals of academic success and graduation.

ADMISSION & ENTRANCE REQUIREMENTS

Children at Risk of Not Graduating from High School Program Description: Under §118.153 (2) Wis. Stats., every school board in the state must identify the children who are at risk of not graduating from high school and, annually by August 15, develop a plan describing how the school board will meet the needs of those students.

Children at risk of not graduating from high school are defined, under §118.153 (1) as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- one or more years behind their age group in the number of credits attained
 - Age Appropriate 10th grade: incoming 1st semester 0 credits. Incoming 2nd semester 2.5 or lower.
 - Age appropriate 11th Grade: Incoming 1st semester 5 or less credits; incoming second semester 7.5 or less credits.
 - Age Appropriate 12th grade: Incoming 1st semester 10 credits or less; incoming 2nd semester 12.5 credits or less
- two or more years behind their age group in basic skill levels (STAR and state standardized testing results are reviewed for admissions purposes),
- habitual truants, as defined in §118.16(1)(a) (Attendance records may be requested from your local school district if needed.),
- Student is a parent of a child,
- Student is adjudicated delinquents
- 8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th grade pupils who failed to be promoted to the 9th grade.

APPLICATION PROCESS

Step 1: First-time students applying to ISWI through Wisconsin's inter-district public school open enrollment program must follow the guidelines and policies of the Wisconsin Department of Public Instruction. Information on the open enrollment process is available at <https://oe.dpi.wi.gov/>.

Parents need to complete the Wisconsin Department of Public Instruction's Open Enrollment form to enroll in ISWI. The form for SY2021-2022 will be available in February 2021 and must be submitted between February and April of the preceding school year of desired enrollment as designated by DPI regulations.

- Open Enrollment application forms are found on the Department of Public Instruction's website on the first day of Open Enrollment (February 1, 2021). Applications are to be submitted electronically following the process on the Department of Public Instruction's website.
- Open enrollment deadlines are firm.
- Parents may submit applications to no more than three non-resident school districts for each child during the open enrollment application period.
- Forms must be filled out completely and accurately. An inaccurate or incomplete form may result in denial of an application. Contact ISWI at 608.838.9482 if you need assistance.
- Parents wishing to enroll in ISWI should request enrollment in ISWI at the appropriate place on the Open Enrollment application for program (–Optional–) and must list the School District of McFarland as the non-resident district applying to.
- Act 114 established a procedure by which parents may apply for open enrollment outside of the regular application period. However, there are specific circumstances under which a parent may apply for an exception. The application is available on the open enrollment web site at <https://dpi.wi.gov/open-enrollment/applications/alternative>

Step 2: Once accepted through the open enrollment program, families will be asked to complete the application available at <http://wiva.k12.com/how-enroll>.

Students continuing in the school for the following school year will go through a registration process in spring by indicating registering, undecided or not registering. Students not registering will be removed from the school rosters in July.

RANDOM SELECTION PROCESS

The following process will be used when enrolling students in ISWI after reaching the 250-pupil cap:

1. Once the cap is met, students meeting ISWI criteria will be put on a waiting list. The student name/information will be added to the ISWI Waiting List Tracker.
 - a. As spots become available, a totally random selection process will be used to identify students who will be contacted to ask if they would like to enroll with ISWI. A totally random selection will ensure fairness and equal access without regard to ethnicity, national origin, disability, gender, or income level.
 - b. The Enrollment Coordinator (EC) will use a computer-generated randomization software to select students from the waiting list.
 - c. There are three preferences in the random selection process: 1) students who were enrolled in the ISWI the previous year; 2) siblings of students who are enrolled at ISWI; 3)

children of the founders of ISWI, the governing Board, and full-time employees but, collectively, can total no more than 10% of the total enrollment of ISWI.

MCFARLAND SCHOOL DISTRICT TRANSFER IN & OUT OF ISWI

Students who are residents of the McFarland School District and seek admission to ISWI after the first day of each school year must receive approval from the current school building administrator and/or school counselor and the Head of School prior to enrolling. ISWI students who wish to return to McFarland brick and mortar schools must follow ISWI's withdrawal process prior to being released back to the McFarland schools.

DIRECTORY DATA

Wisconsin state law allows some student information to be released to any person who requests it. This information is called "directory data" and may include name, date of birth, participation in activities and sports, weight, and height if in sports, date of attendance, photographs, awards, and the name of the school most recently attended.

To exempt a child from the law that allows the school district to release this information, parents must notify the school in writing. Direct this correspondence to the Registrar, jgast@wivcs.org.

STUDENT RECORDS & TRANSCRIPT REQUESTS

Student biographical, health, and academic records are maintained in the ISWI office located in McFarland, Wisconsin. As students move or apply for jobs or to attend college, etc., they will often need to have these records forwarded. Records requests can be made to the school office. If a student moves to another high school, school records will automatically be requested by the receiving school district.

Requests for high school transcripts must be submitted to the Registrar, jgast@wivcs.org.

Operations

COMPUTER & TECHNOLOGY

Students attending ISWI require access to a computer, printer, and related technology. Families/Students who do not have such technology may contact ISWI for one loaned computer system (including laptop computer and printer) to support the learning process. These computer systems are instructional property and must be returned when the student leaves the school. Families can seek assistance with technical support by contacting K12 Customer Support at 866.512.2273.

INTERNET SERVICE PROVIDER (ISP) SUBSIDY NO LONGER AVAILABLE

Students attending ISWI require access to a functioning Internet connection at all times. If a student/family qualifies for homeless status under McKinney Vento, ISWI will provide a wireless internet card. Please refer to page 34 of this Handbook for more information regarding the rights, opportunities, and services available for homeless students.

Students who do not have internet access may contact ISWI to request (upon completion of required necessary forms, updated Point of Contact information, etc) a wireless internet card and/or other means of internet access. Such cards/other access are instructional property, must be used appropriately for school purposes, and must be returned when the student leaves the school. ISWI will arrange for technical support and troubleshooting for these systems.

RETURN OF SCHOOL MATERIALS AND TECHNOLOGY (RECLAMATION)

Upon completion of our school year, families are expected to return non-consumable materials to K12 for courses the student will not be enrolled in the following school year (e.g., they are promoting or being placed in a different level). If not promoting or placing out of a course at the end of the school year, families will keep materials for that course until the course is complete the following school year. K12 will automatically send return labels to students promoted to new courses or when the computer is being replaced or returned.

If a student withdraws from ISWI mid-year, they are required to return all materials (consumable and non-consumable) within a week after receiving the shipping labels. K12 will send the withdrawn family pre-paid shipping labels via the email address we have on file for this purpose. Further information on reclamation labels can be found at help.12.com.

OUTINGS AND SCHOOL ACTIVITIES

ISWI has developed a calendar of school events and outings. Additional outings may be provided throughout the school year. We encourage students and families to participate in these opportunities. An online registration will be used to plan for the outings. Due to the time commitment and travel of our staff to attend these outings, in situations where 5 or less participants have signed up for an outing, the outing may be cancelled. Cancellation notices will be sent via Email 24 hours prior to the event. Parents and high school students are expected to check Email prior to the outing to ensure it is being held. In the event of unforeseen circumstances when an outing must be cancelled, notification will also take place via Email.

If your student has a medical condition that is not covered in a 504 plan but needs to be identified prior

to a school event or outing, please contact the event organizer. The event organizer will provide you with the Notification of Medical Condition form. Please fill the form out to completion and return it to the event organizer prior to the event.

WEAPONS POLICY

In alignment with the outings policy of our charter district as published on page 36 of the McFarland Parent Handbook: <https://www.mcfarland.k12.wi.us/schools/high/MHS%20Family%20Handbook.pdf>

No one shall possess, use, and/or transmit a weapon on school property, school buses, or at any school related event. A weapon is defined as a firearm (loaded or unloaded), knife, razor, martial arts devices, pepper spray, Mace, explosives, illegal or disruptive article or missiles (including firecrackers), any incendiary device or look alike that by its design and/or use can cause bodily injury or property damage. (This prohibition does not apply to law enforcement officers discharging their official duties or military personnel who are armed in the line of duty.) Students violating this section shall be subject, but not limited to parent notification, referral to other district personnel, suspension, alternative educational placement, referral to police department, and/or expulsion. Please refer to **Board Policy 5772** for more information.

Board Policy 5772: <http://www.neola.com/mcfarland-wi/>
School District of McFarland
Bylaws & Policies

Communication

EMAIL

Email is the primary method of contact between parents/students and teachers/administrators. The Email platform allows for messages to be transmitted securely and for the content to be stored centrally. Every Learning Coach as well as every student have their own email address. Email communications must be utilized by Learning Coaches to ensure a positive partnership and working relationship between students, parents and staff. It is highly recommended that students and Learning Coaches check Email several times a day and not less than twice per day. Unresponsiveness to Email communications and not reading communications sent by our staff is of grave concern and may lead to removal of students from our school with placement back at the resident school district.

PHONE CALLS & TEXTING

Communicating by phone is crucial in our education model. The legal guardian/learning coach must ensure the school has an updated and working phone number as well as emergency contact numbers. Our staff must be able to contact someone by phone as this is a critical part of our school's communication plan surrounding student performance. In addition, automated engagement calls have been added to our communication plan.

Texting is an alternate form of communication available in the Online Learning System and has proven to be a helpful form of communication for many families. Although texting is not a required means of communication, the support staff commonly uses texting as an outreach option. The parent may opt out

of texting updates. Please note that receipt of texting updates may result in charges based on your contractual agreement with your provider and that any charges resulting from text communication are the responsibility of the text recipient.

HOME VISITS

We care about all our families and in order to ensure we help our families be as successful as possible, it is essential that we can contact them. When phone calls, emails, and texts are unsuccessful and/or it is determined a family would benefit from face to face interaction, the school may conduct a friendly home visit to ensure everyone is safe and to help the family get back on track to success with our school. Home visits provide a way for schools to reach out to our school community and build a relationship of trust and respect.

SCHOOL SUPPORT

ISWI staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must work together to solve them. We also realize that parents, students and citizens do not always know what to do or where to go for answers and often give up and become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

*All customer care and technology and material questions and concerns should be directed to 1.866 K12 CARE (1-866-512-2273).

*If your issue is not tech related, please contact your advisor/homeroom teacher.

*If the concern is related to a course, please contact the teacher.

*If questions or concerns are still not resolved, please contact the Academic Administrator.

CUSTOMER CARE AND TECHNICAL SUPPORT

Information regarding K12 Customer Care and Technical Support can be found at <http://help.k12.com>. This includes self-help options as well as contact information.

- Customer Care: 1-866-K12-CARE (1-866-512-2273)
- Option 1 Technical Support: 1-866-K12-CARE (1-866-512-2273)
- Option 2 Sales and Enrollment: 1-888-YOUR-K12

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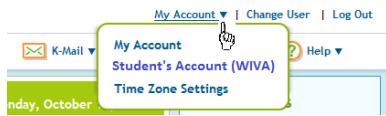
ADDRESS, PHONE NUMBER OR EMAIL ADDRESS CHANGE

From time to time, families will move during the school year. A student's open enrollment will become void should the student move out of the resident school district prior to the third Friday in September (as per the Department of Public Instruction). Families moving after this date may continue to be enrolled in ISWI if the student is still a resident of Wisconsin.

Families who move during the school year or over the summer must submit the address change using this link <https://goo.gl/forms/a0MtiOK3NowVhFhE3>. If the move is into a different Resident District (than listed on the original Open Enrollment application), please contact the new Resident District office to notify them of your move into the District and that you are attending Insight School of Wisconsin.

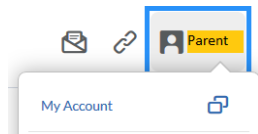
Families who need to update their phone number(s), account username and password or email address(es) may do so from their **LEARNING COACH** account,

OLS:



You may update your account and/or your child(ren)'s:
UN, PW, phone numbers, e-mail, security question

OMHS:



TELECOMMUNICATIONS/ACCEPTABLE USE POLICY

The Insight School of Wisconsin believes the benefits of Internet access far outweigh the risks and the key to safe Internet usage is based on education and example. The purpose of this policy is to ensure that those using electronic resources at our schools will do so with respect for the public trust and in accordance with our district's educational goals and the regulations established by state and/or federal agencies. It is further understood that the transmission of material in violation of any state and/or federal regulation is prohibited. This prohibition extends to, but is not limited to, copyrighted material; threatening, obscene or any unlawful material; and material protected by other legal means. Use of the network for commercial or illegal activities of any kind is prohibited. School officials will apply the same criterion of education suitability used for other educational resources.

ACCEPTABLE USE GUIDELINES

1. The school is delighted to offer courses which allow for student collaboration. Only authorized users may access these courses and the applications these courses require. All users will conduct themselves according to the social and cultural norms of our community. Use of the school's (or its designee's) networks, Internet, electronic mail and/or other telecommunication technology including hardware is viewed as a privilege and not a right. Such access may be used only for educational and research purposes, consistent with the educational objectives of the school and these guidelines.
2. Users shall employ appropriate Internet etiquette, which includes the following:
 - a. Respect the rights of others and conduct yourself responsibly, ethically and politely while on-line.
 - b. Do not share passwords or use any account, mailbox or other site that does not belong to you.
 - c. Report misuse of these guidelines to a teacher or administrator as soon as possible.
 - d. Use of programs or applications that have not been school approved is prohibited.
3. Users have the right to examine a broad range of opinions and ideas in the educational process, including the right to locate, use and exchange information and ideas on the Internet. With this right there is a corresponding obligation. This means that users are responsible for their own ethical and educational use of the Internet. Misuse may result in

school disciplinary action and in loss of privileges. Legal action may also be taken against members of the district community who violate the Telecommunication/Internet Policy. Violations that may lead to disciplinary action, revocation of privileges and/or legal action include, but are not limited to, the following:

- a. Subscribing to inappropriate newsgroups.
 - b. Sending electronic mail inappropriate for educational purposes.
 - c. Harassing other users and/or using abusive, vulgar and/or inappropriate language.
 - d. Storing executable files and/or downloading large files without permission.
 - e. Revealing or searching for another person's personal information (address, telephone number, etc.) without permission.
 - f. Sharing a password with someone else.
 - g. Vandalizing or inappropriately accessing hardware, software, files, accounts or other electronic information.
 - h. Failing to report security problems.
 - i. Participating in any illegal activities.
 - j. Engaging in any activity posing risks to anyone.
 - k. Violating the Insight School of Wisconsin's policies.
 - l. Using telecommunication access or technology inappropriately.
4. Teachers and/or administrators will determine what appropriate material and appropriate use is.
 5. Users will not hold the teacher or district liable for any materials retrieved from the Internet.
 6. Our school reserves the right to modify our policy at any time.

Attendance

STATE ATTENDANCE COUNT DATES

For many, the third Friday in September and the second Friday in January are simply another day; however, for schools in Wisconsin, these are the dates in which all schools must verify attendance of students in order to receive funding. Students will need to communicate with their teacher via Email and/or log on to the OLS/LMS on these dates:

Attendance count day #1 (3rd Friday in September) – September 18, 2020

Attendance count day #2 (2nd Friday in January) – January 8, 2021

ATTENDING SCHOOL EVERY DAY

As a public charter school, we are held accountable for student attendance in our school report card. Attendance is not only crucial for the academic development of every child, but it is also one of the measures that keep us open as a public charter school. Students not meeting the minimum attendance requirement for any course, (or combination of courses if enrolled in more than one course) for part or all of 5 or more days in which school is held, are considered to be habitually truant and therefore in violation of Wisconsin's Compulsory Attendance Statutes 118.15 (1) (a) that require a child attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.

LOGGING ATTENDANCE

Learning Coaches/Legal Guardians are required to input attendance each day to reflect the amount of Time the student has spent in each subject area not already captured in the system. The system will capture time spent in live Class Connect Sessions and time working online in the curriculum. Virtual day attendance hours to be recorded by the Learning Coach include:

- Time watching recorded Class Connect sessions
- Time spent offline (i.e., reading a book, researching, project, etc.)
- Any approved education related activities.

Class Connect Attendance Policy

TEACHER CLASS CONNECT SESSIONS

Each teacher will offer instructional sessions aligned to each of the courses they are teaching during a given semester. The Class Connect time is organized by the teacher to provide direct synchronous instruction. Students are expected to attend required large and/or small group session as prescribed by the teacher. This is a valuable time for teachers and students to interact and promotes greater student achievement and communication. Teachers may assign grades correlated to assignments completed in their Class Connect session. If the student is ill or unable to attend the live session, the student or Learning Coach must inform the teacher. ISWI teachers will provide a recording of the session. The teacher may require additional work to accompany the recording if a student is unable to attend the live class connect session and is only able to view the recording. This work may be a part of the gradebook. If students are not fulfilling this requirement, a student may be subject to referral and potential withdrawal from the ISWI program.

FAILURE TO PARTICIPATE

ADHERENCE TO Admin. Rules Chapter PI 36.09 Termination of Open Enrollment (3)

Failure to Participate [s. 118.40 (8) (g) Stats.], In accordance with Failure to Participate, students are required to participate in the virtual learning environment. Failure to participate as outlined by Admin. Rules Chapter PI 36 [s. 118.40 (8)

(g) Pupil's Failure to Participate] may result in transfer of the student to the student's resident school district or the reassignment by McFarland District to another building. Areas of required compliance include, but are not limited to:

- **Truancy:** Unexcused absence is failure to log into the OLS/LMS for any 7 consecutive school days or Unexcused Absence - If a student accumulates three or more unexcused absences, enrollment with ISWI may be terminated. Unexcused absences and truancy issues can easily be avoided by logging into the OLS/OHS every day.
- **No Communication:** Student and/or Learning Coach are not reading or responding to Email messages, phone call attempts or other types of communication (text message, etc.)
- **No Conference:** Student does not attend required conferences set up by teacher, Student Support Team member, or Administration
- **Failure to Complete Required OLS Training:** Student has not completed required new student Strong Start Program
- **Failure to Attend Required ClassConnect Sessions:** Student is not attending required Class Connect sessions as outlined by teachers or Student Support Team member
- **Excessive Time Since Last Login:** Student is not logging in the OHS and/or completing assignments (7 or more days), may be logging in to OLS but not completing coursework
- **Failure to Participate in Required Assessment(s):** Student has not completed required diagnostic assessments, for example USA Test Prep assessments, STAR, in course exam, etc. *This includes students who fail to participate in state testing without opting out utilizing the appropriate opt out process.

If a student is withdrawn under Failure to Participate policy, the McFarland School District will transfer the student's enrollment to the resident school district. In this instance, the family has 30 days to petition this enrollment placement with their Resident School District. It is in the best interests of the parent and student to proactively attend school in the resident district and/or apply for enrollment elsewhere. In order to be considered eligible for re-enrollment with WIVA, WIDCA or ISWI a student withdrawn under Failure to Participate Policy must provide evidence of having schooled with the resident school district or another approved institution for no less than two full academic semesters.

Failure to Participate-Engagement Process

Student is referred to the Support Team by a staff member and assigned to a member of our Student Support Team. Our school will go through a tiered support model to help the family re-engage. This includes reaching out via email, snail mail, texts, phone calls, scheduling a back on track meeting, and possibly home visit(s). The last step of this process – after approval by the McFarland School Board- would be a Notice of Withdrawal sent to the family and Resident School

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District via mail, as well as another contact to family depending on what worked best with the family on previous tiers. This notification provides the family an understanding of why the student is being removed from our virtual schooling and gives directives that they must attend their Resident School District.

- Letter 1: Issued by Mentor when mentor determines that student is not engaging in their courses on a regular basis, is consistently missing their required check in sessions or does not respond to communication attempts.
- Letter 2: Issued if there has been no response to letter 1 or student continues to not engage in their courses.
- Letter 3: Issued by Mentor if no response to previous letter, or if goals set during Academic Review meeting have not been met.
- Notice of Withdraw

School Support Team

The School Support Team is here to support students in a wraparound model. School Support Team positions could include, but not limited to: Mentors, advisors, Counselors, Family Compliance Liaison, Family Resource Coordinator, special education teachers, regular education teacher, administrators, and Family Engagement Coordinator. Our School Success Team is committed to partnering with families, students, and staff to help each student achieve success through advocacy, engagement, and empowerment to become independent, lifelong learners. The type of support(s) offered vary depending on the needs of the student and is initiated through a recommended referral from a staff member.

MANIFEST DETERMINATION

- (i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - (ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.
- (2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.
- (3) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.
- (f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must—
- (1) Either—
 - (i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
 - (ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - (2) Except as provided in paragraph
- (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.
- (g)Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the

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child—

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
 - (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
 - (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.
- (h) Notification. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in §300.504.
- (i) Definitions. For purposes of this section, the following definitions apply:
- (1) Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
 - (2) Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
 - (3) Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
 - (4) Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. (Authority: 20 U.S.C. 1415(k)(1) and (7))

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the child's IEP team (as determined by the parent and the local educational agency):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the local educational agency, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the local educational agency, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the local educational agency's failure to implement the IEP, the local educational agency takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement

from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

1. conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
2. if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was NOT a manifestation of the child's disability, the child receives, as appropriate:

1. a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
2. educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530(d)(e) and (f)

ILLNESS/EXTENDED INABILITY TO PARTICIPATE

If an unexpected situation should arise and there is an extended leave of three days or more needed from participation in school, the student or Learning Coach is required to follow these steps:

- Determine if Internet access is available (through libraries, etc.).
- Contact your teachers to explain the situation by telephone and Email immediately.
- Discuss class alternatives with the teacher.
- Student should attend school if available.

This would include long term internet outages, computer failure, hospitalizations, family crisis, or other situations. In cases surrounding extended medical absences or hospitalization in excess of 3 days, a medical note is required. This should be sent to the attendance specialist.

In any instance where technical difficulties are a problem, please notify teachers by other means, such as telephone, to communicate the specific difficulties. If internet access is not available for more than one day, an alternative way to access the internet is required.

As soon as an absence is known by the Learning Coach, s/he is required to follow the below procedure based on the type of absence:

- LC will need to complete the future absence form for a pre-planned absence at least three days prior to the absence. [Pre-Planned Absence Form](#)
- To report an absence for the current day when missing 50% or more of the scheduled school day, contact the Attendance Line by 9:00 am by calling 1-608-838-9482 and selecting Option 0. For the safety of the students, courtesy calls will be made after

11am to the LC of the students that were not actively attending school within the platform without prior contact to the Attendance Line.

APPROVED TIME OFF

ISWI's attendance requirement is based on the state statute 121.02(f). Per the statute, schools must schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Scheduled hours under this paragraph include recess and time for pupils to transfer between classes but do not include the lunch period. Scheduled hours under this paragraph do not include hours of direct pupil instruction offered during an interim session. Scheduled hours under this paragraph may include hours on Saturdays.

Students who attend school regularly and make continuous progress through the K12 Curriculum may work with their teacher to develop alternate holiday time or special accommodations for extended travel. Please note the Learning Coach has the responsibility of ensuring students attend school. If a student's attendance history does not meet the attendance requirements the request for alternate holiday time or special accommodations for extended travel may be denied.

HOLIDAYS

ISWI has outlined a school calendar that includes at least 180 school days for the 2020-2021 school year. This calendar is intended to be a guide for break periods during the school year. Families may work with their teacher to make modifications to the holiday schedule to better meet their individual family requirements. For example, families may want to take spring break a week before ISWI's scheduled spring break so their children are off from school at the same time as the surrounding school districts. These requests shall be honored for families that are meeting the school's attendance requirements.

EXTENDED TRAVEL

Some families may want/need to take extended trips outside of the state of Wisconsin during the school year. It is possible to define modified progress and attendance procedures during the extended trip and remain enrolled in ISWI. However, students **may not reside** out of state and remain enrolled in ISWI. The trip must be of a temporary nature and the student must be in the state of the school and be available to attend during the standardized testing windows.

It is necessary for families to continue to submit attendance and progress information weekly during this time.

WITHDRAWAL

Parents who decide to withdraw a child from ISWI are required to communicate their intentions to their assigned mentor and respond to the mentor's outreach prior to the withdrawal from ISWI, including where the child will be attending school. A parent survey will be sent to the Legal Guardian to complete prior to withdrawing from our school.

Commented [jh4]: Parents will communicate with mentor, not homeroom teacher and advisor

As explained in the School Property Use Form, the supplied computer hardware and course materials are the property of ISWI. Exiting students must return these items in a timely manner using the pre-paid labels provided by K12 via email and USPS mail or learning coach can get labels at <https://help.k12.com> Return Labels.

McKinney-Vento Act (Homeless Children)

The McKinney-Vento Act defines children and youth who are homeless (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
 - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up);
 - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - living emergency or transitional shelters;
 - abandoned in hospitals; or
 - awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

If you are personally aware of or are acquainted with any children who may qualify according to the above criteria, the Insight School of Wisconsin provides the following assurances to parents of homeless children:

- The staff person (liaison) for homeless children is our Family Resource Coordinator, (608) 838-9482 ext. 3171 and kmarren@wivcs.org.
- There shall be immediate enrollment and school participation, even if

educational and medical records and proof of residency are not available.

- All educational opportunities and related opportunities for homeless students (preschool to age 21), including unaccompanied youth, shall be the same as for the general student population.
- Enrollment and transportation rights, including transportation to the school of origin. "School of origin" is defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- Written explanation of a child or youth's school placement, other than school of origin or the school requested by the parent, with the right to appeal within the local dispute resolution process.
- Meaningful opportunities for parents to participate in the education of their children. These shall include: special notices of events, parent-teacher conferences, newsletters, and access to student records.
- Please contact our Family Resource Coordinator, homeless liaison for the Insight School of Wisconsin, at (608) 838-9482 ext. 3171 for additional information about homeless issues.

Harassment, Intimidation, Bullying or Sexual Harassment

Harassment, Intimidation or Bullying

If someone is sending you communications that fit the following criteria, it is considered harassment, intimidation or bullying and should be reported immediately to your teacher. Harassment, or intimidation may occur as a singular instance, but when an issue persists it is considered bullying. Please do not hesitate to report:

- Intentionally insulting someone
- Threatening someone
- Sending Spam
- Making offensive or inappropriate remarks

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus, such as a school-sponsored field trip.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

How do I report sexual harassment?

You can report sexual harassment to any school staff member or to the McFarland School District's Title IX Officer:

Title IX Coordinator

Lauren Arango, 5101 Farwell St., Monroe, WA 98272; 608-838-4514; arango@mcfbsd.org

Student Conduct & Acceptable Use

CONDUCT CODE

Prior to the start date for each school year, the Student Code of Conduct and Acceptable Use Guidelines must be read and terms agreed to.

This document describes the policies and guidelines for the use of the ISWI instructional computing resources and exists to ensure that all ISWI students are aware of and understand their responsibilities when accessing and using ISWI resources.

ISWI reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to instructional computing resources. ISWI instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by ISWI.

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

Failure to follow these guidelines could result in the:

- Removal of access to ISWI instructional computing resources, which could result in the inability to complete learning activities.
- Removal from the course.
- Involvement with law enforcement agencies and possible legal action.

STUDENT CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in ISWI.

Students may be subject to discipline for violation of the Conduct/Student Discipline Code even if that conduct occurs on property:

- not owned or controlled by the school, but that is connected to activities or incidents that have occurred on property owned or controlled by the school
- or is directed at a student, school official or employee, or the property of such student, school official or employee.

ACCOUNTABILITY

Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.

- Use only one username and password, and do not share these with anyone.
- Do not interfere with other users' ability to access ISWI or disclose anyone's password to others or allow them to use another user's account. Each student is responsible for all activity that is associated with his/her username and password.
- Do change password(s) frequently, at least once per semester or course is encouraged.
- Do not publicly post personal contact information (address and phone number) or anyone else.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non- ISWI commercial activities, non- ISWI product advertising, or political lobbying on a ISWI owned instructional computing resource.
- Do not use ISWI instructional computing resources to sell or purchase any illegal items or substances.
- Do not use ISWI Instructional computing resources to perform non-school activities.
- Do not upload or post any software on ISWI instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any ISWI server.
- Do not access inappropriate programs, applications, websites, etc.

INAPPROPRIATE BEHAVIOR

Inappropriate behaviors include

- Inappropriate Class Connect sign on or comments
- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

HARASSMENT

If harassment occurs in our online course environment, it is important to report it immediately to the homeroom teacher. Harassment comes in many forms, including:

- Spam (unsolicited e-mails not pertaining to the course)
- Threatening communications
- Offensive communications or any other kind of communication that makes one feel uncomfortable

CONFIDENTIALITY

ISWI will make reasonable efforts to maintain the confidentiality of the parties involved in a harassment investigation. Confidentiality; however, cannot be guaranteed.

Administration reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the ISWI school community or third party alleging the harassment pursues the complaint.

STUDENT INTERNET SAFETY

- Student personal information should not be revealed on the Internet. For example: name, home address, telephone number, or display photographs of students or others to persons outside of ISWI.
- Students should not agree to meet in person anyone they have met only on the Internet and who is not affiliated with ISWI.
- Students should only communicate with their ISWI-affiliated staff and classmates via their ISWI provided instructional computing resources and accounts.

NETWORK ETIQUETTE

ISWI students are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with criticism, not hurtful.
- Review messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other's email addresses.

USE OF COPYRIGHTED MATERIALS

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use; however, by distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using ISWI computer resources. This includes copyrighted graphics of cartoon characters or other materials found that may appear to be non-copyright protected.

ISWI Indemnification Provision

ISWI assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. ISWI assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. ISWI also denies any responsibility for the accuracy or quality of the information obtained through user access.

Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of ISWI, its affiliates, or its employees. K12 assumes no responsibility for damages to the user's computer system.

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

- First Offense: The student will receive corrective action by the teacher. The student may be allowed to resubmit the assignment but he or she cannot earn a grade higher than a "D" on it.
- Second Offense: Student and parent must meet with teacher to discuss what plagiarism is and how to avoid it. The student will receive a permanent zero on the assignment.
- Third Offense: Student and parent will need to meet with teacher and an administrator to discuss the assignment. The student's curriculum will be locked until the administrator conference has been held. The student will receive a permanent zero on the assignment
- Fourth Offense: Student and parent will need to meet with teacher and an administrator and will receive a zero in the course in which the 4th offense occurred. The student's curriculum will be locked.

Students should not have access to the Learning Coach password. Using the answer keys and/or the review feature to get answers does not constitute appropriate mastery of content. Not mastering or not taking unit assessments and continuing to the next level is not permitted. Offline assessments and essays are to be graded by the Learning Coach.

All teachers have the authority to request documentation of original work.

Information Specific to Insight School of Wisconsin

INSTRUCTIONAL MODEL

Insight School of Wisconsin utilizes a Data Driven Instructional Model to academically support students and student learning. Using calendared assessment, data is collected, and used to identify student academic needs. Assessments occur at regularly scheduled times within semesters. The pre-assessment allows us to review what learning need students have and ensure instructional support if offered. This repeats itself in the semester with a final assessment to analyze overall how much students are growing academically in content and college and career readiness standards.

The high school instructional model relies on the following elements:

- Rigorous academic expectations aligned to college and career readiness standards
- Highly qualified/licensed instructors providing synchronous and asynchronous instructional support and remediation
- Student-to-student and student-to-teacher interaction using a variety of learning technology
- A traditional grading scale and reporting, class rank, and cumulative GPA
- Opportunities for student leadership and participation in school-sponsored activities
- Post-secondary preparation including exploration, planning and support

In this model, teaching and learning includes the availability of regularly scheduled instruction, access to instant messaging, email communication, phone calls, text, and participation in the online discussion. Class Connect involves individual students, small groups, or whole group instruction and instructional support.

Students are expected to attend school daily and make adequate progress in all coursework as a part of their schooling. Students will be evaluated on a frequent basis to determine achievement in their scheduled courses (progress and knowledge). Assessment of learning is based on student participation in discussion threads, submitted writings, projects, portfolios, quizzes, unit tests, semester exams, classroom participation, and final exams.

EVIDENCE OF LEARNING

Students' grades will be determined based on how students perform on teacher graded activities within each course. Included in teacher graded activities:

- Lesson completion
- Labs
- Class Discussions
- Quizzes
- Assessments
- Tests
- Participation in Extra Help Sessions and/or online classroom participation

Course assessments consist of both computer scored and teacher graded items. During the semester, students can view grades in the Student Progress Report under Tools. Teachers, administrators, and Learning Coaches also have access to students' grade information. Learning coaches must use their student's access account to view their student's progress and grades.

Teachers provide individual and small group assistance via online synchronous sessions titled "Class Connect". It is expected that students attend and meet with teachers to receive course assistance, tutoring and instruction.

COURSE CREDIT

High school credit is earned on a semester basis. For students to move to the next course level, full course credit must be earned. Although course credits are earned on a semester basis, grade-level promotions take place once a year.

COURSE DROP

Students are permitted to drop courses without penalty during the first eight weeks of every semester. As a student-centered school, consideration to course changes will be made as requested. Students who are approved to drop a course after the designated eight-week time frame will be issued a "R" on their transcript (indicating removed). This will not negatively impact student Grade Point Average (GPA).

A+ CREDIT RECOVERY

Students should be receiving the quality instruction and intervention from teachers they need to make it through a traditional K12 class successfully. In the event a student is identified as "at risk" and in need of credit recovery programming, A+LS may be considered as a potential option. A student must carry no less than 2 courses in K12 curriculum and be passing (60%) in order to earn the privilege of participating in A+LS credit recovery programming. This program is to serve an identified need and is not an automatic privilege. No more than 14 total credits may be earned in credit recovery programming. *Note: Previous A+ exclusive students are required to be in compliance with this expectation.

- Participation and Mastery: A+ requires 80% mastery for successful completion of the course and receipt of the credit.

ISWI A+ SUMMER SCHOOL PROGRAMMING

- A+LS Summer programming is available to ISWI students during June, July and August, closing by the end of August.
- Students (12th grade) still get June diploma if completed before August 31, 2021
- Teachers will be on call for support of students and grading as requested by mentor

COURSE FAILURE AND REPEAT CREDIT

1. When a student fails a course and retakes that course, the semester passing grade will be recorded and the "F" grade replaced by an "R" indicating repeat. The student will get a 1/2 credit when the course is successfully completed. This will positively affect the student's rank in class.
2. If a student passes a semester course with a "D" grade but wishes to repeat the course because of lack of understanding or to improve the grade, that course can be repeated. The lower of the two grades will be erased from the record. The student will receive a credit only once under these circumstances. Rank recomputed based on higher grade.
3. A student may retake a class one time only.

PRE-HIGH SCHOOL CREDIT

Middle school students who complete high school or high school equivalent courses will earn a letter grade and the grade will be calculated into the student's high school GPA. Students seeking this option should be aware of the impact it may have on the high school record. Middle School families should be in contact with their homeroom teacher and designated high school counselor to help in coordinating this effort. Students transferring in must have transcript high school issued credit from their district to be eligible for high school credit.

ISWI GRADING STRUCTURE**Participation Grading**

ISWI does not give a grade for online classroom attendance. Teachers may assign graded homework that is taught and received in the online classroom.

Extra Credit

Extra credit is at the teacher's discretion. Please refer to the course syllabus for classroom teacher expectations.

Classroom Assessment

Classroom assessment is a relevant part of the online learning class. Assessment is required and values are assigned in the gradebook as indicated by the teacher.

Calendar of Grading

Progress reports and grades can be accessed electronically through Infinite Campus. Parent user names and passwords are sent via email for access.

PERIOD	GRADING TIMELINE	TYPE
January 14, 2021	January 18 – January 25, 2021	Report Card (Final Grade/Comments)
June 4, 2021	June 8 – June 15, 2021	Report Card (Final Grade/Comments)

ISWI HS Grading Scale

Letter Grade	Grade Percentage	Grade Points
A	100 – 93	4.0
A-	92 – 90	3.7
B+	89 – 87	3.3
B	86 – 83	3.0
B-	82 – 80	2.7
C+	79 – 77	2.3
C	76 – 73	2.0
C-	72 – 70	1.7
D+	69 – 67	1.3
D	66 – 63	1.0
D-	62 – 60	0.7
F	59 - Below	0

**AP Courses - Add 1 point to Quality Points based on grade earned

**NOTE: ISWI only weighs the GPA on AP level coursework. AP level coursework is college level in content, workload and time commitment. ISWI DOES NOT weigh honors level coursework.

A+LS Credit Recovery Programming Grading

A+ coursework is graded Pass/Fail and do not calculate into student's GPA. They are marked as such on the student transcript.

Entering Zero Grades

Teaching staff at ISWI are required to enter ZERO (0) grades for past dues assignments on Mondays of each teaching week. The zero grade is a placeholder to remind the student it is past due. Once a student submits the assignment and it is graded, the zero is replaced with the earned percentage grade. ISWI is requiring students to complete assigned work in accordance with the paced course calendar. Work submitted after the zero due date (see below) will remain a permanent zero in the gradebook and it is teacher discretion.

ISWI Due Dates

In the SY 2020-21, ISWI students are required to have past due assignments turned in on the FIRST and THIRD Sunday of each academic month (exception is April due to break and holiday). Below is a calendar of the permanent zero due dates for the upcoming school year. Work turned in after this date can be given a permanent zero or a reduced grade based on teacher classroom policy as noted in their announcements and syllabus.

Zero Due Dates SY20-21

September 6, 2020	September 20, 2020
October 4, 2020	October 18, 2020
November 1, 2020	November 15, 2020
December 6, 2020	December 20, 2020
January 3, 2020	
END OF SEMESTER Jan 17, 2021	
February 7, 2021	February 21, 2021
March 7, 2021	March 21, 2021
April 4, 2021	April 18, 2021
May 2, 2021	May 16, 2021
End of SEMESTER June 4, 2021	

ASSIGNMENT COMPLETION

In each high school class, a course calendar is made available with monthly due dates for work to be completed. Students are strongly encouraged to follow the course calendar. Assignments are due according to the dates communicated including final due dates unless otherwise agreed upon in advance by the instructor.

EXTENSIONS

ISWI runs on a semester-based calendar. Teachers list due dates stating when homework should be completed in their courses. Additionally, there are final due dates every first and third Sunday of each month for students to turn in late work. To engage in a fair and consistent manner, it is not common practice of ISWI to grant end of semester extensions. An extension beyond the end of the semester would only be granted under situations of duress including documented medical emergency, illness, death of an immediate family member, etc.

Additionally, an Individual Education Plan or 504 Plan that specifically calls for an extension will be honored.

Process for granting an exception:

Student/Parent provides documentation to the teacher that verifies the need for an extension Teacher creates plan for extension in partnership with the student/parent

Teacher plan for extension is submitted to Principal for review and approval

An approved extension will be documented on the designated extension spreadsheet

No course will be extended beyond the 30th day of a month (Jan/June) or last day of teacher work schedule

Grades will be submitted by teachers in line with school wide expectations.

REPORT CARDS

At the conclusion of each semester, students will be notified via mail of their final semester grades. At this time grade reports will include semester grades and semester grade point averages.

INCOMPLETE GRADES

At teacher and administrator discretion, students who are given incompletes – “I” on their grade report will have the opportunity to complete the course at a later date. However, please keep in mind that students are still accountable for all assigned work from the beginning of the new semester. Please note that due to systems limitations, an Incomplete grade may not be completed until the following school year.

DRIVER’S SAFETY COURSE

ISWI offers Driver’s Safety as a part of its curricular selection. Since this course is highly regulated by the state of Wisconsin to ensure students have the ability to be ready for behind the wheel (not a part of ISWI programming), students are required to log into a separate portal hosted through CESA 2.

Things families and students should know:

- ISWI offers Driver’s Safety semester II only
- A maximum of 25 students will be allowed into the class on a first-come first-serve basis (we will hold a waiting list)
- Students are charged a non-refundable \$50.00 fee for this class
- Students must be in good academic/attendance standing
- Enrolled students who want to drop Driver’s Safety, should notify your school counselor immediately
- Students have a maximum of six months from the first day of the course to complete it
- ****NOTE:** If a student does not successfully complete this course within the designated six-month timeframe, the family/student will be held responsible for reimbursing the full tuition amount charged to ISWI of \$125.00

ISWI WORK EXPERIENCE PROGRAMMING

WORK EXPERIENCE (non-family): Students have the ability to earn Pass/Fail elective credit for work experience: 180 hours = .5 HS Elective Credit

- Items needed for completion
 - Supervisor Feedback/survey
 - Student reflection on experience

- Documented log of hours (dates and times) with supervisor signature or paystub records

VOLUNTEER WORK: Students have the ability to earn Pass/Fail credit for volunteer work.

90 hours = .5 HS Elective Credit

- Items needed for completion
 - Supervisor Feedback/survey
 - Student reflection
 - Documented log of hours (dates and times) with supervisor signature

WORK PERMIT INFORMATION

To obtain a Work Permit, the following information must be brought to your High School Office (local district) or designated public facility:

1. Letter from your employer. Please make sure the employer's address and telephone number are somewhere on the letter.
2. Letter from one of your parents giving permission for you to be employed by named employer.
3. Birth Certificate, Baptismal Certificate or Valid Driver's License with Photo. (To obtain a copy of your birth certificate, call 266-1371.)
4. Social Security Card. (To obtain a copy of your social security card, call 1-800-772-1213 or 270-1417 or visit the webpage www.ssa.gov.)

**One option to #3 & #4 above: If you present to us a previous copy of a work permit which shows this information, it is not necessary to provide a birth certificate and social security card.

5. Your current address and present age.
6. \$10.00

Academic Advancement Option

Students in ISWI can earn credit by documented academic growth in reading comprehension and math skill levels. Using STAR, state testing data and/or other progress monitoring tool, growth will be measured. Based on student academic growth, a student can earn credit in English or Math from a student performance baseline. A student who grows beyond 1.0 years growth in an academic year may be granted .5 pass/fail credit. For each additional half year of growth (data based), a student may earn .5 credit.

Alternative Educational Options

High School students who demonstrate a pattern of poor attendance, unsatisfactory academic achievement, discipline issues, or credit deficiency may be returned to their local school district or to take advantage of alternative programs such as Operation Fresh Start, Challenge Academy, HSED or GED programming (through local Technical College), MATC (Milwaukee) Adult High School Diploma Program, MATC Gateway to college program.

Student Responsibilities & Expectations:

Personal growth and academic success require ACTION on the behalf of students. Because of this, participation in the A+ Learning System requires you to:

1. **Attend** the mandatory scheduled Class Connect check-in sessions as described on your individualized plan.
2. **Contact** your academic ISWI mentor in advance to make alternate arrangements if you are not able to attend one of the required sessions.
3. **Sign and submit** this written contract.
4. **Create** Trillion messenger account.
5. **Respond** to all emails, text messages, instant messages and phone calls from your academic support coordinator in a timely manner (within 24 hours).
6. **Log in daily** according to your A+ coursework plan. Based on a personal learning plan, students are required to make appropriate progress in A+ credit recovery programming.
7. **Report** any technical issue immediately to your academic ISWI mentor.
8. **Contact** your ISWI mentor immediately with an explanation if you have not logged in and completed coursework for three consecutive school days.
9. **Maintain** consistent, passing grades (60% or higher) in your assigned k12 courses.
10. **Participate and complete** a required A+ orientation session during orientation.

DIRECT CARE SERVICES

ISWI Homeroom Mentor

Students of ISWI will be grouped in a primary homeroom with a mentor.

- Homeroom/check-in sessions can include but is not limited to:
 - ILP Review: Grades, engagement and A+ progress
 - Organization Support
 - SEL programming
 - Academic support – mentor or teacher
 - Technology Assistance: internet, school system access and communication
 - Communication: Phone calls, emails, text message, Back on Track Plans, community or in-home visits.

ISWI Orientation

- Student completes school admission requirements prior to school/course access
 - Completion of paperwork for transfer to ISWI
 - Completion of learning coach registration ID process
 - STAR completion
 - Orientation/Intro to online learning
 - Student logs in first time
 - Meet your ment

Comprehensive Counseling Program

The ISWI counseling program is integrated within the total educational process and includes the following programming services:

- 1) Responsive Services
 - a. Individual intervention and skill building
 - b. Small group intervention
 - c. Crisis counseling and intervention
 - d. Consultation
 - e. Referrals for additional support services
- 2) Individual Planning
 - a. Academic & Career Planning in each grade level
 - b. Educational counseling
 - c. Test interpretation, assessment of learning needs
 - d. Records checks
- 3) Curriculum Services
 - a. Classroom activities
 - b. Small and large group activities
 - c. Transitional planning
- 4) Systems of Support
 - a. Advisory groups
 - b. Staff and community development

Community Support Services

Since ISWI is a virtual program, we continue to work to develop community resources for our students in their surrounding community. It is the responsibility of the Family Resource Coordinator (FRC) to ensure coordination with parents and CARE team inform on availability of community services deemed necessary in meeting the needs of at-risk students. It is the responsibility of the family to ensure community resources are utilized.

Parent Involvement (PI25.03 (1) (b) 3.)

A key to meeting the needs of students at-risk is the involvement of the parent(s)/Learning Coaches.

1. Parents are offered the opportunity to enroll their student in the ISWI program.
2. Parents are invited to meeting detailing the needs of the student and involved in determining the behavioral and academic interventions.
3. Parent is actively involved in monitoring student's course progress.
4. Parent agrees to have regularly scheduled contact with school representatives, responding with 24 hours in critical situations
5. Parents agree to the term of placement.

Evaluation

Several Methods will be used to assess the effectiveness of the programs and services offered to youth at-risk. Evaluation will be conducted no less than 2 times per academic year and can include but is not limited to:

- Participant data/feedback
- Standardized assessment data
- Graduation
- Additional data as needed

ACADEMIC INTEGRITY (CHEATING AND PLAGIARISM)

All work submitted is assumed to have been completed on your own. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

Plagiarism

The definition of plagiarism is the following: Copying or imitating the language, ideas, and/or thoughts of another writer and passing them off as your own original work. Specific examples of plagiarism are as follows:

- Copying or rephrasing another student's work.
- Having someone else write an assignment or rephrase any part of an assignment (not just proofread it).
- Directly copying student aids (for example: Spark Notes), critical sources, or reference materials in part or in whole without acknowledgment.
- Indirect reproduction of student aids, such as Cliffs Notes, Cole Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment.

Falsification of School work, Forgery, and Plagiarism

Plagiarism and cheating are forms of falsification and subject the student to academic penalties as well as disciplinary action. Violations of this rule could result in a code curricular code violation and/or suspension or expulsion.

Source Citation

All citing should follow MLA format, unless otherwise instructed. Any direct quotations from your textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you're citing information found on a Web site, provide the complete Web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available.

Monitoring

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

ISWI employs the following programs to ensure that students are acting with the utmost academic integrity.

ExamGuard (www.examguard.com)

ExamGuard is turned on for all tests. In order to access a test, students must download the ExamGuard software following the instructions included with the first test they want to take.

Once installed, ExamGuard activates the following whenever a student takes an assessment:

Assessments are displayed full-screen and cannot be minimized

Assessments cannot be exited until submitted by users for grading

Task switching or access to other applications is prevented

Printing functions are disabled

Print Screen and capturing functions are disabled

Copying and pasting anything to and from an assessment is prohibited

Right-click menu options are disabled

Browser menu and toolbar options are disabled

Function keys are disabled

Source code for the HTML page cannot be viewed

Screen capture, messaging, screen-sharing, virtual machine, and network monitoring applications are blocked from running

Turnitin (<https://turnitin.com>)

Turnitin is an integrated online plagiarism tool which checks student work for originality. This tool is linked to the Drop Box and assignments will be analyzed by the tool when teacher graded assignments are submitted. An Originality Report will be produced. The Originality Report determines the percentage of original or unique student writing compared to the percentage identified as written by someone else. Students will be able to see the same originality report that the teacher sees. Students can then enter the assignment Dropbox and attach a revised version in the Dropbox before the due date.

GRADING AND RELATED INFORMATION

Class Rank

Class rank is a numerical rank assigned to students according to their cumulative/weighted grade point average relative to their classmates. All letter graded (excludes pass/fail, home school, and credit recovery) academic subjects are used in computing class rank; however, the following prioritization of academic courses will be used in cases where more than one student is positioned at the identical class rank position:

- Courses completed at ISWI take precedence over other courses
- AP courses take precedence over Post-Secondary (college) courses

Grade Point Average

Grade point averages are determined by dividing the number of quality points achieved by the number of credits received. GPAs are determined on a semester-basis only. The cumulative (composite) GPA is determined using the semester averages beginning with the first semester of the freshmen year.

A weighted GPA adds 1 point to Quality Point for the grade earned by the student. ISWI only weighs the GPA on AP level coursework. AP level coursework is college level in content, workload and time commitment. ISWI does NOT weigh honors level coursework.

Grade Promotion/Class Placement

Each student shall be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Class placement will be determined based on the combination of traditional age appropriate grade (AAG) and school cohort group. Students progress from one grade level to another at the **conclusion** of each school year.

Honor Roll

The honor roll list is compiled at the end of each semester. To be included on the honor roll, students must meet the following qualifications.

1. Students must complete a minimum of 3 courses (not credit recovery) courses for the honor roll period in traditional programming.
2. Students may not receive a failing grade "F" during the honor roll period.
3. Students who achieve a GPA of 3.5 or above will be recognized on the Honor Roll

GRADUATION REQUIREMENTS

Twenty credits (20) minimally are required for graduation from the Insight School of Wisconsin.

English/Language Arts	4.0 Credits
Mathematics	4.0 Credits
Science	4.0 Credits
Social Studies	4.0 Credits
Electives	3.0 Credits
Physical Education	0.5 Credit
Health	0.5 Credit

EARLY GRADUATION

It is the practice of ISWI that students complete 4 full academic years to meet graduation expectations. Students who are considering early graduation should realize this is a privilege. To apply for early graduation, students must have a cumulative GPA of 3.0 or above. A student will not be allowed to graduate early if their cumulative GPA is below 3.0. Authorization must be approved by the assigned school counselor, principal, and Four Lakes Board. Special consideration can be made for students with "life changing events."

Students who are beyond their 4th year in HS (did not graduate on time) are not required to meet the same expectation for early graduation and should work closely with their assigned counselor for graduation planning.

GRADUATING WITH HONORS

As a reflection of academic excellence, students whose cumulative grade point average (GPA) is at or above 3.50 at the completion of Semester I of their graduating year are awarded the distinction of "Graduating with Honors". Students in this category will be awarded a cord to wear at their graduation ceremony.

PARTICIPATION IN GRADUATION

ISWI will allow eligible seniors to participate in its formal graduation ceremony. Students will not be allowed to participate in the formal ceremony if they are not in good academic standing within 48 hours of the scheduled event.

TRANSFERRING COURSE CREDIT

Students who enter ISWI mid-semester or mid-quarter who can provide a current report card or transcript showing courses in progress and current achievement in the course(s) will be placed into the corresponding course(s) at the appropriate point(s).

ISWI may request the student take a series of assessments in order to determine the most appropriate placement within the ISWI course offerings. The ISWI teacher will adjust the placement taken into consideration past performance and prior learning which has been verified on the student's transcript or grade card from their most recent school and ISWI course assessments

The final determination on course placement, placement within individual courses, and final grades rests with the individual subject teachers, counselors, and the high school administration.

If a student was not taking a corresponding course in their previous educational setting, it may be difficult to successfully complete the course prior to the quarter's end due to the rigorous nature of ISWI curriculum. In this case, the student will receive no academic credit for the course. Students entering from a home-schooling program must provide evidence of the curriculum plan. These students may be asked to participate in course assessments in order to better determine the appropriateness of course placement within the K12 curriculum.

Credit for Homeschooling

It is the practice of Insight School of Wisconsin to issue transcript home school credit to students entering from a home-schooled environment. For a student to be considered for home school credit, they must be registered with the state of Wisconsin prior to arrival at ISWI as a home school student (having completed and submitted (PI-1206). Students coming from another district having left mid-semester are not eligible for home school credit for the semester they were in partial attendance of another district. All classes are listed as home school credit on the transcript and are reflected with a "Pass (P)" grade which does not impact the GPA. Transfer credit will be evaluated by the Guidance Department to determine appropriate match to existing courses and credit requirements. Credits that do not match current courses may be identified as a general subject or elective credit only. (For example, credit may be granted as a general math credit rather than geometry).

Parents are required to provide the following information for ISWI to issue home school credits:

1. Completed Application per course (application form from ISWI)
2. The number of Instruction Hours given (180 hours equals 1 credit, 90 hours equals .5 credit)
3. Name of the Course and Academic Level (remedial, 9th grade, AP, etc.)
4. List of materials/books and or programs used for study and/or instruction. Specific information is best. Suggested forms of documentation include an official transcript, scope and sequence and/or a portfolio.
5. Any homework, study guides or completed assignments (if available)
6. Grade that was given to child (if applicable)
7. Dates the child was in attendance

*All required paperwork must be returned to the school within the semester of the student's arrival to ISWI. If the required information is not provided in the required timeline, you may not be issued credit.

* Students having attended ISWI for more than 1 academic year wanting home school credit, but failing to provide the needed documentation, will not be eligible for home school credit.

* Note: No more than ten (10) Schooling at Home credits will be granted unless authorized by administration.

* *If a student is not enrolled in home school through the state and still wishes to earn home school credit, credit MAY be issued based on academic performance at ISWI. Once enrolled at ISWI,

* students who successfully passes a class with a grade of "D" or better may earn previous credit in the subject area. (For example: a 10th grade student who passes a full year of Algebra I will receive

* credit in math 9; a student who passes a full year of Physical Science will receive 1.0 credit in Science 9). This does not apply to electives. All classes will be generic in nature and issued a "P" grade but will not reflect on the child's GPA.

* If special consideration is being requested regarding inclusion of a grade for home schooling courses, Insight School of Wisconsin may request that the student demonstrate mastery in the subject. Special credits requests and information should be received at Insight School of Wisconsin (4721 Dale-Curtin Drive, McFarland, WI 53558) no later than end of the semester of arrival.

* *Note: No home school summer credit will be granted to any student.

Part Time Open Enrollment

A pupil enrolled in a public school in grades 9-12 may attend public school in a nonresident school district for the purpose of taking a course offered by the nonresident school district. A pupil may attend no more than two courses at any time in nonresident school districts.

[Wis. Stat. 118.52](#)

- [PI-9412 Part-time Public School Open Enrollment Application Form](#)
- [Part-time Open Enrollment Student and Parent Information Brochure](#)

Early College

Effective July 1, 2018, Youth Options has been replaced by Early College. State statute ([118.55](#)) allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. Under this section, "institution of higher education" means an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in the state. For information on how to apply and participate in Early College, please contact your assigned counselor. In order to participate in Early College, a student must be a full-time student with our school. To be considered a full-time student at ISWI, a student is

required to take no less than 3 courses. Courses can be a mix of college and/or local courses, including A+ Credit Recovery. Exemptions are made for students with IEP or 504 plans that indicate a reduced course load.

- [Early College Credit Program Overview and Comparison Chart](#)

Start College Now:

Effective July 1, 2018, the portion of Youth Options that allowed students to take college courses at participating Wisconsin Technical Colleges has been replaced by State Statute 38.12 (14) , Start College Now. In order to participate in Start College Now, a student must be a full-time student with our school. To be considered a full-time student at ISWI, a student is required to take no less than 3 courses. Courses can be a mix of college and/or local courses, including A+ Credit Recovery. Exemptions are made for students with IEP or 504 plans that indicate a reduced course load. For information on how to apply and participate in Start College Now, please contact your assigned counselor. Instructions and application details can be found [here](#).

School Calendar

IMPORTANT SCHOOL DATES

Semester 1

September 1 - September 13, 2020.....*USATP, STAR 360 Fall Testing*
August 1, 2020 (on-going)*Orientation*
September 7, 2020.....*No School, Labor Day*
September 1, 2020.....*First Day of School*
September 18, 2020.....*State Attendance Date*
November 26 & 27, 2020.....*No School, Thanksgiving Holiday*
December 23– January 1, 2021.....*No School, Winter Break*
January 2, 2021.....*Return from Winter Break*
January 8, 2021.....*State Attendance Date*
January 14, 2021.....*End of Semester 1*

Semester 2

January 19, 2021.....*Semester 2 Begins*
March 29- April 4, 2021.....*No School, Spring Break*
May 31, 2021.....*No School, Memorial Day*
June 4, 2021.....*End of Second Semester*
June 8, 2021.....*Graduation*

Revisions to Student/Parent Handbook

*This student/parent handbook is subject to revision. There will be times during the 2020-2021 academic year where revisions to ISWI procedures and policies will become effective without advance notice to students or parents. We will make significant changes available to all members of the ISWI community by Email, direct mailings, or on the school's website. Please note this handbook does not entail all the policies and procedures as ISWI is authorized by the McFarland School District and some policies are directed under our authorizing district.