



**Insight Schools of California
Parent/Student Handbook
2024-2025**

Insight Schools of California
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This Parent Student Handbook and all policies herein was reviewed and approved by the charter school board June 2023.

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Welcome to Insight Schools of California

Welcome to Insight Schools of California! This handbook is designed to help you begin and continue your relationship with the Insight Schools of California. Members of the ISCA faculty and administration developed this handbook with input from students and their families, and ISCA does reserve the right to make amendments to this handbook as necessary. Its purpose is to clarify expectations – something we believe is an important step at the beginning of any new relationship.

The Insight Schools of California is a unique form of public charter school. Thus, for a good part of the time, we will work together remotely. One of the challenges of working together remotely is trust, and trust comes from the sharing of critical information, good and regular communications, the setting of clear expectations, and living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building a community of trust.

If you have any questions or concerns throughout the school year, please contact the Insight Schools of California Offices in Simi Valley, and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

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2024-2025 Academic Calendar

First Day of School (Start of Trimester 1)	August 15, 2024
Labor Day	September 2, 2024
Columbus Day	October 14, 2024
Veterans Day	November 11, 2024
End of Trimester 1	November 8, 2024
Non-Instructional Days	November 12-13, 2024
Start of Trimester 2	November 14, 2024
Thanksgiving Break	November 25 – December 2, 2024
Winter Break	December 23, 2024 – January 3, 2025
Martin Luther King's Day	January 20, 2025
Presidents' Day	February 17, 2025
End of Trimester 2	February 28, 2025
Non-Instructional Days	March 3-4, 2025
Start of Trimester 3	March 5, 2025
Spring Break	April 14-21, 2025
CAASPP Testing (state testing)	TBD
Memorial Day	May 26, 2025
Last Day of School (End of Trimester 3)	June 6, 2025

Overview of Insight

Insight Schools of California serves 21 counties in the state of California: Inyo, Kern, Kings, Los Angeles, San Bernardino, San Luis Obispo, Santa Barbara, Tulare, Ventura, Riverside, Orange, San Diego, Imperial, Santa Clara, Stanislaus, Alameda, San Joaquin, Calaveras, Amador, Contra Costa and Sacramento. ISCA operates as a DASS (Dashboard Alternative School Status) school. As a DASS school, students are not eligible to enter UC/CSU upon graduation. They must first attend a community college and then transfer into these institutions. ISCA specializes in serving at-risk high school students. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. We hope to one day serve every at-risk student in the state of California.

Each of our schools is a public charter school that is funded by state tax dollars and governed by California charter-school, independent study and applicable federal laws.

Each of our schools has a Board of Directors comprised of parents and community members who are passionate about providing additional educational options to the students of California.

Our school office is located in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the Insight Schools of California faculty work from their homes and live within driving distance of the students in their class – thus enabling them to build a local school community in their area.

Vision Statement

Insight Schools of California envision empowering students to be self-directed and resourceful learners. Through an engaging and supportive environment, while providing continuous opportunities for success, our students overcome challenges and become fulfilled and conscientious members of the community.

Mission Statement

Be The Reason

Insight Schools of California are dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our schools provide students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight Schools of California at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at-risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

Expected Schoolwide Learner Outcomes

Insight Schools of California care about education and our students. Insight students are:

Critical Thinkers who...

- Acquire the skills and their post-secondary education.
- Develop and use effective learning strategies and higher level critical thinking and reasoning skills

Active Community Members who...

- Participate and attend community outreach, clubs, and outings.

Responsible and Capable Workers who...

- Exhibit good study/work habits through regular attendance, consistent progress, and effective time management which leads to graduation
- Set appropriate and realistic education, career, and personal goals and priorities

Engaged Learners who...

- Are actively attending their courses and making consistent progress.
- Grow academically in the areas of mathematics, reading, Language Arts and writing

ISCA Faculty

We believe that a collaborative relationship between you and your teacher(s) is a vital piece to the overall success of every student. Your academic advisor has a wealth of knowledge, and thus should be your first point of contact for all questions. The ISCA faculty and staff are committed to establishing a team effort to ensure that students are making progress and demonstrating compliancy in all areas.

Teacher Responsibilities

- Guide and direct students through the online school platforms
- Provide instructional support using the Common Core and CA state standards
- Facilitate academic conferences
- Review student submitted work and provide constructive feedback on a regular basis
- Maintain school work day Monday through Friday 8:30 am – 4 pm
- Respond within 24 school day hours to all communications, including email and phone
- Inform you of school updates/information
- Plan and attend outings/field trips
- Administer state required assessments
- Provide support in all areas of successful student learning and achievement
- Complete report cards each term
- Meet students in an online classroom for individual or small group instruction
- Administer various academic assessments as part of the ongoing evaluation of progress and mastery

- Model specific practices that will support instruction
- Provide interventions, recommendations, and individualized support for students who may be struggling

Communication

Ongoing and consistent communication is required between student, parent (learning coach), and teacher(s) for school compliancy. School communication includes, email, telephone (leaving a voicemail when necessary), School Announcements, Newsletters, and Workshops (in person and online via Class Connect).

Notice of Language Assistance Services for Parents

ISCA provides families with free language assistance services with respect to information about school programs and activities. All parents and guardians of ISCA students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

Requesting an Interpreter

ISCA has contracted with an over-the-phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services in a timely manner.

Questions or Concerns

ISCA staff recognizes life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. ISCA staff also realizes parents and students do not always know what to do or where to seek out answers and often give up and become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a concern.

Step 1: All student educational concerns and issues should first be directed to the student's academic advisor. If an ISCA teacher cannot resolve the issue (e.g. materials or course placement), he or she directs the parent/learning coach to the appropriate contact for assistance. The ISCA teacher will monitor the concern to ensure resolution. Parents/Learning Coaches should directly contact K12 Technical Support for problems with school computers.

Step 2: If the issue or concern is about the ISCA teacher, parents/learning coaches are advised to contact a High School Lead Teacher.

Step 3: If the concern is not resolved at the teacher or lead teacher level, parents/learning coaches are advised to contact the School Academic Administrator.

Escalation Matrix for Family Support

If at any time you need support, your academic advisor is your first point of contact. However, there are also additional ways to get the information you need:

- **Materials questions:** Parents can visit <http://myinfo.k12.com> to check the status of material shipments and view tracking information. For further questions, call K12 Customer Support at (866) 512-2273.
- **Backordered items:** To view a list of backordered items, visit: <http://help.k12.com/support-topics/materials/receiving-materials/track-shipping-status-materials-computer-equipment>
- **Online School Access Issues:** Contact K12 Customer Support at (866) 512-2273.
- **Learning Coach Videos:** Visit <http://www.k12start.com/get-started/>

Enrollment in Insight Schools of California

The Insight Schools of California is a public school of choice. Insight Schools of California operates as a DASS (Dashboard Alternative School Status) School. The focus of ISCA is to serve the at-risk student.

ISCA's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the Insight Schools of California. We strongly encourage our families to attend a parent information session in their area or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand Insight Schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at <http://ca.insightschools.net/> or call our school office at (805) 581-0202.

Insight Schools of California does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, foster status, ancestry or marital status, in any of its policies, procedures or practices. Concerns or questions can be directed to Kimberly Odom, Head of School. ISCA provides a free, appropriate public education (FAPE) to all its students. All students, however, need to be able to meet the enrollment requirements.

The McKinney-Vento Homeless Education Assistance Act requires schools to remove all barriers to enrollment, attendance, and school success for homeless students. Students and families identified as homeless are provided with enrollment assistance, supplementary academic supports, case management, and referrals to outside agencies. Contact Melisse Burns, Homeless Liaison, for information regarding assistance at meburns@caliva.org.

ISCA enrolls grades 9-12. Student enrollment forms for the Insight Schools of California are available online at <http://ca.insightschools.net/>. Enrollment packages must be completed in full and submitted with all required documentation prior to enrollment acceptance.

Questions regarding the status of your enrollment should be directed to the ISCA offices. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA); however, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education department will contact you to ensure proper placement of your student in our program.

Concurrent enrollment in another public or private school is prohibited at the Insight Schools of California and will cause the student to be withdrawn. Students must also reside within Insight Schools of California boundaries to maintain enrollment. This does not include college-level course work. Please refer to enrollment requirements.

Fees

The Governing Board of the Insight Schools of California recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including: additional computer peripherals, assistive technologies and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the educational program.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

Health and Immunization

California law requires that an immunization record be presented before a child can be enrolled in school. The School requires that written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)

- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox) (persons already admitted into California Public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).
- TDAP (pertussis) (The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.)

The School's verification of immunizations is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

- The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

High School Enrollment

- Insight Schools of California are a public school of choice
- There is no discrimination in the admission of students to the school based on race, creed, color, national origin, handicapping condition or gender.
- Insight Schools of California provides a free, appropriate public education to all its students
- Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program.
- Students may only be enrolled in ISCA and not concurrently enrolled in another school, public or private (unless prior permission is given for a junior college).
- Parent(s), Guardian(s) and/or learning coach is responsible for ensuring that the child is attending school (actively engaged and completing assignments and progress in curriculum) for at least 6 hours per day in the instructional program.

Enrollment Requirements:

Parent wishing to enroll their children in Insight Schools of California must ensure:

- Student must enroll in and maintain a minimum of 4 content courses/20 credits per trimester in ISCA.
- Student must reside within a county ISCA serves and provide proof of residency.
- If a student moves while attending ISCA, a new proof of residency must be submitted within 10 school days.
- All required documentation must be received by our Simi Valley office (i.e. transcripts, proof of age and residence) within 30 days of submitting application.
- All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in revocation or halting of enrollment.
- Enrollment in ISCA is contingent upon the Student, Parent and Teacher signing an Independent Study Master Agreement Form (ISMA) prior to the commencement of instruction and services.
- Failure to sign and return an ISMA within the first 5 days after the student start date enrollment approval for new students will result in the deactivation of the student's account. The signed ISMA finalizes and completes the initial enrollment process. An ISMA must be signed within the first 5 school days a student is enrolled in ISCA.
- ISCA does not give partial credit for students leaving prior to the end of a trimester.
- Access to high speed Internet is required for students to complete coursework.

Placement Process:

- ISCA must have transcripts from previous schools prior to determining placement.
- ISCA has the authority to review report cards and transcripts to determine appropriate placement.
- Students will be placed in the grade level corresponding to their cohort year

Attendance:

- Attendance must be monitored daily in the ISCA Online School by parent, guardian or learning coach.
- Students are required to login and attend school Monday through Friday, as outlined on the school calendar.
- Students are expected to complete a minimum of 6 hours per day which includes completing lessons, attending live sessions and turn in assignments.
- Attendance is monitored daily by Insight staff and teachers. Please be aware that communications regarding tardiness and/or absences of your student(s) will occur frequently to ensure daily attendance enrollment requirements are met.
- If a student works offline, the learning coach may submit electronically an offline work log (OWL) and submit the log to the school.
- Students must have submitted an approved travel plan to their academic advisor for any

extended family travel two weeks prior to leaving, except if travel occurs during normal school vacations and holidays (failure to do so may result in the withdrawal of your student from the school).

- Students must attend school and complete coursework during travel time. Parent, guardian and/or learning coach must be available by phone and/or Internet for communication.

Progress:

- Students will complete and/or submit all daily lessons in all courses.
- Students will make continuous progress (be actively engaged, completing assignments and submitting assignments) in each course for each school day.
- Students will use the K12 curriculum exclusively and/or K12 contracted curriculum.
- Students must submit coursework at the direction of the teacher.
- Students must attend required live Class Connect sessions (or watch recordings in case of excused absence) and meetings as assigned by teachers/staff.

Learning Coach Expectations and Responsibilities to Student and ISCA:

The following expectations were initialed on your student's enrollment paperwork and agreed to when you enrolled your student in ISCA:

- I understand that I am enrolling my student in a public school with attendance requirements that I am expected to meet.
- I understand that my students must participate in all assessments
- I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it.
- I expect to have the guidance and support of a professional teacher in implementing the K12 curriculum with my student.
- I understand that both my student and I need to check email and phone messages daily and respond within 48 hours.
- I understand that I must keep all contact information, including phone, email, and address up-to-date. If we move, I will provide Insight with an updated proof of residency within ten (10) days of the move.
- I understand that adequate and continuing student progress is an expected part of the ISCA program in addition to the required attendance hours logged. Teachers will review progress and consider other factors, including parental input, when making student advancement decisions.
- I understand that I am to participate in regular phone, online classroom and in-person (F2F) conferences with my student's teacher.
- I understand that the teacher may conduct academic assessments in order to evaluate mastery and assist my student instructionally.

- I understand that the teacher may provide research-based instructional interventions, as needed.
- I understand that sessions are recorded however, the first and last names of students are not present in the recordings.
- I understand that it is my responsibility to secure an Internet service provider and that I may be reimbursed according to the school policy.
- I will treat all ISCA staff with respect and professionalism. This includes but is not limited to:
 - Abstaining from the use of rude language (including profanity, yelling or badgering) on phone, email, coursework, Class Connect or in person
 - Refraining from threatening teachers and/or ISCA staff on phone, email, course work, Class Connect and/or in person

Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from ISCA. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll in the Insight Schools of California for the remainder of the current academic year and one academic year following.

Procedures and Policies

Attendance and Truancy

As a public charter school, ISCA is required to monitor student attendance in accordance with all applicable statutes and California Education Code. ISCA teachers and administrators monitor student attendance daily. All ISCA students must be residents of California and reside in one of the counties in which ISCA serves. Parents/Learning Coaches are required to provide proof of residence upon enrollment and when requested by the school.

Attendance is important for the success of a student. If a student does not attend school, then a student cannot succeed in school. Attendance in the Insight Schools of California is recorded in the Online School by attending classes (reviewing lessons, completing assignments) and live Class Connect sessions, and by completing offline work. It is expected that the Learning Coach is monitoring attendance in the OLS every single school day. If the student completed only offline work on a given school day, the Learning Coach must notify their academic advisor via an OWL (offline work log) including the course, assignment, and duration of time to ensure the Student Learning Log is accurately marked. If the Learning Coach does not submit the OWL for days on which only offline work is completed, the days will count as absences on the student's attendance record.

Examples of acceptable reasons for not logging attendance in the online school: personal illness/injury, hospitalization, bereavement, observation of his/her religion, family emergency, and natural disasters. In such cases the absences would be considered excused. The Learning Coach or Parent/Guardian will need to notify their academic advisor or assigned Retention Specialist to provide notice of such absence. Some absences may require verification, such as a doctor's note. Absence verification must be submitted as directed by the school.

Excessive absences interfere with the academic achievement of your child. Students who are absent more than 3 school days in the school year are considered truant. In these cases, the ISCA Administration may deem that enrollment in ISCA is not in the best interest of your child, and your child may be subject to withdrawal.

Change of Contact Information

Please notify your teacher should your contact information change and provide a proof of residence for your new address to be submitted to the ISCA office. Your teacher will notify the ISCA administrative office and we will update our records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS); therefore, it is imperative to keep this information up-to-date for effective reciprocal communication.

Computer Use Policy

Permitted Use

- ISCA shall permit the student and the responsible teaching adult to use the equipment and materials of ISCA solely for the education of the student while enrolled at ISCA and for no other purpose.
- Students and the responsible teaching adult are only permitted to visit websites for the purpose of ISCA related educational research.

Prohibited Use

- Users shall not use the equipment, software, online classrooms and other materials of ISCA to view, download, save, receive or send material related to or including any of the following:
 - Illegal activities
 - Offensive content of any kind, including pornographic material
 - Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
 - Threatening or violent behavior
 - Gambling or wagering
 - Commercial messages.
 - Religious, political or racial messages
 - Messages that misrepresent yourself
 - Download of any software on the ISCA computer
 - Websites or chat rooms that are not for the purpose of ISCA related education

Software programs may not be installed on the computer without written permission from the ISCA Technology Manager. The Technology Manager can be contacted through the ISCA office. Only software that is required by ISCA will be allowed on the ISCA computer. All other software will be prohibited. Software that was originally provided with the computer may be updated without permission.

This would include, but is not limited to, the following programs:

- Adobe Flash Player
- Adobe Reader
- Microsoft Windows XP
- Microsoft Office
- Sun Microsystems JAVA

Any unacceptable usage of the property, software and/or violation as described above regarding ISCA equipment, software, online classrooms or Network/Internet Policy (found in the enrollment paperwork and signed before enrollment) may result in disciplinary action up to and including the immediate termination of enrollment in ISCA.

Video Conferencing Guidelines

Students and guardians will be required to participate in video conferencing with staff members. Students should follow all school and classroom rules while video conferencing. When participating in a video conference, students, guardians and staff will ensure the background environment is appropriate and that attire is school-appropriate.

Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, Learning Coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Credit Recovery Policy

Students come to Insight with a variety of credits and deficiencies. The goal is to help ensure a steady path to graduation. Each course with Insight is worth 5 credits. If a student transfers to Insight needing less than 5 credits for a course the following action will take place:

- Needs 1 Credit or Fewer: Students will take the mid-term and final (or complete two projects for courses without mid-term or final). Student must earn 70% or higher on both the mid-term/final and/or project to demonstrate mastery. If the student earns a D, the student must complete the unit assessments prior to retaking the mid-term or final exam.
- The course being taken must be completed during the duration of the trimester assigned and cannot be completed early and switched out for an additional class
- Needs More Than 1 Credit: Students will take the course in its entirety to demonstrate proficiency in the full breadth of the content.
- In compliance with SB 532, a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, a pupil who is a child of a military family, or a pupil who is a migratory child, existing law requires any partial credits earned must be applied to an equivalent course.

Students who need all 5 credits in the course but fail said course in any given trimester will be required to re-take the course.

Independent Study Master Agreement (ISMA)

California Independent Study regulations require that any student enrolled in the Insight Schools of California have a signed Independent Study Master Agreement on file for each year they are enrolled. The ISMA will be sent to the family electronically for a digital signature. The student, the parent/guardian, and the ISCA teacher must sign the Independent Study Master Agreement. If a student receives special education services, (AB) 181 section 51747 states that the special education teacher of record must Additionally, should a Learning Coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA.

ISMA's must be signed within the first five days of a student's enrollment with the school or the student can be withdrawn. Please work with your teacher to ensure that your child's Independent Study Master Agreement is signed within the required time limit. All attempts to contact the family are documented in our Student Information System.

Should a student have an update to their schedule, grade level, or change schools within our service area they are required to complete an ISMA addendum within 5 school days.

Attendance/Engagement Policy

Insight Schools of California is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and/or parent/guardians are not actively engaged in our program and meeting our enrollment requirements. When there is an indication a student is not actively engaged in our program, they will be referred to our Retention and Academic Intuitive Support Experts (RAISE) team. The RAISE team will work with the student and family to attempt to bring the student back into compliance.

Indications that a student is not actively participating in our program include: non-attendance (3 or more days), missing or refusing to schedule meetings, being unable to contact, and/or not meeting additional enrollment requirements. Once a student is not actively engaged they will be moved into the Tiers of the RAISE support process.

Missing Attendance

- 3 days of missing attendance – Student and Learning Coach will receive an email indicating truancy with the school.
- 10 days of missing attendance – Student is moved into Tier II of RAISE process. At this time, the student and parent will receive a letter via mail and email indicating the student is severely truant and they are on the path to academic probation. Students in Tier II must adhere to all components of the Back on Track (BOT) plan with their academic advisor and RAISE.

15 days of missing attendance – Student is moved into Tier III of RAISE and at this time an Educational Conference is scheduled. This conference is conducted by the Academic Administrator and/or designees. The purpose of this conference is to collaborate with the student and LC/LG to review attendance and non-compliance and move forward with a plan to help the student come back into compliance. The Academic Administrator or designee shall provide written notification, via email, to the parent/guardian or adult student regarding the outcome of the conference. Failure to attend this required Educational Conference may result in administrative review for withdrawal. Student has not become actively engaged with the program per the outlined Back on Track Plan (BOTP) in Tier II. At this time, the student and parent will receive notification of officially moving to Tier III and academic probation placement. Students have 5 days to become actively engaged. Students must adhere to all components of the Back on Track Plan (BOTP) with their academic advisor and RAISE.

20 days of missing attendance – Student is moved to Tier IV of RAISE. This is the final tier within RAISE support. The student is moved to this tier if all previous support efforts and interventions have not been heeded; thus, qualifying the student for potential administrative withdrawal due to lack of compliance. .

All communication attempts throughout the attendance process are documented in our Student Information System.

Tier IV Conference

At the Conference, the parent/guardian or adult student shall be informed of the reason for the Conference and the evidence supporting a finding that independent study is not in the pupil's best interest. If the Pupil and/or representative do not attend the Conference, the Academic Administrator or designee will review the relevant information and make a determination in the Pupil's absence/missed assignments.

The Pupil and/or his/her representative shall be given the opportunity to present information and/or witnesses to the Academic Administrator or designee either orally or in writing or both during the Conference. The Academic Administrator or designee shall take any information presented by the parent/guardian/adult student into consideration when determining whether it is in the best interest of the pupil to remain in independent study. Additional factors to be considered include but are not limited to the following:

- a) pupil's grades at the time of the evaluation
- b) teacher observation/feedback
- c) standardized testing data
- d) pupil's progress in independent study curriculum

The Academic Administrator or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The Academic Administrator or designee may:

- a) find independent study is in the Pupil's best interest,
- b) place the Pupil on attendance probation to be evaluated again at the next attendance period if the pupil continues to fail to engage in daily activities,
- c) use other alternatives to improve attendance, or
- d) find that it is not in the Pupil's best interest to remain in independent study.

If the Academic Administrator or designee finds that it is not in the pupil's best interest to remain in independent study, then the pupil shall be withdrawn from enrollment at the Charter School and the parent/guardian or adult student shall immediately enroll in a site based program through the local school district or other appropriate educational program.

Appeal:

The Academic Administrator or designee's decision shall be subject to an appeal by the parent/guardian (or adult student). The parent/guardian or adult student shall submit a written request to the Academic Administrator, outlining the reasons for the appeal.

Upon receipt of a request for an appeal hearing, the Academic administrator shall review all the presented material and make a final decision after a final review. The final decision by the Academic Administrator shall be made within ten (10) school days following the conclusion of the final review. The Pupil/LC shall

be informed in writing of the Academic Administrator’s decision, via email. The decision of the Academic Administrator will be final.

Discipline

This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. During in-person activities or state testing, unruly student behavior can result in removal from the event and immediate pick-up by the legal guardian. It is the policy of Insight Schools of California to avoid restraint and seclusion of its students by all means necessary, except in situations in which the student is an immediate threat to him/herself or others.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Title IX and Non-Discrimination

Title IX Grievance Process

Insight Schools of California (“ISCA”) complies with the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the

educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.) Further, the Insight schools do not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto.

ISCA complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, which prohibits discrimination on the basis of sex which can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. ISCA's policy specifically prohibits discrimination, harassment, intimidation, and bullying based on the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation. Discrimination, harassment, intimidation or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. ISCA prohibits discrimination, harassment and bullying in the school environment, whether or not it initially occurred off school grounds or outside the ISCA's education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

Insight Schools of California are committed to providing a safe environment in which students can learn. As such, ISCA strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, and bullying. ISCA encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any

Insight school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title IX. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.

Examples of the types of discrimination that are covered under Title IX include sex- or gender-based harassment or bullying; the failure to provide equal opportunity in athletics; discrimination in a school's courses and programs; and discrimination based on pregnancy or parenting status. To review a comprehensive list of the Title IX issues addressed by the US Department of Education's Office of Civil Rights, please review information located [here](#). The Title IX regulation is enforced by the Office of Civil Rights and is in the Code of Federal Regulations at [34 CFR Part 106](#).

Complaints or questions regarding discrimination, harassment or bullying should be directed to the ISCA

Title IX Coordinator:

Title IX Coordinator & the Office of Civil Rights

Melisse Burns

50 Moreland Rd.

Simi Valley, CA 93065

(530) 421-8165

Email: TitleIX@k12insightca.org

Grievance Procedure

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. A Title IX grievant is requested to complete a complaint form. 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 and 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 Schools of California 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 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 anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Insight Schools of California’s policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. 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.
4. 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. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.
5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause

to believe that sex discrimination or sexual harassment has occurred, the Insight Schools of California shall take appropriate corrective action 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 shall seek an informal agreement between the parties which is consistent with Insight Schools of California's Title IX principles and goals.

6. 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 School Board within thirty (30) working days from receipt of the complaint.
7. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.
8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.
9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Insight Schools of California will take actions necessary to prevent such retaliation.

Gender Identity and Expression

In accordance with California law AB1266 and school policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to promote a safe, affirming, and healthy school environment where every student can learn.

The administrative designee shall accommodate whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression.

Married/Pregnant/Parenting Students

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Any education program or activity, including any class or extracurricular activity, that is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on pregnancy or marital or parental status shall be addressed through the school's uniform complaint procedures in accordance with 5 CCR 4600- 4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

- Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program.
- When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.
- Should the student require a Home/Hospital placement, the school will refer to the student to her district of residence for placement.
- A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.
- Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with the school's attendance policy.
- The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.
- A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Anti-Harassment and Anti-Bullying Policy

Insight Schools of California strives to provide a safe and welcoming environment for all students to learn. Harassment and bullying on the basis of actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code [48900](#). Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.
- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Uniform Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to the Academic Administrator (AA). If the alleged harasser is the AA, the person may report the incident to the Head of Schools. A written report of the alleged incident will be developed by the Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor

if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239,
San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation Is Prohibited

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Time Limits

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

Disciplinary Action

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Head of School will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

Prevention Strategies

Insight Schools of California shall focus on the prevention of bullying and harassment by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

Training and Professional Development

As part of the school's commitment to bullying prevention, the Head of School or designee will develop training for teachers and other school staff to raise their awareness about the legal obligation of the school and its employees to prevent discrimination, harassment, intimidation, and bullying.

Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Dissemination of Information

Insight Schools of California 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. The notification shall be made in the form and manner required by law or regulation.

McKinney-Vento

Insight Schools of California is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board adopted grievance policy and uniform complaint procedures outlined in this handbook.

Homeless & Foster Youth Liaison

Jaime Forrest

jaforrest@k12insightca.org

559-549-3941

50 Moreland Rd.

Simi Valley, CA 93065

Students in Foster Care

In an effort to provide educational stability, ISCA strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to continue in enrollment at the school. In addition, if a student is in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from ISCA if he or she meets the criteria to graduate from ISCA.

In addition, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18th birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations.
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

Unable to Contact

In any school, but especially in a virtual school, regular communication with your student's teachers is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time, please notify your academic advisor and content teachers so that proper arrangements to monitor your student's progress and attendance can be made. All attempts to contact the family are documented in our Student Information System.

Due to the enrollment requirements of our school, if your teachers/academic advisor is unable to contact you for a period of time they will follow the procedure below. If after these procedures have been followed and contact has not been made, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

- Days 1- 5: Insight Schools of California will make attempts to contact through all available email and phone numbers on file, including emergency contacts.
- Day 6: If no reciprocal contact has been made by you, you will receive notification of Unable to Contact via mail and email.
- Days 6-10: Insight Schools of California will continue to make contact through all available email and phone numbers on file, including emergency contacts.
- Day 11: A second Unable to Contact letter is mailed to the address on file via certified mail. A Tier IV conference will also be scheduled at this time.

Withdrawals

If you decide to withdraw a student from ISCA (or if a student 18 years of age or older decides to withdraw him/herself), please communicate your decision through your assigned academic advisor. Your academic advisor will discuss this decision with you to ensure that your student receives the appropriate academic and attendance credit. Shipping labels required for the return of the loaned computer hardware and teaching materials will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

Work Permits

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no "Fs" as determined by prior report card, progress report, or most recent transcript.

Work permit instructions can be obtained on the counseling website at <https://sites.google.com/view/iscacounseling/work-permit> Once the work permit form has been completed and

signed by parent and employer, the request must be emailed to workpermit@k12insightca.org or faxed to 805-581-6102. Work permits take at least 10 working days to process.

Connecting Our School Community

Retention and Academic Intuitive Support Experts (RAISE)

The Retention and Academic Intuitive Support Experts team (RAISE) provides academic assistance, encouragement, and support to students and Learning Coaches when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment. Participation will be required once a student/Learning Coach is assigned to the RAISE team. Any family that fails to respond or refuses to accept RAISE assistance will be referred to administration where compliancy action will be taken and may include a student's withdrawal from ISCA.

RAISE Tiers

Tier I

Tier I students have demonstrated that they need additional support in the online/independent study modality. They are either struggling with daily attendance or low progress or a combination of both areas needed to be academically successful. These students will be required to follow their individual back on track plan that is created for them to be successful. This plan will include a daily live session requirement, at minimum one (1) to two (2) hours per course per week and action items that are tailored based on the unique student situation. Students in Tier II will be assigned a RAISE member. They will be required to follow their personalized Back on Track plan (BOTP), will meet weekly with their Academic Growth Advocate and meet assigned benchmarks.

Tier II

Tier II students are the students in need of a very focused and intense program. Tier II students have demonstrated based on attendance, low progress, or other compliancy actions the need for additional structure to become academically successful. Tier II students will meet with their RAISE support member as required, and follow all outlined supports provided by their assigned RAISE member. Tier II students will also be required to attend a minimum of two (2) to three (3) hours of live instruction per course per week and the action items that are tailored based on their unique student situation. Students in Tier II will continue to work with their assigned a RAISE member, the AGA. They will be required to follow their personalized Back on Track plan (BOTP) and meet assigned benchmarks. If students in Tier II have not responded to the AGA, a Tier II conference will be held with an administrator to discuss requirements and expectations.

Tier III

Tier III students have been through Tiers I & II with little to no success. They have demonstrated non-engagement in Insight Schools of California's program, they will be required to follow their personalized Back on Track plan (BOTP), meet with their assigned AGA, and meet assigned benchmarks.

Tier IV

Students who have been through Tiers I, II, and III and are not yet passing all their courses will be required to meet with AGA and an administrator to discuss concerns at a Tier IV conference. During this conference, both the student and the Learning Coach are required to attend. During the conference, concerns regarding the student and the student's progress will be discussed.

Students who are on Academic Probation are identified as failing to pass courses and will be assigned a RAISE team member to support them in an effort to bring them into compliance and passing all courses:

- Tier 1: Passing courses
- Tier 2: Failed courses previous term and are invited to support sessions and offered Back on Track Plans (BOTPs)
- Tier 3: Continue to fail courses, required to attend Bi-weekly group sessions and will receive BOTPs
- Tier 4: Continue to fail courses, required to attend weekly individual support sessions, will receive BOTPs
- Administrative Withdrawal Review: Continue to fail courses, required to attend weekly individual support sessions, will receive BOTPs, required to attend Administrative Withdrawal Review conference with administrator

Connecting with Insight Staff

To provide a strong start for all students, parents (and students) are given the opportunity to have a one-on-one conversation with an Insight staff member. This conversation can take place over the phone, or, at parent's request, via video conference. The purpose of this conversation is to ensure students have all equipment, supplies, and account access needed to have a successful school year. At this time, enrollment requirements are reviewed, necessary documents are explained, and any questions the student or LC has are answered. A follow up email is sent after the phone meeting that will include additional information and helpful training materials.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after Insight Schools of California receives a request for access.

According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an Insight Schools of California administrative staff member. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Education Code Section 56043(n): “ *The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27.*”

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask Insight Schools of California to amend a record should submit this request in writing to the Academic Administrator clearly identifying the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or

eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Exceptions which permits disclosure without consent include: 1) Disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, consultant, or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer 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. 2) Disclosure to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. 3) Disclosure to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

FERPA – Release of Directory Information

FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the school may disclose "directory information" without written consent, unless you the parent or eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. The method for objecting to disclosure of director information is specified below. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties.

Examples include:

- Shipment of computer and school materials to and from student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal law required the school to provide military recruiters, upon request, with three directory information categories – names, address, and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

- Name
- Address
- Telephone Number
- Email Address
- Photo
- Honor Roll Status
- Grade Level Activities and Clubs
- Awards

If there are certain items the school has chosen to designate as directory information that you do not want disclosed from your child's education records, without your prior written consent, please send an email identifying the information you do not want disclosed your student's name, and any edits to the Insight office.

FERPA – Filing a Complaint

Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school 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
400 Maryland Ave. S.W.
Washington, D.C. 20202-4605

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Insight Schools of California have adopted these policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

Student Records

Parents may view student records at any time pursuant to the Notification of Rights under FERPA (right to review records transitions to students at age 18). Please provide our office with five (5) days' notice so that the record may be pulled. According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an Insight Schools of California administrative staff member.

Students who transfer into the Insight Schools of California will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to the ISCA offices at that time.

Should you decide to withdraw from the Insight Schools of California and transfer to a new school, your new school will contact the ISCA offices to request your student's records and we

will mail the records to them.

Should you decide to withdraw from the Insight Schools of California and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

School Accountability Report Card (SARC)

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in 1998. This report card is issued annually by local school boards in California. It provides parents and other interested community members with information on at least 17 aspects of the school, its resources, successes, and areas in which improvements are needed.

The SARC will be posted on the Insight website by February 1st of each school year. Hardcopies are available upon request.

Student Services

Special Education Services

Insight Schools of California offers a full continuum of special education supports and services per all applicable federal and state laws. Insight Schools of California delivers services based on the students' Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional supports and services from the special education department. There are also alternative curriculum and placement options as appropriate. For students whose IEP requires alternative placements, this can mean Insight Schools of California may offer options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS) and/or Residential Treatment Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Insight Schools of California works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/supports for a child that is already in our special education program should be directed to your child's special education case manager.

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager. For further information regarding special education services, contact Special Education Department, via phone at the main office (805) 581-0202.

Child Find

(California Education Codes 56300-56304,
34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Our school strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state. For more information, please contact Insight Program Specialist, Brandi Bravo, at brbravo@k12insightca.org.

English Language Learners

Insight Schools of California offers a comprehensive English Language Development program for all English Language Learners. For more information, please contact the ELD program coordinator, Holly Rodriguez, via email at horodriguez@k12insightca.org or at the main office at (805) 581-0202.

Response to Intervention/Student Study Team

The first step in response to concerns expressed by either a teacher or a parent is to start the response to intervention (RTI) process in order to improve your child's performance. The RTI process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. Implementation of the RTI process limits the amount of academic failure that any student experiences. This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all ISCA families and the second tier in the RTI process. The SST is designed to address parent concerns regarding their student's academic or behavioral challenges. The SST meeting provides a forum for the parent, general education teacher, additional ISCA teachers and support staff to come together and develop additional ideas or strategies to help the student. All SST meetings are conducted via conference call. The process should be used as the first step in working with specialist to help identify a student's strengths and weaknesses. This will provide additional support to a student to enable success within the least restrictive environment, general education classroom. If you have

academic or behavioral concerns regarding your student, please contact the SST-504 Coordinator, Joe Hargrave, at jhargrave@k12insightca.org.

Student Safety and Social Emotional Care

<https://sites.google.com/view/iscacounseling/social-emotional-resources?authuser=0>

Insight provides resources, trainings, and information on a variety of student safety and social emotional supports available to students and families. Insight places a high priority on student safety and the social emotional care of students. Counselors, Academic Advisors, and Administrators are available to support students and their families at any time.

Mental Health, Human Trafficking, Suicide Prevention, and Bullying

The counseling department website houses information on mental health resources available to students and families and provides regional resources available as well. Parents and students may also locate information regarding human trafficking, suicide prevention, and bullying on the counseling site. To ensure the safety of our students, the counseling department makes every effort to address these topics during regular visits to academic advisors' whole-group live sessions. The monthly newsletter, which is sent to students and families, also contains information on mental health, trafficking, suicide prevention, and bullying resources.

Interventions

Insight Schools of California offers student-specific, individualized interventions within the context of each classroom. Teachers offer individual support and action plans to struggling students as soon as they are identified within the term. Insight also offers intervention via a supplemental program embedded in the Online High School called Stride in the areas of math, English, and science. The purpose of Stride is to motivate students toward mastery in a fun game-based design. It individualizes instruction based on student levels and allows teachers to effectively monitor student progress. If these interventions are unsuccessful, students are referred to the RAISE team for tiered, structured support.

Intervention Specialists work with students struggling to demonstrate mastery of content standards in math and English Language Arts. Students are identified for support through various means, including Star 360 assessment results, performance on course assignments, and enrollment in courses in which they have previously struggled. Intervention specialists meet with students live throughout the week, according to their needs. The goal of these interventions is to provide students with the tools and resources they need to build confidence in their abilities and increase their mastery level of grade-level standards.

Curriculum and Instruction

ISCA is committed to providing a Common Core Standards (CCS) based curriculum and solid

system of support for all students. ISCA students are provided coursework in math, English, science, and social studies. A diagnostic assessment is administered at the beginning of each student's first trimester of enrollment to determine reading and math levels in order to facilitate an individualized instructional plan for each student. Interim assessments are administered each subsequent trimester to monitor student growth and determine if additional support is needed.

Our online classroom experience is designed to extend the boundaries of the physical classroom by connecting students and teachers to create a learning partnership. The online classroom is a real-time virtual classroom environment designed for virtual education and collaboration. The online classroom technology enables all students of all ability levels to get an interactive learning experience.

ISCA offers a wide variety of student sessions, which support the K12 curriculum and are an excellent resource for students. Teachers conduct live whole group sessions as well as small group targeted sessions, during which they are available to answer questions from students and learning coaches.

- Please refer to the Classroom Code of Conduct for student behavior expectations in online classroom sessions

K12 Curriculum

Students enrolled in the Insight Schools of California use the K12® Curriculum, a curriculum program developed by K12, Inc. of McLean, Virginia. Insight Schools of California has selected the K12 curriculum for both its superior quality and the fact that it both meets and exceeds the California State Standards. The K12® Curriculum covers six subject areas (Math, Language Arts, Science, History, Art, Music, and World Language), with more than 600 lessons per grade level. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks etc. For more information about the K12® curriculum, please visit www.k12.com.

The Online School (OLS)

The OLS is the engine that drives the Internet-based ISCA school program. The OLS delivers student lessons and is where parents track their student's progress through the K12® curriculum and monitor daily attendance.

Access to the OLS requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolling students will create a username and password during the online enrollment process. In a case where a parent submits a paper-based enrollment application, they will receive their registration code via email from K12 after their child's enrollment has been approved. Returning parents/students will use their same user name and password from the prior school year.

Classroom Teacher Assignments

We will attempt to honor parent requests for classroom teacher assignments in situations where possible. If you have a special circumstance you would like to discuss, please contact the administrator for the school within the first ten days of the trimester.

Students may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

In some instances, a student may receive instruction from or be served by a teacher from an Insight school other than the student's school of enrollment.

Objectionable Material

There may come a time when you find certain lessons in a particular unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to K12 directly using the feedback button on the OLS.

Course Placement

ISCA counselors will place students in courses based on credits needed to graduate according to the most recent transcripts the counselor has access to. If students received high school credit at other schools previous to ISCA, the transcripts must be on file to ensure proper placement. Without transcripts on file, ISCA counselors will base your student's schedule off of coursework completed with ISCA. If you feel there is an error in your student's course assignment, please reach out to the counselor within the first 10 days of the trimester.

Change in Class Schedule

ISCA will consider class/schedule changes in the first ten (10) days of each new trimester for good cause.

Good cause includes, but is not limited to:

- Misplacement
- Repetition of a previous course with a passing grade
- Placement in a course prior to receipt of transcript from former district(s)
- Parent request

ISCA will not allow class/schedule changes beyond the first ten (10) days of each new trimester. All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

Withdrawing from a Course

Student requests for withdrawal from an assigned course will be reviewed and completed as deemed appropriate by assigned School Counselor. A student must maintain a full course load of four courses every trimester. To drop a course, a request must be sent directly to the student's School Counselor within the first ten days of the trimester.

Late Work & Gradebooks

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. ISCA faculty strives to support all students in this endeavor. The course instructor and/or academic advisor will work to support students with missing or late assignments. All assignments are due by 11:59 pm on the last day of each trimester unless approved by administration; however, students cannot wait until the last day to turn in all work. Students must always maintain compliancy with the enrollment requirements of the school.

Content Teachers will zero out any missing assignments in the gradebook. This is to provide an accurate reflection of your student's grade at all times throughout the trimester. If at any time you have a question on the student's grades or missing assignments, please contact the content teacher of record directly.

Concurrent Enrollment

High School Concurrent Enrollment permits high school students the opportunity to enroll in courses at a local community college. The purpose of the program is to provide "advanced scholastic," "educational enrichment opportunities for a limited number of eligible pupils" as defined by Education Code, Section 48800 and 76002.

The Intent – The intent of the Education Code in allowing concurrent enrollment is to provide high school students with accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

The Profile – Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work, work to make-up for failed high school classes or middle school classes, are not eligible and must be served by ISCA.

Remediation – The intent to take classes to make up for classes that have been failed in high school is disallowed.

Policies and Requirements for Concurrent Enrollment:

ISCA High School students wishing to enroll in a community college must meet school requirements of daily attendance, maintaining a 2.0 GPA, and passing current courses. Students

must obtain all concurrent enrollment forms from the community college to be filled out completely. Once the forms are completed they need to be sent to the student's School Counselor for approval. Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the counselor.

Students must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor prior to enrollment in each term he/she wishes to participate.

Students are limited to six units, or two classes, per semester. If the school is on a quarter system, they are limited to three units, or one class, per quarter.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from ISCA on their high school transcript.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Read the class schedule and choose a course you would like to take.
2. Obtain parent's approval for attending a college class and have them sign the concurrent enrollment form.
3. Email the concurrent enrollment form to your school counselor to obtain his/her signature and discuss your selection.
4. Complete an admissions application from the community college and take it to the Admissions & Records Office along with the high school concurrent enrollment form.
5. You will be required to take assessment tests if you enroll in English, Math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each term you wish to attend.
7. In order for your student to receive the credit, the ISCA office must receive the final transcript with the class taken from the community college.
8. For more information, please visit the counseling site at <https://sites.google.com/view/iscacounseling/college-planning/concurrent-enrollment>

Testing & Assessment

Assessment Window

The Assessment Window for the 2024-2025 school year is mapped out below. Any students not testing would be as a result of their enrollment date and the diagnostic test window for the student. Please note that Trimester 3 students who are newly enrolled will participate in assessments at both the beginning and end of the cohort.

Trimester	Beginning of Year Test	Middle of Year Test	End of Year Test Window
Trimester 1 Cohort 1	8/15/24 – 9/13/24	12/3/24 – 1/10/25	5/19/25 – 6/6/25
Trimester 1 Cohort 2	8/26/24 – 9/13/24	12/3/24 – 1/10/25	5/19/25 – 6/6/25
Trimester 2 Cohort 1		12/3/24 – 1/10/25	5/19/25 – 6/6/25
Trimester 2 Cohort 2		12/9/24 – 1/10/25	5/19/25 – 6/6/25
Trimester 3 Cohort 1		3/05/25 – 3/19/25	5/19/25 – 6/6/25

Diagnostic Assessment

All students enrolled will be required to take Star 360 Reading and Math assessments within two weeks of their enrollment. Students will receive a grade in each of their content courses for taking the assessments. All teachers, both advisors and content, are required to ensure their students take the assigned assessment. Teachers and administration will utilize the data from the diagnostic assessment to ensure appropriate supports are in place for all students and target for students for intervention.

Interim Assessment

Star 360 will be used throughout the year as the Formative Interim Assessment. Students selected based on the below chart are required to take both the Reading and Math assessment within the window identified.

The Formative Interim Assessments will be worth a portion of the student's total grade in each course. All teachers, both advisors and content, are required to ensure their assigned students take the assigned assessment. Teachers will meet with their High School Lead teacher both individually and within subject groups to use the data to drive instruction.

Learning Coach Assessment Proctor Responsibilities

- Be sure you have the web address, your student's username and password from your teacher
- Be sure your browser has the most updated version (Chrome, Firefox Mozilla are suggested browsers)
- Schedule time (perhaps an hour per test) during the assigned testing window provided by school
- Be sure to cover or remove any materials around the testing area that might help students answer test items. No calculators or other devices are to be used during the test unless accommodations are required. An online calculator may be provided for some questions

above a certain grade level by the program when appropriate.

- If accommodations require, the math audio may be turned on by the teacher.
- Ensure a quiet testing area during the test.
- Students may use as much pencil and note paper during the test as they wish. Be sure they have plenty.
- Discuss with your student the importance of doing his/her best in order for their teachers to identify and address any educational needs.
- **IMPORTANT:** no assistance should be given to student while taking the test once the questions start. Students may only use paper and notepaper. No other materials are allowed unless accommodations are discussed with your teacher. Parents should not read questions, answers or prompt in any way. Difficulty of questions will be adjusted based on whether students get the questions correct or not.
- You may help your student log on and select the appropriate subject(s). You may also help them turn in the test, pause the test or restart the test. If a student needs to leave the room unexpectedly while taking a test, you can stop a test by selecting Stop Test in the upper-right corner of the screen. A prompt will ask if you want to resume the test later, stop the test, or cancel the action. A student has eight days to resume a test at the point where he or she left off (the student will see a different item, however).
 - STOP THE TEST option from prompt will cancel the test and it will start from beginning next time they start
 - RESUME THE TEST LATER option will save the test and student can resume later. If prompted for a password, type ADMIN to resume
- Be sure no other programs are open on your computer, including other browsers or extra tabs.

State Standardized Tests

As members of a public charter school, our students participate in the following state standardized tests:

Grade 9 Physical Fitness Test (PFT)

Grade 11 – Smarter Balanced Assessment (SBAC)

All students in grades 11th or 12th will complete the California Science Test (CAST). The test will be administered to High School students who are in at least their second year of science.

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California. Insight Schools of California utilizes all assessment data to further drive instruction and support academic achievement.

The ISCA faculty administers all state standardized testing at facilities located within driving distance of your home. A testing schedule is provided in our school calendar. In the event that an emergency should occur during participation in state testing, Insight's policy is to first ensure

the safety of its students, then immediately reach out to their families. Please direct any questions or concerns, including questions about opting out of state testing, to your student's academic advisor. All opt out requests must be handled by a school administrator.

Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

****Parents and guardians retain all rights under CA education code 60615: “Notwithstanding any other provision of law, a parent’s or guardian’s written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted.”** Questions regarding this or other California Assessment of Student Progress and Performance questions can be directed to testingquestions@caliva.org.

Graduation Requirements

Students enrolled in ISCA will carry and maintain a caseload of at least 20 credits each trimester. Each course is worth 5 credits. Students will obtain 130 credits as detailed below in order to meet the graduation requirements.

- A. History/Social Science (30 Credits)**
 - a. Modern World Studies (A and B sections)
 - b. US History (A and B sections)
 - c. US Government and Politics (1 trimester)
 - d. US and Global Economics (1 trimester)

- B. English (30 Credits)**
 - a. English I (A and B sections)
 - b. English II (A and B sections)
 - c. American Literature (A and B sections)

- C. Math (20 Credits) (Algebra is required)**
 - a. Algebra 1 (A and B sections)
 - b. Geometry
 - c. Consumer Math
 - d. Personal Finance

- D. Science (20 Credits) (1 Biological Science and 1 Physical Science Required)**
 - a. Biology (A and B sections)
 - b. Physical Science (A and B sections)

- E. Visual & Performing Arts/Career Technology (10 credits)**
 - a. Career Planning
 - b. Digital Arts I
 - c. Computer Literacy
 - d. Image & Design Editing
 - e. Web Design

F. Physical Education (20 Credits)

Senior Portfolios

Students will create, maintain, and submit a Senior Portfolio reflecting comprehensive preparation for postsecondary pursuits. Students are expected to work on portfolio requirements throughout their enrollment with Insight. Portfolio completion must be verified by the school prior to issuance of a diploma. Portfolio requirements include, but are not limited to: exploration of college and/or career opportunities, application of practical experience for skill development, and some form of training related to employment or post-secondary education. Upon embarking on this process, students will receive specific portfolio instructions and guidelines (including modified plans for those enrolling for less than one school year) as well as structured support as they work toward fulfilling each requirement. Additionally, each student is required to meet with their School Counselor once every term.

Graduation and Diplomas

Receiving a diploma and participating in graduation is a commencement ceremony is an important milestone in one's life. ISCA will host a commencement ceremony at the end of each school year (and mid-year, when necessary). Students who have fulfilled the ISCA credit requirements are encouraged to participate in the commencement ceremony. Details regarding the ceremony will be communicated to graduating seniors throughout each school year.

Diplomas are mailed to families approximately 6 to 8 weeks after confirmation of meeting all ISCA graduation requirements. If you have not received your diploma or have any questions regarding graduation, please contact the office at 805-581-0202.

Golden State Seal Merit Diploma (GSSMD)

To be eligible for the GSSMD, students must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas as follows:

1. English-language Arts: Students must have earned one of any of the following:
 - a. A grade of B+ (or numerical equivalent) or above in a single course completed in grade nine, ten, or eleven
 - b. An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment
 - c. A scale score of 370 or above on California Standards Tests (CSTs), if available
2. Mathematics: Students must have earned one of any of the following:
 - a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven
 - b. An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment
 - c. A scale score of 370 or above on any of the following CSTs, if available:

Geometry; Algebra II; Summative High School Mathematics; or Integrated Mathematics 2 or 3

3. Science: Students must have earned one of any of the following:
 - a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven
 - b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA
 - c. A scale score of 370 or above on any of the following CSTs, if available: Biology; Chemistry; Physics; Earth Science; or Integrated/Coordinated Science 1, 2, 3, or 4
4. U.S. History: Students must have earned one of any of the following:
 - a. A grade of B (or numerical equivalent) or above upon completion of the required U.S. history course
 - b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA
5. Other two subject matter areas: Students may choose from any of the following:
 - a. Any additional qualifying grade or score listed above earned for the subjects of ELA, mathematics, science, or U.S. history not already used to meet eligibility
 - b. A grade of B (or numerical equivalent) or above upon the completion of high school courses in other subjects (Technology, Career, Art, Foreign Language, e.g.).
 - c. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or LEA

The student's assigned Guidance Counselor will review student's eligibility for the GSSMD and students who meet the requirements will receive the insignia on their diploma.

Free Application for Federal Student Aid (FAFSA)

California requires all students who are graduating to complete the FAFSA, if you do not wish to complete the FAFSA, you must submit an opt out form to your student's School Counselor. Insight provides information to students regarding the FAFSA on the counseling site; the counseling website link is sent to all students and learning coaches at the beginning of the year and every trimester for new students. The counseling site provides a direct link to the FAFSA application with information about the FAFSA and how to complete the FAFSA. . The counselors provide monthly presentations on topics, which include the FAFSA. . More information regarding FAFSA can be found at <https://sites.google.com/view/iscacounseling/financial-aid/fafsa-information>

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance

with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Certificate of Educational Achievement/Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Grading Scale

Student grades will be determined based on how they perform on assignments within each course. Teacher-graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Participation

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the trimester, you can view your grades in the LMS grade book. Your teachers, administrators, and parents also have access to your grade information.

ISCA grading scale:

A	89.5 – 100%
B	79.5 – 89%
C	69.5 – 79%
D	59.5 – 69%
F	59.4% and below

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignment and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each pupil shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a pupil's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Notice of Process for Requesting a Grade Change

1. The grade appeal policy shall be included in the student handbook.
2. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

Teacher Level

3. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant pupil is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
4. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
5. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Director of High School of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Director of High School at the same time as the decision is provided to the parent.

6. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

HS Lead Level

7. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the HS Lead. A parent must make the written request to the HS Lead within ten (10) school days of the date of the teacher's written decision not to change the grade.
8. The parent's written appeal shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, pupil, and teacher shall have the right to submit or present relevant documentation.
9. The HS Lead shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HS Lead received the parent's written appeal.
10. Following the meeting with the parent/guardian/student, the HS Lead will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HS Lead, the HS Lead shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be effected within thirty (30) business days of the date the HS Lead received the parent's written request for review.

Academic Administrator of High School Level

11. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Academic Administrator of High School or designated administrator. This written request must be made within ten (10) school days of the date of the HS Lead's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Academic Administrator of High School may designate an appropriate administrator or panel of administrators to review the request.
12. The written request for review shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
13. The parent, pupil, and teacher shall have the right to submit relevant documentation.
14. The Academic Administrator of High School or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Academic Administrator of High School or designated administrator or panel shall give the teacher the opportunity to be present or

to otherwise provide input.

15. Within twenty (20) school days of the Academic Administrator of High School's receipt of the parent's written request for review, the Academic Administrator of High School shall inform, in writing, the parent, pupil, teacher, school and the appropriate HS LEAD of the determination regarding the grade. This determination shall be final. If the Academic Administrator of High School or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be effected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

School Property

All instructional materials, including computer equipment and related hardware, are loaned to the student by the Insight Schools of California. Students are expected to return all materials using the free shipping labels provided by K12 should they withdraw from the program.

Families should handle ISCA property with care and should ensure an accurate inventory of these materials is maintained in the home. It is recommended that families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The Insight Schools of California shall not provide any funds or other thing of value to the pupil or his parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

Computer Policy

The Insight Schools of California will ensure that all enrolled students have access to a computer. In situations in which the student's computer malfunctions, the family must follow the process for receiving technical assistance and seek other means for the student to continue logging in daily until the issue is resolved. The ISCA Administration will address additional technology requests on a case-by-case basis, which should be initiated through your assigned teacher.

Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, ISCA-issued computers and subsequent software cannot be exported outside the United States.

Internet Service Provider (ISP) Program

Participation in Insight Schools of California requires an Internet connection. This Internet connection is to be established and maintained by the family with the enrolled student(s). The nature of Insight Schools' program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson plans, and other necessary resources as

well as to log attendance and submit lessons. Because of the unique schooling environment of Insight Schools, it is an enrollment requirement to establish and maintain an Internet account throughout the entire time of being enrolled with Insight. Failure to provide or maintain an Internet connection will result in the withdrawal of your student(s).

ISCA provides a stipend to qualifying families in the amount of \$40.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Checks will be mailed once per semester to families to the address verified by completion of the Back to School Packet.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact btspsupport@caliva.org.

Past Checks

We will reissue checks that have not cleared our bank up to ONE school year prior to the current. If the parent has the physical check and they need it replaced due to the check being made out to the wrong name, the check expired, or the check was misplaced for a while and was recently found, the family needs to mail the check back to the Simi Valley office. Once it has been received by our office a replacement check will be issued.

Mailing Address and Proof of Residency (POR)

Checks will be sent out to the address that is on file, and supported with a POR. If the family has a change of address, they must notify and provide a POR to the homeroom teacher and/or the Insight Office as soon as possible. The check will be withheld until the POR has been received and processed.

Acceptable Use Guidelines

Academic Integrity (Dishonesty & Plagiarism)

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include:

- Using another's work and claim as your own
- Submitting the same assignment to more than one course
- Copying from text, web site or other course material
- Using or attempting to use unauthorized materials, information or study aids in any

academic exercise

- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion
- Using an online translator or foreign language dictionary during examinations
- Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete their work

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

Consequences:

- 1st Offense –
 - 1. Student and parent will be notified via email and phone call, in which the offense, its implications, and its consequences will be explained
 - 2. Student will receive a grade of F for the assignment. However, the student may redo the assignment as an original submission (in his/her own words), or the teacher may substitute another assignment of equal value, which must also be submitted as original work.
- 2nd offense –
 1. Student will receive a grade of F for the assignment, which will result in a lower overall course grade on the grounds of academic dishonesty.
 2. The teacher will notify the student and parent via certified mail, and alert the High School Lead Teacher, Guidance Counselor, and Academic Administrator. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 3. The student will be mailed/emailed a copy of the behavior contract. The student, parent and teacher will sign the document, which will then be placed in the student's file.
 4. The student will be required to attend a plagiarism tutorial session, given by the teacher of the course.
- 3rd offense –

- Student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript.
 - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 - A conference call will be set up with the student, parent, the teacher and the High School Lead Teacher and/ or Guidance Counselor.
- 4th offense –
 - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 - Student may be withdrawn from ISCA and placed back in the school of residence.
 - The incident will be noted in the student’s permanent file.

Avoiding Plagiarism:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook* and for formatting questions refer to manuals such as *The MLA Handbook for the Humanities*, *The Publication Manual of the APA* for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

Classroom Code of Conduct

Freedom of speech and expression is valued not only throughout society but also in the academic setting. No more is this so than in the classroom. In ISCA, a classroom is defined as many different locations. These may include but are not limited to:

- Online classroom sessions
- Class Connect
- Any ISCA community area

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your own user name and password, and do not share these with anyone.
7. Do not post personal information, (personal details, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access ISCA or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
9. Do not download, transmit or post material that is intended for personal gain or profit, non-ISCA commercial activities, non-ISCA product advertising, or political lobbying on a ISCA owned instructional computing resource.
10. Do not use ISCA instructional computing resources to sell or purchase any illegal items or substances.
11. Do not upload or post any software on ISCA instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any ISCA server.
13. Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Consequences

- First warning
- Certified letter
- If problem continues, administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, ISCA reserves the right to withdraw student upon first action

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

As a student enrolled in ISCA, you should be aware of the above guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to ISCA instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.
-

Internet Safety and Network Etiquette

It is the policy of Insight Schools of California to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

As an ISCA student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang
- Swear words are unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Don't broadcast online discussions, and never reveal other people's email addresses
- Do not post personal information, (personal details, YouTube, Facebook, email address, etc.)

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Insight Schools of California online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Insight Schools of California staff and the Learning Coach to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children’s Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Learning Coach, Insight Schools of California or designated representatives.

CIPA definitions of terms:

Technology protection measure means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code;
2. Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals. The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code; and
 - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Release of Liability

Through acknowledgement and receipt of the handbook, you are hereby providing permission for your student to participate in activities, including but not limited to field trips and testing.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the Insight Schools of California activities. I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge the Insight Schools of California, its officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of the Insight Schools of California. I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

You attest and verify that said minor is physically fit and able to participate in school events and acknowledge that you are aware of the inherent risks in participating in any athletic event. If the student has or has had any allergies, medicine reactions or unusual physical condition which should be made known to a treating physician or which could limit participation, please notify the school in writing so it can be maintained in the student's file.

Photograph, Testimonial and Interview Release

In exchange for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, I hereby grant to K12 Inc., its legal representatives, successors and assigns, and those acting with their authority and permission (collectively, "K12") the right and permission to use, re-use, publish, re-publish, and copyright (in K12's own name and otherwise) testimonials (written by me or attributed to me), interviews (written by me or attributed to me), and photographic portraits, pictures, images and/or likenesses of me or in which I may be included (in whole or in part, or composite, or distorted in character or form, without restriction as to changes or alterations), in conjunction with my own or a fictitious name, made through any medium, and in any and all media now or hereafter known throughout the world in perpetuity. All rights, licenses and privileges herein granted to K12 are irrevocable and not subject to rescission, restraint or injunction under any circumstances. I hereby waive any right that I may have to inspect or approve the finished product, or products and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

I hereby release, discharge and agree to save harmless K12 from and against any claims, damages or liability arising from or related to the use of any of the aforementioned material, including but not limited to any liability by virtue of any editing, blurring, distortion, alteration, optical illusion, or use in composite form, whether intentional or otherwise, that may occur or be produced in the taking, recording, editing, processing, publishing or distribution of said testimonials, interviews, pictures, portraits, images and/or likenesses including, without limitation, any claims for defamation, invasion of privacy, right of publicity or violation of any other right.

I hereby acknowledge that the compensation provided does not include any monetary compensation or tangible goods or services and that none are due to me for granting this release.

I hereby warrant that I am of full age and have the right to contract in my own name. I have read this Release prior to its execution, and I am fully familiar with the contents thereof. This Release shall be binding upon me and my heirs, legal representatives, and assigns.

If signing as parent or guardian, I hereby warrant and represent I am the parent or legal guardian of the named minor and have authority to and do hereby consent to this Release on his/her behalf and will be responsible for any damages incurred by K12 resulting from the minor's breach or renunciation of this Release.

Handbook Acknowledgement

By signing below and/or through completion of the Back to School Packet (BTSP) you are agreeing to the policies and procedures of the Parent handbook. Including (but not limited to):

- Enrollment Requirements
- Attendance & Engagement Policy
- Academic Progress
- Computer Use Policy
- Academic Integrity
- Appropriate Behavior
- State Testing Requirements
- Grading System
- Release of Liability
- Photograph, Testimonial, and Interview Release

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

Appendix 1

Model Youth Suicide Prevention Policy

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Insight School of California Youth Suicide Prevention Policy

The Governing Board of Insight School of California recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Head of School, Kimberly Odom] shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Head of School, Kimberly Odom shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Head of School, Kimberly Odom shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local

health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

1. Just Tell One Suicide Prevention Conversation Toolkit <http://justtellone.org/wp-content/uploads/2016/11/Suicide-Prevention-Conversation-Toolkit.pdf>

2. 1-800-273 TALK 3. Lifeline Crisis Chat:
<http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx>

4. National Hopeline Network 1800 SUICIDE/800-784-2433

5. The Trevor Line: 866.488.7386. The Trevor Lifeline connects lesbian, gay, bisexual, transgender, questioning (LGBTQ) young persons to a suicide prevention and counseling phone line with access to trained counselors 24/7.

6. Suicide Hotline in Spanish 1800-273-8255, option 1

7. Youthline 877-YOURLINE/877-968-8454 8. Online Crisis chat www.crisischat.org 9. I'm Alive www.imalive.org 10. American Foundation for Suicide Prevention 1888-333-AFSP/2377 www.afsp.org 11. Self-harm support website www.helpguide.org/mental/self_injury.htm

California Youth Crisis Line

800-843-5200

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Insight School of California along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

The Insight School of California along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Insight will develop a training plan to be set in place by the start of the 2017-2018 school year. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;

- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;

- Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the Insight School of California and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition,

treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Insight School of California .

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Insight School of California suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Insight School of California Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

The Insight School of California along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district’s suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Insight School of California will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center’s best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children’s Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Insight School of California staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons Natalie Henry and Micah Samuels Suicide Prevention Liaisons, shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Head of School or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. Insight will develop a plan that includes crisis intervention procedures, including counseling and other support systems and have it in place by the start of the 2017-2018 school year.).

D. Parental Notification and Involvement

Each school within the Insight shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Insight School of California property, it is crucial that Insight School of California protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide

and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Natalie Henry and Micah Samuels, Suicide Prevention Liaisons for the Insight School of California shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator);
- Identify a staff member to contact deceased's family (within 24 hours);
- Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at

www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- [Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss](http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss)
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/lr/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
 - (1) The guidelines are necessary.
 - (2) The department has the authority to issue the guidelines.
 - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

Appendix 2

Mental Health Referral Process

Introduction:

The purpose of the mental health referral process is to identify students, whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering referral to mental health services, and the different services provided.

Eligible Student Populations:

Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are not restricted to students who have “emotional disturbance” as their identified disability.

*Please note ERMHS supports are provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and student may be referred for a psycho-educational evaluation to include eligibility for ERMHS services.

Services Covered:

Services must be included in the IEP and can include individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student's IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

Information:

Mental health services are provided through a three-tier model:

*Please review progress as necessary to determine possible end of services and/or if additional supports are needed.

- Tier 1
 - New referral (SPED)
 - Mild level of needs
- Tier 2
 - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
 - Severe level of needs
 - Tier 1 and 2 supports have been deemed inadequate

Referral Procedure:

Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An IEP meeting is held and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured. Data is taken, and the team reconvenes after 12 weeks to review the student's progress.

Appendix 3

Title I, Part A Parent and Family Engagement Policy

Title I, Part A LEA/School-Level Parent and Family Engagement Policy

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a) and ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy

updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1], 1116[a][2][A], and 1116[a][2][F])??

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed. The board approved policy is emailed to parents of participating children, and it is posted on the school website. The local community can access the policy on the website. The policy is updated periodically, through an Educational Partner meeting (parents, community members, students, staff). Throughout the year, input is gathered during Educational Partner meetings, surveys sent to parents and students, and grade span parent meetings. This input and data is used to update the policy.

How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans or Targeted Support and Improvement plans (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A.

N/A

How will the school coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs to encourage and support parents in more fully participating in the education of their children (ESSA sections 1116[a][2][C], and 1116[e][4])?

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through the Engagement and Resource Coordinator and RAISE (Retention and Academic Intuitive Support Experts), which is paid for with Title funds. With the assistance of the Director of Engagement, as well as the Engagement and Resource Coordinator and RAISE team, all work together to organize strategies and makes sure all program's plans are integrated. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents is a part of our school culture. Parents have access to the students online learning platform and can see, in live time, what a student has completed.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Parents are informed about schoolwide achievement and plans to meet academic standards at various live meetings throughout the year. At parent/community engagement meetings, parents are informed of academic achievement by demographic subgroups, and plans to address achievement gaps are discussed.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Evening meetings are offered multiple times during the school year and a recording is available to parents after the meeting.

How will the school conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of the school, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

Parents receive surveys requesting input on a regular basis during the year through the Pulse Check program. Parents receive individual outreach at least quarterly from homeroom teachers to provide an opportunity to engage reading student progress.
The Parent and Family Engagement Policy will be reviewed by all educational partners periodically.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parents are invited to attend educational partner meetings during the year. Parents are sent surveys which offers another platform for them to provide input.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

The school annually gathers input and feedback from educational partners through the LCAP development and surveys to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process, and actions are developed to address the needs of families. Some reported barriers have been language differences, lack of transportation to in-person events, lack of opportunities for parents to engage with one another, and technological literacy. Action plans have been created to address these barriers, such as providing activities at different times (day and evening), communicating to parents through translated platforms and interpreter services, advertising events through consistent communication platforms, creating a learning coach community phone app, and hosting monthly learning coach sessions with topics ranging from navigating online systems to understanding graduation requirements to getting to know one another.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

We offer student-specific, individualized interventions for all students in need of support. Students will receive research-based support and strategies, particularly in the areas where the student is struggling. Many different levels of support and support staff are available to provide interventions.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

The school aids parents of Title I students in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements thereof, and how to monitor a child's progress and work with educators to improve the achievement of their children by regularly checking in with teachers. Teachers provide parents and students with Star 360 assessment results and growth trends and guide parents through checking student progress and grades on the online learning platform. Parents and students also receive communication from administration on state standards, expectations, and testing.

What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education on a daily basis, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

The onboarding process is critical to a student's success. New students are invited to attend orientations, they are provided messaging, and a Strong Start timeline to ensure they and their parents have the information and tools for a successful start. Learning coach sessions are also hosted in which parents are provided resources to help their student be successful in the online learning environment. The school has worked on providing consistent messaging through social media, Parent Square, newsletter, website for parents, texting, and notices in the online school. The messaging platforms allow for real time translation. A survey is provided to parents that allows them to ask for help when needed.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Parents are encouraged to meet with their student's teacher. There are school policies in place that require teacher availability, consistent scheduling, and timely responses and feedback to student and parents. School-wide initiatives such as Student Connection Calls at the beginning of the year and online conferences throughout the year to ensure individual attention for student academic success.

The school provides coordination, technical assistance, and other support to assist in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

To assist and build the capacity the school employs support staff who collaborate with school staff and parents to develop goals, programs, and classes to support parents. These staff members serve as liaisons between parents, schools, and outside community agencies to support efforts to improve student academic performance and parent involvement.

* The Engagement and Resource Coordinator works to build a community among learning coaches and provides support sessions for learning coaches. The Community Coordinator also connects students and families to events, both online and in-person, and provides other resources to help students stay engaged and involved in school.

* The RAISE Team trains learning coaches on all aspect of the online school.

The Director of Categorical Programs will monitor to ensure that the following tasks are completed.

* Convening of an annual Title I parent meeting.

* Convening of school meetings to inform parents of their school's participation in the development of the Parent/Family Engagement Policy and each parent's right to be involved.

* Development of the Parent and Family Engagement Policy and School-Parent Compact and provide information to parents about the school's program

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

Independent charter school

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Independent charter school

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

Independent charter school

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement.

How will the school aid parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

The school aids parents of Title I students in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements thereof, and how to monitor a child's progress and work with educators to improve the achievement of their children by regularly checking in with teachers. Teachers provide parents and students with Star 360 assessment results and growth trends and guide parents through checking student progress and grades on the online learning platform. Parents and students also receive communication from administration on state standards, expectations, and testing.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Since the school is an independent study program, parents are involved with every aspect of their child's education. All materials are mailed to the student's house, including a computer, so students and their parent can access the online curriculum. Teachers provide consistent messaging of the requirement for daily log in and submission of assignments. Weekly announcements are made in all the student's courses as well as frequent updates to families both as general newsletters and tailored updates.

How will the school educate teachers, instructional support staff, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school, and how to work with parents as equal partners (ESSA Section 1116[e][3])?

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

How will the school coordinate and integrate parent and family involvement programs with other federal, state,

and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Families are connected to community resources via the Student and Family Champion position, which is paid for with Title funds.

How will the school ensure that information related to school and parent programs, including this Policy, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5], 1116[f])?

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed.

How will the school provide other reasonable support for parental involvement activities requested by Title I, Part A parents under this section (ESSA Section 1116[e][14])?

Parent requests will be considered and provided when appropriate.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

The Home-School Compact is attached.

This Policy was adopted by the governing board in June 2022 and will be in effect until it is updated. The school will distribute the policy to all parents of students participating in the Title I, Part A program annually.

**Insight Schools of California
Home-School Compact**

Insight Schools of California provides an individualized standards-based education for students in the state of California. Our team of hardworking, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on traditional instructional models to promote mastery of the California Content Standards. Insight Schools of California believes parents are integral in the acquisition of knowledge, and works to strengthen family values, promote character, and provide skill mastery using technology and the Stride K12 curriculum.

SCHOOL COMMITMENTS

To support achievement goals, the school staff commits to the following:

- Inform parents of the instruction and interventions in place that will enable students to meet proficiency levels in reading, writing, and/or math.
- Provide a positive, safe, and effective online learning environment for all.
- Provide information for parents through weekly classroom newsletters and offer information on how they can support their child's learning at home.

To support effective, ongoing communication between the school and home, the school staff commits to the following actions:

- Provide learning coach with resources so is responsible to ensure the child is participating appropriately in the instructional program.
- Participate in communication activities, including, but not limited to, phone calls, email, and meetings.

PARENT COMMITMENTS

To support achievement goals, we ask that parents commit to the following:

- Ensure that my child gets enough sleep each night, provide nutritious meals, and encourage regular exercise.
- Set high expectations for his or her academic achievement.
- Attend school events, workshops, and meetings, when appropriate.

To encourage effective, ongoing communication, we ask parents to commit to the following actions:

- Respond to emails, phone calls, or be willing to participate in online meetings with school staff.
- Initiate communication with school staff when there is a concern or question.
- Attend school events, meetings, and workshops and ask questions, share ideas with other parents and offer suggestions for how the school can improve opportunities for student success.

STUDENT COMMITMENTS

To support achievement goals, we ask that students commit to the following:

- Encourage my parents to support me in my education.
- Follow school rules, participate in classroom activities, and take responsibility for my learning.
- Complete all assignments to the best of my ability.
- Set high academic expectations for myself.

To support effective, ongoing communication, we ask that students commit to the following:

- Talk with my parent(s) about school each day.
- Communicate with school staff and other students in a positive manner.
- Seek the support of my parents and school staff when I have questions about my learning or other concerns about school.

Appendix 4

Comprehensive School Safety Plan