

Bellefonte eLearning Academy BeLA

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



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

Student/Parent/Guardian Handbook

2026-2027

Established 7/2023

[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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Mrs. Amy Miner - BeLA Coordinator Grades K-8 and Special Education K-12

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

Dear Students and Parents/Guardians:

Welcome to another school year at BeLA...Bellefonte Area School District's premier virtual learning experience!!! Virtual Education can be extremely challenging and rewarding. Students can move at a faster pace and challenge themselves. They can create a student-centered learning environment that helps keep them engaged and interested in learning activities. As proper course selection is an important task in all areas of education, it is especially important in a virtual setting. Students must select the most rigorous courses that match their abilities, interests, talents, and aspirations for the future.

Working as a team with the students and families is at the heart of our beliefs. Through this collaboration, we can support BeLA students in obtaining their goals. Parent/Guardian involvement and communication is an integral part of this process; therefore, we encourage parents/guardians to set aside time to review the BeLA courses with their children.

We look forward to a wonderful year with the virtual students and families of BASD. Good things are going to happen this year!

Purpose

This handbook guides the student's responsibilities and expectations at BeLA and provides pertinent information for families.

Included in this handbook, you will find important information that will guide you through your days at BeLA.

This resource provides distinctive information about being a BeLA student in BASD. Building-level student/parent/guardian handbooks and the expectations thereof still apply. As noted in multiple sections of this handbook, this document mirrors the high school student/parent/guardian handbook. The elementary and middle school handbooks also remain a part of the BeLA students' expectations as we offer virtual learning to students in K-12.

Be advised that any changes to the building level handbooks that may not be listed here are still in effect for BeLA students.

There are unique elements to the BeLA structure that are outlined in this handbook. If something is not specifically listed here where assistance or clarification is required, contact the Principal of Virtual Learning and defer to your building student/parent/guardian 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 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, including 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 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 the coursework. The only cost will be internet services in the home if that is where the student plans to complete school. We provide internet access should students have substandard internet or need support accessing these services.

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

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

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

How do I enroll my child in BeLA?

First, your child must be enrolled in the Bellefonte Area School district. If your child is not a registered student, schedule a registration appointment at 814-355-4814, extension 3033.

A BeLA staff member will contact you as soon as possible. When a BeLA placement has been approved for your child, an appointment must be scheduled with the appropriate grade-level school counselor to schedule courses.

If your student is already enrolled in Bellefonte Area School District and wants to participate in our BeLA Program, please contact the Principal of Virtual Learning using the contact information above—BeLA Website on BASD.net

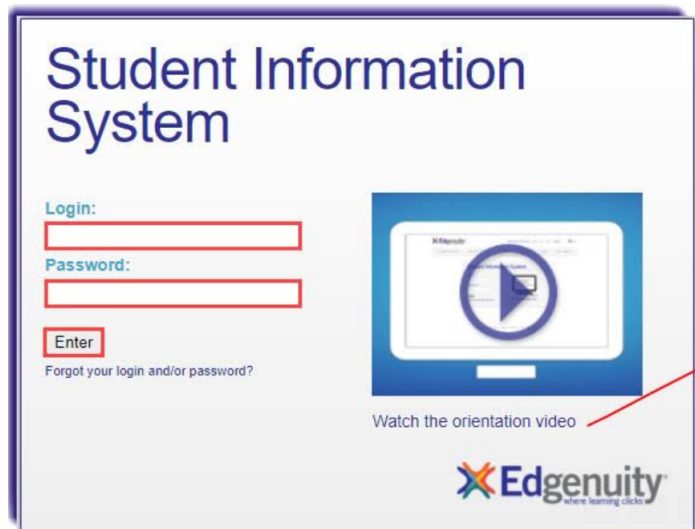
[Bellefonte eLearning Academy](#)

Edgenuity/Imagine Learning Log-in Page and Orientation

Use the below link to access courses and for an orientation video.

❖ [SIS Login | Edgenuity/Imagine Learning](#)

It will look like this:



Parent/Guardian Role With Their Virtual Learner

As a parent/guardian of a virtual learner, there is the unique task of supporting the virtual learner's success. Parents/guardians play a vital role in a student's academic success. Be prepared to work closely with the student 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 encourage and 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.

Also, keep in mind that part of learning is struggle and challenge. It is okay for the virtual learner to spend more time on a task or look at it differently. Consider this quote as you work with your virtual learner:

"Please allow your child to struggle. Productive struggle is good for their brains. It's one of the ways we all learn. Please do not tell your child the answers nor do the work for them - - it is more about working to the answer than the answer itself. On practice and application tasks/work, you can provide all the hints you want, but it is OK to let them do the work their way. If your child struggles too much, teach them to talk to their teacher about this. On assessments/tests/quizzes, please allow your child some privacy to make mistakes so that the teacher knows what to do next. Remember, the work was too easy if your child gets everything right."

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.

Below is a list of some unique requirements of BeLA students; this may not be comprehensive:

- ❖ BeLA students...
 - must check their school email daily. This is our primary mode of communication with the students.
 - agree to submit daily assignments and work on an average of one hour per day per course (this will ebb and flow depending on the type of assignment)
 - will stay on pace with all classes
 - will meet virtually and or in person with BeLA staff as directed by BeLA coordinators, teachers, and/or the Principal of Virtual Learning
 - will not plagiarize nor steal others' content, nor will BeLA students use AI and the like to complete assignments
 - adhere to the BASD student code of conduct
 - will reach out for additional support if their grade falls below 70%
 - come into school for required assessments and other required activities
 - understand that some of their classes may be in the Google Classroom platform as well as our vendor (Edgenuity/Imagine Learning); these expectations and timelines may vary from course to course and teacher to teacher
 - will return all school-issued materials within 5 days of completing or leaving the program
 - will maintain appropriate behavior during all online/virtual learning experiences; for example, emails, Google Meets, discussions, etc.
 - must remain academically eligible to participate in school activities (same expectation as in-person students)

BASD School Calendar

Bellefonte Area School District							2026-2027						
July 2026							August 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30	31					
October 2026							November 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					
December 2026							January 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						
February 2027							March 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6			1	2	3	4	5
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28							28	29	30	31			
April 2027							May 2027						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					
June 2027													

BASD District Calendar 2026-2027

Section II: Curriculum and Academic Expectations

High School Specifics Regarding Curriculum And Academic Expectations

Review the BAHS student/parent/guardian handbook for information on:

- ❖ grading and graduation requirements
- ❖ course credits
- ❖ graduation honors
- ❖ promotion standards
- ❖ honor roll criteria
- ❖ class rank
- ❖ other areas of interest

Student Enrollment and 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 upon meeting with the Principal of Virtual Learning and BeLA Coordinators for a team meeting.

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

BeLA Curriculum and Courses

Bellefonte eLearning Academy will use online courses developed by Edgenuity/Imagine Learning and delivered by their certified educators. BeLA students have access to 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.

Edgenuity/Imagine Learning/**Imagine Learning** will be the primary course platform **and vendor as they are now.**

In addition to **Edgenuity/Imagine Learning**, we will offer high school classes taught by BAHS teachers. As BeLA is currently structured, the classes will remain asynchronous.

- ❖ 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

Google Classroom

We use Google Classroom as the virtual learning platform for our courses Bellefonte offers. Students will engage in content that may mirror, to a degree, what occurs in the in-person classrooms and at a similar pace.

Generally, the BeLA courses in Google Classroom are structured in a weekly format with assignments, assessments, etc. Students have access to various tools and apps that are compatible with Google Classroom.

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.

Midterms/Finals

BeLA students will take midterms and/or final exams. We will provide midterms and finals with the BeLA students for the Bellefonte courses and courses from our course vendor. These will take

whatever form the educator feels best assesses the content and student's understanding. Be advised that some midterms and finals must be completed in-person at the BeLA Center.

Timelines, Work Completion, and Due Dates

BeLA students will have timelines and due dates from Edgenuity/Imagine Learning and HS BeLA teachers that are unique to that teacher. The teacher will share the expectations.

Be advised that 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.

When assignments are not submitted, unexcused absences will occur. Please make sure that you understand the guidelines and requirements for each of your classes. Be aware that submissions of blank work do not count towards attendance.

Keep in mind that classes vary in length of grading term. For example, some courses offered in Edgenuity/Imagine Learning are assigned by the quarter, some by the semester. Be aware of your end dates for assignment completion.

PSSA and Keystone Exams

All students enrolled 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 used to measure 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. Keystone Exams are end-of-course assessments 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. Attendance in person is mandatory.

Academic Eligibility

This component mirrors the high school handbook, athletic handbook, 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.

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 the elderly, 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) must 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/Guardian 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:

[Graduation Requirements Guidance - SAS](#)

School to Career / Xello

BeLA students are required to complete all school to career and Xello requirements as outlined by the in-person schools.

The below charts outline due dates and links for high school aged BeLA students.

Monthly Themes

Purpose of Monthly Themes:

- To educate our students on the soft skills they need to be successful in their lives and careers.
- To gather artifacts to use within their career portfolios.

Month & Goals	Grade 9	Grade 10	Grade 11	Grade 12
September: Interest Exploration Dates: 9/16	Career Inventory (Matchmaker) Resetting Matchmaker Save 3 Careers Create Portfolio: Add section for Grade 9 Artifacts	Career Inventory (Matchmaker) Resetting Matchmaker Save 3 Careers Update Portfolio: Add section for Grade 10 Artifacts	Career Inventory: (Matchmaker) Resetting Matchmaker Save 3 Careers Update Portfolio: Add section for Grade 11 Artifacts	Career Inventory: (Matchmaker) Resetting Matchmaker Save 3 Careers Update Portfolio: Add section for Grade 12 Artifacts
October: Goal Setting Dates: 10/23	MAP Conferencing/Goal setting (Xello)	MAP Conferencing/Goal setting (Xello)	One to One Conferencing: Goal setting (Xello)	One to One Conferencing: Goal setting (Xello)

November: Professionalism and Time Management Date: 11/11	Xello Lesson: Study Skills and Habits	Xello Lesson: Work Values	Xello Lesson: Workplace Skills and Attitudes	Xello Lesson: Work/Life Balance
December: Career Awareness Date: 12/17	Xello Lesson: Personality Styles	Xello Lesson: Careers and Lifestyle Costs	Xello: Career Demand	Xello Lesson: Career Backup Plans
January: Resume Building Dates: 1/7	Resume Build and Review	Resume Build and Review	Resume Build and Review	Resume Build and Review
February: Goal Setting Dates: 2/11	MAP Conferencing/Course Planning (Xello)	MAP Conferencing/Course Planning (Xello)	MAP Conferencing/Course Planning (Xello)	One to One Conferencing: Goal setting/ Portfolio Preparation (Xello) Directions on page 7
March: Problem Solving and Self Advocacy Dates: 3/18	Xello Lesson: Self-Advocacy Portfolio Work Time	Xello Lesson: Job Interviews Portfolio Work Time	Xello Lesson: Entrepreneurship Portfolio Work Time	Portfolio Preparation (Xello) Directions on page 7
April: Goal Setting Dates: 4/24	MAP Conferencing/Goal setting/ Review Portfolio Progress (Xello) Teacher Guidelines	MAP Conferencing/Goal setting/ Review Portfolio Progress (Xello) Teacher Guidelines	One to One Conferencing: Goal setting/ Review Portfolio Progress (Xello) Teacher Guidelines	Post Secondary Senior Portfolio Presentation Directions on page 7 Presentations 2.0 for anyone that missed or failed in March. 4/29 Senior Exit Survey
May: Self Care and Emotional Well-being - JMF (ongoing, no special schedules)	Self-Care Fun Activities	Self-Care Fun Activities	Self-Care Fun Activities	Not applicable

Student Requirements

Required Artifacts Per Grade Level:

Grade 9	Grade 10	Grade 11	Grade 12
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Resume (13.2.11)	Goal Setting (13.1.11)	Workplace Skill & Attitudes (Xello Lesson) (13.3.11)	Portfolio Review and Preparation (13.2.11)
Career Inventory (Xello Matchmaker Inventory) (13.1.11)	Course Planning Document (13.1.11)	Entrepreneurship (Xello Lesson) 13.4.12	Presentation (13.2.11)
Choice Requirement #1	Choice Requirement #1	Choice Requirement #1	Choice Requirement #1
Choice Requirement #2	Choice Requirement #2	Choice Requirement #2	Choice Requirement #2

Incomplete Grade Procedures

This mirrors the high school handbook.

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.

Fifty-Percent Guideline

This component mirrors the high school handbook and expectations.

To provide another safety net, all students earning a grade below 50% may be offered a fifty-percent contract if they qualify and demonstrate need. **This can only be utilized once during a student's high school career.**

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 used as powerful learning tools to complement student growth and learning. They can also be used to cheat and steal other individual's content. Students must be aware that all school work runs through cheating software. There are serious consequences if a student steals another's content and poses it as their own. Students are encouraged to use AI, ChatGPT, and the like as resources and learning tools, not as a way to quickly submit work that is not their own. **See Academic Integrity section in this handbook for more information.**

Section III: Student Services, Supports, and Safety

Student Schedules for Virtual Learning from Home

BeLA students should spend an average of one hour per course daily. Students are encouraged to work ahead, as some assignments may take less than an hour, and upcoming assignments may be longer or more in-depth.

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.

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 school day for interested students. If interested, BeLA students should email their high school BeLA teacher.

Edgenuity/**Imagine Learning** Tutoring and Teacher Support

BeLA students also have access to their Edgenuity/Imagine Learning Teachers when they need extra help, reteaching, or support. Students may schedule virtual office hours and/or email their Edgenuity/Imagine Learning teacher anytime.

In addition to office hours and emails, Edgenuity/Imagine Learning offers On-Demand Tutoring. This is a live tutoring session where students can receive help on the material they are working on in their course. The chat with a tutor option is a button in the bottom right corner of the student's course screen.

[On-demand tutoring overview – Imagine Edgenuity – IS](#)

On-demand tutoring provides students the personalized assistance they need to succeed. Through direct engagement with a tutor, students can receive immediate, personalized help in essential subjects for middle and high school. This personalized approach supports thorough comprehension of the course material, empowering students to progress confidently without encountering obstacles.

Tutors provide on-demand tutoring services in core subject areas, Spanish, and French.

On-demand tutoring is available to students during the following hours:

- Monday – Friday: 8 am – 10 pm ET
- Saturday: 9 am – 4 pm ET
- Sunday: 6 pm – 10 pm ET

(Imagine Instructional Services, 6/2026)

Edgenuity/Imagine Learning - Help Center Support Information and Videos

- ❖ [New Families Grades 6-12 Support](#)
- ❖ [New 6-12 families – IS](#)
- ❖ [New K-5 families – IS](#)
- ❖ [Booking a meeting with the teacher – IS](#)
- ❖ [Parent/Guardian Quick Start Guide: **Imagine Learning Virtual Portal \(ILVP\)**](#)
- ❖ [Edgenuity Family Support Flyer 6-2025](#)
- ❖

- ❖ [Completing and Submitting Assignments- 6-12 Students – IS](#)
- ❖ [Student Information System \(SIS\) Complete Student User Guide](#)



Family Support for Imagine Edgenuity

Be a part of your student's learning journey

GET STARTED!
Help your student log in to [Imagine Edgenuity here](#)* with the username and password provided by their school.

Now you're ready to make the most of the following tips for supporting your student and tracking their progress in Imagine Edgenuity.

MONITOR STUDENT PROGRESS IN THE FAMILY PORTAL
Ask the school to add you to the family portal of your student's account if it hasn't already. Once you receive an email confirmation and activation code, follow [these steps](#)** to log in. Contact your student's teacher if you have questions.

INSIDE THE FAMILY PORTAL
The family portal allows you to track your student's work using the attendance log and progress report.

The **attendance log** will tell you when your student logged in, how much time they spend in their course, and whether your student has been active or idle.

The **progress report** shows you the course name, target dates, grades, and scores. Color-coded squares show where your student is on track, ahead of schedule, or needs to catch up.



Imagine Edgenuity Login Portal



Family Portal Student Progress Report

Need more family support?
Visit the Help Center for guides on logging in and using the family portal, plus tips for helping your student succeed.

[Visit the Help Center](#) • [imaginelearning.click/edge-family-support](#)

* <https://auth.edgenuity.com/#login?login?Student>
** <https://help.imagineedgenuity.com/#/c/en-us/articles/360042912694>

Help your student maximize their potential

Stay connected to your student's teacher
Regularly checking in with your student's teacher can help keep your student on track and moving forward in Imagine Edgenuity — let the teacher know if you'd like daily, weekly, or monthly progress reports via email. We also recommend reviewing your student's scores and participation levels with their teacher, plus any areas where your student is ahead of schedule or needs more support.

How to help your student thrive in their learning
At-home support and encouragement are valuable. Try these tips to help your student be an active, engaged learner:

- Choose a comfortable, distraction-free space as a work area for your student
- Create a plan, such as 'focus time' and 'break time,' to help them connect and succeed
- Make sure your student has Wi-Fi and a charged device, such as a laptop, tablet, or Chromebook
- Show interest in what your student is learning about with questions like, "What did your learning focus on today?" or "What questions do you have about the lesson?"



Designed to deliver learning

A California case study showed that 81% of Imagine Edgenuity students earned a score of 3 or higher on their Advanced Placement® tests. In New Mexico, 11th-grade students using the program did better than their peers on science, reading, and mathematics assessments by 39% or more.

Imagine Edgenuity is designed to challenge and inspire your student. The instruction is standards based, with powerful interactive tools and fun multimedia and real-world exercises to help students build knowledge and skills.



imaginelearning.click/edge-family-support
877-725-4257 • solutions@imaginelearning.com

More learners, nationwide

Imagine Learning's programs provide quality curricula you can trust



5 million
students served



20,000
American schools across the top 25 districts

07060182 2303

Edgenuity/Imagine Learning - Accessing a Student's Course Report

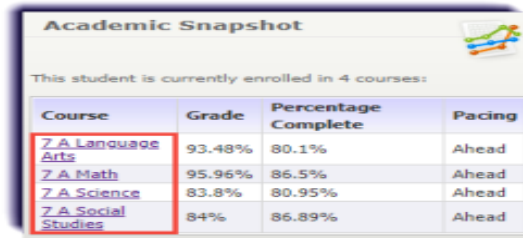
Here is how you can check course progress (here are snips and the link).

- ❖ [Accessing a Student's Course Report – IS](#)

Accessing a Student's Course Report

Use this page to learn how to access a student's course report.

- 1 Click any of the available courses.

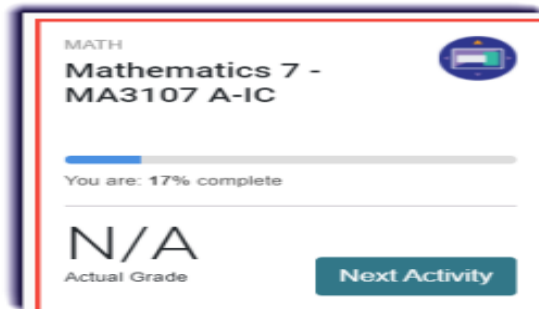


Academic Snapshot

This student is currently enrolled in 4 courses:

Course	Grade	Percentage Complete	Pacing
7 A Language Arts	93.48%	80.1%	Ahead
7 A Math	95.96%	86.5%	Ahead
7 A Science	83.8%	80.95%	Ahead
7 A Social Studies	84%	86.89%	Ahead

- 2 Click the course tile.



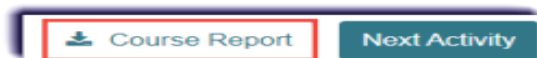
MATH
Mathematics 7 - MA3107 A-IC

You are: 17% complete

N/A
Actual Grade

Next Activity

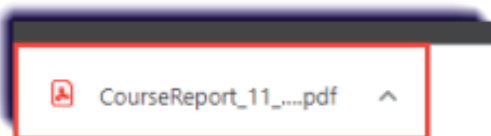
- 3 Click **Course Report**.



Course Report

Next Activity

- 4 Select the download at the bottom of the screen.



CourseReport_11_....pdf

Extra Curricular Opportunities

BASD believes the athletic program should be an extension of the district's academic ideals emphasizing teamwork, self-discipline, hard work, and communication skills. Students will be given on as equal a basis as is practicable and without discrimination, in accordance with law and regulations. Additional information regarding the District's [policy on Interscholastic Athletics](#) on the School Boards webpage or by contacting the BAHS office.

The following is a list of activities that will allow students to become more involved in their school community.

ACADEMIC

SERVICE/SOCIAL

Academic Decathlon	Athletic Trainers
Ananda	Barbell Club
Art Club	B the Change
Dram Club	Class Cabinet
French N.H.S.	Gay-Straight Alliance (GSA)
Future Business Leaders of America	International Club
The National FFA Organization	Key Club
Mock Trial Team	Ski Club
Model United Nations	Student Council
National Honor Society	Student Newspaper (Red and White)
Spanish Honor Society	SWPBS (Raider Revolution)
	Turning Point USA
	Yearbook - LaBelle
MUSIC	ATHLETICS
Concert Band	Baseball
Marching Band	Softball
Jazz Band	Boys Basketball
Instrumental Ensembles	Girls Basketball
Indoor Color Guard	Bowling
Indoor Majorettes	Cheerleading
Indoor Percussion	Cross Country
Choir	Football
Women's Chorale	Boys Golf
Select Choir	Girls Golf
Orchestra	Gymnastics
	Boys LaCrosse
	Girls LaCrosse
	Boys Soccer
	Girls Soccer
	Softball
	Swimming
	Track and Field
	Wrestling
	Volleyball

Special Education Services and Supports

If a student is an identified special education student who is 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.

School Cancellations/Delays

This component mirrors the high school handbook and expectations.

It is important to note that BeLA students may choose to complete work these days, as their peers only have school work if it is a 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.

- This link provides access to BAHS's delay schedules.

<https://www.basd.net/o/bahs/page/bell-schedules-hs>

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.

Student Assistance Program/Team (SAP)

This component mirrors the high school handbook 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 student themselves can make a referral to the SAP team.

SAP is...

❖ an identification program

SAP is NOT...

❖ a counseling program

- ❖ an intervention program
- ❖ a referral 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.

Homeless Children and Youth Students identified as McKinney Vento Scholars are afforded certain rights.

These rights include:

1. Continuing their education at their current school and providing transportation to that school (if feasible)
 2. Immediate enrollment in the school district where they are temporarily housed
 3. Assistance with obtaining school records
 4. Participation in all applicable school programs, including supplementary instructional programs, field trips, other enrichment activities, after-school recreational programs, etc.
 5. Assistance with school-related expenses, such as supplies, clothing, uniforms, meals, etc.
- ❖ **Family Engagement/Involvement:** Parental and family involvement shall be defined as an ongoing process that assists parents/guardians and families to meet their basic obligation as a child's first educator, promotes clear two-way dialogue between home and school, and supports parents/guardians as leaders and decision-makers concerning the education of their children at all levels. (Policy 917, Parent/Family Involvement)
 - ❖ Families are a valued member of our community and an essential part of a child's success. Opportunities for participation in school and building-sponsored events are communicated in a variety of ways throughout the school year. If you need assistance to participate, please contact your respective building principal.
 - ❖ **Centre County Community Partnerships:**
 - www.findingyourwayinpa.com
 - Resources for children and youth experiencing homelessness. This resource is also available through Google Play and the App Store as a phone app.
 - www.211.org
 - Resource for paying bills or mental health.
 - Click [HERE](#) here to visit the Centre County PA Official Website for local information and important updates.

Safe2Say Something Helpline

Bellefonte Area School District, in partnership with the state, launched the safe2say something helpline through the safe2say program. The initiative, mandated by state law known as Act 44, is

an anonymous reporting system designed to help students and staff recognize warning signs of individuals who may be a threat to themselves or others, especially through social media. The program trains students and school staff members how to recognize those signs and signals, and to “say something,” either by using the safe2say something hotline and/or applications or to tell an adult or trusted adviser. Specifically, the program educates participants to:

- Recognize the signs and signals of at-risk behaviors – especially within social media;
- Take every sign and signal seriously; act quickly to get help by talking to a trusted adult or report it anonymously through the s2ss office of the attorney general 24/7 crisis center, mobile app, or website;
- Respond to and manage the submitted tip via a school-based multi-disciplinary educator and administrator teams.

To learn more, visit www.saysomething.net or download the mobile apps for Apple and android devices. The safe2say reporting system may be accessed by calling the crisis center at 1-844-5-saynow.

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.

School Resource Officers and School Police Officer

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

Chromebook, Devices, and 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 strictly use their district-provided device, notify the Principal of Virtual learning to assist in communicating with 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/them. 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: Attendance Policy

BeLA 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."

Section V: Student Code of Conduct

Virtual School Rules and Guidelines

BeLA students adhere to the code of conduct outlined in each school's handbooks. Additional rules, guidelines, and consequences are exclusive to the BeLA student, such as academic dishonesty violations. Review your building-level handbook for further details.

Discipline Referral Procedure

Should students violate the code of conduct or behavioral expectations, they will work with the Principal of Virtual Learning and possibly building-level principals through a disciplinary process.

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 of utmost importance.

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 virtually meet with the teacher and/or Principal of Virtual Learning to 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 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. That means that 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.

For Edgenuity/Imagine Learning courses, the teacher of that course typically requests documentation of sources and provides an opportunity to re-do the assignment for partial credit. An inability to do so results in a zero. However, it is also possible that a student may receive a zero if they cheat/plagiarize/etc. on the first offense via Edgenuity/Imagine Learning.

BASD Acceptable Use Of Network And Internet Access

This section mirrors the high school handbook.

The Bellefonte Area School District has made available to students access to the BASD network and the Internet. Individuals accessing the BASD network and/or the Internet must read and adhere to the policies and principles of the acceptable use policy (AUP) and understand their rights and responsibilities associated with being granted this access. Students who have access to the BASD network need to understand that this policy is in addition to all information provided in the student handbook or policies developed by building-level technology groups. Use of personal electronic devices while on BASD property or attending school events shall be subject to compliance with this policy and the Electronic Devices Policy 237.

Users can be held legally responsible for all use of and content stored or accessed on resources provided by BASD, including but not limited to: Servers, Cloud storage, Computer hardware, and Electronic Devices.

Terms And Conditions For Use Of The BASD Network & Internet Access

Access to the BASD network and the Internet is a privilege, not a right. All BASD students are provided with BASD network user accounts. Inappropriate use may result in a cancellation of those privileges. Each user of the BASD network is responsible for any and all activity initiated by

his/her account. Users are responsible for selecting a secure password for their account and for keeping the password secret at all times. Passwords must never be given out. Authorized BASD employees have full access privileges.

The purpose of providing access to the BASD network and the Internet is to support education within the schools of the Bellefonte Area School District by providing the opportunity to develop 21st Century skills such as:

- ❖ collaboration, communication, creativity, critical thinking, research, and digital citizenship.

Activities that are not considered legitimate educational applications include, but are not limited to:

- ❖ illegal activity, for-profit activities (unless school-sponsored), distribution of hate mail, discriminating remarks, cyber-bullying, possession or distribution of material in violation of copyright laws, the possession or distribution of obscene or pornographic material

The same standards of intellectual and academic honesty and plagiarism that apply to other forms of published work also apply to electronic information. Failure to properly document material that is copied and pasted from an online resource is plagiarism.

Students are not permitted to:

- ❖ Download, install, copy, or use unauthorized software, hardware, or copyrighted material.
- ❖ Download, copy, or play games.

Teachers may permit the above activities under their direct supervision as long as the activities are in support of education, academic research, or district administrative operations and are consistent with this acceptable use policy.

Additional information to this section is in the building-level handbooks.

Acceptable Use of Network and Internet Agreement

The purpose of providing access to the BASD.net network and the Internet is to support education within the schools of the Bellefonte Area School District by providing access to unique, up-to-date resources and the opportunity for collaborative work. The use of a BASD account must be in support of education, academic research, or district administrative operations and must be consistent with this acceptable use policy. The Bellefonte Area School District offers but does not require training in this area.

The Bellefonte Area School District assures parents and guardians that there is technical and physical oversight in place to minimize potential risks to students. Should a student be exposed to inappropriate material, parents will be made aware as soon as possible.

Students who are identified as having violated Acceptable Use Policy 815 (2/1/05) may lose the use of district network resources for a period of time or permanently.

Students and Parent/Guardian(s) must complete the Acceptable Use of Network and Internet Agreement form or via Google Form upon entrance into the BeLA program.

Other Notices and Services

Within building-specific student/parent/guardian handbooks, there is additional information on:

- ❖ Annual Public Notice of Special Education Services and Programs,
- ❖ Services for Gifted Students, and
- ❖ Services for Protected Handicapped Students

Notice of Non-Discrimination

The Board declares it to be the policy of the Bellefonte Area School District (BASD) to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools, including in admission and employment, without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability. The Board's policies are publicly available and located on the BASD's website, including how to submit reports and/or complaints of sex discrimination and the pertinent grievance procedures concerning same.

The Board also declares it to be the policy of the BASD to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the BASD may be referred to the Title IX Coordinator, to the Office for Civil Rights of the U.S. Department of Education, or both.

The BASD is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the [*School Entity*] and is prohibited at or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

For information regarding non-discrimination policies, civil rights, or grievance procedures, contact the District's Title IX Coordinator:

Mrs. Tracy Long, Director of Human Resources

tlong@basd.net

814-355-4814 x 3002

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:

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 Coordinator (Grades 9-12)
dmoore@basd.net
(814) 355-4814 ext. 3053
- ❖ Mrs. Amy Miner, BeLA Coordinator (Grades K-8); Special Education (Grades K-12)
amminer@basd.net
(814) 355-4814 ext. 3060

Attachments

Attachment 1

BeLA Secondary Student Expectation Form (Grades 6-12)

THIS LINK WILL BE UPDATED

Attachment 2

BeLA K-12 Parent/Guardian Expectation Form

THIS LINK WILL BE UPDATED

Attachment 3

Student Handbook Review and Agreement

By signing this form I indicate that I do understand the Student Handbook / Discipline Code. I agree to follow the rules contained in the handbook. I understand that if I violate these rules, I will face disciplinary action.

Parent or Guardian Section

By signing this form, I indicate that I understand the Student Handbook / Discipline Code in regards to my student, and I further agree that my student will abide by the regulations set forth.

Passive Consent

Students will need to have a Chromebook issued during the 1st week of school. Parent or guardian consent will be considered passive if the student fails to return the form in a timely manner.

Acceptable Use of Network and Internet Agreement Student Review and Agreement

I have read the District's Acceptable Use of Computer Network and Internet Access and agree to follow the rules contained in this document. I understand that if I violate this agreement my account may be terminated and that I may be accountable to the respective building disciplinary code that is published to students.

Acceptable Use of Network and Internet Agreement Parent/Guardian Review and Agreement

As the parent or legal guardian of the student signing, I have read the BASD's Acceptable Use of Computer Network and Internet Access and grant permission for my child to access the district's network and Internet. I understand that the District's network resources are designed for educational purposes. I also understand that it is impossible for the Bellefonte Area School District to restrict access to all controversial materials and I will not hold them responsible for such materials acquired on the network. I hereby give permission for my child to be issued an account and accept the liabilities for my child for violations to this agreement.

I understand that if I agree to allow my student to use their own device, Bellefonte Area School District is not responsible for any device or data loss, theft, damage, or other associated costs of replacement or repair incurred during the school day or at home as a result of participation in this program. I understand that Bellefonte Area School District Staff will be unable to store, support or troubleshoot student-owned devices. The student named above will take full responsibility for the device and will appropriately secure all devices when not in use.

I understand that the purpose of allowing my student to use their own device is to participate in teacher-approved activities in support of the Bellefonte Area School District curriculum. Use of these devices for unrelated activities beyond or outside the Bellefonte Area School District educational program are prohibited. I understand that the use of my student's personal device as part of the BYOD program falls under and follows all district policies of the acceptable use and internet agreement. I acknowledge that allowing my student to bring a personal device to school accepts the school policies, and the same guidelines apply for a personal device as would for a district device.

Signature for Student Handbook, Acceptable Use, and Internet Agreement

for the **2026-27 school year:**

I have read and understand the Student-Parent Handbook, Acceptable Use, and Internet Agreement for 2026-2027.

Student Name (please print) _____ Grade _____

Student Signature _____ Date _____

Parent/Guardian Name _____ Date _____

Parent/Guardian Signature _____