

Insight Pennsylvania Cyber Charter School

Parent and Student Handbook 2017-2018



September 2017

Updated to include the following policies approved by the

ISPA Board of Trustees on 10/23/2107:

Hazing, Youth Suicide Awareness and Prevention, Terroristic Threats, and Internet Reimbursement

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Welcome to Insight PA!

Dear Students and Parents:

It is my pleasure to welcome you to the 2017-2018 school year. Insight PA Cyber Charter School is committed to providing a high quality, innovative, and individualized cyber charter school education, one in which each student is encouraged to achieve academic excellence and to become a life-long learner.

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

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

Best wishes for a productive and rewarding school year.

Sincerely,

Eileen Cannistraci, CEO

Dear Students and Parents:

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

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

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

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






Shannon McElwain, Executive Director

Insight Pennsylvania Cyber Charter School
School Year 2017-2018 Calendar

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Total Student Days 184
Total Teacher Days 208

Calendar Key

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

Aug. 14	Teachers First Day	Jan. 24	Quarter 2 Ends
Sept. 1 & 4	Labor Day - School Closed	Jan. 26	Teacher In-Service, No School for Students
Sept. 5	Students First Day	Jan. 29-Feb. 2	Parent-Teacher Conference Opportunities
Oct. 9	Columbus Day - School Closed	Feb. 19	Presidents' Day - School Closed
Oct. 10	Teacher In-Service, No School for Students	Mar. 30	Quarter 3 Ends; Half Day Teachers & Students
Nov. 8	Quarter 1 Ends	Apr. 2-6	Spring Break - No School for Students
Nov. 10	Teacher In-Service, No School for Students	Apr. 2-4	Spring Break - No School for Teachers
Nov. 13-17	Parent-Teacher Conference Opportunities	Apr. 5-6	Teacher In-Service, No School for Students
Nov. 23-24	Thanksgiving - No School	Apr. 9-May 4	PSSA Window
Dec. 4-15	Winter Keystone Window 1	May 14-25	Spring Keystone Window
Dec. 22	Half Day for Teachers and Students	May 28	Memorial Day - School Closed
Dec. 25-Jan. 1	Winter Break	Jun. 8	Quarter 4 Ends
Jan. 8-22	Winter Keystone Window 2	Jun. 15	Last Day for Students
Jan. 15	Martin Luther King Jr. Day	Jun. 22	Last Day for Teachers

INSIGHT PA SCHOOL DIRECTORY

350 Eagleview Blvd
 Exton, PA 19341
 Toll Free: 844-269-9230
 Local: 484-713-4353
 Fax: 484-540-9393

Role	Name	Email	Phone
Chief Executive Officer	Eileen Cannistraci	eicannistraci@insightpa.org	484-713-4353 Ext. 2001
Executive Director	Shannon McElwain	smcelwain@insightpa.org	484-713-4353 Ext. 2002
Academic Director	Michael Frost	mfrost@insightpa.org	484-713-4353 Ext. 2003
Director of Special Education Compliance	Jen Jennings	jjennings@insightpa.org	484-713-4353 Ext. 2005
Professional Development Coordinator	Summer Shelton	sshelton@insightpa.org	484-713-4353 Ext. 2013
Director of Student Services	Jay Kamau	jkamau@insightpa.org	484-713-4353 Ext. 2007
Operations Manager	Marlowe Doman	mdoman@insightpa.org	484-713-4353 Ext. 2008
State Data Reporting	Johanna Best	jbest@insightpa.org	484-713-4353 Ext. 2012
Counselor	Allison Schleifer	aschleifer@insightpa.org	484-713-4353 Ext. 3006
Counselor	Jacyln Snyder	jsnyder@insightpa.org	484-713-4353 Ext. 3008
Advisor	Corrine McGourney	comcgourney@insightpa.org	484-713-4353 Ext. 3007
Advisor	Lisa Eller	leller@insightpa.org	484-713-4353 Ext. 3011
Family Engagement Coordinator	Sally Krasevic	skrasevic@insightpa.org	484-713-4353 Ext. 3021

CUSTOMER SUPPORT AND TECHNICAL ISSUES

K12 Customer Support

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

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

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

OVERVIEW

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

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

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

TEAM SUPPORT OF THE EDUCATIONAL GOALS

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

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

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

PARENT/LEARNING COACH RESPONSIBILITIES

A Learning Coach is usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. The typical time commitment for a Learning Coach varies depending on the student and the student's grade level.

However, typically a Learning Coach can expect to spend the following amount of time:

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

Other Learning Coach responsibilities:

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

STUDENT RESPONSIBILITIES

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

ATTENDANCE

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

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

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

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

Absences

All absences will be treated as **Unlawful (Unexcused)** until a parent or guardian submits a written explanation or medical excuse to Attendance@insightpa.org and copies Homeroom Teacher (K-5) or Advisor (6-10). If parents or guardians fail to submit a written explanation or medical excuse within three (3) days of the absence, the absence would be permanently counted as unlawful (unexcused).

Lawful (Excused) Reasons for Absence include the following:

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

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

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

Students who are unable to log into school or have a power outage must have an alternative plan to go to a library/public location with computer access to do their school work.

If the student does not have a back-up plan and cannot go to the library, the student must notify the Attendance Office of the reason for the absence.

Students who are absent due to the school-issued computer technical issues must contact Technical support and notify the Attendance Office with the Technical Support ticket number as the reason for absence.

Educational Leave

Pupils may be excused for educational trips not sponsored by the school according to 22 Pa Code 11.26 . Please understand that it shall be the applicant's responsibility to contact the Attendance Office to determine what obligations must be met as a result of this proposed absence. Further understand that:

- No more than ten (10) days of absence shall result
- No absence shall occur in the last ten (10) days of the school year
- Experience such as long weekends and vacations will not justify any request
- Request must be submitted and approved 24 hours prior to the trip using the Educational Request Form or by sending a detailed email to the Attendance Office – no approvals will be made retroactively
- Requests will not be approved for time off during the state testing window.

Truancy

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

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

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

Habitual Truancy

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

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

Students under 15 years of age:

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

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

Students 15 years of age or older:

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

What Do I Do If My Child Refuses To Go To School?

Speak with your child's homeroom teacher or advisor about the issue. The homeroom teacher or advisor may reach out to the Family and Academic Support Team for additional support.

Attendance

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

Students are required to follow the school calendar which includes 181 school days. Attendance only occurs on school days as listed on the school calendar. Students can complete online work on holidays or weekends in order to maintain course progress, but no attendance credit will be awarded for work completed on non-school days.

Through the Individualized Learning Plan (ILP) process ISPA staff and families will collaborate to determine the best learning path for each student, either Synchronous or Asynchronous. Determinations will be made based upon review of student school records, benchmark assessment results, prior state assessment results, teacher observation and student and learning coach input. The ILP will be reviewed with learning coaches quarterly and students may be moved from one learning path to another (Synchronous/Asynchronous) based on success and ability to demonstrate mastery of academic content.

Regardless of the ILP all students must log-in to the online school and work within on-line courses each day to be considered present. Attendance at school day events supervised by staff or at school required testing will also count for daily attendance.

ISPA staff will monitor log-in and online-course work as well as student participation in live class connect sessions (required at varying frequencies depending upon student academic needs and the ILP). Students who are not achieving recommended levels of progress in courses or are not participating in required live class connect sessions may be referred to the Family Academic Support Team (FAST) for engagement support.

Key attendance points. The four critical points about attendance are:

- 1. Log-in daily (Monday through Friday) and complete work in your online courses**
- 2. Attend scheduled live class connect sessions**
- 3. Notify Homeroom Teachers (K-5)/Advisors (6-12) immediately when it is not possible to log-in**
- 4. Return telephone calls and/or respond to e-mails from school staff regarding attendance and participation**

PROGRAMS AND SUPPORTS

Elementary

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

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

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

Grading and Reporting in Elementary K-5

PA Academic Standards Based Progress Reports distributed quarterly to include;

- For each covered standard student mastery designation
 - Basic, Below Basic, Proficient, Advanced
- Adequate Course Progress
- Assessment Completion

Middle School (grades 6 –8)

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

Teachers will also provide asynchronous and synchronous support. Teachers will offer synchronous sessions for those students needing direct instruction in a structured environment. Additionally, for

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

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

- English/Language Arts
- Mathematics
- History
- Science

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

Grading and Reporting in Middle School 6-8

- Computer Graded and Teacher Graded Assignments including:
 - Online or paper based practice sets
 - Quizzes
 - Exams
 - Threaded Discussions
 - Presentations
- Assessment Grades
- Quarterly Progress Reports including narrative comments for each subject area
- Quarterly Grades Resulting in a Cumulative Final Grade
- Students must pass 3 out of 4 core courses to be promoted to the next grade level

Grade Scale

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = Below 60%

K-8 Course List

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

High School

Similar to Middle School, Pennsylvania certified and highly qualified teachers will provide differentiated, subject-specific instruction, provide practice and exploration and assess student learning daily, and on a schedule that fits each student. Teachers will post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar.

Credit recovery courses will also be made available to students who need an opportunity to catch up or make up credits:

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

These are the general guidelines but students can discuss options with their guidance counselor if they have concerns or issues with their Credit Recovery courses.

Grading and Reporting in High School 9-12

- Computer Graded and Teacher Graded Assignments including:
 - Online or paper based practice sets
 - Quizzes
 - Exams
 - Threaded Discussions
 - Presentations
- Assessment Grades
- Quarterly Progress Reports including narrative comments for each subject area
- Quarterly Grades Resulting in a Cumulative Final Grade

Grade Scale

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
24 Credits: 12th Grade F = Below 60%

Credit Scale

0-5.99 Credits: 9th Grade
6-11.99 Credits: 10th Grade
12-17.99 Credits: 11th Grade
17-

24 Credits: 12th Grade F = Below 60%

GPA Calculations

Total Number of Quality Points earned as compared to total points possible. Level 1 & Level 2 Course
Quality Points: A = 4 B = 3 C = 2 D = 1 F = 0

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

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

Additional Information

- Only grades from courses taken at Insight PA including dual enrollment courses will be included in the calculation of a student’s GPA. Courses, grades and credits from previous schools will be included in the Insight PA transcript indicating that the student earned these credits at a previous school.
- If a course is taken for grade improvement, both grades will be used to calculate the GPA but only one (1) credit will be awarded.
- Alternate credits for original courses are reported on the official transcript but the grades are not calculated into the GPA with the exception of dual enrollment courses.

High School Graduation Requirements

- Course Requirements

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

- 12th Grade Graduation Project
- Score of proficient on Keystone Exams
 - Literature
 - Algebra
 - Biology

**Remediation and Alternate Assessment Pathways will be provided for students unable to achieve proficiency on the Keystone exam provided students meet eligibility requirements.*

Graduation & Post-Secondary Support

Exceptional Courses, Dedicated Support Team, Individualized Program

- Individualized graduation plans that are tracked within the online school, allowing families to monitor progress, understand course selection and guide ongoing conversations with advisors and counselors
- Learning Plans that target each student's strengths and areas needing growth
- Available courses include honors, and two career technical education exploratory courses. AP® courses will be offered in 2nd year.
- Keystone Testing
- College and career planning tools; counselors and advisors to develop a graduation plan

High School Course List: <http://www.k12.com/high-school-course-list.html>

State Assessments

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. Proficiency on these assessments is a part of the state's graduation requirements. Students participate in the subject specific Keystone assessment after they have completed the course.

PSSAs

The Pennsylvania System of School Assessment, also known as PSSA, measures how well students have mastered academic standards in reading, mathematics, science and writing. The chart below shows the assessments students will take in each grade band.

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

It is the responsibility of the Learning Coach to ensure that students participate in mandatory state and benchmark testing.

College Board Test Results (SAT, PSAT, ACT)

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

Star 360

STAR360 assessments in Math and Reading provide information regarding your strengths, weaknesses and your growth in both of these subjects. Students in grades K-5 will take the Star 360 assessment in reading and mathematics 4 times each year. Students in grades 6-10 will take the Star 360 assessments in reading and mathematics 2 times each year. Each assessment will take about 20-30 minutes. This assessment will be taken virtually. Star 360 is adaptive and adjusts questions to your child's learning level based upon responses. A student report will be sent to each Learning Coach.

USA Test Prep

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

English Learner Program

"Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 of the Pennsylvania Code Chapter 22 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."

Federal Definition:

Means an individual

(A) Who is age 3 through 21;

(B) Who is enrolled or preparing to enroll in an elementary school or secondary school?

(C) (i) Who was not born in the United States or whose native language is a language other than English;

(ii) (I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(iii) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) The ability to meet the State's proficient level of achievement on State assessments described;

(ii) The ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) The opportunity to participate fully in society.

Common Acronyms

- English Learner (EL)
- English Language Learner (ELL)
- Limited English Proficient (LEP)
- English Language Development (ELD)
- English Secondary Language (ESL)

*All of these acronyms are used to describe a student who speaks a language(s) other than English and has been identified as needing additional language support

Definitions

The following words and terms, when used in this regulation shall have the following meaning unless the context clearly indicates otherwise:

“Bilingual Programs” Bilingual programs are programs that provide instruction using the student's native language and English across all subject areas or provide instruction in English across all subject areas with support in the native language.

“English as a Second Language (ESL) Programs” English as a Second Language Programs are programs providing instruction in English across all subject areas. This program takes into account the student's level of English proficiency and builds on the language skills and academic subject knowledge the student has acquired in his or her native language. Students from various linguistic and cultural backgrounds can be in same the class. Class instructions is adapted to the students’ proficiency level and supplemented by gestures, visual aids and individualize supports.

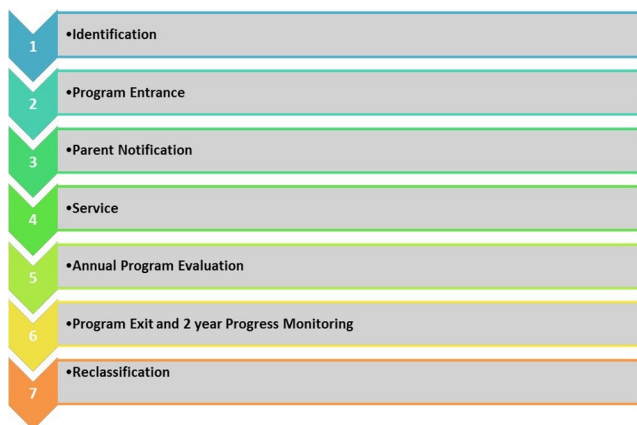
“English Language Learners (ELLs)” English Language Learners are students with limited English proficiency (also referred to as (LEP) Limited English Proficient Students). ELLs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read or write little or no English, or who have been identified as English Language Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide.

“English Language Development (ELD) or ESL Pull-out” The goal is fluency in English. Students leave their mainstream classroom to spend part of the day receiving ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content. There is typically no support for students’ native languages.

“ESL Push-In” The goal of this approach is fluency in English; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the ESL teacher or an instructional aide provides clarification, translation if needed, using ESL strategies.

Process

English Learner Program Process includes seven strategic phases



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

Jennifer Jennings, Special Education Compliance Director
jjennings@insightpa.org 484-713-4353, ext.2005

Special Education Program

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

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

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

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

Parent Engagement

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

Parent and Student Rights

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

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

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

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

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

Child Find Query

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

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

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

Evaluations

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

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

Parent Consent

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

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

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

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

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

Eligibility

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

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

Autism Spectrum Disorder (AUT)
Deaf-Blind (D/B)
Deaf/Hard of Hearing (D/HH)
Emotional/Behavioral Disorder (EBD)
Intellectual Disability (ID)
Orthopedic Impairment (OI)
Other Health Impairment (OUI)
Specific Learning Disability (SLD)
Speech-Language Impairment (SI)
Traumatic Brain Injury (TBI)
Visual Impairment, including Blindness (VI)

Reevaluation/Redetermination

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

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

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

Complaint Process

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

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

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

Accommodations for Students with Disabilities

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

Accommodations may include, but are not limited to:

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

Positive Behavior Support

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

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

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

Jennifer Jennings, Special Education Compliance Director
jjennings@insightpa.org 484-713-4353, ext.2005

Student Individualized Learning Plans

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

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

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

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

Youth Suicide Awareness and Prevention Policy

The School is committed to protecting the health and welfare of its students and maintaining a safe school environment. ISPA shall work diligently to educate school personnel and students on how to reduce the risk of suicide, recognize warning signs and implement appropriate response and intervention.

Definitions

At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.

Chief School Administrator shall mean the chief executive officer of a cyber charter school.

Crisis Response Team shall include, but not be limited to, the administrators, guidance counselors, the school nurse, social worker and school resource officers and/or members of the Student Assistance Program (SAP), as designated, and may include other members as deemed appropriate by the Chief School Administrator. Community mental agency resources may be called for assistance to be a part of the team.

Expressed Suicidal Thoughts or Intentions shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die, but has not acted on the behavior.

Prevention refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect individuals from suicide.

Protective Factors shall refer to characteristics (biological, psychological and social) that reduce risk and the likelihood of the individual developing a mental illness.

Resilience shall refer to an individual's innate ability to persevere in the face of adversity and reduce the risk of unhealthy outcomes.

Risk Factors shall refer to the personal or environmental characteristics that are associated with suicide. People affected by one or more of these risk factors have a greater probability of suicidal behavior.

These can include, but are not limited to the following:

- Behavioral Health Issues/Disorders:
 - Depression.
 - Substance abuse or dependence.
 - Previous suicide attempts.
 - Self-Injury.
- Personal Characteristics:
 - Hopelessness/Low self-esteem.
 - Loneliness/Social alienation/Isolation/Lack of belonging.
 - Poor problem-solving or coping skills.
 - Impulsivity/Risk-taking/Recklessness.

- Adverse/Stressful Life Circumstances:
 - Interpersonal difficulties or losses.
 - Disciplinary or legal problems.
 - Bullying (victim or perpetrator).
 - School or work issues.
 - Physical, sexual or psychological abuse.
 - Exposure to peer suicide.
- Family Characteristics:
 - Family history of suicide or suicidal behavior.
 - Family mental health problems.
 - Divorce/Death of a parent/guardian.
 - Parent-child relationship.

School Connectedness shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School Personnel shall refer to all individuals having an active responsibility for care and supervision of students as well as those individual serving in a supporting role, in the school, including but not limited to, administrators, teachers, support personnel and office staff.

Suicide shall refer to death caused by self-directed injurious behavior with an intent to die as a result of the behavior.

Suicide Act or Suicide Attempt shall mean a potentially self-injurious behavior for which there is evidence that the person probably intended to kill him/herself; a suicidal act may result in death, injuries or no injuries.

Warning Signs are evidence-based indicators that someone may be in danger of suicide, either immediately or in the very near future.

These can include but are not limited to the following:

- Talking about or making plans for suicide.
- Expressing hopelessness about the future.
- Displaying severe/overwhelming emotional pain or distress.
- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above.

Specifically, this includes significant:

- Withdrawal from or changing in social connections/situations.
- Recent increased agitation or irritability.
- Anger or hostility that seems out of character or out of context.
- Changes in sleep (increase or decrease).

Suicide Awareness

Education of All School Personnel

All school personnel as defined above shall receive information about the school's protocols for suicide awareness, prevention and response, including, in particular information about recognizing students exhibiting suicidal ideation or the risk factors or warning signs for suicide and responsibility and procedures for reporting students at risk.

As part of the school's professional development plan, professional educators who serve students in grades K-12 shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

Additional professional development in risk assessment and crisis intervention shall be provided to administrators, guidance counselors, school social workers and family coaches.

Education of Students

Students in grades K-12 shall receive age-appropriate lessons in health education or other classes as applicable on the importance of safe and healthy choices, coping strategies, as well as help-seeking strategies for self and others.

Student grades 6-12 education may include, but is not limited to the following:

- Information about suicide awareness and prevention.
- Help-seeking behaviors that promote a climate encouraging peer referral and school connectedness.
- Addressing the problems that can lead students to suicidal ideation, including bullying and cyberbullying, depression, substance abuse and other mental health issues.

Suicide Prevention

Reporting Students At-Risk

A Suicide Prevention coordinator shall be designated. Administration shall notify the employee of his/her appointment and provide a list of associated duties. His/her identity and contact information shall be published to all school personnel, students and parents/guardians.

All school personnel as described above shall be responsible for reporting any student deemed at risk for suicide to the appropriate school authority as per identified crisis procedure. A student at risk of suicide may be identified through a threat of, or through any attempt of self-harm that is written, drawn, spoken or otherwise communicated.

The student's parents/guardians shall be contacted by the suicide Prevention Coordinator or his/her designee. In the event that the student's parents/guardians cannot be reached, emergency responders will be contacted. No student who has been reported as at risk for suicide shall be promised confidentiality.

If any school personnel becomes aware of a student at risk for suicide after regular school hours, the school personnel must first contact the National suicide Prevention Hotline at 1-800-273-8255 and send a written report to the Suicide Prevention Coordinator on the following school day.

Suicide Intervention

Risk Assessment

When a student is reported as at risk for suicide, the Suicide Prevention Coordinator or a Principal or their respective designee to whom the report was made, may take the following alternative actions as appropriate:

- Begin the risk assessment process.
- Contact the student's parents/guardians who shall agree to arrange further risk assessment and intervention.
- Discuss with the parents/guardians the development of an emotional or mental health safety plan for the student at risk for suicide.
- Provide the parents/guardians with contact information for mental health service providers in the community to whom students can be referred for further assistance and/or risk assessment, including, but not limited to, hospital emergency departments, psychiatric hospitals and facilities, community mental health centers, psychiatrists, psychologists, social workers and primary care health providers.

Intervention

In compliance with state regulations (22 Pa. Code 12.12), information received in confidence from a student may be revealed to the student's parents/guardians, school administrators or other appropriate authority when the health, safety or welfare of the student or other persons is at risk.

In no case shall a "Student Safety Contract," "No Harm Contract," or similar document be the sole intervention.

Documentation

Documentation of the intervention alternatives adopted shall be communicated to the Suicide Prevention Coordinator or his/her designee within 48 hours. If the student is determined to be a danger to him/herself or others, medical documentation may be required for return to regular school activities.

Response to suicide or Suicide Attempt

The first school personnel to be made aware of a student suicide or suicide attempt must follow the school's crisis response procedures and shall immediately notify the Principal or his/her designee.

The school Principal or his/her designee shall immediately notify the parents/guardians of the affected student.

SUICIDE AWARENESS AND PREVENTION RESOURCES

A comprehensive list of resources related to Youth Suicide Awareness and Prevention is available on the Department of Education website at:

- www.education.pa.gov.
- AND <http://www.education.pa.gov/Documents/K-12/Safe%20Schools/Act%2071/Youth%20Suicide%20Education%20Awareness%20and%20Prevention%20Curriculum.pdf>

Other resources include:

The PA Youth Suicide Prevention Initiative

- <http://payspi.org>

October 2014 Dear Colleague Letter related to peer harassment of students with disabilities:

- [http://www2.ed.gov/about/offices/list/ocr/publications.html#Section 504](http://www2.ed.gov/about/offices/list/ocr/publications.html#Section_504)

Suicide Prevention Resource Center:

- <http://www.sprc.org/>

American Foundation for Suicide Prevention:

- <http://www.afsp.org/>

CONFIDENTIALITY AND PROTECTION OF STUDENT RECORDS

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

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

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

Personally identifiable information includes the following:

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

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

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

Student's name Address E-mail address Telephone listing	Photograph Date and place of birth Participation in officially recognized Activities and sports	Athlete’s weight and height Dates of attendance Diploma and awards received Grade level or year Enrollment status
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Any correspondence, electronic or otherwise, referencing a student will only include the student’s first initial, last name and student identification number.

Family Educational Rights and Privacy Act (FERPA) Compliance

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

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

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

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Insight PA as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Insight PA Charter School Board; a person or company with whom Insight PA has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request, Insight PA will disclose education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

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

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

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

Insight PA maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records may be maintained electronically, on paper, microfiche, audio and videotape. Records may be located in the central administrative offices of Insight PA, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records will be maintained in the strictest confidentiality.

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

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

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

ADMISSIONS/ENROLLMENT

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

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

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

- Copy of a Birth Certificate/Proof of Age
- Immunization Record
- Proof of Residence (except for homeless students)
- Sworn Statement
- Release of Records
- Proof of Guardianship/Acknowledgement of Legal Guardianship Form
- Home Language Survey

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

Required Immunizations

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

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

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

McKinney Vento Act, Education for Homeless Youth

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

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

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

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

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

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

Lottery

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

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

Withdrawal

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

Notification of Withdrawal

A family may express their intent to withdraw a student by calling the main administrative office or communicating their desire to their teacher. In each case, the office administrator or teacher will be instructed to capture all pertinent information including student name, identification number, reason for withdrawal and effective withdrawal date on the Teacher Withdrawal Verification Form. The school administrative staff or teacher will immediately send the family the School Withdrawal Form and Statement of Intent to Discontinue Education to be returned via mail, fax or email. The Homeroom Teacher or Advisor must complete a Withdrawal Report within three (3) days of notice of withdrawal.

District Notification

In the event of any student withdrawal, for any reason, Insight PA will notify the district of residence within fifteen (15) days with a copy of the School Withdrawal Form and/or truancy letters if a student has accumulated too many unexcused absences with little or no attempt to resolve issues through a Truancy Elimination Plan. A copy of all withdrawal forms and district of residence notification will be kept in the student's file.

Non-Discrimination

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

TITLE IX

Insight PA is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. Insight PA policies and procedures are designed to prevent discrimination or harassment based on any protected class, including race, religion, national origin, ethnicity, citizenship, age, sex, veteran status, or disability. Insight PA will provide for a prompt and equitable resolution of complaints of sex discrimination, including sexual misconduct. In accordance with Title IX of the Education Amendments of 1972, the School prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and the School has jurisdiction over Title IX complaints. Insight PA reserves the authority to independently deal with sex discrimination and sexual harassment whenever the School becomes aware of its existence, regardless of whether a complaint has been lodged, in accordance with the grievance procedure set forth below.

The School's anti-harassment policy applies to all persons involved in the operation of the School, and prohibits unlawful harassment by any employee of the School, as well as students, customers, vendors or anyone who does business with the School. It further extends to prohibit unlawful harassment by or against students.

Information and Assistance

Prohibited Conduct

Definition of Sex Discrimination, Sexual Harassment, Sexual Violence and Gender-based Harassment:

Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action or is denied participation in or the benefits of any education program or activity that receives federal financial assistance, because of his or her sex.

Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic, or physical conduct of a sexual nature, when: (1) submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or (2) such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the education or work programs or activities.

Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", practical jokes, jokes about or displays of obscene printed or visual material, questions about sexual fantasies, preferences or history, and physical contact such as patting, pinching, or intentionally brushing against another person's body.

Sexual Violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

Reporting

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment or who believes that he/she has observed such actions taking place may receive information and assistance regarding the School's policies and reporting procedures from the Title IX Coordinator listed below or a school counselor, principal or other school administrator:

Title IX Coordinator:

Eileen Cannistraci, CEO

350 Eagleview Blvd, Suite 350

484-713-4353, ext. 2001

ecannistraci@insightpa.org

The School ensures that its employee(s) designated to serve as Title IX Coordinator(s) have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the School's grievance procedures operate. Because complaints can also be filed with an employee's supervisor or Human Resources, these employees also receive training on the School's grievance procedures and any other procedures used for investigating reports of sexual harassment.

Title IX Grievance Procedures

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment (“grievant”) should promptly report the matter to the School’s Title IX Coordinator, a school counselor, principal or other school administrator. No employee, contract worker, student, vendor or other person who does business with the School is exempt from the prohibitions in this policy. Supervisors will refer all harassment complaints to the Title IX Coordinator for student-related complaints and to the Human Resources Department if the complaint involves an employee. In order to facilitate the investigation, your complaint should include details of the incident or incidents, names of the individuals involved and names of any witnesses.

A Title IX grievant is requested to complete a complaint form (see template below). Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees and other members of the school community will be promptly investigated in an impartial manner by an investigator trained to analyze and document the available evidence to support reliable decisions, objectively evaluate the credibility of parties and witnesses, synthesize all available evidence—including both inculpatory and exculpatory evidence—and take into account the unique and complex circumstances of each case. The investigation will be conducted in as confidential a manner as reasonably possible so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

1. It is the express policy of Insight PA to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A Form for such purpose can be found below, on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the Form on the student’s behalf.
2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions the grievant has. In addition, if the grievant is a minor student the Title IX Coordinator must consider whether a child abuse report should be completed in accordance with Insight PA’s policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. Insight PA ensures that its employee(s) designated to serve as Title IX Coordinator(s) have adequate training on what constitutes sexual misconduct (including issues related to dating violence, domestic violence, sexual assault, and stalking), they understand how this policy operates, and understand how to conduct an investigation that protects the safety of victims and promotes accountability.
4. During an investigation, Insight PA will provide interim measures, as necessary. Interim measures are individualized services offered as appropriate to either or both the reporting and responding parties involved in an alleged incident of sexual misconduct, prior to an investigation or while an investigation is pending. Interim measures include counseling, extensions of time or other course-related adjustments, modifications of work or class schedules, campus escort services, restrictions on contact between the

parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar accommodations.

5. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.

6. The Title IX Coordinator ensures an adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence as necessary. Any rights or opportunities that are made available to one party during the investigation will be made available to the other party on equal terms. Once the Title IX Coordinator decides to open an investigation that may lead to disciplinary action against the responding party, written notice will be provided to the responding party of the allegations constituting a potential violation of the school's sexual misconduct policy, including sufficient details and with sufficient time to prepare a response before any initial interview.

7. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged and any witnesses to the conduct.

8. The School shall apply a standard of evidence to such investigations that is consistent with that applied in other school grievance procedures.

9. The School shall maintain confidentiality for all parties to the extent possible, but absolute confidentiality cannot be guaranteed. In cases where a student does not give consent for an investigation, the School will weigh the student's request for confidentiality against the impact on School safety to determine whether an investigation must proceed. Complainants should be aware that in a formal investigation due process generally requires that the identity of the charging party and the substance of the complaint be revealed to the person charged with the alleged harassment.

10. After an investigation, the Title IX Coordinator or designee should inform the reporting party whether it found that the alleged conduct occurred. If the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the Title IX Coordinator or designee shall inform the reporting party of any individual remedies offered to the reporting party or any sanctions imposed on the responding party that directly relate to the reporting party, and other appropriate corrective action the school has taken to eliminate the hostile environment in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and/or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee may seek an informal agreement between the parties which is consistent with Insight PA Title IX principles and goals. In an elementary or secondary school, the notice should be provided to the parents of students under the age of 18 and directly to students who are 18 years of age or older.

11. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the Board of Trustees within thirty (30) working days from receipt of the complaint.

12. The School Board shall review the case and make its recommendations for appropriate action to the Title IX Coordinator within fifteen (15) working days after receiving the report of the Title IX Coordinator.

13. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition in a safe and secure location.

Dissemination of Information

Insight PA shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. Insight PA provides notice of the school's grievance policies and procedures, including how to file a complaint, to students, parents of elementary and secondary school students, and employees through the First Class Mail and Electronic Mail.

EXTRACURRICULAR ACTIVITIES

In addition to their academic needs, Insight PA will serve students' social, emotional and physical needs. Teachers and administrators will strive to engage students in constructive activities that will educate the whole student through frequent opportunities for socialization with fellow Insight PA students including special interest clubs, community- based service projects, leadership training and field trips.

STUDENT CODE OF CONDUCT AND DISCIPLINE

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

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

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

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

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

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

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

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

Violations Leading to Suspension

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Violations Leading to Expulsion

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

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

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

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

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

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

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

Search and Seizure Policy

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

Procedures for Suspensions of 3 Days or Less*

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

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

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

Procedure for Suspensions of More than 3 Days*

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

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

Procedure for Expulsion*

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

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

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

BULLYING/CYBER BULLYING POLICY

Prohibition of Harassment, Intimidation, and Bullying

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

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

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

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

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

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

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

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

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

Glossary of Terms

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

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

HAZING POLICY

The School is committed to maintaining a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school and are prohibited at all times.

Definitions

Hazing is defined by any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. The term shall include but not be limited to:

- Any brutality of a physical nature such as whipping, beating, branding.
- Forced calisthenics.
- Exposure to elements.
- Forced consumption of any food, liquor, drug or other substance.
- Any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.
- Any willful destruction or removal of public or private property.

Authority

The School prohibits hazing in connection with any student activity or organization, regardless of whether the conduct occurs on or off school property or outside of school hours. No student, parent, guardian, coach, sponsor, volunteer or school employee shall engage in, condone or ignore any form of hazing. The School encourages students who have been subjected to hazing to promptly report such incidents to the Principal.

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers and School employees shall be alert to incidents of hazing and shall report such conduct to the Principal immediately. School administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual or student activity or organization found in violation of this policy.

Guidelines

In addition to posting this policy on the School website, the school shall annually inform students, parents/guardians, sponsors, volunteers and School employees that hazing is prohibited, by means of:

- distribution of written policy.
- publication in Parent and Student handbooks.
- verbal instructions at the start of a program.

Complaint Process

When a student believes that s/he has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the Principal. The Principal shall conduct a timely, impartial, thorough and comprehensive investigation of the alleged hazing. The Principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The School shall document the corrective action taken.

Consequences for Violations

If the investigation results in a substantiated finding of hazing, the Principal shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. Additionally, the student may be subject to disciplinary action by removing the student from a school-sponsored activity.

The Principal shall take such disciplinary action for violations of this policy as appropriate and within their authority, as set forth in the Code of Student Conduct. In addition to other authorized discipline (probation, suspension, dismissal or expulsion), the Principal shall have the authority, after providing the student or students with an informal hearing, to impose a fine of up to Fifty Dollars (\$50.00) on each student determined to have engaged in hazing in violation of this policy.

When recommended disciplinary action results in a formal hearing before the Board, in addition to other authorized disciplinary consequences, the Board may also impose a fine of up to One Hundred Fifty Dollars (\$150) on each student determined to have engaged in hazing in violation of this policy. When fines have not been paid, the School administrator shall have the authority to direct that student diplomas and/or transcripts be withheld until payment in full is made or a payment plan is agreed upon. In cases of economic hardship, the School administrator shall consider whether diplomas and/or transcripts should be released despite an unpaid fine.

If a School sponsored activity or organization authorizes hazing in blatant disregard of this policy or other applicable School rules, penalties may also include rescission of permission for that School sponsored activity or organization to otherwise operate under the sanction or recognition of the School.

Any person who causes or participates in hazing may also be subject to criminal prosecution.

TERRORISTIC THREATS POLICY

The School recognizes the danger that terroristic threats by students present to the safety and welfare of School students, staff and community. The School acknowledges the need for an immediate and effective response to a situation involving such a threat.

Definitions

Communicate shall mean to convey in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.

Terroristic Threat shall mean a threat communicated either directly or indirectly to commit a crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Authority

The School prohibits any School student from communicating terroristic threats directed at any student, employee, Board member, community member or property owned, leased or used by the School.

In the case of a student with a disability, including a student for whom an evaluation is pending, the School shall take all steps required to comply with state and federal laws and regulations.

Delegation of Responsibility

The School administrator or designee shall react promptly to information and knowledge concerning a possible or actual terroristic threat. Such action shall be in compliance with state law and regulations.

Guidelines

Staff members and students shall be made aware of their responsibility for informing the Principal regarding any information or knowledge relevant to a possible or actual terroristic threat. The Principal shall immediately inform the School administrator after receiving a report of such a threat.

The School administrator or designee may report incidents involving terroristic threats on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the School.

The School administrator or designee shall notify the parent/guardian of any student directly involved in an incident involving a terroristic threat as a victim or suspect immediately, as soon as practicable. The School administrator or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the School has been or may be notified of the incident and shall document attempts to reach the parent/guardian.

In accordance with state law, the School administrator shall annually, by July 31, report all incidents of terroristic threats to the Office of Safe Schools on the required form. Any person who communicates terroristic threats may also be subject to criminal prosecution.

ACCEPTABLE USE POLICY

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

Email

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

Games

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

Laptops

- Student laptops must not be left unattended at any time. If a laptop is found to be unattended it will be turned in to the Technology Department.
- Laptops must be in a student's possession or secured at all times.

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

Network Access

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

File Sharing

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

Deleting Files

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

Downloading and Loading of Software

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

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

Screensavers

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

Internet Use

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

Privacy, Use, and Safety

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

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

Copyright

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

Consequences

- The School reserves the right to enforce appropriate consequences for the violation of any section of the Acceptable Use Policy. Consequences could include the loss of privileges on a laptop and/or the loss of the use of the computer for an amount of time determined by the administration and members of the Technology Department; possible disciplinary action; and possible legal action.

- These consequences apply to students participating in the laptop lease program at Insight PA as well as to the students who are using the student's laptops and computers on campus.
- Computers with illegal or inappropriate software or materials on them will be reformatted or "re-imaged."
- In the case of repeated laptop abuse and/or damages, the school has the right to revoke the use of the school's laptop.

INTERNET REIMBURSEMENT POLICY

Consistent Internet access is a requirement for enrollment in the School. When Internet verification is provided by a student's parent/guardian, a portion of the costs associated with Internet access is provided by a supplement for students enrolled in the School each semester.

Requirements

Families with students in Grades K-8: The School will reimburse a single-student family \$9.95 per month towards the partial costs associated with their student's Internet access. Families with multiple K-8 children schooling with the School will be reimbursed \$19.90 per month. The reimbursement period is from September through May.

Families with at least one High School student or High School and any combination of Grades K-8: The School will reimburse families with at least one enrolled high school student a maximum of \$30 per month towards the partial costs associated with their student's high speed Internet access. The reimbursement period is September through May.

Note: Additional students do not result in increased reimbursement. No family, regardless of the number of students, will receive more than \$30 per month. Each family will receive the actual cost of the Internet service up to, and not to exceed, the reimbursement.

Families must have current enrollment forms, including proof of residence and health forms. In addition, students must participate in the Online School, as well as have compliant, consistent attendance throughout the semester as described in the Parent and Student Handbook, in order to qualify for the Internet Reimbursement Supplement.

Families must submit their Internet invoice online within 2 weeks of the end of the semester. Invoices should be scanned and submitted online through the School website. Instructions can be found on the website. If the invoice is not submitted within 2 weeks of the end of the semester, the family will not be reimbursed for that semester. The address on the billing statement must match the current mailing address on the School record for the student(s).

Internet Reimbursement Supplement payments are mailed twice each year:

- Within six weeks after the last day of Semester 1.
- Within six weeks after the last day of Semester 2.
- Late enrollment will result in pro-rated/partial reimbursement.
- Students must be enrolled through the end of the semester in order to be eligible for reimbursement for that semester.

GRIEVANCES

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

If the issue or concern is about the Insight PA teacher, parents are advised to contact the Lead Teacher for that particular teacher or the Academic Administrator for that grade level (i.e. principal of elementary, middle, or highschool).

If the concern is not resolved at the teacher, lead teacher or Academic Administrator level, students and parent(s)/responsible adults, custodian(s) or legal guardian(s) should address any concern or grievance in writing to the Chief Executive Officer. The Chief Executive Officer will respond within ten (10) working days.

If the concern or grievance is not resolved by the Chief Executive Officer, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Chief Executive Officer's response, request a meeting (via phone or in person) with the Chief Executive Officer to discuss the concern or grievance. The meeting request must be in writing. The Chief Executive Officer shall investigate and respond within ten (10) working days.

If the family's concern is not resolved at the meeting with the Chief Executive Officer, the family may file a complaint with the Insight PA Board of Trustees. The Insight PA Board of Trustees may address the complaint directly, or the family may file a complaint in writing with the Charter School Office at the Pennsylvania Department of Education.

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

“I UNDERSTAND AND AGREE” SIGNATURE PAGE

By signing this Signature Page initialing each statement, parents and students confirm that they understand and agree to the contents of this page.

The purpose of this section is to ensure that all parties are understand expectations and commitments.

_____I understand that my child must log into the Online School each school day, complete the lessons assigned, and attend teacher required online sessions.

_____I understand that the cooperation and partnership of the Learning Coach, student, teacher, and other school staff is absolutely necessary for student success in our virtual environment.

_____I understand I must provide a safe learning environment for my student that includes a reliable internet connection. I understand that I must review email daily and respond to email and telephone messages daily.

_____I understand that my child must participate in a variety of teacher directed online and offline activities and assessments, but that state testing will require me to transport my student to a testing site. ISPA will work to ensure that testing sites are within an hour of the home whenever possible, but depending upon my location I understand that I may have to travel slightly farther.

_____I understand that to appropriately place students into classes I must supply all relevant student records including past report cards, transcripts, testing scores, and any special education documentation. ISPA will reach out to prior schools for this information, but may also need your assistance in obtaining documents that we are unable to obtain from the school.

_____I understand that public school enrollment includes compliance with state health requirements.

_____I have read and understand ISPA policy for all addressed topics found in the Handbook.

We have read and reviewed the Handbook including the -I understand statements and FERPA guidelines. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein. If you have multiple students attending ISPA please have each student sign on a separate signature line.

Student’s Signature: _____ Date: _____

Student’s Signature: _____ Date: _____

Student’s Signature: _____ Date: _____

Student’s Signature: _____ Date: _____

Parent’s Signature: _____ Date: _____

Parent’s Signature: _____ Date: _____

*****Please sign and return to your homeroom teacher.*****

Appendix

Insight PA Title IX Grievance Form

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

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

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

1. Name of Complainant: _____

Contact information: _____

Home Address City/State/Zip Home Phone

Student Grade: _____

Employee School Office Location: _____

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

3. When did the actions described above Occur?

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

If yes, please identify the witnesses:

5. Did you discuss this matter with any of the witnesses identified in Item 4?

(Please circle) Yes No

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

Date: _____

Method of communication:

6. Have you spoken to any administrator(s) or other School employee(s) about this matter? (Please circle)
Yes No

If yes, please identify: Person to whom you have Spoken: _____
Date: _____

Method of communication:

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

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

I certify that the foregoing information is correct.

Print Name

Signature

Date

Notification of Absence Form

Date Submitted: _____

Student ID# _____

Name: _____

Telephone: _____

Email: _____

Date(s) of Absence: _____

Reason for absence/Type of documentation:

Illness: _____

Medical Appointment: _____

Death in Immediate Family: _____

Educational Trip: _____

Religious Holiday: _____

***I understand that this absence notification does not automatically excuse my absence.**

Print Name: _____

Signature: _____ Date: _____

Educational Trip Request Form

Because of the importance of class attendance, Insight PA Cyber Charter School does not recommend lengthy student absences whether excused or unexcused. The policy for educational trips is as follows:

- Permission for educational trips must be requested at least 24 hours before the trip.
- A total of ten days in an academic year may be excused for educational trips. Additional absences for educational trips will be unexcused.
- Please understand that it shall be the applicant(s) responsibility to contact the teachers to determine what obligations must be met as a result of this proposed absence **prior to the trip.**
- No absence will occur in the first and last ten (10) days of the school year
- Requests will not be approved for time off during the state testing window.
- Any exceptions to this policy due to extenuating circumstances must be approved by Insight PA. Excusal of prolonged absence will be considered on an individual basis.

Student ID: _____ Student Name: _____

Student ID: _____ Student Name: _____

Student ID: _____ Student Name: _____

Student ID: _____ Student Name: _____

Phone Number: _____

Dates of trip: From _____ to _____

Number of school days: _____

Educational Experiences: _____

Signature of Parent/Guardian: _____ Date: _____