

Bellefonte eLearning Academy BeLA

**Bellefonte Area School District's Premier
Virtual Learning Experience**



*Inspiring and Preparing Today's Learners to
Embrace Tomorrow's Challenges*

Faculty Handbook

2026-2027

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[Bellefonte eLearning Academy](#)

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Section I - The Virtual Learning Experience at BASD

Bellefonte eLearning Academy (BeLA)

Bellefonte Area School District's Premier Virtual Learning Experience

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Inspiring and Preparing Today's Learners To Embrace Tomorrow's Challenges

Welcome to another school year at BeLA, Bellefonte Area School District's leading virtual learning program!

This handbook outlines the responsibilities and expectations of BeLA faculty and contains essential information for navigating your work at BeLA.

This document provides specific details about being a BeLA educator within BASD. While building-level faculty handbooks and their expectations remain applicable and are mirrored in many sections here, this resource also addresses the unique aspects of the BeLA structure. For any information not found in this handbook, please contact the Principal of Virtual Learning or consult your building faculty handbook.

Mission Statement

To Inspire And Prepare Today's Learners To Embrace Tomorrow's Challenges

Vision Statement

Working collaboratively, we inspire a passion for learning, a commitment to excellence, and a respect for individuals and diversity as we prepare all students to be successful in an ever-changing global society.

The vision of BeLA is to provide learners with opportunities for academic growth beyond the traditional classroom. Learning is student-centered and facilitated to encourage innovation, critical thinking, and complex problem-solving while maintaining academic rigor and flexibility.

Value Statement

Growth and achievement occur in a global community inclusive of academic, emotional, physical, and social contexts. Learning environments must be engaging, challenging, rigorous, purposeful, and relevant. Educational opportunities embrace best practices, data-informed decisions, and a culture conducive to learning and continuous growth.

At BeLA, we value community and believe that all learners, whether in a traditional setting or an online environment, are allowed to grow and achieve. We emphasize that engagement in collaboration and communication with peers, opportunities for purposeful, rigorous, and relevant learning, and a culture that embraces growth is the best climate for a virtual learner to flourish.

Virtual Learning at BASD

At The Bellefonte E-Learning Academy, we work collaboratively with students and families, inspiring a passion for learning, a commitment to excellence, and a respect for individuals and diversity as we prepare the students to face ever-changing global demands. We take pride in all of the Bellefonte students and ensure the virtual learners have the following:

- ❖ A safe, healthy, respectful, and intellectually stimulating curriculum where students feel motivated to participate.
- ❖ An opportunity to participate in a student-centered learning environment that is data-driven and future-focused.
- ❖ Successes and challenges are used as a catalyst for future growth, change, and improvement.
- ❖ Curriculum, instruction, and assessments continually evolve to ensure alignment with academic standards and best instructional and assessment practices.
- ❖ State-of-the-art technology to make learning opportunities available and accessible to all members.
- ❖ The same opportunities are offered to in-person peers, including participation in clubs and activities, using facilities and services, enrolling in CPI, and participating in graduation services when they receive a Bellefonte Diploma.
- ❖ A learning climate conducive to student learning and staff professional growth by building leadership capacity throughout the system.
- ❖ Facilities and resources that support virtual educational programming, including a BeLA staff dedicated to the growth and support of BeLA students.
- ❖ Close relationships with parents/guardians, teachers, staff, and the community working together to provide well-rounded and rigorous educational opportunities.

BeLA 101

The Bellefonte eLearning Academy (BeLA) provides a form of free public education that students attend from home or another location outside a traditional classroom. BeLA students can

participate in all extra-curricular activities, attend CPI (Career Vocational Institute), and are granted all privileges provided to students in the in-person setting.

BeLA is a distinctive program combining strong parent involvement, exceptional student self-motivation, and a flexible learning environment.

Bellefonte eLearning Academy (BeLA) serves students in grades K-12.

The program is free, including all of the books and curriculum. We provide students with the technology required to complete coursework. The only costs are for internet services in the home. We provide internet access should the student have substandard internet or need support.

BeLA students can access the BeLA Center to assist and support the student's academic growth and goals.

BeLA Students are BASD Students

BeLA students who fulfill all graduation requirements, as mandated by the Bellefonte Area School District Board of Education, will earn a Bellefonte Area School District diploma and may participate in a BAHS graduation ceremony and graduation activities.

Students enrolled in the Bellefonte eLearning Academy are considered students of the Bellefonte Area School District and are entitled to all the opportunities that the district offers.

BeLA students are permitted to participate in all school district activities to which they are entitled. However, eligibility requirements apply to any student involved in extra-curricular activities.

BeLA Curriculum and Courses

Bellefonte eLearning Academy will use online courses developed by Edgenuity/[Imagine Learning](#) and delivered by their certified educators. BeLA students access over 250 courses in the following content areas via Edgenuity/[Imagine Learning](#): Mathematics, Language Arts/English, Science, Social Studies, Art, Music, World Languages, Health/Physical Education, Business, and Technology.

In addition, we will offer high school classes taught by BAHS teachers. The courses remain asynchronous, as BeLA is currently structured. Edgenuity/[Imagine Learning](#) will still exist and be the primary course platform.

❖ English Department:

- English 9 Academic
- English 10 Academic
- English 11 Academic
- English 12 AcademicF
- Developmental Reading (recommendation only)
- Strategic Reading (recommendation only)

❖ Math Department:

- Common Core Algebra Part 1
- Common Core Algebra Part 2
- Algebra 1
- Geometry
- Algebra 2
- AMC (Advanced Math Concepts)
- Transitional Math
- Math Fundamentals (recommendation only)
- ~~Others TBD~~
- ❖ Science Department:
 - Current Science Trends
 - Sustainability
 - Earth and Space Science
- ❖ Agriculture Sciences Department:
 - Pre-Vet
 - Agricultural Sustainability
- ❖ Electives:
 - Dr. Ed
- ❖ Health and Physical Education:
 - Health

BeLA Students “On-Site” During The School Year

Sometimes, a BeLA student will be required to be “on-site” (either at the BeLA center and/or the home school) during the school year.

- ❖ All district requirements for graduation, including but not limited to Day of Caring and others and Law Day
- ❖ State-mandated testing, such as Keystone Exams and PSSA
- ❖ MAP testing Measure of Academic Progress (MAP) Testing
 - All students are required to take ELA and Math in grades 6-10.
 - Grades 8, 9, and 10 are also required to take Science
 - Virtual conferences may occur to discuss MAP results and create goals for learning
- ❖ Progress Monitoring for IEP goals
- ❖ Chromebooks that need fixed to obtain necessary materials for courses, such as novels, texts, and science materials
- ❖ BeLA enrollment meeting
- ❖ Attendance conferences, if necessary
- ❖ Meetings to discuss progress, graduation standing, etc.
- ❖ Potential quarterly (4) Math assessments for those in BAHS BeLA math courses
- ❖ If a BeLA student is not in good academic standing, mandatory office hour visits may be implemented, requiring them to attend so that they can be supported and their progress monitored
- ❖ Or as determined by a course teacher, BeLA Coordinator(s) and/or Principal of Virtual Learning, for example, if there are concerns about academic dishonesty/cheating or if a student needs additional support
- ❖

PSSA and Keystone Exams

All students in grades 3, 4, 5, 6, 7, and 8 are required to participate in the Pennsylvania System of School Assessment (PSSA). The PSSA is a standardized test that measures a student's attainment of the PA Academic Standards in Literacy, Mathematics, Science, and Writing.

Students taking Algebra 1, Biology, or Literature must also take the Keystone Exams. These end-of-course assessments are designed to assess proficiency in these subjects.

The district's BeLA Coordinator and/or Principal of Virtual Learning will arrange testing locations and inform parents/guardians and students where and when students are scheduled to attend.

Parent/Guardian Role With Their Virtual Learner

As Virtual Educators, we have the unique task of supporting families to encourage their virtual learners' success. Parents and guardians play a vital role in a student's academic success. They work closely with their child and BeLA staff to help develop a personalized learning plan and daily schedule.

With the younger virtual learners, a parent/guardian should be prepared and available to supervise the child's daily learning activities, encourage progress, and act as the child's learning coach.

Regardless of the student's age, we expect the parents/guardians to communicate regularly with the district's BeLA staff and keep open lines of communication. We will foster this important piece of successful virtual learning through open, frequent, and approachable communications.

Attendance Expectations

The BeLA Program requires that all students are enrolled in the Bellefonte Area School District and attend school regularly in accordance with the laws of the state. As a virtual student, attendance equates to timely work completion. BeLA students follow the district attendance and truancy procedures established as documented in board policies, building handbooks and state guidelines. ~~Review your child's/student's student handbook for specific information.~~

Attendance at the BeLA Program will be calculated weekly. Students should expect to be logged into their classes for a minimum of 1 hour/day/course on average. Attendance will be based on pacing and work completion within their courses.

If a student does not meet the class assignment minimum, the student will be issued an unexcused absence. The BeLA staff will communicate attendance concerns to the student and parent/guardian.

If a BeLA student attends CPI, their attendance is calculated based upon 2.5 days of attendance for BeLA and 2.5 days of attendance for CPI per week.

BeLA Students have till 11:59 pm Friday to submit weekly assignments to count towards attendance and course submissions.

Some BeLA students may also have in-person class(es) at the HS **or their respective schools**. If a student is absent, parents/guardians need to report the student absent per the [BAHS Student Handbook Policy and Guidelines](#), [BAMS Handbook](#) or [Elementary Handbook](#). For example, a student goes to BAHS for Wheel Throwing as that is not a course offered in BeLA. The student wakes up ill and is not going to go into BAHS for this course, the parent/guardian needs to call the student off at the HS.

If a BeLA student is absent from school **/does not submit assignments** and is unable to submit work for 3 days or more, (see the BAHS Handbook for details), please notify the BeLA Principal, BeLA Coordinators and any HS BeLA Teachers so that any appropriate arrangements can be made in terms of extensions and the like. This would include any educational trips where the student is unable to complete work/”off the grid.”

We will work as a team to support the students.

Section II: BeLA Faculty Expectations and Information

BeLA Educators

Teams of teachers will have the year before to prepare to teach BeLA courses through professional learning days throughout the school year. The educator will teach the class the following year; only some of those engaged in professional learning will necessarily teach the course the next year.

For those high school educators teaching a BeLA course, there will be a BeLA period in their high school schedule.

BeLA Period

High School teachers teaching a BeLA course will have a BeLA period daily in their schedule. During this period, the educator will have time to:

- ❖ Email/communicate with students and/or families as needed
- ❖ Offer office hours either virtually or in person
- ❖ Grade assignments
- ❖ Prepare and post new work/assignments/assessments/etc.

Lesson Plans

This component mirrors the building-level faculty handbooks. All teachers must submit weekly lesson plans by 8 a.m. on Monday of each week. Lesson plans will be completed in the district format. The lesson plans submitted to the school building will count for the BeLA lesson plan weekly submission.

Google Classroom

We use google classroom as the virtual learning platform for those courses not in Edgenuity/Imagine Learning.

To a degree, the educator will post lessons that mirror what occurs in the in-person classrooms and at a similar pace.

- ❖ Thus, if a student returns to high school, they can walk into their Math/English/Science class in BeLA and be fairly close to on pace and understand where they are within the content's timeframe.

Generally, the BeLA courses in Google Classroom will be structured in a weekly format with assignments, assessments, etc. Various tools and apps compatible with Google Classroom are available and utilized at the teacher's discretion.

Authoring

Unique instructional content created by a teacher for a BeLA course is the author of the materials, There shall be no obligation of said teacher to share the unique instructional content that is created by an individual teacher with any other teacher or entity. An individual teacher may choose to share the unique instructional content with other teachers in the District at the individual teacher's discretion. When a teacher who has created this unique instructional content resigns or retires from the District, the individual teacher determines the fate of this particular unique instructional content (shared, deleted, etc.). It should be noted that as long as the author is employed by BASD that the authored material may be used by BASD for educational use.

Student Transition

Students who enroll in BeLA are encouraged to remain for at least a marking period or equivalent. Should a student demonstrate that virtual learning is not in their best interest, they may return to the in-person setting at any time.

Instructional Strategies in a Virtual Asynchronous Setting

Meaningful instructional strategies drive teaching and learning in any setting. For virtual asynchronous teaching and learning, there is an overlap between in-person strategies and some different components of virtual instruction.

These strategies are especially powerful as they have a 0.4 or higher based on the Visible Learning research of John Hattie (Visible Learning, 2022):

- ❖ #1 Establishing Norms for Asynchronous Virtual Learning; Effect size = .68
 - ❖ #2 Teacher/Student Relationships from a Distance - i.e., Virtual Classrooms; Effect size = .52
 - ❖ #3 Teacher Clarity at a Distance/Virtual Environment; Effect size = .75
 - ❖ #4 Engaging Tasks; Effect size = .79
 - ❖ #5 Structure and Plan in an Asynchronous Virtual Environment; Effect size = .76
- (Fisher, Frey & Hattie, 2021)

Beyond the work and research of Fisher, Fry, and Hattie, as well as other notable educators, these instructional strategies are extremely successful for this setting:

- ❖ Instructional videos from other resources that the educator vets and approves
 - Khan, YouTube, Edutopia, content-specific apps and sites of the educators' choosing, video banks from apps
- ❖ Instructional videos of the BeLA educator
 - BeLA educators have the discretion of vetting and/or taping themselves for instructional videos
- ❖ Screencastify and other apps to provide instructional modeling
- ❖ Use the current text and materials that the educator is using with the in-person students
 - Example - Read pages 16-18; complete practice problems 7-10 and submit by Thursday
- ❖ Provide feedback frequently to students in the method of the teacher's choosing
 - Apps such as Mote and the like are a great option
- ❖ Student-created videos demonstrating understanding of concepts; these videos could be used as an assignment and/or assessment

Best Practices for Virtual Assessments

Assessments must go beyond “only” multiple-choice and encourage individual thought for a virtual asynchronous setting.

Given the work of Fisher, Frey, Bustamante, and Hattie, the assessment cookies provide guidance.

- ❖ Cookie 1 - Assessment is Difficult b/c it is Important
 - Will this assessment evaluate skills, content knowledge, or both?
 - Will this assessment evaluate the process or product?
 - What form will this assessment be? (project, quiz, exit ticket, etc.)
 - Will this assessment be open book/notes or closed book/notes?
 - Can I use the information from the assessment to support future learning for students?
 - Can I use the information from the assessment to determine my impact?
- ❖ Cookie 2 - Assessments Come in all Shapes and Sizes
 - Assessments come in various sizes -- size refers to the consideration of time completing the assessment as well as student effort required to complete it
- ❖ Cookie 3 - Know the Learner and their Learning Journey
 - Does the student have a place to focus on their learning?
 - Who else is in their environment with them?
 - Are they anxious, uncertain, or ill?
 - Do they feel safe emotionally and physically?

- While we may not know all these answers, we must be aware of their potential impact as we assess virtual students.
- ❖ Cookie 4 - Assess that Which Has Been Taught and Teach Based on the Standards
 - Standards: The standards provide us with concise, written descriptions of what students are expected to know and be able to do at a specific state of their education
 - Learning Intentions (LI): LI adapt the language of the standards into student-friendly and accessible statements; LI are broken down into lesson-sized chunks; they state what a student is expected to learn
 - Success Criteria (SC): SC provide a means for students and teachers to measure progress as they serve to indicate what the intended destination of learning looks like; they are fundamental in making learning visible to both the teacher and the student
- ❖ Cookie 5 - Students Deserve to Know What They Should be Learning
 - LI should -
 - Be written in language students understand
 - Be written in first person (student perspective)
 - Include key concepts and vocabulary
 - Include what the students are learning
- ❖ Cookie 6 - Knowing your Destination Helps
 - SC are used to provide a benchmark of success for the LI (sometimes LI needs more than one SC)
 - SC can build in complexity as students work toward mastery
 - SC should be built with the intention that students can use them to engage in metacognition (awareness and understanding of one's thought process)
- ❖ Cookie 7- Everything is Searchable, so Plan Accordingly
 - Empower students to provide original thought, tape themselves sharing their views, answers
 - Use AI as a tool in assignments
 - Refrain from all multiple-choice assignments and assessments and embrace project-based assessments
- ❖ Cookie 8 - Parents Want to Help, and Sometimes That Is Problematic
 - For some parents, learning alongside their children in a virtual asynchronous learning environment tends to involve overindulgence of support. At times, they provide answers and deliberate coaching, and while we as educators love a helpful and supportive caregiver, the level of support can negatively impact student learning and the validity of the assessments.

(Fisher et al., 2021)

Academic Integrity

Academic integrity is the journey where students are honest and responsible in their school assignments and work creation. Academic integrity guides students to demonstrate self-respect, respect for peers, respect for others' property, and respect for the school. At BeLA, academic integrity is one of the core values that honors learning and growth. First, we want to ensure that the virtual students understand the expectations of academic integrity and what that looks like in a virtual environment. Furthermore, the student's ability to demonstrate these values is paramount.

It is unacceptable for students to use work that is not their own and additionally, to receive credit for work that is not their own. Plagiarism, cheating, etc. occurs in a variety of ways (use of artificial intelligence, lack of citations, math solution apps, copying from a classmate, etc).

In a virtual setting, the traditional consequences for violations of academic integrity, such as detentions and suspensions, are not possible. This section mirrors the high school handbook in many aspects, including the definition of cheating; however, teacher discretion and this suggested hierarchy will provide us guidance as we work with students who may plagiarize or cheat as virtual learners.

First Offense:

The BeLA educator will work with the student to embrace the situation as a teachable moment.

- ❖ The student will virtually meet with the teacher and have the opportunity to redo the assignment.
 - If the student chooses not to redo the assignment, it is a zero.
 - A redo at this level will be out of full credit.
- ❖ The parent/Guardian is notified.
- ❖ A discipline referral documents the first offense.

Second Offense:

The BeLA educator will work with the student to allow them to redo the assignment for half credit.

- ❖ The student will meet virtually with the teacher and/or Principal of Virtual Learning to redo the assignment.
 - If the student chooses not to redo the assignment, it is a zero.
 - A redo at this level will be for half credit.
- ❖ The parent/Guardian is notified.
- ❖ A discipline referral documents the second offense.

Third Offense:

The BeLA educator will notify the student of the violation and forward the concern to the Principal of Virtual Learning.

- ❖ The student receives a zero with no option to redo the assignment.
- ❖ The parent/Guardian is notified.
- ❖ A discipline referral documents the third offense.
- ❖ The student may have to come into the BeLA center for all subsequent assessments or do them virtually with BeLA staff via Google Meet.

The three offenses are student-specific, not course/teacher-specific. If a student plagiarizes in one course and cheats in a different subject, that is two offenses; the student does not get three offenses per course/teacher.

Academic Dishonesty: Strategies to Curb

Given Cookie 7 and the reality that information is a breath away, we find ourselves as educators working through a constant hurdle...academic dishonesty and cheating. While this occurs in the

in-person setting, a virtual asynchronous setting can be even more of a challenge. Reflection on teaching practices to dissuade cheating is imperative.

Research and best practices to curb academic dishonesty include, but are not limited to, the following strategies:

- ❖ Provide exemplars for students to reference
- ❖ Normalize errors...create a culture of embracing mistakes
- ❖ Allowing students to revise and resubmit can lend itself to deeper mastery
- ❖ Empower students when they are struggling to get support
- ❖ Make sure students know when and where to get the support (Lemov, 2020)
- ❖ Create questions that require higher-order thinking
- ❖ Use varied question types
- ❖ Creatively remind students of academic integrity policies and consequences
- ❖ Set up the online exam to show one question at a time, if possible
- ❖ Prohibit backtracking in the assessment setup, if possible (Smith Budhai, 2020)
- ❖ Randomize questions and sequence
- ❖ Use problem-solving questions
- ❖ Ensure assignments and assessments are manageable for students
- ❖ Assess frequently and use frequent ungraded self-assessments
- ❖ Use discussion groups
- ❖ Use assessment strategies that are meaningful and require students to apply their knowledge (authentic assessment)
- ❖ Utilize alternative assessments such as:
 - Projects
 - Problem-Solving
 - Case Studies
 - Portfolios
 - Research projects
 - Group work and peer assessment
 - Presentations (Palomar College, 2022)

BeLA Educator Communication and Accessibility

Communication and accessibility between virtual educators are at the heart of a virtual course's success. This section mirrors building-level handbook expectations with a few unique expectations given the virtual setting.

BeLA educators will encourage students to email them and reach out if the student has questions or concerns. Google Meets are also a great way to connect with students who need to communicate with us. GoGuardian is also a helpful tool for student communication.

The BeLA educator will offer office hours during the BeLA period at the HS as needed. Depending on the student, this can be in person or virtual; we cannot mandate in-person in most instances.

The BeLA educator is expected to contact parents/guardians just as they do for the in-person classes to discuss student progress, share good reports, and the like. Google Meets and email are great tools; this is at the educator's discretion.

BeLA Office Hours

The BeLA Center will be open for tutoring by appointment. Students can come to the BeLA Center to gain support and assistance.

The BeLA educators at the high school will offer office hours during the BeLA period at their discretion. The BeLA educator must be sure that students and families know this is an option for students to get support and notify the students how to set up an appointment.

Traditionally, this has been a moderately utilized option for only some students. That will likely increase in the future.

Students with an Edgenuity/Imagine Learning-specific need are encouraged to engage in office hours with the Edgenuity/Imagine Learning teacher.

Differentiated Supervision

In most cases, the BeLA Teacher's supervision and evaluation process will be shared with the building principal and the Principal of Virtual Learning. The educator will be notified of this in the fall as per the normal district process. The differentiated supervision process remains the same.

Student Performance Measure (SPM)

The BeLA educator may determine, in collaboration with the building principal and principal of virtual learning, if they choose to do a virtual learning SPM. SPM processes remain the same.

Videos, Downloads, And Other Supplemental Media Resources

This section mirrors building-level handbooks, except for passive permission. BeLA educators will follow their building-level guidelines for appropriate media, and passive permission will be obtained when the student enrolls in BeLA through a student and parent/guardian enrollment form.

Tuesday Meetings

During extended Tuesdays, there may also be BeLA meetings. The BeLA educator may determine if they are attending the BeLA or the building-based Tuesday meeting, given the building principal approval.

Mandated Reporting

The mandated reporting process remains the same for virtual learning students as it is for in-person students in the district. For additional details, refer to the high school faculty handbook, middle school handbook, and/or contact the Principal of Virtual Learning. The information below comes directly from the middle school handbook.

If a student reports abuse to a staff or faculty member, state law requires that the staff or faculty member who initially received the report is responsible for making the report to ChildLine. Once learning of any alleged abuse, the staff or faculty member should contact a School Counselor or Principal of Virtual Learning immediately. Staff and Faculty members should not interrogate the student or otherwise pursue additional information.

To make the report, the staff or faculty member who received the initial report from the student must call the counseling or main office immediately. It is appropriate in this situation to use the emergency extension for your building or guidance office when making the report. A Pennsylvania ChildLine report can be made online by visiting the following website:

<http://www.dhs.pa.gov/provider/childwelfareservices/childlineandabuseregistry/index.htm>

You will have to either have an account created to use this Website or create one upon arriving at the site. A report can also be made by phone by calling Pennsylvania Childline at 1-800-932-0313. Be sure that if you make a report by phone, you document the call and note the name and employee number of the employee taking your call.

Staff or faculty coverage will be sent so that the staff or faculty member who received the initial report can make the report to ChildLine/CYS to share all details of the initial report. Building administration and/or school counselors will make themselves available to assist faculty or staff members making a report. If a situation arises in which a faculty or staff member is not able to contact a School Counselor or Principal, they are still responsible for making the report and should follow up with the building principal after the report has been made.

Remember, we are all Mandated Reporters 24 hours a day, 7 days a week, 365 days a year. If you are ever in doubt and unable to get in contact with the administration or a counselor, your safest bet is to make the report.

PowerSchool

BeLA courses will be listed in PowerSchool just like the rest of a teacher's classes. The BeLA educator will put in grades as normal, probably using Google Transferer in many cases.

Midterms/Finals

We will provide midterms and finals for the BeLA students; the BeLA educator has the discretion to determine what these assessments entail. In most cases, mirroring the in-person assessments will be acceptable, with the potential for minor tweaks to meet the virtual environment. In this case, comparative data could be reviewed. In other instances, a project-based approach may be more meaningful.

Timelines and Due Dates

Class timelines and due dates may vary by course and department using teacher discretion. Overall, the student will have some weekly assignment due dates and some rolling and flexible due dates based on time for grading and feedback/corrections. A two-week window for assignment submission before giving a zero is a viable and currently utilized procedure.

Remember, the BeLA students are moving from a whole course window to submit work without penalty to more realistic due dates implemented with high school BeLA courses. Let us be mindful of that and ease them into the more realistic expectations that are being created.

Keep in mind that as the student work cycle is from Friday - Friday, you will need to pre-set your assignments to go live for the students on Saturday mornings so they still have a 7 day work week.

Educator Teaching Videos

BeLA educators can tape themselves teaching their in-person courses and use it when teaching a BeLA course. Please focus the video stream on the educator and keep other students' faces out of view. Student/teacher discussion and discourse are permissible and a great learning tool for asynchronous students who will not necessarily engage in that throughout the year. The educator does not have to do this for every piece of instruction; the educator is welcome to pick and choose or not do this at all.

Syllabus

BeLA Teachers and BASD teachers, in general, are required, per board policy, to create and submit a syllabus for each course they teach at the beginning of the school year (or semester, if semester-length course).

Syllabi must be shared with the Principal of Virtual Learning before the end of September.

The syllabus for the “same” in-house class is perfect, as it already covers most of below:

- ❖ course objectives
- ❖ teacher expectations
- ❖ student expectations
- ❖ classroom procedures
- ❖ grading
- ❖ standards
- ❖ others

Please make a copy of the syllabus mentioned above and add some specific info to make it into the BeLA Syllabus:

- ❖ Specifics on how students can contact the teacher to get help and/or to set up a virtual appointment/office hours (in essence, how do the students get a hold of their BeLA teacher if they need help)
- ❖ Work timelines - for example - all work for the week must be submitted by ~~Sunday~~ Friday at 1159 pm

- ❖ The course/teacher-specific guidelines on due dates, timelines, grading, etc., if different than the in-person course
- ❖ Any virtual learning suggestions the educator has for the course/pearls of wisdom
- ❖ A blurb about the importance of a daily work schedule (see the section of this handbook titled “Daily Learning Schedule” for examples)

Substitutes

We will utilize these guidelines when a substitute is required for a BeLA Educator. Regardless of the scenario, communication with the Principal of Virtual Learning and the High School office will be vital to ensure proper coverage.

Please use your ‘out-of-office assistant’ for times when you are off work if your BeLA students email you; this way, they can reach out to the other BeLA staff if needed.

- ❖ Scenario #1 -
 - If it is a day or so absence, or if a teacher is even out for a week:
 - Put in sub plans that they may be called for coverage from the Main Office
 - Notify the Main Office that the substitute is available
 - The substitute has no BeLA responsibilities
 - Realistically, the HS BeLA teacher has a week's worth, if not more, assignments in the Google Classroom already, so they are prepared
 - The HS BeLA teacher can chip away at grading when they return
- ❖ Scenario #2 -
 - A long-term absence like maternity leave, surgery, or leave in general:
 - Give the sub access to Google Classroom
 - They assume all duties the same as they would for an in-house class (in collaboration with/support of the Principal of Virtual Learning)
 - OR
 - We will determine, if feasible, to assign another BeLA-trained colleague
 - OR
 - We will determine, if feasible, to assign it to building based substitute
 - In terms of assignments, posting, and grading for long-term absences, we will handle that as it is handled at the building level.

Teacher Back-Up Plan

Should a BeLA Teacher require a backup or support:

- ❖ The BeLA teacher communicates with the Principal of Virtual Learning
- ❖ The Principal of Virtual learning and the BeLA educator will review the list of trained teachers and craft a plan to support the BeLA educator

The backup person can assist in scenarios #1 and #2 listed above.

Professional Learning, Curriculum Writing, and Course Creation Process

Those who may teach a BeLA course will engage in professional learning, curriculum writing, and course creation the prior school year. This will occur several times during the school year, based on educator needs. Substitute coverage will occur during these days.

During this time, the educator will:

- ❖ Receive professional learning on teaching and learning in an asynchronous virtual environment,
- ❖ Update the current course curriculum for the virtual environment,
- ❖ Receive professional learning on various instructional tools,
- ❖ Create their Google Classroom course, including activities, assignments, assessments, videos, etc.
- ❖ Engage in any other components that evolve from the process.

Examples of Apps, Tools, etc., have included:

Flip Jamboard Mote Kami premium Pear Deck Eduaide MagicSchool Good Notes	Screencastify Google Grade Transferer Ed Puzzle Explain Everything Brisk Google Gemini Google Gems Schoolai
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Part of this journey is determining the appropriate tools for the educator and student to meet the course's learning objectives. Apps/tools and technology are purchased as needed during this process.

Continued Professional Learning, Collaboration, and Support

Professional learning and support continue once the teacher teaches the course.

- ❖ Collaboration and professional learning will occur by team or department quarterly (or more frequently if needed) to allow time to plan, create, and problem-solve throughout the implementation year.
- ❖ Possible compensatory pay may be offered to allow educators additional time to refine their virtual course.
- ❖ Possible BeLA Trade Time to continue the collaboration and journey.

Support during program growth is vital.

- ❖ BeLA educators will have the Principal of Virtual learning to support their instruction and students.

- Brainstorming sessions can be set up in person or via Google Meets.
- ❖ TBD - A High School office for BeLA Coordinators to be more accessible to the high school staff.

BeLA Gradebook Expectations

This component mirrors building-level handbooks and expectations. All grade books are kept on PowerSchool; however, the teacher is strongly encouraged but not required to keep a paper copy of the grade book as backup.

At the end of each marking period (except quarter 4), all teachers must complete a verification sheet and submit it to the Guidance Office to ensure all aspects of grades are intact and accurate.

Weekly Grade Submissions For BeLA

This component mirrors building-level handbooks and expectations.

All teachers are required to enter weekly grades via PowerSchool by 11:59 PM Thursday evening of each week (see Eligibility and Grades in the high school handbook). When a new marking period begins, teachers should enter a grade and/or a “holding” grade (if no permanent grades are ready) to ensure that a blank grade book does not export a blank 0 (zero) for eligibility.

BeLA Students have till 11:59 pm Friday to submit weekly assignments to count towards attendance and course submissions. The teacher has discretion to adjust submission timeframes for individual courses.

Academic Eligibility

This component mirrors the high school and middle school handbooks and expectations. Student's eligibility to participate in athletics or extracurricular activities is determined every Friday morning. Teachers must have grades entered into their grade book in Power Schools by 11:59 PM Thursday evening. It is likely that teachers will not have any grades to input for the first week or so of each quarter. If this is the case, it is required that an “eligibility” assignment be created for each class, with a grade given.

Make-Up Work Guidelines

The following guidelines follow the building-level process. BeLA educators are given discretion as it is a virtual asynchronous platform and may require some flexibility.

Discipline Referral Procedure

This component mirrors building-level handbooks and expectations.

The only difference is that the teacher submits this referral and shares the concerns with the Principal of Virtual Learning. At the start of school, should a teacher need to fill out a discipline referral, please contact the Principal of Virtual Learning directly via email until we determine if the current high school form can be sorted to BeLA.

Section III: Student Supports, and Safety

Requirements and Expectations as a BeLA Student

A BeLA Student's expectations and requirements are the same as those of a BASD student. However, there are some variations to marking period timelines and other unique pieces that are addressed throughout the year to meet the needs of a virtual program.

Special Education Services and Supports

If a student is an identified special education student already receiving special education services, special education support services will be continued in BeLA. A placement meeting will be scheduled to determine and clarify the delivery of special education services in a virtual asynchronous learning environment.

Maintaining Professional Adult/Staff/Student Boundaries

This component mirrors the high school and middle school handbooks and expectations. All adults must maintain professional, moral, and ethical relationships with district students conducive to an effective, safe learning environment. For more information, see Board Policy 824: <https://go.boarddocs.com/pa/bellasd/Board.nsf/Public?open&id=policies#>

School Cancellations/Delays

This component mirrors building-level handbooks and expectations. It is important to note that BeLA students may choose to complete work these days, as their peers only have schoolwork if it is an FID day. If it is an FID day, BeLA students should engage in their normal assignment completion.

If a student has a BAHS BeLA course and there is a cancellation or delay, this may alter or cancel the teacher's office hours for that timeframe.

Be advised that Edgenuity/Imagine Learning will not adjust assignment due dates for weather delays/cancellations. If we have a snow day or the like, Edgenuity/Imagine Learning's due dates remain and do not shift.

Discrimination/Title IX Sexual Harassment Affecting Students

This section mirrors district handbooks.

The district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity to be issued to all students, parents/guardians, employment applicants, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number, and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

Discrimination/Title IX Sexual Harassment Affecting Staff

This section mirrors district handbooks.

The district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity to be issued to all students, parents/guardians, employment applicants, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number, and email address of the individual(s) designated as the Compliance Officer and Title IX Coordinator.

Unlawful Harassment

This section mirrors district handbooks.

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees. This component of the handbook mirrors the building-level handbooks and board policy.

Guidelines for reporting harassment are included in BASD Board Policy #248.

Threat Assessment Team

This component mirrors building-level handbooks and expectations.

The district has a threat assessment team whose purpose is to assess and intervene in any threats or risks to students, staff, and the community.

Student Assistance Program/Team (SAP)

This component mirrors building-level handbooks and expectations. Yes, BeLA students can be a part of the SAP process.

The Pennsylvania Department of Education mandates establishing and operating a Student Assistance Program (SAP) in Pennsylvania's public schools.

At the Bellefonte Area Middle School, High School, and BeLA, the SAP is made up of teachers, school counselors, and building administrators. SAP provides an integrated framework that mobilizes school resources to remove non-academic barriers to a student's success. The role of the

specially trained members of the SAP team is to provide support and resources to students beyond the Tier I level for certain behaviors, mental health, or drug and alcohol abuse. A referral to SAP may be made by school personnel, parents/guardians, and/or students when they are concerned about a student's behavior. Students are encouraged to refer a classmate who seems seriously worried, cannot sleep, uses drugs, tobacco, or alcohol, has eating problems, is always angry or crying, threatens to run away, or talks about bringing harm to others or to themselves. Students can also self-refer to this team.

Additionally, an electronic form can be accessed by visiting the Guidance section of the BAMS and BAHS websites. The processing of referrals and the SAP process is handled with the utmost confidentiality.

The Bellefonte Area School District provides a Student Assistance Program for students having difficulty in school. The team has been trained to identify and refer any student who may be experiencing difficulty in a variety of areas. The problem may be academic, social, or behavioral, hindering a student's success in school. Teachers, guidance counselors, administrators, other students, and sometimes the students themselves can make a referral to the SAP team.

SAP is...

- ❖ an identification program
- ❖ an intervention program
- ❖ a referral program

SAP is NOT...

- ❖ a counseling program
- ❖ a treatment program
- ❖ disciplinary consequences

Students Experiencing Homelessness

This section mirrors district handbooks.

BASD ensures that children and youth experiencing homelessness are eligible for Title I, Part A Services; this includes virtual learners. This section mirrors that of the building-level handbooks. Please contact Mr. Dan Park if there are any concerns for students.

School Resource Officers

The Bellefonte Area School District contracts with Bellefonte Borough Police Department to provide two School Resource Officers (SRO's) for our schools. Officer Shawn Luse and Officer Mike Lyons are certified School Resource Officers by the National Association of School Resource Officers (NASRO). Their primary focus is to build positive relationships with students and families while offering an added layer of protection for our schools. At the elementary level, our SRO's teach classes to students about internet safety. Officer Lyons has an office at Bellefonte Area High School and is also primarily responsible for coverage at Marion-Walker Elementary and Benner Elementary. Officer Luse has an office at Bellefonte Area Middle School and also covers Bellefonte Elementary and Pleasant Gap Elementary. Both officers pride themselves on connecting with our students and their families and being proactive in helping students learn and grow into productive citizens.

Email addresses for our SRO's are listed below:

Officer Shawn Luse: sluse@basd.net
Officer Mike Lyons: mylons@basd.net

Email address for our School Police Officers (SPO), Frank Gaus, is fgaus@basd.net and Scott Rossman, is srossman@basd.net

School Counselors and Social Workers

BeLA students remain eligible to gain support from school counselors and social workers. Should a student need this support, please notify the Principal of Virtual Learning or contact the school counselor or social worker directly.

Virtual School Rules and Guidelines

BeLA students adhere to the code of conduct outlined in each school's handbook. Additional rules, guidelines, and consequences, such as academic dishonesty violations, are exclusive to BeLA students [are listed in the BeLA Student/Parent/Guardian Handbook.](#)

Chromebook, Devices, Hot Spots

Students will be issued a school Chromebook for educational use during the school year as BeLA students. It should be noted that there will be times when students use their devices as well. Should we need a student to use their district-provided device strictly, notify the Principal of Virtual learning to assist in communicating that to the student and family.

Students not using the device in accordance with the acceptable use policy will be subject to disciplinary actions. Misuse or neglect of the machine that requires repair will be charged to the student. A fee scale will be utilized to determine costs due to damages to their individually issued Chromebook.

If a student experiences technical difficulties with the equipment supplied by the District, a support system will be in place to assist him/her. Notify the Principal of Virtual Learning in these instances.

We will provide a hot spot based upon student and/or family request.

Equity, Inclusivity, and Belonging in Bellefonte Area School District

This section mirrors district handbooks.

Equity is providing support and resources unique to each person in our school community. It is both the action of addressing systemic inequities and the understanding that some students may need more than others to fully access a high-quality education and grow academically, socially, and emotionally. In our virtual learning environment, this is equally important.

Vision:

The members of the Bellefonte Area School District envision

- Promoting a collaborative culture that allows all stakeholders to challenge each other in an effort to continually improve the way we meet the diverse needs of our students, staff, and community.
- Viewing all District processes through the lens of equity and identifying and addressing systemic inequities.
- Providing an educational environment where all students feel safe and valued and are able to access quality education without barriers.
- Cultivating a collective and constantly evolving awareness of societal and cultural issues with a focus on how we as an educational institution, can respond and be proactive.

More information about these topics can be found on the Bellefonte Area School District website by clicking on “Inclusiveness, Diversity and Equity” under “School News” on the front page.

The Bellefonte Area School Board of Directors has also passed a Board Resolution, affirming their commitment to providing a quality and equitable experience for all individuals regardless of race, gender, ethnicity, intellectual or physical disability, sexual orientation or identity, religion, or socio-economic standing. This resolution can also be found under the “Inclusiveness, Diversity and Equity” section of the District Website.

Family Educational Rights And Privacy Act (FERPA)

This section mirrors district handbooks.

Family Educational Rights and Privacy Act (FERPA) Definition of “Education Records”

Family Educational Rights and Privacy Act (FERPA) affords parents certain privacy rights with respect to their minor children’s education records. FERPA defines “education records” as:

those records, files, documents, and other materials, which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.

20 U.S.C. § 1232g(a)(4)(A); 34 CFR § 99.e. This term is broadly defined to include virtually all records which contain information that is directly related to a student and maintained by an educational agency or institution, or a party acting for such agency or institution. The term “record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Thus, the location or manner in which an education record is maintained, such as whether or not it is placed in the student’s cumulative file or printed out from a computer file, does not affect its status as an education record. Moreover, whether or not an educational agency or institution has a formal policy of maintaining particular types of records, such as a “daily diary” of a school official, any record which contains information that is directly related to a student is an “education record” under FERPA for the time period that it is in the possession of the educational agency or institution.

Exempted from the definition of education records are those records that are “sole possession records.” As defined in 34 CFR § 99.3, sole possession records are those records which are kept in

the sole possession of the maker of the records, and are not accessible or revealed to any other person except a temporary substitute for the maker of the records. When determining whether records are “education records” or “sole possession records” under FERPA, the intent in creating and maintaining the records must be considered, as well as whether such intent has been modified since the records were created. FERPA, a privacy statute, generally prohibits the nonconsensual disclosure of education records, or personally identifiable information contained in education records. Thus, once a teacher or other school official decides to make his or her “sole possession” records available to a party other than a temporary substitute, those records should be treated as education records for the purposes of any disclosures which may occur.

FERPA prohibits the consensual disclosure of personally identifiable information from education records. 10 U.S.C. § 1232g(b); 34 CFR § 99.30. There are certain specified exceptions to the general prohibition on disclosure without consent, such as when the disclosure is to school officials who have been determined to have legitimate educational interests. 34 CFR § 99.31. Generally, schools may designate school board members as school officials with legitimate educational interests.

Section IV: Academic Information

BeLA Course Enrollments/Numbers

As BeLA students are enrolled in courses that BASD teachers offer, the same process and ratios for BASD courses will be used when creating BeLA courses. A high school section average and/or comparable in-person enrollment totals will be utilized to keep enrollment equitable. Should enrollment numbers be too large for one teacher BeLA period, we would use Edgenuity/Imagine Learning/vendor to offset numbers.

We will not know “final” class enrollments until later in the summer and into the fall. BeLA enrollments are a fluid and ongoing process throughout the school year.

BeLA is not used for random or “cherry-picking” enrollments for a student to avoid a course or specific teacher.

Enrollments during the last quarter of the school year will be only be entertained if there are extenuating circumstances. Otherwise, BeLA will take student enrollments the first three quarters of the school year, not the fourth/last quarter.

Student Schedules for Virtual Learning from Home

BeLA students have the goal of one hour per course daily as an average. Students are encouraged to work ahead as some assignments may take less than an hour, and upcoming assignments are longer, requiring more time.

A daily schedule that works for students is important when keeping them on pace and completing schoolwork. Use these as a reference when supporting students as they become virtual learners.

★ Example Daily Virtual Learning Schedule 1:

- 12 pm - Home from CPI and have lunch
- 1230 - 130 pm - Math (submit a back assignment and one currently due)
- 130 - 230 pm - English 10 (submit a back assignment and one currently due)
- Break 30 minutes - Food, fresh air, check cell, etc.
- 3 - 4 pm - Electives (submit a back assignment and one currently due)
- And so on...
- This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.

★ Example Daily Virtual Learning Schedule 2:

- 9 am - Breakfast and ready to start the day
- 930 - 1030 am - History (submit a back assignment and one currently due)
- 1030 - 1130 am - Math (submit a back assignment and one currently due)
- 1130 - 1230 pm - English (submit a back assignment and one currently due)
- Break 30 minutes - Food, fresh air, check texts, etc.
- 1 - 2 pm - Electives (submit a back assignment and one currently due)
- And so on...
- This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.

★ Example Daily Virtual Learning Schedule 3:

(A schedule where students focus on one content area per day)

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Breakfast and get ready for the day @ 830 am	Lunch @ 1230 pm	Dinner at 5 pm	Lunch @ 1230 pm	Breakfast and get ready for the day @ 830 am	Breakfast and get ready for the day @ 10 am
Math from 9-11 am	English from 1-330 pm	Science from 6-8 pm	History from 1-330 pm	Elective from 9-11 am	Any past due assignments from 1030 am -1230 pm
Lunch / Tech break 11 am-12 pm	Tech and fresh air break 330-4 pm	Tech break from 8-815 pm	Tech and fresh air break 330-4 pm	Lunch / Tech break 11 am-12 pm	ENJOY WEEKEND

Math from 12-2 pm	English from 4-6 pm	Science from 815-1015 pm	History from 4-6 pm	Elective from 12-2 pm	ENJOY WEEKEND
Fresh air break 15 min	Dinner break 6-7 pm	Fresh air break 15 min	Dinner break 6-7 pm	Fresh air break 15 min	ENJOY WEEKEND
Finish up Math for the day from 215-3 pm	Finish up English for the day from 7-730 pm	Finish up Science for the day from 1030-1115 pm	Finish up History for the day from 7-730 pm	Finish up Elective for the day from 215-3 pm	ENJOY WEEKEND

★ Example Daily Virtual Learning Schedule 4:

- 6 pm - Home from work and have dinner
- 7-8 pm - Math (submit a back assignment and one currently due)
- 8-9 pm - English 10 (submit a back assignment and one currently due)
- Break 30 minutes - Food, fresh air, etc.
- 930-1030 pm - Electives (submit a back assignment and one currently due)
- 1030-11 pm - Spanish (complete two assignments)
- And so on.....
- This schedule's start and end times are at the students and their family's discretion, depending on their needs and structure. This is just an example.

A Learning Workspace

Equally important to a daily schedule is a dedicated learning space. While reading a book in bed or curling up on the couch is a wonderful experience, the students should not use their bed or the couch as their only learning space. Please encourage the students to create a learning space to sit with their Chromebook to complete work. Ideas include a corner of the table, coffee table, end table, desk, etc.

Grading Procedures

This component mirrors the building-level handbooks and expectations. Students need to be made aware of the grading system and their academic standing in the class.

Promotion To The Next Grade

BeLA students adhere to the promotion requirements outlined in the BAMS Student/Parent/Guardian Handbook and BAHS Student/Parent/Guardian Handbook.

Community Service

This mirrors the high school handbook.

Students can start to accumulate community service hours in ninth grade. Activities in which students can participate include volunteering time to help others without pay, a grade, or material

rewards. Some activities would include volunteering with children as a teacher or coach, volunteering to help others, serving on a community-based committee, helping a neighbor in need of special assistance, and donating blood, to name a few. For each activity, students need to complete a Community Service Form and return it to the High School Guidance Department. Forms can be obtained in Guidance or from the Guidance web page.

NCAA Eligibility

This mirrors the high school handbook.

Students seeking eligibility with the NCAA need to meet with their guidance counselor as soon as possible to ensure they are on schedule to meet NCAA requirements. Students in certain courses or programs (BeLA, CPI, Common Core Algebra 1, Common Core Algebra 1 Part 1, or Common Core Algebra Part 2) need to work on a credit plan to ensure they can get enough NCAA credits to be eligible to compete. It is imperative that students who may seek NCAA eligibility meet with their counselor ASAP and preferably prior to their junior year, to map out eligibility requirements and a course map.

Graduation Requirements and Recommendations

This mirrors the high school handbook.

The Pennsylvania Department of Education requires that all students enrolled in schools within the state meet minimum standards of scholastic performance before they may be granted a high school diploma. In addition, the Bellefonte Area Board of Education has established requirements that exceed these state-mandated minimum standards. Each student enrolled at the Bellefonte Area High School must meet the standards established by the Bellefonte Area Board of Education prior to being granted a high school diploma.

BeLA students adhere to the graduation requirements as outlined in the BAHS Student/Parent Handbook.

Act 158 State Graduation Requirements

This mirrors the high school handbook.

In accordance with Pennsylvania's Act 158, beginning with the graduating Class of 2023, students must meet one of the following graduation pathways to meet the graduation requirements.

Pathways to Graduation (Class of 2023 and beyond)

- Keystone Proficiency Pathway
- Keystone Composite Pathway
- Alternate Assessment Pathway
- Evidence-Based Pathway
- CTE Pathway

Note:

Included in Act 158 is a requirement for students to pass their Keystone content course during the

school year. As a result, summer school will no longer be offered for the following courses: Algebra 1, Common Core Algebra 1, Common Core Algebra 1 Part 2, Biology, Biology-College Prep, English 10 Academic, or English 10 Accelerated. If a student fails one of the above courses, they will have to retake the course in a subsequent school year.

For more detailed information on Act 158 requirements, please visit the website below:

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/GraduationRequirements/Act158/Pages/default.aspx>

Incomplete Grade Procedures

This mirrors the building-level handbooks.

This grade may be given only if coursework has not been completed due to legal excuses approved by the administration and must be approved by the Principal. These individuals will be allowed to make up work for their classes for 5 days into the next quarter after report cards have been issued. Exceptions can only be granted by the Principal. Pending incomplete grades should be discussed with the Principal in advance.

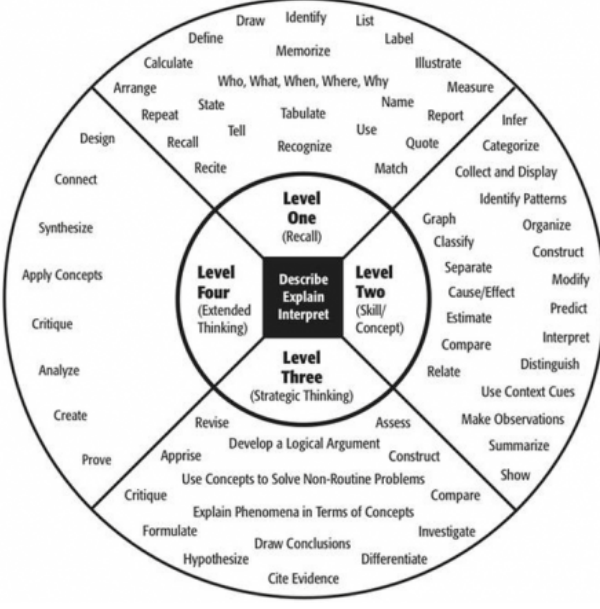
Differentiated Instruction in a Virtual Setting

BeLA educators are expected to and encouraged to differentiate for their virtual learners as they feel best, just as they do for their in-person learners.

Webb's Depth Of Knowledge

Research shows that when it comes to virtual teaching and learning, using varying DOK levels is imperative to engage students in rigor and dissuade cheating. When creating student learning objectives and lesson plans, utilize Webb's DOK to help students master content and reach high levels of success.

Depth of Knowledge (DOK) Levels



(Edmentum, 2021)

Fifty-Percent Guideline

This component mirrors the high school handbook and expectations.

AI, ChatGPT, and the like

As Artificial Intelligence grows, so do the implications for educating today's youth. AI, ChatGPT, and the like can be powerful learning tools to complement student growth and instruction as educators. Shifting to a mindset of using AI as a tool will serve the BeLA staff and students well. BeLA staff is encouraged to explore AI as an instructional tool and attend potential professional learning offered by the district.

Pennsylvania's Code of Professional Practice and Conduct for Educators

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

§ 235.1. Mission.

The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).

(b) In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.

communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:

- (i) the nature, purpose, timing and amount/extent of the communication;
- (ii) the subject matter of the communication; and
- (iii) whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

- (1) Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Shall not knowingly and intentionally distort evaluations of colleagues.
- (3) Shall not sexually harass a colleague.
- (4) Shall not unlawfully discriminate against colleagues.
- (5) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

(c) Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

(d) Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously-affiliated school in which that educator is employed.

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a–2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone,

computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students.

(a) The primary professional obligation of educators is to the students they serve.

(b) In fulfillment of the commitment to students, educators:

- (1) Shall exercise their rights and powers in good faith and for the benefit of the student.
- (2) Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
- (3) Shall not sexually harass students or engage in sexual misconduct.
- (4) Shall exert reasonable effort to protect students from harm.

(6) Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.

(7) Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.

(8) Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.

(9) Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(10) Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.

(11) Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

(5) Shall not intentionally expose a student to disparagement.

(6) Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.

(7) Shall not interfere with a student's exercise of political or civil rights and responsibilities.

(8) Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.

(9) Shall not knowingly or intentionally misrepresent subject matter or curriculum.

(10) Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.

(11) Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.

(12) Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

(13) Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.5c.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

(PDE, 2023)

Defer To District Building Level Handbooks

As noted in multiple sections of this handbook, it mirrors the high school, middle school, and/or district/building level handbooks. There are also some unique details to the BeLA structure outlined in this handbook. If something needs to be specifically listed here that you need direction or assistance with, contact the Principal of Virtual Learning and defer to the building faculty handbook.

Equal Opportunity

Bellefonte Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, or employment practices as required by Title IV, Title IX, and Section 504.

For information regarding civil rights or grievance procedures, services, activities, and facilities accessible to and useable by handicapped persons, contact the district’s Title IX Coordinator/Civil Rights Compliance Officer:

~~Mrs. Tammie Burnaford, Interim Superintendent,~~
Dr. Roy Rakszawski , Superintendent
318 North Allegheny Street, Bellefonte, PA 16823-1679
(814) 355-4814

BeLA Contact Information

- ❖ Dr. Jennifer Brown, Principal of Virtual Learning
jbrown@basd.net
(814) 355-4814 ext. 3064
- ❖ Ms. Deb Moore, BeLA 9-12 Coordinator
dmoore@basd.net
(814) 355-4814 ext. 3053
- ❖ Mrs. Amy Miner, BeLA K-8 Coordinator; BeLA K-12 Special Education
aminer@basd.net
(814) 355-4814 ext. 3060

Attachments

Attachment 1

BeLA Secondary Student Expectation Form (Grades 6-12)

Attachment 2

BeLA K-12 Parent/Guardian Expectation Form

References

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- Lemov, D., (2020). *Teaching in the online classroom: Surviving and thriving in the new normal*. Jossey-Bass.
- PA Department of Education. (2023). Code of Professional Practice and Conduct for Educators. <https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>
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