Danville Area High School

2026-27 SY ICA Program Handbook



Forging strong connections that nurture the whole student and empower them to reach their full potential!

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IRONMEN CYBER ACADEMY

PROGRAM HANDBOOK

The DHS Ironmen Cyber Academy (ICA) Handbook provides a comprehensive guide for students and families, outlining the program's leadership, daily operational logistics, platform access, mandatory attendance policies with intervention steps (SAIP), and specific expectations for the ICA Lab. The document details the three available learning models: Add-On, Hybrid, and Full-Virtual, each with distinct credit and on-campus attendance requirements.

**This handbook is intended to supplement the larger, more comprehensive DHS Program of Study & Student Handbook.*

Questions to consider when considering this program

How many hours must my student log daily, and what happens if they fail to meet this?

Can my student in the Hybrid or Full-Virtual model leave the campus and return during the school day without a parent escort?

What are the credit minimums required for the Add-On, Hybrid, and Virtual learning models?

Can my student participate in clubs, activities, and sports at DHS?

Are ICA students required to take the Keystone Exams?

Daily Logistics

The ICA program follows the DASD Academic Calendar. ICA students may attend the physical ICA Lab at DHS from 7:30 AM – 2:45 PM on school days.

Transportation & Access:

- **Bussing:** Available for all ICA students for the start and end of the school day.
- **Sign-In/Out:** If a parent/guardian plans to provide transportation for their ICA student, consistent drop-off and pick-up times must be arranged and approved by school administration.
- **DHS Courses:** Students have full access to in-person courses at DHS. Students will attend these in person and return to the ICA lab for their cyber coursework.
- **Meals:** Students may eat breakfast and lunch in the cafeteria with their peers during an assigned lunchtime.

Academic Platforms

Platform	URLs
Pearson Connexus	danville.lms.pearsonconnexus.com

ICA Instructors

The ICA program utilizes a blended instructional model. Mr. Brent Sample serves as the dedicated ICA instructor, managing student enrollment in all Pearson Connexus classes and providing direct in-lab support, instruction, and pacing guidance within the cyber software.

In addition to Mr. Sample's in-lab support, the program maintains specific instructors of Record for each subject (English, Math, Science, and Social Studies, etc.). Instructors of Record are DHS subject-matter instructors who are responsible for the content and grading of the ICA courses.

ICA instructors:

- **English/Math/Science/Social Studies/etc.:** Staffed by DHS subject-matter experts.
- **Lab Support:** Mr. Sample is available in the lab to assist with content-specific questions and pacing.
- 2026-2027:

Math & Science - Mr. Deal
English - Ms. Parker
Science - Dr. Krick

Social Studies - Mr. Berkey
Physical Education - Mr. McConnell
Business - Ms. Sivillo

Graduation Requirements

English	4.0 credits	4 Years of English courses (at least 1.0 credit per year)
Math	4.0 credits	4 years of Math courses (at least 1.0 credit per year)
Science	4.0 credits	4 years of Science courses (at least 1.0 credit per year)
Social Studies	3.0 credits	3 years of Social Studies courses
P.E. / Health	1.5 credits	Health should be taken prior to Junior year.
Electives	7.5 credits	Students in the Class of 2028 are strongly encouraged to complete Financial Management [503] prior to graduation. Students in the Class of 2029 and beyond are required to successfully complete Financial Management [503]. This course is most appropriate for Juniors and Seniors.

ACT 158 Requirements

PA Act 158 Pathways to Graduation	
Keystone Proficiency Pathway	Students achieving minimum scaled scores of 1500 or better in each of the three Keystone Exams (KE): Algebra, English Literature, & Biology
Keystone Composite Pathway	Students who have taken all three Keystone Exams and one scaled score of Proficient or Advanced, no KE scaled score of Below Basic, AND a composite of the three scaled scores equal to or greater than 4452
CTE Concentrator Pathway	In addition to meeting local grade-based requirements for each KE content area in which a student does not have a numeric or non-numeric score of Proficient/Advanced, a student must attain or demonstrate success on an approved Industry-Based Competency Assessment*
Alternate Assessment Pathway	In addition to meeting local grade-based requirements for each KE content area in which a student has neither a numeric or non-numeric score of Proficient/Advanced, a student must meet ONE of the following: ACT composite score of 21, ASVAB composite score of 31, PSAT total score of 970, or SAT total score of 1010*
Evidence-Based Pathway	In addition to meeting local grade-based requirements for each KE content area in which a student has neither a numeric or non-numeric score of Proficient/Advanced, a student must provide three (3) pieces of evidence, such as full-time employment, IHE acceptance, NCAA compliance, or completion of Cooperative Education Program*

** Additional requirements and options exist and can be explained in further detail by a school counselor.*

DHS Testing Logistics

ICA students are required to take any and all standardized tests/assessments required by the school district. This includes but is not limited to:

- Keystone Exams
- ASVAB
- PSAT
- NOCTI

Academic Grading System

Numerical grades are placed on progress reports and report cards. These grades correspond to the marking system shown below. Permanent record grades are recorded numerically, and credit toward graduation is awarded for each subject passed. Pass/Fail may be used in certain situations (i.e., Independent Study).

A	92 - 100 EXCELLENT
B	83 - 91 GOOD
C	74 - 82 AVERAGE
D	65-73 POOR
F	0 - 64 FAILURE

Report Cards & Progress Reports

ICA student progress will be provided to parents/guardians on a weekly basis. At the end of the 1st and 3rd Marking Periods, a Progress Report will be sent home. Course grades for ICA courses will be posted through the Sapphire Community Portal at the end of the 2nd and 4th Marking Periods. Students who fail a semester course will receive a failing grade on their report card and will be required to retake the course during an upcoming semester. Parents/Guardians are urged to discuss each report card with their student.

If questions arise regarding the grades reported on a report card or progress report, the parent/guardian and/or student are encouraged to contact the ICA instructors or their assigned school counselor.

PIAA Eligibility

Danville Area School District will abide by PIAA eligibility requirements. Each athlete must have passed five (5.0) credits for the marking period prior to the start of his/her sports season. In the case of the fall sports, this will be the last marking period of the previous year.

After the season begins, eligibility will be checked on a weekly basis. If an athlete is not passing five (5.0) credits for a week, they will be ineligible for one week - Sunday through Saturday.

Choosing Courses for College Athletics Eligibility

To be eligible to participate in college athletics in the year following high school graduation, students must carefully select high school courses to include the proper number and difficulty of courses in English, Math, Science, Social Studies, and World Languages. Students are encouraged to speak to their school counselor for information on how to qualify for college athletics.

If a student plans to participate in NCAA college athletics, the student should discuss their courses on a yearly basis with their school counselor. Most core ICA courses are NCAA-eligible, but ICA students are highly encouraged to verify scheduled courses with their school counselor at the start of each semester.

Students are required to complete sixteen (16) core courses, including two (2) world language courses in high school, to participate in most college athletic programs.

College Courses / Dual Enrollment

There are no Dual Enrollment courses currently offered through the ICA program.

Attendance & The SAIP Process

DHS attendance policy will be followed by the ICA program as well. However, because some ICA students do not come into the building, they are tracked through academic progression. Because credits are required for graduation, staying on pace is mandatory.

- **Step 1 (3-4 Days Behind):** Parent communication from the office and through Mr. Sample. A weekly pacing communication will be sent home to students/parents by Mr. Sample.
- **Step 2 (5 Days/1 Week Behind):** Referral to High School Administration. A Student Attendance Improvement Plan (SAIP) will be established.
- **Step 3 (10+ Days Behind):** Formal referral to the School Administration Team and potentially District Justice/Truancy court.

Act 20: Face-to-Face Requirements

In compliance with Pennsylvania Act 20, the DHS Ironmen Cyber Academy (ICA) requires all students to participate in mandatory, weekly face-to-face check-ins with school staff. These scheduled weekly interactions ensure consistent student engagement and fulfill state attendance mandates for virtual education programs. Alongside these required face-to-face meetings, a student's daily attendance continues to be actively tracked through their academic progression and pacing. Failing to attend these weekly check-ins or falling behind in coursework will result in unexcused absences. Consequently, missing Act 20

contacts or failing to maintain academic pace will immediately trigger the district's standard Student Attendance Improvement Plan (SAIP) intervention process.

Technical Support & Troubleshooting

While the platform URL is provided, there is no "Help Desk" contact info. Students who need technical support for the Pearson Connexus software while working on assignments may contact their ICA instructor or the DHS main office.

Lab Expectations

To maintain a productive environment for high school students, the following rules apply:

- Active Engagement: Students are expected to be quiet and actively working. Mr. Sample is available for help, but the lab is a "work-first" environment.
- Active Enrollment: Only students who are enrolled in one of the three ICA Learning Models may be present and work in the ICA Lab.
- Technology: Students are to arrive in the ICA Lab fully prepared with a charged Chromebook.
- Cell Phones: Phones must be kept in backpacks until the work goal and course pacing is completed and verified by ICA instructors.
- Student Dismissal from ICA Lab: If a student is scheduled to leave the ICA Lab prior to the established dismissal time, a parent/guardian must inform the attendance secretary in writing prior to the scheduled pick-up time.

Academic Integrity Policy

Plagiarism and the use of Artificial Intelligence (AI) are significant academic integrity concerns in a cyber environment. ICA students are subject to all policies within the DHS student handbook and school district policies.

PLAGIARISM

Academic integrity consists of work that is honest and does not involve any deceptive or dishonest methods. Danville Area High School demands honesty that grows out of our respect for each other. Academic dishonesty includes both cheating and plagiarism.

Cheating includes but is not limited to:

Copying on a test or quiz
Copying homework or other assignments
Allowing someone to misrepresent your work by sharing an assignment
Using internet sources, foreign language translators, cell phones, “cheat sheets,” etc. for getting or giving answers on a test, quiz, or other assignment

Plagiarism includes but is not limited to:

1. Using ideas, quotes or images without giving credit to the author and
2. Passing off another person's ideas as your own even if the ideas have been paraphrased or reworded.

The consequences for academic dishonesty at the Danville Area High School include the following:

1. **First Offense:** If a teacher suspects an assignment was generated by Artificial Intelligence (AI), the work will be returned to the student to be recompleted and resubmitted. The teacher will communicate with the student why the assignment/assessment was returned to them.
    a. Make the AI verbiage broad to encompass AI and other plag. /
2. **Second Offense:** A second submission of AI-generated work will be returned to the student, resulting in an automatic zero for that particular assignment and formally documented in the student information management system as an incident. The teacher will contact the guardian.
    a. Remove AI
3. **Third Offense:** A third instance of academic dishonesty may result in a zero for the assignment, at the teacher's discretion. The teacher will contact the student's parents, and the infraction will be formally documented in the student information management system as a referral. The teacher will communicate this with the guidance counselor and parent.
    a.
4. **Fourth Offense:** A fourth offense will result in a guaranteed zero for the assignment, documentation in the student information system, and a mandatory meeting scheduled with the guidance counselor, parents, teacher, and administration. Any further violations will result in a failing grade for the current marking period and/or removal from the course. All academic dishonesty offenses are cumulative. In addition, any consequence resulting from academic dishonesty may jeopardize membership in various extra-curricular activities. Up to and including formal dismissal from the organization.

1. When the teacher suspects that the student work is AI generated, the teacher will return the work to the student to be recompleted and submitted.
2. On the second AI generated assignment turned in by that same student, the teacher will return the assignment to the student and the student will receive a zero on that particular assignment.
3. Students who are caught cheating on the third offense may receive a failing grade on that assignment at the teacher's discretion. Parents will be contacted by the teacher. The infraction will be recorded in the student information management system.

4. On the fourth offense this will result in a zero for the assignment. Parents will be contacted and made aware of the situation by the teacher. The Guidance Office will contact the parents to set up a meeting to discuss the incident with the teacher and administration. The infraction will be recorded in the student information management system.
5. Subsequent offenses will result in failure of the course for the marking period and/or removal from the course. All offenses will be on file and are cumulative until graduation.
6. Consequences for academic dishonesty may impact National Honor Society membership and could result in removal from NHS.

Artificial Intelligence (AI)

Since its launch by OpenAI in late 2022, ChatGPT and other artificial intelligence software have inspired many questions related to academic integrity. Like most tools, ChatGPT (and other artificial intelligence products) can be used for purposes both good and bad. There are legitimate ways to use these tools for research, and there are ways to use them to cheat on academic work.

During some class sessions, DAHS teachers may leverage generative AI tools to support learning, provide an opportunity to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and teachers and students will work through the implications of these evolving systems together, during classes. However, use of generative AI will be limited to exercises during class. DAHS teachers will always indicate when and where use of AI tools during class is appropriate.

In contrast, students may not use AI tools to generate work for an assignment to be submitted for a grade, as this cannot be considered a substitute for developing the fundamental skills and expertise represented by the learning objectives of a course. Please note that generative AI tools rely on predictive models to generate content that may appear correct, but has been shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research and students should complete all graded assignments without any assistance from AI tools. Students are ultimately responsible for the content of the information they submit and may not attempt to pass off any work generated by an AI program as their own.

Students who use AI tools on assignments without permission, or improperly, are violating the academic integrity rules of Danville Area School District.

Thus, generative AI is a rapidly evolving technology, and the district will continue to monitor developments and incorporate feedback from our community to update our guidelines accordingly.

Resources:
https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html
https://provost.harvard.edu/guidelines-using-chatgpt-and-other-generative-ai-tools-harvard
https://oai.missouri.edu/chatgpt-artificial-intelligence-and-academic-integrity/

ICA Course Offerings

Below are the standard ICA course offerings by subject and course. These courses are full ICA online courses, not "prescriptive" courses where a pretest can be taken to exempt a student from certain course content.

Students seeking an academic challenge can enroll in advanced online courses designed to provide a more rigorous curriculum than standard offerings. Advanced course offerings vary from year to year and can be discussed when scheduling courses for the upcoming school year and/or semester. Placement in advanced online classes must be preapproved by DHS administration prior to enrollment.

9th Grade Year	
English 9 A/B [99-115]	Pre - Algebra I A/B [99-310]
Earth Science A/B [99-424]	US History A/B [99-206]
Health [99-952]	Physical Education I A [99-950]
Entrepreneurship [99-551]	Accounting [99-501]

10th Grade Year	
English 10 A/B [99-110]	Algebra I A/B [99-315]
Biology A/B [99-410]	American Government A/B [99-232]
Economics [99-231]	Physical Education II A [99-950A]
Marketing Foundations A/B [99-505]	

11th Grade Year	
English 11 A/B [99-120]	Geometry A/B [99-319]
Chemistry A/B [99-420]	World History A/B [99-221]
Geography A/B [99-926]	Forensics 1a - Introduction [99-147]
Financial Literacy [99-F/L]	Forensics 1b - The Science of Crime [99-157]

12th Grade Year	
English 12 A/B [99-130]	Algebra II A/B [99-317]
Environmental Science A/B [99-925]	Psychology A/B [99-236]
Health Science A [99-952]	Business Communications A [99-508]
Forensics 2A - Secrets of the Dead [99-450]	Journalism A [99-141]

ICA Learning Models

ICA LEARNING MODELS	
Add-On Model	**Designed for students who desire online learning while maintaining a personal connection to DHS.** _ Minimum of **6.0 in-person credits** with up to 1.0 additional ICA credits _ A maximum total of 8.0 credits is permitted _ FLEX assignment in the ICA Lab is available _ No consultation meeting is needed
Hybrid Model	**Designed for students who desire the autonomy and flexibility of online learning while staying connected to in-person schooling.** _ Minimum of **3.0 ICA courses**; total credit maximum of **8.0** _ Schedule must include designated periods in the ICA Lab _ Hybrid students with a shortened school day must sign in/out of school through the DHS Main Office _ Once signed in to the ICA Lab, students must attend all classes listed on their DHS student schedule _ FLEX assignment in the ICA Lab is available _ When in-person instructors are absent from school, hybrid students are expected to report to the building substitute location. If the hybrid student desires to be in the ICA Lab, the student must use the SecurlyPass system to gain entrance into the ICA Lab. _ A consultation meeting is required
Full-Time Model	**Designed for students who desire flexibility and acceleration in their Danville High School experience.** _ **Students must enroll in 6.0 – 8.0 total credits** (unless concurrently enrolled in COOP or ACE) _ No traditional in-person classes will be scheduled _ All campus visits require signing in/out via the ICA Lab _ Students must remain on-site once signed in _ Early or mid-session departures require a parent/guardian escort or prior written permission from the parent/guardian _ A consultation meeting is required

Enrollment Periods & Process

In order to maintain consistency in all learning models at DHS, Open Enrollment periods have been established for the upcoming school year. Please refer to the table below.

ICA Enrollment Periods

July 1 - August 21, 2026	Start of School
October 19 - 30, 2026	End of Marking Period 1
January 4 - 22, 2027	End of Semester 1

When students desire to enroll in either the Full-Time ICA model or the Hybrid model, a consultation meeting will need to be scheduled. Consultation meetings should include: a parent/guardian, the enrolling student, the ICA administrator, the school counselor, the ICA instructor, and at least one teacher. The purpose of the consultation meeting is to discuss perceived barriers to in-person learning, potential solutions to those barriers, and review ICA programming and expectations.

Once ICA enrollment has been agreed upon by all parties, enrollment in Pearson Connexus will take place, and the student can begin coursework in short order. Additionally, the guidance secretary will add ICA courses into the Sapphire Student Information System.

ICA Enrollment Steps

1. Parent contacts DHS administration, and a meeting will be set up to begin the enrollment process
2. An enrollment meeting is held
3. At the turn of the marking period, student enrollment may take place
4. DHS administration will communicate course enrollment with Mr. Sample and with Ms. Parker (Guidance Secretary) to create Pearson courses, as well as schedule all ICA courses in Sapphire as well.
5. Mr. Sample will contact the parent and student to have an orientation meeting. At the meeting, the student will receive Chromebooks (if not provided one already), the student will receive Pearson login information, and Mr. Sample will walk the students through the software/classes

Access to DHS Events and Resources

All DHS Ironmen Cyber Academy (ICA) students have full access to all Danville Area High School (DHS) events, activities, and organizations. This includes, but is not limited to, athletics/sports, clubs, dances, Homecoming, Prom, and pep rallies, and they can fully participate in the broader DHS student experience.

To keep students and families informed, the ICA Instructor will send home periodic reminders about upcoming activities. Parents/Guardians are also strongly encouraged to sign up for SchoolStatus Connect messaging to receive timely updates and information.

DHS Ironmen Cyber Academy (ICA) Program Agreement and Consent

By providing your signature below, you confirm that you have read and fully understand the requirements set forth in the DHS Ironmen Cyber Academy (ICA) Program Handbook.

This signature acknowledges your agreement to do the following:

- Adhere to all policies regarding academic progression, including maintaining a minimum 65% passing grade in all courses.
- Understand the mandatory daily active work requirement of four (4) or more hours and the consequences of falling behind, which will trigger the Student Attendance Improvement Plan (SAIP) process.
- Agree to all ICA Lab expectations, including the specific rules for device usage and sign-in/sign-out procedures for the Add-On, Hybrid, and Full-Virtual learning models.
- Acknowledge that failure to meet any of the outlined program requirements, including academic pacing and attendance, may result in the student's removal from the ICA program and return to in-person learning at DHS.

Student (Print): _____ **Sign:** _____ **Date:** _____

Parent (Print): _____ **Sign:** _____ **Date:** _____

Administration
Lee Gump
Principal
lgump@danvillesd.org

Robert Varholak
Assistant Principal
rvarholak@danvillesd.org

Office Administrative Assistants
Heather Hackenberg
hhackenberg@danvillesd.org

Molly Bowie
mbowie@danvillesd.org

District Webpage
https://www.danville.k12.pa.us/