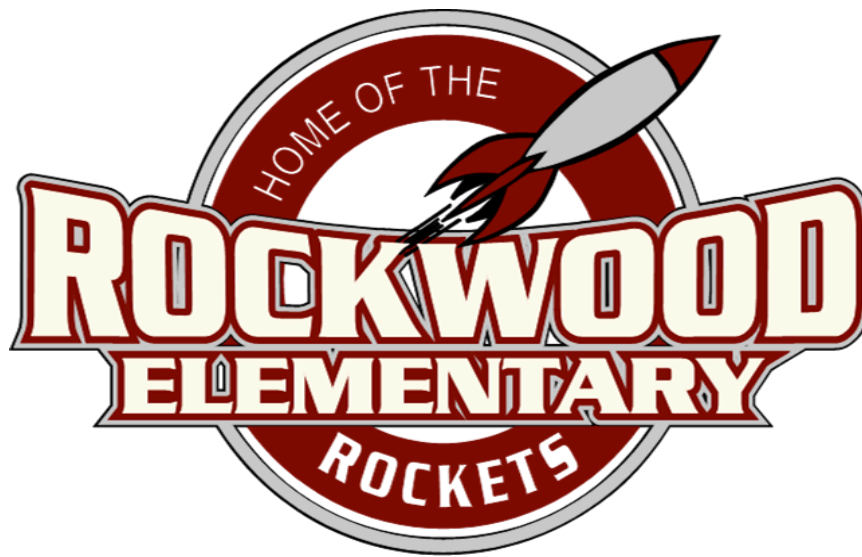


ROCKWOOD AREA SCHOOL DISTRICT

ROCKWOOD ELEMENTARY



2025 - 2026 Student Handbook *And Parent Resource Guide*

ROCKWOOD ELEMENTARY STUDENT HANDBOOK

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GENERAL INFORMATON

School Name: **Rockwood Area School District**

Mascot: **Rockets**

School Colors: **Red & White**

Elementary Student Enrollment (Grades K-6, approximate enrollment): **300**

Principal : **Mr. Jonathan Hale** **jhale@rockwoodschoools.org**

Assistant Principal: **Mr. Nicholas Buterbaugh** **nbuterbaugh@rockwoodschoools.org**

K-6 Guidance Counselor: **Mrs. Brandi Wedge** **bwedge@rockwoodschoools.org**

School Social Worker: **Mrs. Susan Clark** **sclark@rockwoodschoools.org**

PLEASE SIGN, TEAR-OUT AND RETURN TO YOUR
CHILD'S TEACHER

Internet & Social Media Consent and Waiver Form

Purpose

The Rockwood Area School District utilizes social media platforms, including Facebook, Instagram, and the District website, to celebrate student achievements, share important updates, and highlight curricular and extracurricular school activities. This waiver grants permission for the District to use photographs, videos, and/or student-created work on these platforms.

The District may use my/my child's image, name, voice, school-related activities, and student-created work on **official Rockwood Area School District social media accounts, websites, newsletters, and promotional materials.**

This form is required to be returned to the offices. Please select one option below.

Opt-In/Opt-Out

- ☐ I **DO** give permission for my/my child's image, name, and work to be used on official Rockwood Area School District social media and publications.
- ☐ I **DO NOT** give permission for my/my child's image, name, or work to be used on official Rockwood Area School District social media and publications.

Parent Name: _____

Parent/Guardian Signature: _____

Date: ____/____/20____

Student Name: _____

Student Signature: _____

Date: ____/____/20____

Students Grade Level: _____

PLEASE SIGN, TEAR-OUT AND RETURN TO YOUR
CHILD'S TEACHER

ROCKWOOD AREA ELEMENTARY SCHOOLS

I, _____
Print name clearly of Parent/Guardian

Have received the 2025-2026 Student Handbook. I have read the school policies, have reviewed them with my child, and agree to adhere to the guidelines outlined in this handbook.

Signature of Parent/Guardian

Today's Date _____

**Please have your child return this page to his/her homeroom teacher no later than
September 5, 2025**

Student Name _____

Classroom Teacher _____ Grade _____

**Visitors are always welcome here!
Please report to the security window to obtain a visitor's pass upon
entering the school.**

PLEASE SIGN, TEAR-OUT AND RETURN TO YOUR
CHILD'S TEACHER

INTERNET PICTURE RELEASE SIGN-OFF

I give permission for Rockwood Area Elementary School to include a photograph and/or video of my child for the Rockwood Area School District Internet web-site, other educational websites, or classroom activity used for educational purposes when they are participating in a school activity and the activity photo is released.

Student's Signature

Grade

Homeroom Teacher

Parent/Guardian Signature

Date

ACCEPTABLE USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES STUDENT USER AGREEMENT

I have read and understand the acceptable use of the internet, computer, and network resources policy in the student handbook. I understand that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectations of privacy in anything they create, store, send, receive or display on or over the district's internet, computers or network resources, including personal files or any use of the district's internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor file server space utilization by district users; or deny access to prevent action. unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the ISP, local, state and federal officials in any investigation concerning or related to the misuse of the district internet, computers and network resources.

G Suite Parent Guardian Consent

As per parent guardian consent for students who use G Suite Notice in this handbook, I give permission for the Rockwood Area School District to create/maintain a G Suite for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice.

Full Name of Student

Printed name of Parent/Guardian

Parent/Guardian Signature

Date

Please have your student return this page to his/her homeroom teacher by **September 5, 2025**.
Every student must return this signed page. Thank you. Jonathan Hale, Principal

ROCKWOOD AREA SCHOOL DISTRICT MISSION STATEMENT

Adopted February 2014

Mission of the Rockwood Area School District is to empower students to reach their full potential as well-rounded, lifelong learners and responsible members of society.

Vision

The vision of the Rockwood Area School district is that all students will become lifelong learners and critical thinkers through a diverse education supported by- excellent teaching, informed community involvement, and positive parental guidance.

Shared Values

Relationships – Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children.

Opportunities – Providing opportunities to all students in all academic disciplines, in extra-curricular activities, and for social and personal well being that enhance student performance and learning.

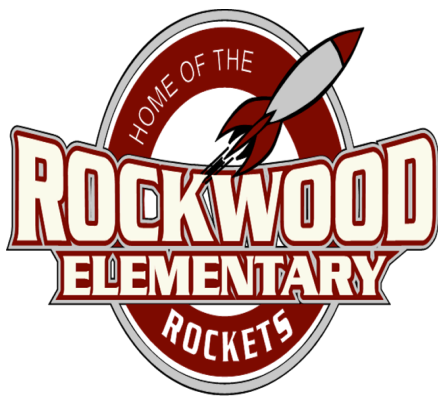
Commitment– Making a commitment to empower all students to reach their personal goals by providing resources and career opportunities within our schools and access to community partners.

Knowledge – Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepare them for their post-secondary endeavors.

Equality – Promoting equality to all stakeholders the opportunities in education and support through acceptance and tolerance that will allow our students to understand the diversity of people within our great nation and world.

Teaching – Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential.

Safety – Ensuring the safety of all students and staff in an environment conducive to learning.



INTRODUCTION

- Parent Letter
- Restricted Elementary Parking
- Board of Education
- Administrative Staff & Teachers

Dear Family:

It is with great pride that the faculty and I welcome you to the Rockwood Elementary School, home of the Lil Rockwood Rockets. The members of the faculty, staff, and administration are truly excited to have you as part of the Rockwood family! We hope that the 2025-2026 school year will be a successful and satisfying year for all of our students.

The pages of this handbook are filled with information regarding school policy and procedures. We suggest that parents review the information found in this handbook and discuss the content with their children. It is important that open and clear communication between the teachers, parents and the administration be maintained throughout the year to aid in the academic success of all students. If you have any questions that remain unanswered after reading this handbook, please call the elementary office at 814-926-4688.

This handbook was designed to provide guidelines and procedures that you and your child will encounter throughout the school year. We hope that it will supply you with helpful references and resources to aid in the academic experiences of your child. It is essential to note that Rockwood parents are important partners of the school in effectively educating the children of our community.

I would like to welcome all parents to participate and support the activities and events of the Rockwood Elementary School and your child. The faculty, staff, and administration always welcome your participation and support. With community members and Rockwood Elementary working together, we will be able to reach the individual and collective goals of all students. We look forward to celebrating the achievements of our students with their parents and other community members. Remember, "Through the doors of Rockwood Elementary walk the most valuable asset, the future"!

Yours in Education,

Jonathan Hale
Elementary Principal
Rockwood Area School District

Dear Family,

The 2025-2026 school year is beginning for all students, parents, educators, and administrators. Your child will enjoy learning experiences that will foster personal growth. The Rockwood Elementary faculty, staff, and administration hold high expectations for children within the areas of learning, behavior, and citizenship. A focus on safety and a positive school culture is in place. The faculty, staff, and administration supports positive behaviors, provides learning activities related to behavior and safety, fosters academic growth, and requires each child to do their best academically, behaviorally, and socially .

Attendance:

Students are expected to be in school daily to receive live instruction from teachers. Live instruction is the best way to receive standards based instruction. A teacher that is in the room and can help your child during instruction is irreplaceable. If your child is sick, please take the proper precautions to make sure they get better. Attendance in classroom instruction is important to academic success. Being ready for class with all materials is also a daily expectation.

Academics:

Teachers, paraprofessionals, and the administration will work to support your child academically through instructional practices and programs meeting student needs. Each child is expected to try their best during every learning experience and lesson. The individual effort to learn and complete assignments, assessments, and tasks are expected. Hardwork and perseverance are to be demonstrated when a concept is difficult. Teachers will provide supportive interventions and reinforcement that encourages each child. Effort, commitment, and focus are characteristics of successful learners.

Behavior:

Each child is expected to use manners and be supportive of their peers. Within the school environment, children are expected to demonstrate behavior that supports learning. School rules and policies are to be followed. Respect for adults is expected. Children will receive lessons at the beginning of the year that outline expected behaviors in school, in the classrooms, and on the bus. Each child shall treat their peers with kindness and understanding. Behavior on the playground, in the cafeteria, and gym will need to reflect good sportsmanship, kindness, and appropriate manners.

Expectations:

The focus is to maintain a safe, supportive, and positive school environment. Each child is expected to demonstrate kindness, respect for themselves and others, and work hard to master academic concepts taught. Being prepared for the school day, focusing on classroom activities, and being kind to peers are general expectations for children as well.

Please make sure that your child understands that they are to try their best to learn, be kind, and demonstrate positive behaviors at all times. The faculty, staff, and administration will support your child while in school. Please promote academic responsibility and good behavior standards. A child's success academically and behaviorally begins at home.

Yours in education,

Mr. Jonathan Hale
Elementary Principal/ Federal Programs Coordinator
Rockwood Area School District

RESTRICTED ELEMENTARY PARKING LOT TIMES

Dear Parents,

The safety of our students is of great concern to us. Restricted access to the elementary school is done with safety in mind. School buses will be unloading students from 7:30am until 8:10am and in the afternoon they will be loading students from 2:35pm until 3:40pm.

If you need to drop off your children in the morning during the restricted time period, please use the gymnasium lobby to the high school.

When you need to have your children excused prior to the regularly scheduled dismissal time, please sign them out after 2:38 pm. This will keep them from being marked absent for one-half day.

The Rockwood Area School Board has established these restricted times. The Rockwood Police Department will enforce the law. Please avoid this area during the restricted times.

Thank you for your cooperation!

Jonathan Hale
Principal

ELEMENTARY RESTRICTED TIMES

7:30AM until 8:10AM

2:35PM until 3:40PM

BOARD OF EDUCATION

President.....Mr. Tyler Pritts
Vice President.....Mr. Adam Sembower
Secretary.....Mrs. Sherry Benford
Treasurer.....Mr. Brad Pletcher

Mrs. Melanie Monticue	Dr. Hailey Miller
Mr. Matthew Pritts	Mr. Noah Wareham
Mrs. Ashley Baker	Mr. Seth Foreman

ADMINISTRATION

Superintendent.....Mr. Mark Bower
High School Principal.....Mrs. Misty Demchak
Elementary Principal.....Mr. Jonathan Hale
Assistant Principal.....Mr. Nick Buterbaugh
School Psychologist.....Mrs. Jackie Toye
Technical Support.....Mr. Robert Yench
School Police Officer.....Mr. Jeffrey Doman

SUPPORT SERVICES

Business Manager.....Mr. Jordan Svonavec
Assistant Business Manager.....Mrs. Jenny Beckner

SECRETARIES

Mrs. Lori Breckenridge.....Payroll/Business Office
Mrs. Sherry Benford.....Administrative Assistant
Mrs. Tara Pritts.....High School Office
Mrs. Sue McClintock.....Elementary Office
Mrs. Missy Kenp.....High School Office
Mrs. Shanda Pletcher.....Secondary Guidance
Mrs. Cindy Miller.....Student Data Secretary
Mrs. Joanna King.....High School Security Receptionist
Mrs. Ashley Bower.....Elementary Security Receptionist/Admin. Assistant

ELEMENTARY TEACHER AIDES

Mrs. Julie Johnson	Ms. Heather Snyder	Ms. Morgan Beckner	Mrs. Carla Sager
Mrs. Heather Hale	Mrs. Heather Tims	Mrs. Susan Hay	Mrs. Kristi Snyder
Ms. Jen Werner	Mrs. Kori Halverson	Mrs. Jillian Halverson	

CUSTODIANS

Mr. Edward Clay, Maintenance Supervisor

Mr. Raymond France	Mr. Tom Clawson	Mr. Greg Coleman	Mr. Jesse Engleka
Mr. Richard Grimes	Mr. Seth Judy	Mr. John Meyers	Mr. Charles Smith

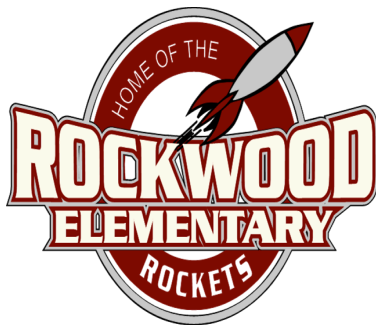
ROCKWOOD AREA ELEMENTARY SCHOOL DISTRICT
2025-2026 Faculty

Kindergarden.....Mrs. Olivia Eller
Mrs. Mindy Singo
Grade 1.....Mrs. Jaime Gross
Ms. Kaitlyn Pletcher
Grade 2.....To be determined
Mrs. Sarah Hay
Grade 3.....Ms. Valerie Friedline
Mrs. Beth Mapes
Mr. Josh Bowlin
Grade 4.....Mrs. Shanna Wilson
Mrs. Melissa Gindlesperger
Grade 5.....Mrs. Heather Hay
Mrs. Megan Henry
Grade 6.....Mr. Carter Bower
Mrs. Kristen Mumau
Mrs. Jenna Sembower

STEM/Intervention.....Mr. Benjamin Baker
SPEECH THERAPIST.....Mr. Amber Caddy
GUIDANCE COUNSELOR.....Mrs. Brandi Wedge
SOCIAL WORKER.....Mrs. Susan Clark
LEARNING SUPPORT.....Mrs. Hanna Goller
LIFE SKILLS SUPPORT.....Ms. Paige Ohler
LEARNING SUPPORT.....Mrs. Lauren Svonavec
LEARNING SUPPORT.....Ms. Kaitlyn Swank
READING SPECIALIST.....Mrs. Susan Slope
READING SPECIALIST.....Mrs. Jessica Miller
MUSIC..... Mr. Doug Spiri
ART.....Miss Emma Mumau
NURSE.....Mrs. Rebekah Marietta
STUDENT SERVICES SUPPORT.....Ms. Josie Knopsnyder

ROCKWOOD AREA SECONDARY SCHOOL DISTRICT
2025-2026 FACULTY

Ms. Megan Rusnak.....	Art/Yearbook
Mrs. Amber Walker	BusinessEducation/Computer
Miss Jill Morgan.....	English
Mr. Jeremy Romesberg.....	English/Reading
Mrs. Allison Shultz.....	English
Mrs. Patti Jo Opfar.....	Guidance
Mrs. Karey Vough.....	English/WOL
Mrs. Andrea Minor.....	Foreign Language/Spanish
Ms. Carlee Glessner.....	Health/Physical Education
Mr. Chandler Enos.....	Health/Physical Education
Mrs. Kristi Brant.....	Home Economics
Mr. Joseph Kush.....	Engineering/Technology
Mrs. Kari Bates.....	Instrumental Music
Mrs. Brooke Kroon.....	Learning Support
Mrs. Roni Langley-Burkhardt.....	English
Mrs. Cassie Wright.....	Learning Support
Mrs. Christy Hay.....	Librarian
Ms. Megan Berkebile.....	Life Skills
Mr. Vincent Show.....	Mathematics
Mrs. Sarah Pletcher.....	Mathematics
Mrs. Kathleen Lambert.....	Mathematics
Mrs. Elyse Cordaro.....	Mathematics
Mrs. Jenna Tressler.....	Science
Mr. Kurt Woolslayer.....	Science
Mrs. Misty Thompson.....	Science
Mrs. Leanna Weimer.....	Science
Mr. James Wagner.....	Social Studies
Mr. Matthew Blubaugh.....	Social Studies
Mr. Nathan Formica.....	Social Studies
Mr. Douglas Spiri.....	Chorus



DAILY SCHOOL OPERATIONS

- Daily Time Schedule
- School Calendar
- School Pictures
- Preparation for School
- General Student Conduct
- Authority of Faculty
- New Students the District
- Enrollment/Placement of Students
- Enrollment for Kindergarten and First Grade
- Early Arrivals
- Requests for Special Dismissal
- Parent Pick-up and Drop-off
- Closing of Schools due to snow or other emergency
- RASD Visitor Policy
- Visitors to School
- Free Admittance
- Lost and Found
- Fire Drills
- Field Trips
- Personal Property
- Care of School Property
- Assemblies
- Service Animals
- Track & Field Days
- Open Containers
- Withdrawal from School
- School Publications
- Student Expression/Dissemination of Materials
- Nonschool Organization/Groups/Individuals

DAILY TIME SCHEDULE

Time Schedule

Admission to Class Bell.....7:45

Classes Begin.....8:05

Lunch

Pre-K 10:40 am—11:10 am

Grades KDG, 1st, 2nd 11:15 am - 11:45 pm

Grades 3rd & 4th 11:45 pm—12:15 pm

Grades 5th & 6th 12:15 pm - 12:45 pm

DISMISSAL.....2:51 PM

SCHOOL CALENDAR 2025-2026 SCHOOL TERM

Teacher In-Service Days.....Aug. 20, 21, 22 & 25

Meet the Teacher Night.....Aug. 21

First Student Day Aug. 26

Labor Day.....Sept. 1

Teacher In-Service Day.....Oct. 13

Act 80 Day.....Nov. 7

Act 80 Day.....Nov. 17

Early Dismissal.....Nov. 26

Thanksgiving Vacation.....Nov. 27- Dec. 1

Early Dismissal.....Dec. 23

Christmas Vacation.....Dec. 24 - Jan. 2

Act 80 Day.....Jan. 19

Act 80 Day.....Feb. 16

Teacher In-Service Day.....March 13

Early Dismissal.....March 31

Easter Vacation April 1-6

Memorial Day.....May 25

Last Student Day*May 29(unless make-up days needed)

Additional Snow Make-up Day(s).....*June 1-5

SCHOOL PICTURES

Students in grades K-6 will have their pictures taken September 10, 2025. Parents are given the opportunity to purchase these photos. A notice will be sent home prior to sittings so parents can take full advantage of this opportunity. Parents are not obligated to purchase the school pictures. Picture retake day will be held October 30, 2024.

PREPARATION FOR SCHOOL

School is a new adventure for all children. It is their opportunity to become more independent and to develop individual social skills.

Before the start of school, teach your child to know their whole name, address, and telephone number. When your child enters school, they should be able to tie their own shoes and be capable of managing zippers and fastening buttons.

Kindergarten students are required to have a change of clothing available in the classroom at all times for emergencies. (pants or shorts and undergarments)

Before school opens, children who walk should become familiar with the streets to follow to school. Children who ride buses should know where the bus stop is located.

When you wish to convey a message to the teacher, please do so in writing. This will do much to insure its receipt and the correct message will be relayed. Telephone messages may be left through voice mail.

When sending money for milk, lunch, or for other reasons, please put it in a sealed envelope and write on the envelope the purpose for which the money is sent. PLEASE DO NOT SEND CASH IF POSSIBLE!

Help your child to develop the following good personal habits:

- | independence in dressing and undressing
- | care for himself in the bathroom
- | eat a well-selected, unhurried breakfast
- | brush teeth
- | go to bed early enough to get proper sleep
- | arrive promptly and attend school regularly
- | be responsible; do simple household tasks
- | wear appropriate clothing for current weather conditions

GENERAL STUDENT CONDUCT

Students in the elementary schools are expected to exemplify their best behavior. Rules and regulations established by the Board of Education or by the building administrators for local control were formulated for definite purposes and must be obeyed. Violations of school rules and policies will result in disciplinary action as allowed by Pennsylvania law.

School buildings, books, equipment and materials are to be respected as valuable. If damaged, lost, or defaced, the responsible person may be required to repair, replace or pay for them.

To maintain a safe, supportive, and positive school environment, each child is expected to demonstrate kindness, respect for themselves and others, and work hard to master academic concepts taught. Being prepared for the school day, focusing on classroom activities, and being kind to peers are general expectations for children. Student behaviors should reflect a caring and respectful attitude.

AUTHORITY OF FACULTY

There is no division of authority among the faculty of Rockwood Area Schools. Teachers are authorized to reprimand or correct misbehaving pupils at any time or at any place during the school day, or at school related activities. The Pennsylvania School Code gives teachers the same authority over pupils on their way to and from school as that possessed by the parent. Pupil conduct should be such that correction is not necessary.

NEW STUDENTS ENTERING THE DISTRICT

When a new student enters the School District, they will be given a Reading Placement Test and Diagnostic Mathematics Test for appropriate grade placement. The Instructional Support Team will determine the placement based on the source and additional information compiled by the Team.

ENROLLMENT/PLACEMENT OF STUDENTS

School age shall be defined as the age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first. The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence, and immunizations and a completed Parental Registration Statement, as required by law and regulations. The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application. The district shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required documents.

Placement of Students—The building principal shall assign students in the school to appropriate grades, classes or groups, based on consideration of the needs and abilities of the student, as well as the educational program and administration of the school.

Nonresident Students

The Board may permit the admission of nonresident students in accordance with law and Board policy. The Board reserves the right to verify claims of residency, dependency and guardianship, and to remove from school attendance a nonresident student whose claim is invalid and who is not otherwise entitled to enrollment within this district.

The district may disenroll a student following a determination that the student does not reside in the district and is not otherwise entitled to free school privileges in the district. The district shall provide notice to the parents/guardians or other person having charge or care of the student of the reason(s) for the district's determination to disenroll the student. The district may not disenroll the student until:

1. The parents/guardians or any other person having charge or care of the student have been provided an opportunity for a hearing with the Board or a committee of the Board to appeal the decision and the appeal process has been exhausted; or
2. The parents/guardians or other person having charge or care of the student, after being notified of the opportunity for a hearing, decline to participate in the hearing or the appeals process.

Prior to disenrolling a student, the district's liaison for homeless children and youth shall provide the parents/guardians or other person having charge or care of the student with information regarding the educational rights of homeless students. The district shall comply with a court order directing a student to be disenrolled and enrolled in a different school. The Board shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries, except in accordance with law and Board policy. Tuition rates shall be determined annually in accordance with law. Tuition shall be charged monthly, in advance of attendance.

Nonresident Children Placed in Resident's Home

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but the student shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.

Students Experiencing Educational Instability

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.

Children of Military Families

Children of military families shall be eligible for enrollment in this district in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.

The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education.

Prospective Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy by December 1st may be enrolled without payment of tuition. If the student does not become a resident of the district by the end of the period for which free attendance is given, tuition shall be required until residency is established.

Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the district may be permitted to finish the school year.

Classroom Placement of Twins/Higher Order Multiples—A parent/guardian of twins or higher order multiples who are in the same grade level at the same school may request that their children be placed in the same classroom or in separate classrooms. The request for classroom placement must be made no later than ten (10) days after the first day of the children's attendance.

Students Experiencing Educational Instability -

The district shall immediately enroll students experiencing homelessness, foster care and other forms of educational instability, even if the student or parent/guardian is unable to produce the required documents, in accordance with law, regulation and Board policy.

Children of Active Duty Military Families -

Active duty – means full-time duty status in the active uniformed services of the United States, including members of the National Guard and reserve on active duty orders.

Children of military families - means a school-aged child, enrolled in kindergarten through twelfth grade, normally residing in the household of an active duty member or in accordance with applicable law. Specifically, this includes children of:

1. Active duty members of the uniformed services.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement.
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.
4. Members of the National Guard or reserve who are required to move to perform responsibilities in their service, which results in the child having to transfer from a public school in another state to a public school in this state.

This does not include the children of:

1. Inactive members of the National Guard and military reserves.
2. Members of the uniformed services now retired, except as otherwise stated in this policy.
3. Veterans of the uniformed services, except as otherwise stated in this policy.
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

State Council – an entity to coordinate the state’s participation and compliance among its government agencies, school entities and military installations.

Uniformed services – means the U.S. armed forces, Commissioned Corps of the National Oceanic and Atmospheric Administration, and the Commissioned Corps of the Public Health Service.

U.S. armed forces – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.

The Board directs the district to comply with the provisions of the Interstate Compact on Educational Opportunity for Military Children (Compact) and this Board policy by:

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from previous school districts or variations in entrance/age requirements.[7][8][9][10]
2. Facilitating the student placement process through which children of military families are disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.[11][12][13][14][15]
3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.[16][17][18]
4. Facilitating the on-time graduation of children of military families.[19]
5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Compact.
6. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.
7. Promoting coordination between the Compact and other compacts affecting military children.
8. Promoting flexibility and cooperation between the educational system, parents/guardians and the student in order to achieve educational success for the student.

Advance Enrollment

In addition to the provisions of the Compact, the district shall enroll children of a parent/guardian who is an active duty member of the U.S. armed forces, including a reserve component, that has received official military orders to transfer into or within Pennsylvania, prior to establishing residency in this district.

The parent/guardian shall provide the following:

1. A copy of the official military order.
2. Proof of intent to move into this district, which may include:
 - a. A signed contract to buy a home.
 - b. A signed lease agreement.
 - c. A statement from the parent/guardian stating their intent to move into the district.

Within forty-five (45) days after the arrival date specified in the military orders, the parent/guardian shall provide the district with proof of residence in this district. The Board shall ensure that children of military families have equal access to the same educational programs, activities and services provided to other district students.

Children of military families enrolled in this district shall be provided support and services, as appropriate to each individual student's needs, in accordance with the Compact and Board policy.

ENROLLMENT FOR KINDERGARTEN AND FIRST GRADE

The Board may admit as a beginner, a child who is four(4) years and (9) months old and demonstrates readiness for entry by the first day of the school term, upon the written request of the parent/guardian, recommendation of the school Instructional Support Team, recommendation of the principal and approval of the Superintendent.

Regular kindergarten enrollment begins at five years on or before August 31 of that school term. Enrollment of a student under the age of five will require completion of kindergarten assessments and evaluation by the IST Team and the principal.

Children will be admitted to first grade if they are five years and nine months of age on or before August 31 of that school term. Enrollment of a student of under the age of six will require completion of kindergarten assessments and evaluation by the IST Team and the principal.

A child must be a resident of the Rockwood Area School District. The school district reserves the right of assignment for the child. Registration dates are announced in advance. The following information is necessary to register a child in the Rockwood Area School:

1. Birth Certificate
2. Health record of immunizations and childhood diseases
3. Emergency phone numbers

EARLY ARRIVALS

For Safety Purposes, student's **CANNOT** be dropped off early or stay late, beyond the regular school hours. We realize that it may be difficult to manage daily schedules during the school year and do not want to inconvenience parents in any way. However, ***there will not be supervision available in the elementary building before 7:30am and after 3:30pm.***

The school shall not be held liable in the event of an accident if the child is left unsupervised.

The school will assume the responsibility for arrivals beginning at 7:30 AM.

If you have any questions about this policy, please contact Mr. Jonathan Hale, Elementary Principal at 926-4688.

REQUESTS FOR SPECIAL DISMISSAL

On occasion students need to be dismissed from school for health appointments or extenuating circumstances. We encourage the scheduling of appointments for times other than school hours. Parents are to notify the elementary office in writing of the dismissal time and report to the office to sign out their child. An excuse will be necessary for the absence. **NO STUDENT WILL BE PERMITTED TO LEAVE THE BUILDING WITH ANYONE BUT PARENTS UNLESS WRITTEN NOTIFICATION IS RECEIVED BY THE ELEMENTARY OFFICE.** This policy is for protection of the students and those individuals involved.

PARENT PICK UP AND DROP OFF

- Students can be dropped off between 7:45 - 8:05 am and picked up at 2:51 pm
- Morning Arrival
 - Elementary Students will be dropped off at the High School Gym entrance near the Rocket.
 - High School Students will be dropped off at the downstairs science wing door and enter the building through this entrance.
- Afternoon Pick Up
 - Elementary Students will be picked up at the High School Gym entrance near the Rocket.
 - Students will be released to their parents or designated adult when they pull up to the lobby. Parents should not leave their vehicles. Elementary parents, please have ID ready for school personnel.
 - High School Students will be picked up along the sidewalk near the science wing door.
- Traffic Flow Change
 - All District parking lots will be restricted during the following times.
 - 7:30-8:30 AM
 - 2:30-3:30 PM
 - Parents will enter and exit school property using Somerset Ave. entrance during drop off and pick up.
 - Students shall only exit the passenger side of the vehicle for drop off and pick up.
 - Parents enter from Somerset Avenue towards the HS gym during drop off and pick up. Upon dropping off or picking up parents will continue around the rocket loop and exit back out onto Somerset Ave.
 - Parents shall stay in their vehicle and form a single-file line leading to the H.S. gym entrance after 2:30 pm. Parents should not leave their vehicles. Please have an ID ready for school personnel.
 - ***Please note the school entrance on Somerset Avenue near the athletic fields will become a two way entry and exit for parent pick up and drop off.***
 - *The use of trailers or other towable items is prohibited in the parent drop off/drop off line.*

CLOSING OF SCHOOLS DUE TO SNOW OR OTHER EMERGENCY

If it becomes necessary to close the schools due to extreme weather conditions or other emergencies the following radio stations: WJAC & WTAJ, 7mmjohnstown.com (This website connects all local radio stations). **Please do not call the school offices or the radio stations.** Any such closing will be for one day at a time unless otherwise announced. School closings will also be posted on the school districts website. The school district will also notify parents using the parent notification system.

TWO HOUR DELAYS will begin exactly 2 hours later than the regularly scheduled school day.

EMERGENCY EVACUATIONS:

The Rockwood Area School District uses an automated mass notification system to notify parents of school closings, delays, early dismissals, and other important announcements. The parent notification system will be used to communicate emergency evacuation procedures and family reunification areas.

RASD Visitor Policy

Anyone not employed by the School District is a visitor. ALL VISITORS COMING TO THE SCHOOL ARE REQUIRED TO REPORT TO THE OFFICE UPON ARRIVAL. Visitors to teachers of students should be pre-announced. Parents and other visitors on official school business will report to the office upon entering the school.

PARENTS/VISITORS MUST FIRST REPORT TO THE OFFICE AND SIGN-IN AND DISPLAY A VISITORS BADGE ANY TIME THEY ARE IN THE BUILDING REGARDLESS OF THE REASON. Please limit visitation to the school for school-related purposes only.

RASD does not permit friends or relatives of students to attend school during visits to the area. While visitors may be approved to share educational experiences such as travel presentations, visiting simply to spend the day with a student is not allowed.

All visitors must report to the Safety & Security window near the High School and Elementary entrance to sign in. Visitors are required to present a valid state-issued ID, which will be scanned through the district's security system to ensure that no registered sexual offenders are entering the building. Once cleared, a badge will be issued identifying the visitor, the date, and the purpose of the visit.

Visitor Procedures:

1. All guests, including volunteers who are not present daily, must be scanned at the designated building entrance before being allowed access. Individuals who have not been scanned shall not be permitted to enter through alternate doors or move through the building unaccompanied.

2. Large groups of approved visitors shall remain in a common area until a staff member is available to escort them to their destination. Mobile check-in units shall be used to expedite the sign-in process for large groups.
3. Students shall remain under the supervision of the assigned teacher or an approved volunteer during their visit.

All spectators admitted without charge. District personnel will be admitted to all school events at no charge. Free passes to school events will be available to each Board member and a guest. The Board will honor athletic passes from all districts that are members of conferences in which teams of this district compete and honor the passes of this district.

LOST AND FOUND

When found articles are not claimed, they are taken to the office where they can be identified and reclaimed. Parents can help by labeling all items. If of value these items will be retained in the office, otherwise they will be placed in the Lost and Found Box in the elementary gymnasium lobby.

FIRE DRILLS

Fire drills are scheduled on a monthly basis throughout the year for the purpose of practicing evacuation of the building in case of an emergency.

Each student is required to observe closely the Fire Drill notices posted in each room. The students from each particular room will use the exits specified by the instructions of that room.

Each student is required to walk as rapidly as possible to the exit specified by the drill. All windows and doors are to be closed and leave lights on. When students leave the building, they are to stay with their classroom group. All groups should move as far away from the building as feasible. Students who are not with their class are charged with a class cut. Driveways should be clear.

The emphasis of all drills is to remain calm and orderly while exiting the building in a timely fashion.

FIELD TRIPS

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

All field trips must be approved by the Rockwood Area S.D. School Board. Students will be permitted to participate in field trips only with the written permission of their parents or guardians. Students are required to travel to and from field trips on school provided transportation. Students may only travel from a field trip with parent with prior approval from the building principal.

All extended trips are prohibited. The merit of the field trips involving teachers and students shall be decided upon by the principal and will be considered only if they provide equal opportunity for all pupils, are of educational value, and are relevant to a course of study. Students may be excluded from participating in field trips for disciplinary reasons. Prior notice will be provided to parents by the building principal if such a circumstance exists. No student will be excluded from a field trip due to academic difficulty. Field trips are part of the regular school day. Students must ride to and from the field trip destination on the district provided transportation unless prior approval is provided by the Principal.

PERSONAL PROPERTY

The school cannot assume responsibility for lost or stolen property. Never leave money or other valuables in your desk or in pockets of a coat or sweater in classrooms. In doing so, you are tempting someone to take them. Be careful of your property on the bus and in the classrooms.

CARE OF SCHOOL PROPERTY

Pride in an individual's work and surroundings create an atmosphere of positive thinking and actions. If we are proud of our school, we will use the same concern for school property we use in our homes.

Each student shall make it a point to keep the interior and exterior of the building as attractive as possible. Cans for waste paper may be found in each room. Such acts as marking desks, putting gum on desks and marking walls are destructive acts that tell everyone we have no sense of pride in our school. We all must live together in our school setting. Let's keep rooms, halls and restrooms in a condition that tells everyone we care about ourselves, others, and our school.

ASSEMBLIES

Assemblies held in the auditorium are presented to supplement and stimulate the educational program of our school. Students shall show courtesy and respect to any visitor and persons taking part in assemblies. Being able to discipline ourselves in an audience setting is considered an important aspect of our education.

All students are required to attend and to sit in regularly-assigned areas. Students are to refrain from talking during the program. A respectful and attentive attitude shall be given to the program. **Students who appear on the detention list will not be permitted to attend any assembly and will be advised as to their room assignment.**

SERVICE ANIMALS

Individuals with disabilities may be accompanied by their service animals while on district property for events that are open to the general public in accordance with Board policy and state and federal laws and regulations

TRACK AND FIELD DAYS

Track and Field events are held annually for all grade levels within Rockwood Elementary. The following information is provided to establish guidelines for student and parent participation in the events.

- Teachers shall supervise students assigned to their homerooms at all times.
- Students are to remain with their homerooms throughout the day.
- If parents are in attendance, they may sit with their child's classroom.
- Parents may also volunteer to help with the events being held.
- Students shall be aware that Track and Field Days are school activities and behavior expectations are the same as those in the classroom.
- Students shall attend lunch as scheduled. Parents may also attend lunch with their children in the designated areas.

OPEN CONTAINERS

Students are permitted to have/use water bottles during the school day. These bottles must be sealed containers, and may only be consumed with permission of the classroom teachers. Open cups or cartons are not permitted. When eating breakfast in the homeroom, students are permitted to open beverages (other than water) and consume them. Coffee mugs, fountain drink cups, Camel/hydration packs, etc.. are not permitted. ***Drinks containing caffeine should be consumed on a limited basis, children's brains are continuing to develop and their bodies are still growing. If the use of a water bottle appears to impact the student's level of performance the student will be referred to the Principal and/or nurse and parents will be contacted. The use of a water bottle is a privilege and can be restricted at any time.

WITHDRAWAL FROM SCHOOL

In order to withdraw from RASD, the following procedure must be completed, whether moving to another district or enrolling in an alternative education facility. A parent, guardian, or legal custodian must obtain the "Withdrawal Form" from the Guidance Office. The student must return all school materials and obtain teachers' signatures. To complete the withdrawal process student's educational records will be transferred to the other school district in which the student enrolls.

SCHOOL PUBLICATIONS

The Rockwood Elementary Yearbook features a pictorial review of the school year including classes, clubs, organizations, and related school activities. Subscriptions for the Rocket are taken during the school term. The Yearbook is developed by the Elementary Student Council and their advisor.

Student Expression/Dissemination of Materials

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth. The Board respects the right of students to express themselves in word or symbol and to disseminate nonschool materials to others as a part of that expression. The Board also recognizes that the exercise of that right is not unlimited and must be balanced with the district's responsibility to maintain a safe and orderly school environment and to protect the rights of all members of the school community. This policy addresses student expression in general as well as the dissemination of expressive materials that are not part of district-sponsored activities (non school materials).

This policy does not apply to materials sought to be disseminated as part of the curricular or extracurricular programs of the district, which shall be regulated separately as part of the school district's educational program.

For the purposes of this policy, **dissemination** shall mean students distributing or publicly displaying non school materials to others:

1. On school property or during school-sponsored activities by placing such materials upon desks, tables, on or in lockers, walls, doors, bulletin boards, or easels; by handing out such materials to other persons; or by any other manner of delivery to others;
or
2. At any time or location when creating or sending information using email, websites, online platforms, social media channels or other technological means that are owned, provided or sponsored by the school district.

Expression means verbal, written, technological or symbolic representation or communication.

Non School materials means any printed, technological or written materials, regardless of form, source or authorship, that are not prepared as part of the curricular or approved extracurricular programs of the district. This includes, but is not limited to, fliers, invitations, announcements, pamphlets, posters, online discussion areas and digital bulletin boards, personal websites and the like.

Limitations on Student Expression

Students have the right to express themselves unless such expression is likely to or does materially and substantially disrupt or interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights. Student expression is prohibited to the extent that it:

1. Violates federal, state or local laws, Board policy or district rules or procedures;
2. Is defamatory, obscene, lewd, vulgar or profane;^[2]
3. Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/vaping products, alcohol or illegal drugs;
4. Incites violence, advocates use of force or threatens serious harm to the school or community;

5. Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
6. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs; or
7. Violates written district procedures on time, place and manner for dissemination of otherwise protected expression.

Student expression that occurs on school property or at school-sponsored events, or occurs at any time or place when created or communicated using district-provided equipment, email, websites or other technological resources, is subject to this policy. The limitations, prohibitions and requirements of this policy shall apply to expression that occurs outside the foregoing circumstances only when and to the extent that the out-of-school expression

1. Incites violence, advocates use of force or otherwise threatens serious harm directed at students, staff or the school environment;
2. Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions; or
3. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.

Dissemination of Nonschool Materials

The Board requires that dissemination of nonschool materials shall occur only at the places and during the times set forth in written procedures. Such procedures shall be written to permit the safe and orderly operation of schools, while recognizing the rights of students to engage in protected expression.

The Board requires that students who wish to disseminate nonschool materials on school property shall obtain approval by submitting them at least one (1) school day in advance to the building principal or designee, who shall forward a copy to the Superintendent.

If the nonschool materials include matters prohibited by this policy, the building principal or designee shall promptly notify the students of the nature of the violation and that they may not disseminate the materials until the violation is corrected and the materials are resubmitted for approval.

If notice of disapproval is not given during the period between submission and the time for the planned dissemination, students may consider the request approved and proceed with dissemination as requested, subject to all other established procedures and requirements relating to time, place and manner of dissemination. Students may nonetheless be directed to cease or suspend dissemination if it is later determined that the materials or the dissemination of them are in violation of this policy or implementing rules and procedures.

Students who disseminate printed nonschool materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time themselves.

Printed nonschool materials displayed in a fixed location of a school building shall bear the date when placed in each location. The district may remove the materials within ten (10) days of the posting or other reasonable time as stated in applicable procedures.

Review of Student Expression

Review of nonschool materials proposed for dissemination shall be conducted promptly so as to avoid unreasonable delay in dissemination.

School officials shall not censor or restrict nonschool materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.

Student-initiated religious expression is permissible, and apart from regarding time, place and manner, shall not be restricted unless the expression violates some other aspect of this policy, e.g., because it is independently determined to be in violation of this policy for reasons other than the religious nature of the content.

Appeal of the reviewer's decision may be made to the Superintendent and then to the Board, in accordance with Board policy and district procedures.[5]

The Superintendent shall assist the building principal in determining the designation of the places and times nonschool materials may be disseminated in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit dissemination of nonschool materials to noninstructional times.

When student dissemination of nonschool materials or other student expression violates this policy, the building principal may determine what if any disciplinary or other consequences should be imposed. Disciplinary actions shall be in accordance with applicable Board policy and the Code of Student Conduct.[6][7]

The Superintendent shall ensure that building principals and other staff involved in reviewing nonschool materials proposed for dissemination and evaluating whether violations of this policy have occurred receive training regarding applicable standards and procedures. Special emphasis shall be given to understanding the limitations on school officials' authority to regulate off-campus student expression, as well as the need to articulate in detail the nature and extent of disruption to or interference with the school environment thought to be caused by on or off-campus student expression and the specific manner by which the student expression involved is thought to have caused it.

Nonschool Organization/Groups/Individuals

The Board recognizes that nonschool organizations, groups and individuals may wish to utilize the district. Requests for such utilization from nonschool organizations, groups or individuals shall be governed by this policy. The school community may benefit from receiving information. The district's primary responsibility shall be to maintain a safe and orderly school environment and to protect the rights of all members of the school community.

The Board prohibits dissemination of nonschool materials for the purposes of advertisement or promotion by nonschool organizations, groups or individuals during instructional time or at school-sponsored locations or activities not otherwise open to nonschool organizations, groups or individuals.

1. Violate federal, state or local laws, Board policy or district rules or regulations
2. Are defamatory, obscene, lewd, vulgar or profane
3. Advocate for the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/vaping products, alcohol or illegal drugs
4. Incite violence, advocate use of force or threaten serious harm to the school or community
5. Materially and substantially disrupt or interfere with the educational process, such as school activities, school work, discipline, or safety and order on school property or at school functions.
6. Interfere with, or advocate interference with, the rights of any individual or the safe and orderly operation of the schools and their programs
7. Violate written district administrative regulations or procedures on time, place and manner for dissemination of otherwise protected expression.

The Board requires that nonschool organizations, groups or individuals who wish to disseminate nonschool materials on school property or through district resources shall submit them to the building principal. The building principal shall inform the Superintendent or designee of requests received from nonschool organizations, groups and individuals. Requests for dissemination of nonschool materials through district social media channels shall be addressed through Board policy on district social media.

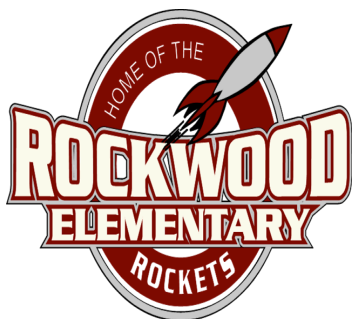
The Board directs that the review and consideration of any activities or nonschool materials requested under this policy shall not discriminate on the basis of content or viewpoint. Materials issued by nonschool organizations, groups or individuals shall not be disseminated during instructional time or school-sponsored activities. Activities sponsored by nonschool organizations, groups or individuals shall not occur during instructional time or school-sponsored activities. Requests by nonschool organizations, groups or individuals to invite or promote student participation in nonschool activities shall comply with Board policy and administrative regulations on dissemination of nonschool materials.

Fundraising by nonschool organizations, groups or individuals is prohibited on school property or in the name of the school. Where activities or materials otherwise comply with this policy and administrative regulations, fundraising activities may be announced. Directory information for students or staff members shall not be released to nonschool organizations, groups or individuals that seek this information for the purpose of fundraising.

The Board is appreciative of the generosity of organizations that offer scholarships or awards to deserving students; but, in accepting such offers, the Board directs that established criteria be observed.

1. No information, either academic or personal, shall be released from a student's record without the permission of the student who is eighteen (18), or the parents/guardians of a student who is younger,
2. The scholarship or award, and any pertinent restrictions, shall be approved by the Board.
3. All pertinent information regarding the scholarship or award shall be submitted for review by the Superintendent or designee prior to the date on which it is to be presented.

The building principal, together with a committee of staff members designated by the principal, shall be involved in the selection of the recipient of an award or scholarship, pursuant to procedures established for this purpose and consistent with the restrictions applicable to each approved scholarship or award.



ATTENDANCE

- Attendance Policy/Procedures
- Daily School Arrival
- School Tardiness
- Late Arrival Due to School-sponsored Activities
- Excuses for Absences and Tardiness
- Unexcused Absence/Truancy
- Excuses
- Early Dismissals
- Parental Absence Request "Blue Form"
- Procedures for Make-up work
- Homebound Instruction
- Homeless Children
- Attendance Quick Reference Guide

ATTENDANCE POLICY/ PROCEDURES

ATTENDANCE POLICY

The Board of School Directors of the Rockwood Area School District, consistent with Pennsylvania law and regulation, will not condone nor permit absences from school for an unlawful reason. Responsibility toward school personnel, success, and proper study habits are established during the elementary and continued through the middle and high school years.

Attendance is expected and necessary for all grade levels. Therefore, it is the responsibility of every student enrolled in the public schools of the Rockwood Area School District to be in daily school attendance except for the following reasons:

- Personal illness.
- Quarantine of the individual or home.
- Death in the immediate family (five [5] days maximum).
- Exceptional urgent reasons - must pertain to the individual student as determined by the Principal or designee.
- Religious holiday - Upon written parental request, students may be excused from school for religious holidays observed by bona fide religious groups.
- Attendance of Classes for Religious Instruction: upon written parental request, a student shall be excused from school in order to attend classes for religious instruction pursuant to Section 1546 of the Public School Code of 1949. The excusal shall be limited to a total of not more than thirty-six (36) hours per school year. There shall be no penalty attached to an absence for religious holidays or instruction.
- Suspension from school.
- Required court appearance.
- In the case of an exceptional student, where absence is caused by or directly related to the student's exceptionality.
- Healthcare - Upon written parental request, a student may be excused during school hours for the purpose of obtaining professional healthcare or therapy service only if the following requirements are met:
 - ⌞ The health or therapeutic services are to be rendered by Commonwealth-licensed practitioners.
 - ⌞ Is not practicable or possible for the student to receive the services outside of school hours.
 - ⌞ The time of necessary absence from school involves a minimum of interference with the student's regular program of study.
- Those students in an approved program of homebound instruction.
- All educational trips with a family member or guardian must have prior approval of the Principal. Approval may be granted for requests for educational trips to a maximum of ten (10) school days per year. Exceptions will be reviewed by the Superintendent on a case-by-case basis.
- Upon written parental request, and with approval of the Principal, a student may be excused during school hours for the purpose of receiving tutorial instruction in a field not offered in the District's curricula only if the following requirements are met:
 - ⌞ The excusal does not preclude satisfactory completion of the student's regular program of study.
 - ⌞ The qualifications of the instructor are approved by the District Superintendent.

Any additional conditions for excusal that are deemed reasonable within the sound discretion of the Superintendent.

- No child may be admitted or permitted to attend the public schools unless the child has received immunizations as required by the Department of Health at 28 Pa. Code Chapter 23, Subchapter C (relating to exemption for immunization). A child who has not received all doses of the required immunizations or has not been exempted for immunization, but who has received at least one (1) dose of each of the required immunizations, may be provisionally admitted and attend public school for a period of up to eight (8) months. Provisional admission or continued attendance shall be conditioned upon parents' or guardians' submission to the Superintendent of a plan for the student's completion of the required immunization doses. The plan shall be reviewed by the School District at least every sixty (60) calendar days. If after eight (8) months the child has not received all immunizations, the child thereafter may not be further admitted to or be permitted to attend the public schools until all doses have been received.
- Those children who are less than six (6) years of age or older than eighteen (18) years of age are not subject to the compulsory school attendance requirements.
- After ten (10) days of absence, a letter will be sent home to parents informing them of the attendance record and providing them an opportunity to arrange a conference.
- After fifteen (15) days of absence, a certified letter will be sent to the parent(s)/guardian(s) indicating that the student will be required to furnish a physician's statement indicating that the student has been seen by the physician in order for further absences to be deemed excusable. Absence not covered by this physician's statement will be charged as unexcused or unlawful (if under 17) and will be used in filing a citation with the magistrate.

Act 16 of 2019 amends the Public School Code to redefine the definition of compulsory school age as "the period of a child's life from the time the child's parents elect to have the child enter school and which shall be no later than 6 years of age until the child reaches 18 years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school." 24 P.S. §13-1326. The term "compulsory attendance" refers to the mandate that all children of compulsory school age having a legal residence in Pennsylvania must attend a day school in which the subjects and activities prescribed by the standards of the State Board of Education are taught in the English language, except in certain situations found in sections 1327, 1327.1, and 1330 of the School Code.

The change has the effect of lowering the age a student is required to comply with compulsory attendance requirements from age 8 to age 6 and raising the age a student must comply with those same requirements from age 17 to age 18. Children ages 6 to 18 are required to be educated.

DAILY SCHOOL ARRIVAL

Buses will arrive at the Elementary School between 7:30 and 8:00 a.m. Students entering the building prior to 7:45 shall report to the cafeteria. At 7:45 a.m. students will proceed to their homerooms. Teachers are responsible to have homeroom classrooms open at 7:45 a.m. and monitor the hallways as students enter the school and the classrooms.

Once a student arrives on school grounds, he/she may not leave without permission from the Office until the end of the school day. Violations will result in disciplinary action

A written note signed by the parent/guardian is required for early dismissals. Parents/guardians are required to sign their child out when leaving school.

SCHOOL TARDINESS

When a student is late to school, he/she should report to the Elementary Office to sign in. **A parent must enter the office and supply an excuse for the tardy.**

Unexcused/unlawful lateness to school will be addressed by marking period. Refer to the Attendance Policy provisions herein.

In any marking period if a student (compulsory attendance age) is late to school up to **8:10a.m.:**

Third infraction will result in parent communication from building administrator.

Four or more infractions will result in after school detention being assigned, parent communication.

Ten or more infractions will incur one (1) day of out-of-school suspension for each infraction, a student will be referred to the Superintendent of Schools for a due process hearing for gross insubordination.

Parent/Administrator meetings will be held to address repetitive issues with tardiness. The implementation of a Truancy Elimination Plan and referrals to the Elementary Student Assistance Program (ESAP) and Somerset County Children and Youth will be completed by school staff as needed.

LATE ARRIVAL DUE TO SCHOOL-SPONSORED ACTIVITIES

In the event that transportation from a school-sponsored activity returns to the Rockwood School after 12:00 a.m. (midnight), a student participant is permitted to arrive at school the following day no later than **10:00 A.M.** Upon arrival, the student must submit a signed, written excuse to the elementary school office stating that the student participated in the school-sponsored activity in order for him/her to not be marked absent.

EXCUSES FOR ABSENCES AND TARDINESS

When a student returns to school after an absence or is tardy to school, a written excuse must be provided by a parent or guardian. This excuse must be for one of the permissible reasons for absence stated in the Attendance Policy in order for the absence or tardy to be excused. Excuses must include the student's full name, grade, date, reason of absence, and the parent/guardian signature. Parental excuses are to be given to the Elementary School Office from 8:00 until 8:30 a.m. If a student does not turn in a parental excuse by the third day following an absence or tardy, the absence will be coded unexcused.

UNEXCUSED ABSENCE/TRUANCY

Act 39 of 2018 (Act 39), which was signed into law on June 22, 2018 Section 1333.3 of the School Code was amended to clarify when a truancy citation may be filed if an educational entity has made a referral to the county children and youth agency, but the agency has not yet closed the case. The purpose of the new law is to improve school attendance and deter truancy through a comprehensive approach to consistently identify and address attendance issues as early as possible through creditable interventions that:

- Preserve the unity of the family whenever possible.
- Avoid the loss of house, the possible entry of a child to foster care, and other unintended consequences of disruption of an intact family unit.
- Confine a parent or guardian of a child who is habitually truant only as a last resort.

Truancy – three (3) or more unexcused absences in the current school year by a child subject to the compulsory school attendance law.

Habitual truancy – six (6) or more unexcused/illegal absences in the current school year by a child subject to the compulsory school attendance law.

Procedures when a child is truant:

The school will notify the parents or guardians in writing within ten (10) school days of the child's third unexcused absence.

Upon three to six unexcused absences the school will offer in writing a truancy elimination plan meeting where the student's absences and reasons for absences are examined to improve the student's attendance. *A conference will still be held even if the parents choose not to participate.

Under fifteen (15) years of age. The student must be referred to either a school-based or community-based attendance improvement program or Children and Youth Agency for services or possible disposition as a dependent child under the Juvenile Act. Additionally, the school may file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court.

Fifteen (15) years of age and older. The student must either refer the child to a school-based or community-based attendance improvement program or file a citation against the student or parent in a magisterial district court. *If the child incurs additional absences after a school refers that child to an attendance improvement program or refuses to participate in an attendance improvement program, the school may refer the child to CYS for possible disposition as a dependent child.

EXCUSES

When writing an excuse for absenteeism, please write the following information on the excuse:

1. FIRST and LAST NAME of student.
2. NAME of Homeroom Teacher.
3. GRADE of student.
4. DATE of Absenteeism.
5. DATE that the excuse is being given to the school.
6. REASON for Absenteeism.
7. SIGNATURE of parent.

Excuses received more than 3 days after the absenteeism will be marked as illegal. Please make sure your child turns in the excuse promptly.

EARLY DISMISSALS

No student will be excused before the regular time of dismissal without a request from the parent or guardian, except for serious illness. **Requests for early dismissal must be submitted to the elementary office through written notification and approved by the Principal.** All doctor/dentist early dismissal requests must contain the doctor/dentist's name, phone number and appointment time for confirmation purposes. All non-medical early dismissal requests must also have the phone number of parties involved for confirmation purposes. Parents are required to come into the Elementary School Office to sign out their student.

Every attempt should be made by parents and students to schedule routine medical appointments after school hours. However, if appointments are unable to be scheduled after school hours, students may be dismissed for such appointments using the following guidelines:

Students arriving at school after 8:10 a.m. will be recorded as having a one-half day's absence. The **only exception** will be a student who arrives by 10:10am with a written doctor's excuse stating that the student had an early morning appointment. Students leaving the school prior to 10:30 a.m. and not returning will be considered absent for the entire day.

Students arriving at school after 11:30 a.m. will be considered absent for the entire day.

A two-hour time frame will be allowed for doctor/dentist appointments. If such appointment is scheduled so that a student is unable to report to school by 8:10 a.m., the student will not be considered tardy or absent if **immediately upon the student's return to school within the two-hour time frame or no later than 10:10 a.m.**, the student submits a signed physician's excuse stating they were present for an appointment.

If a student leaves school during school hours for a doctor/dentist appointment, the student will be allowed a two-hour time frame in which to return to school. If the student **immediately upon his/her return to school within the two-hour time frame** submits a signed physician's excuse stating they were present for an appointment, they will not be considered one-half day absent.

If a student leaves school at 1:00 p.m. or later for a doctor/dentist appointment, the student must submit a signed physician's excuse stating they were present for an appointment, to not be considered one-half day absent. **This excuse must be presented to the Elementary School Office or the classroom teacher prior to homeroom period ending at 8:10 on the day immediately following the appointment. If not submitted at such time, student will be considered one-half day absent.**

If a student leaves school at **2:38 p.m.** or later and submits an acceptable excuse, he/she will not be considered one-half day absent.

PARENTAL ABSENCE REQUEST – “Blue Form”

If a student is going to miss school for an educational absence, a Parent Request for Student Absence form must be completed and returned to the Elementary School Office prior to the date(s) of absence. The Principal can approve up to 10 days of educational absences. However, it should be noted that these absences count in the students overall attendance records. Please refer to the Attendance Policy in the Student Handbook.

PROCEDURES FOR MAKE-UP WORK

Students with excused absences must make up for all missed work. Students with prior notice of an absence, e.g., doctor's appointment, must make arrangements for make-up work (test, homework, etc.) PRIOR to the absence. For each day of absence, a student will be allowed one day to make up missed work.

In accordance with Student Rights and Responsibilities, for each day of suspension, a student will be allowed to make up missed work up to a maximum of ten (10) days.

HOMEBOUND INSTRUCTION

Students who anticipate missing more than ten (10) consecutive school days due to physical, mental or other urgent reasons may be eligible for homebound instruction. Parents, guardians or legal custodians must present a written request to the elementary office for homebound instruction. In addition, a physician's letter is necessary to substantiate the need for homebound instruction.

Homebound instruction is applied for, and approved by, the Superintendent. Teacher's will be notified by the elementary office when a student has been placed on homebound instruction. It is the professional responsibility of each teacher to provide the homebound instructor with a textbook, long-range plans and adequate help to provide the student with quality instruction. The grades of the homebound instructor will be the ones recorded on the permanent record, unless otherwise decided by the elementary school Principal. The Elementary Principal and grade level teachers will be responsible for coordinating homebound instruction activities.

HOMELESS CHILDREN:

The Rockwood Area School District is required to provide educational activities and programs to homeless children within our District's borders. Students can be homeless for a variety of reasons and the situations are not always easily identified. The Rockwood Area School District's Homeless liaison responsibilities are currently assigned to the Rockwood Area School District Social Worker, Mrs. Susan Clark. All questions about homeless students should be communicated to the District's Homeless Liaison.

Children experiencing homelessness may be living in but not limited to the following situations:

- Doubled up (Living with another family)
- Living in a shelter, transitional housing, or awaiting foster care.
- Living in a hotel/motel.
- Unsheltered (living in a car, park, campground, or tent) Children can become homeless due to but not limited to these precipitating events:
 - Eviction
 - Fire
 - Hospitalization of parent/guardian
 - Incarceration of parent/guardian
 - Left home/run away
 - Military
 - Parental Job Loss
 - Parent divorce/separation

If you become aware of any of the above listed living situations or precipitating events that have taken place with one of your students, please notify the District's Homeless Liaison and Guidance Counselor immediately. Notification by school staff will allow resources and supports to be supplied to the student. You will want to notify the appropriate personnel through a written statement, an email will meet this requirement.

Resources and supports may include but are not limited to; Transportation to school and/or school of origin. Educational evaluations and placement in appropriate programs. Academic support programs such as Title I. Medical, dental, and vision referrals. Free and reduced lunch program. Enrollment Support.

ATTENDANCE QUICK REFERENCE GUIDE

Student Absence Excuse

- Excuses should be provided the first day the student returns after absence.

Illegal / Unexcused Absence

- After 3 Days with no excuse for absence, all absences will be recorded as unexcused and unlawful.

10 Day Letter - Notice of Irregular Absence to Parents

- A notice will be sent via U.S. Mail when your child acquires 10 DAYS TOTAL of excused and/or unexcused absences. The purpose of this notice is to inform you that absenteeism is becoming a concern of the school.

15 Day Letter - Notice of Required Physician's Statement

- After 15 Days of absenteeism, a Written Physician's Excuse is required for EVERY day of absenteeism. Without this Physician's Excuse, the absence will be recorded as unexcused and unlawful.

Charges with the District Magistrate

- A notice will be sent via U.S. Mail when your child acquires 3 DAYS TOTAL of unexcused absences. Charges will be filed with the local District Magistrate on the 4th unexcused day. You will be contacted by the Magistrate's office to schedule a hearing.

"The Blue Form" - Vacation and Educational Trips

- A "Blue Form" must be completed 2 WEEKS PRIOR to a planned absence for the purpose of an educational trip or family vacation. Please acquire a "Blue Form" in the main office of the elementary.

No Absence

If a student leaves school during school hours for a doctor/dentist appointment, the student will be allowed a two hour time frame in which to return to school. If the student immediately upon his/her return to school within the two-hour time frame submits a signed physician's excuse stating they were present for an appointment, they will be considered as no time missed.

Absence - After 2:38 PM

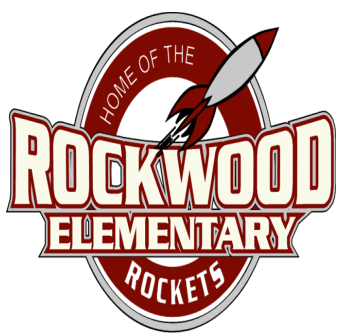
If a student leaves school at 2:38pm or later and submits an acceptable excuse the following day, he/she will not be considered absent. Students will be given 3 days per 9 week period to leave at this time without penalty. Following the 3rd absence of 2:38pm within a 9 week period, it will count as an unexcused absence.

Half Day Absence

- If a student arrives after 10:20am, but before 11:30am, they will be considered 1/2 day absent.
- If a student returns to school from a doctor's appointment in less than 2 hours, but does not present an excuse by the next morning, they will be considered absent for 1/2 day.
- If a student does not return from a doctor's appointment within 2 hours, they will be considered 1/2 day absent, even if they present an excuse. (An excuse is still necessary.)

Full Day Absence

- If a student leaves school before 10:30am and does not return, they will be considered 1 full day absent.
- If a student arrives after 11:30am, they will be considered absent 1 full day.



ATTIRE

- Student Dress Code
- Inclement Weather

STUDENT DRESS CODE

An individual's dress, personal appearance and cleanliness have a bearing on how others react to them, and therefore, should reflect a sensitivity to and a respect for others. It should not constitute a threat to the safety and health of self or others, or be in violation of any statute. Although styles do change, dress should reflect current good taste and a style appropriate for a school day. The purpose of the dress code is to assure that the school population will dress in a way that is supportive of, and not disruptive to, the educational process.

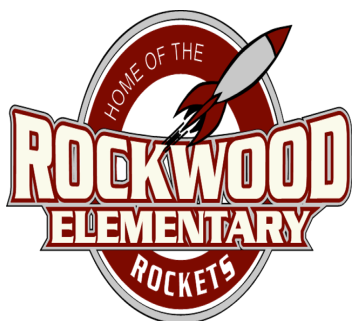
Parents are asked to mark their child's book bag, coats, hats, gloves, and boots with the child's names. Please do this on the inside of the item. This will aid in the identification of each child's garment and belongings. We want to ensure that the proper items are returned to the child.

- Students must wear apparel which covers the midriff area and which provides coverage of the chest and back. Inappropriate tank tops with straps less than 2 inches in width or T-shirts with profane or questionable language, imprints, slogans or pictures are unacceptable school apparel. Clothing with reference to alcohol, drugs, or tobacco are prohibited.
- Shorts and skirts are acceptable apparel provided the length is appropriate.
- Students must wear footwear at all times. No loose-fitting footwear (flip-flop sandals or strapless back sandals).
- Sunglasses are not to be worn in the school building.
- Any form of head apparel or head apparel that covers the forehead or ears is prohibited.
- Any form of attire is subject to evaluation on an individual basis. Students not in compliance with the dress code will be immediately referred by his/her teacher to the Principal and required to obtain an immediate suitable change of clothing. Students receiving multiple dress code infractions will be subject to disciplinary action ranging from detention to suspension.
- Shorts will be permitted with the following conditions:
 1. Bottom of shorts should be below the fingertips of extended arms.
 2. Absolutely no spandex or look-alikes are permitted.
 3. No boxer shorts permitted. No holes or patches on shorts.

Inclement Weather

During the inclement weather and early spring weeks, students are encouraged to wear suitable protective clothes to school and then to adjust to the warmth of the buildings by changing or removing unnecessary clothes. Fleece lined boots, heavy flannel shirts, etc., are not wisely worn all day indoors.

It is the policy of this school to have the students stay inside the building whenever it rains. There is no outside recess under the following conditions: rain, temperatures below 25F (including wind chill). (No notes are needed for this.) If a child is to stay inside for any length of time (for example, longer than 1 week), a doctor's excuse is required.



CAFETERIA

- Cafeteria and Milk Money
- Free & Reduced Lunches
- Cafeteria Rules
- Student Lunch Policy
- Cafeteria Expense Reminder

CAFETERIA AND MILK MONEY

Cafeteria and milk money is collected daily in the elementary school. Lunch, breakfast and milk may be purchased weekly and daily. Lunch cost \$1.30 for students and \$4.90 for adults. Breakfast cost \$1.00. Milk costs \$.35 for students and adults. Reduced lunches cost \$.40.

A free or reduced lunch program is offered by our cafeteria system. Application blanks and qualifications can be obtained from the cafeteria manager or from the elementary office for free or reduced lunches. These forms must be on file with the school district prior to participation.

Any person who believes that he or she has been discriminated against in any USDA related activity should write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

The cafeteria is a learning environment. The lunchroom in the school will be monitored by qualified adults. High levels of proper student conduct and manners will be expected and encouraged. Students carrying their lunches should place their waste paper in the proper receptacles. All food is to be eaten in the cafeteria and all children remain in the cafeteria until the end of their lunch program. Parents should encourage their children to use their very best table manners while at school.

Students who arrive on the late bus may purchase a grab-n-go breakfast and eat their breakfast in their homeroom.

FREE & REDUCED LUNCHES

The district shall conduct direct certification three (3) times per year using the Pennsylvania Student Eligibility System (PA-SES) to identify students who are eligible for free school meal benefits without the need for submission of a household application. Direct certification shall be conducted:

1. At or around the beginning of the school year.
2. Three (3) months after the initial effort.
3. Six (6) months after the initial effort.

The district may also conduct direct certification on a weekly or monthly basis.

The district participates in the Community Eligibility Provision (CEP), which provides an alternative to submission of household applications to identify students who are eligible for free and reduced-price meals. Under the CEP, the district shall serve to all students free lunches and breakfasts for a defined period, in accordance with applicable provisions of law.

The district shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and Board policy.

To ensure the effective operation of the district's food service program and delivery of school food program meals to students, the district shall:

1. Assign individual school meal accounts to each student for the purchase of meals served in school cafeterias, which ensure that the identity of each student is protected.
2. Notify parents/guardians when the student's school meal account reaches a low balance.
3. Notify parents/guardians when the student's school meal account reaches a negative balance. The notice shall include information on payment options.
4. Provide a school food program meal to each student who does not have the money to pay for the school food program meal or who has a negative balance in their school meal account, except when the student's parent/guardian has specifically provided written notice to the district to withhold a school food program meal.

When a student owes money for five (5) or more school food program meals, the district shall make at least two (2) attempts to contact the student's parent/guardian and shall provide the application for free/reduced-price school meal benefits to the parent/guardian to apply for benefits under federal school meal programs. The district shall offer assistance to parents/guardians with applying for free/reduced-price school meal benefits.

School staff may communicate a low balance or money owed by a student for school meals to a student in grades 9-12; such communication shall be made to the individual student in a discreet manner.

The district shall be permitted to contact the student's parent/guardian by means of a letter addressed to the parent/guardian that is delivered by the student.

Reasonable efforts shall be made by the district to collect unpaid meal charges from parents/guardians. Efforts taken in the collection shall not have a negative impact on the student involved, but shall focus primarily on the parents/guardians responsible for providing funds for meal purchases.

Cafeteria Rules

In the cafeteria, students will be...

Always respectful:

Obey all adults

Use an inside voice

Tell the truth

Always be Responsible:

Leave the cafeteria clean

Eat their own lunch

Keep food and drinks in the cafeteria

Always Safe:

Report spills to an adult

Sit correctly

Walk everywhere, never run

Always Caring:

Keep their body and objects to themselves

Wait their turn

The district permits students to incur reasonable charges for school meals. In an effort to ensure the effective operation of the district's food service program, the district establishes the following procedures for student payment of school meals.

Rockwood Area School District

Student Lunch Policy

- When a student reaches a balance of \$2.50 in their account, the cashier will notify the student of their current positive balance.
- When a student reaches a debt of 5 or more meals in their lunch account, the parents will receive a courtesy letter from the School Food Service Liaison, to inform the parents of their child's status. The School Food Service Liaison will attach a copy of these procedures and the District's Food Services policy to the letter.
- When a student reaches a debt of 5 or more meals in their lunch account, students will only be able to purchase a school food program meal (reimbursable meal). Additional individual items (extras) and a la carte items will not be available for purchase. However, students may purchase a meal from the a la carte line if the meal qualifies as a school program meal.
- When a student reaches a -\$25.00 balance, a formal letter will be sent home by the School Food Service Liaison. This letter will inform the parents that unless the balance is corrected, a meeting with the building principal and the School Food Service Liaison will be requested. Additionally, further action may result with the local magistrate.
- If a student is not eligible for free or reduced-price school meals under federal school meal programs and the student's school meal account reaches a negative balance of more than fifty dollars (\$50) in a school year, the district may provide the student with alternative meals instead of school food program meals until the unpaid balance in the student's school meal account is paid or a payment plan has been established with the district to reduce the unpaid balance.

The district shall conduct direct certification three (3) times per year using the Pennsylvania Student Eligibility System (PA-SES) to identify students who are eligible for free school meal benefits without the need for submission of a household application. Direct certification shall be conducted:

1. At or around the beginning of the school year.
2. Three (3) months after the initial effort.
3. Six (6) months after the initial effort.

The food service program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).

The district shall ensure that, in the operation of the food service program, no student, staff member or other individual shall be discriminated against on the basis of race, color, national origin, age, sex or disability.

Food sold by the school may be purchased by students and district employees but only for consumption on school premises. The price charged to students shall be established annually by the district in compliance with state and federal laws.

Nonprogram food shall be priced to generate sufficient revenues to cover the cost of such items. A **nonprogram food** shall be defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account. **Nonprogram foods** include but are not limited to adult meals and a-la-carte items. All revenue from the sale of nonprogram food shall accrue to the child nutrition program account.

To reinforce the district's commitment to nutrition and student wellness, foods served in school cafeterias shall:

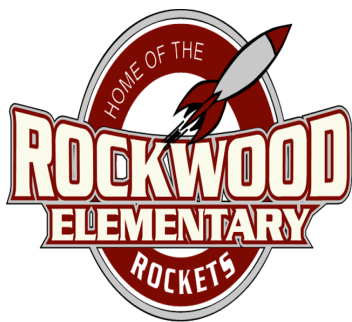
1. Be carefully selected to contribute to students' nutritional well-being and health.
2. Meet the nutrition standards specified in law and regulations and approved by the Board.
3. Be prepared by methods that will retain nutritive quality, appeal to students and foster lifelong healthy eating habits.
4. Be served in age-appropriate quantities, at reasonable prices.

The district shall use USDA Foods for school menus available under the Child Nutrition USDA Foods Programs.

Cafeteria Expense Reminder:

- If your account reflects full price lunch purchases the total cost of your child's lunch for the week will be roughly \$6.50 or more.
- If your child purchases breakfast each day the cost will be roughly \$5.00.
- If your child is in the primary grades and has snacks, the cost of milk for the week will be \$1.75.
- Please be aware that milk purchased for snack costs \$.35 per carton. This cost will be attributed to your child's account even if they receive free or reduced lunches.
- Total cost of lunch, breakfast, and milk break for the week will be roughly \$13.25.
 - Reduced lunches are priced at \$.40 per day.

It is important that parents routinely review their child's lunch account information on the "Pay for It " page on our website.



DISCIPLINE

- Student Discipline Code
- Administrative Guidelines
- Definition of Terms
- On and Off Campus Activities
- Suspension and Expulsion
- Detention Hall
- Student Planner/Hall Passes - Grades 4, 5, and 6
- Threat Assessment Policy
- Discipline of Student with Disabilities
- Student Behavioral Support
- Dating Violence
- Tobacco/Nicotine Policy
- Drug and Alcohol Policy
- Controlled Substances/Paraphernalia
- Elementary Students at Risk
- Disciplinary Structure Level I, II, III, IV
- Classroom Disruptions
- Expressions of Affection
- Vandalism
- Search and Seizure
- Assault on a School Employee
- Student Hearing Process
- Bullying Prevention, Intervention and Educational Programs
- Bullying/Cyberbullying
- Weapon Policy
- Policy on Fighting
- Acceptable use of Internet, Computers and Network Resources
- Textbooks, Calculators, Chromebooks and Equipment
- Resolving Problems

STUDENT DISCIPLINE CODE

The Rockwood Area School Board believes that responsible student conduct is an essential part of the educational process and that all those involved in the schools—students, parents, teachers, and administrators—desire a learning environment free from disruptive influences.

The Board further believes that a discipline code, established in accord with the School Laws of Pennsylvania and guidelines established by the Department of Education, will aid in maintaining that environment.

Finally, the Board believes that a discipline code must be fairly and consistently administered, encourage responsibility and self-discipline, differentiate between minor and serious offenses, and provide for responses that are appropriate to the misbehavior.

The discipline code which follows organizes student misbehavior into four categories from minor to major, depending upon the effect of the misbehavior on the learning climate of the school and on the health or safety of others in the school.

- I. Minor misbehavior on the part of the student which impedes orderly classroom procedure or interferes with the orderly operation of the school.
- II. Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.
- III. Acts, whether on or off school property, including but not limited to, attendance at school-sponsored events, extracurricular activities, field trips, transportation to and from school, and the like directed against persons or property but whose conduct does not seriously endanger or pose a direct threat to the health or safety of others in the school.
- IV. Acts, whether on or off school property, including but not limited to, attendance at school-sponsored events, extracurricular activities, field trips, transportation to and from school, and the like which result in violence to another's person or property or which pose a direct threat to the safety of others in the school.

The second column presents examples of misbehavior at each level. These examples are not all inclusive but serve to describe the type of misbehavior at a particular level. Acts of misbehavior not listed as examples will be placed in the appropriate category and handled accordingly.

The third column of the Disciplinary Structure contains procedures for handling misbehavior at each level, while the fourth column presents disciplinary responses to the misbehavior by the teachers, Principal, or other school authorities. The disciplinary responses, also, are not all inclusive, and it is expected that the maturity of the student, the degree or severity of the misbehavior, and the facts or circumstances surrounding the misbehavior will all be taken into consideration as the disciplinary response is determined. In some instances of misbehavior, however, disciplinary responses are mandatory because of the seriousness of the offenses.

This Discipline Code will be used in conjunction with existing policies of the Rockwood Area School District such as Student Dress, Student Smoking, Drug Use, Interrogations and Investigation, and Suspensions and Expulsions. The provisions of the Discipline Code will be modified, when required by State and Federal Special Education Regulations, for those students who are classified as exceptional.

ADMINISTRATIVE GUIDELINES

In accordance with the Rockwood Area School Board's concern for maintaining a safe school environment which encourages responsible conduct, the following definitions of terms, regulations, and guidelines shall be used by all School District personnel when responding to student discipline-related situations.

DEFINITION OF TERMS:

Ammunition—any projectile, along with its fuse and primer, that can be fired from a gun or otherwise propelled, as well as any chemical or explosive material used for defense or offense such as a rocket, grenade, mine, or the like.

Arson—the crime of maliciously burning a building or property of another, or burning one's own property for some improper purpose.

Assault—a violent attack and/or threat to injure another person physically or verbally.

Expulsion—the exclusion from school by the Board of Education for a period exceeding ten (10) school days and which may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing.

Extortion—the act of obtaining money, information, or property from another by coercion, intimidation, or the threat of future harm. The threat is not limited to physical violence but may include that of ruining a person's reputation.

False Imprisonment—the unlawful detention or confinement of another. Key to the concept is submission to authority—a common practice in hazing.

False Reporting—any seeming signal or warning given that is groundless or lacks authenticity (e.g., a bomb threat, a fire alarm, or 911 call where no bomb, fire, or emergency exists).

Fighting (Level III)—a physical conflict between two or more individuals which is minor in nature and where serious bodily injury has not occurred, a conflict easily resolved by an administrator; **(Level IV)**—a brawl or physical conflict between two or more individuals where serious bodily injury has occurred and which is deemed appropriate for police intervention.

Fireworks (Level III)—any various combinations of explosives and combustibles used to generate colored lights, smoke, or noise—those devices legal for sale under the state law; **(Level IV)**—those devices not legal for sale under the state law.

Forgery—the making, completing, executing, authenticating, issuing, altering, or transferring of any writing of another without his/her authority.

Gambling—placing a wager or betting money on the outcome of a game, contest, or other event.

Harassment—to disturb or irritate someone with annoyances, insults, taunts, threats, or demands in order to gain a desired end or create worry and/or mental suffering.

In-School Suspension—removal of a student from the regular school program while providing him/her with planned and supervised instruction in the basic subjects.

Insubordination—a rebellious attitude which implies open defiance or refusal to submit to authority.

Paging. Portable Communication Device—a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the processor.

Probation—refers to probation as defined under Administrative Guidelines in the Drug and Alcohol Policy.

Propellant—a device used to emit a substance which may or may not be used for self-defense including but not limited to mace, pepper spray, and hair spray.

Saturday Detention—a school detention held on Saturday and which may be assigned only by an administrator for a Level III or Level IV offense and/or repeated violations of Levels I and II. Hours, procedures, requirements, transportation, etc. are detailed under the school's behavioral practices.

School—includes the distance a student travels to and from a specific District building within the time parameter of that student's school responsibilities (i.e., sports, detention, and other school-sponsored activities); school bus; school buildings or surrounding property owned by the School District; and school-sponsored events (e.g., athletic events, trips, concerts, dances, meetings, etc.).

School Property—shall include buildings, facilities, and grounds on the school campus, school buses, school parking areas, and any facility being used for a school function or school-sponsored trip.

Search and Seizure—lockers are the property of the school held in trust by the student. When an administrator suspects that a situation exists or materials are present which could be injurious to the health, safety, and welfare of students, he/she has the right and duty to inspect student lockers.

Sexual Harassment—unwanted or uninvited sexually oriented words or actions that hurt or humiliate someone and/or behavior which causes a person to feel uncomfortable or offended. Sexual harassment may be physical, verbal, and/or nonverbal and is illegal in schools and work places because it violates federal and state laws.

Smoking—use of tobacco in any form is strictly prohibited in all District buildings and on all school property twenty-four (24) hours a day. Offenders will be disciplined in accordance with procedures outlined under the school's behavioral practices.

Student—any individual enrolled in the Rockwood Area School District.

Suspension of Privileges—exclusion of a student for a stipulated period of time from activities which include, but are not limited to, extracurricular activities, recess, attendance at school functions such as dances or sporting events as a spectator, use of passes during the school day, attendance at assembly programs, and/or lunch in the cafeteria.

Suspension (Temporary or Full)—the exclusion from school for a period of time from one (1) to ten (10) consecutive school days during which time a student is not permitted to participate in any extracurricular activities or be on school property. Prior to a full suspension, an informal hearing must be offered to the student and his/her parent or guardian.

Theft/Shoplifting—the taking and removing of another's personal property with the intent of permanently depriving the owner.

Truancy—being absent from school without permission from a parent or school official.

Vandalism—the willful or malicious destruction of public or private property which requires restitution of property and damages.

Weapon or Dangerous Instrument—any tool or instrument which is employed to get the better of another and is capable of causing death and/or inflicting serious bodily injury upon a person. This includes, but is not limited to, any knife, cutting instrument, slingshot, firearm, num-chuck, metal knuckles, straight razor, explosive, poisonous gas, poison, or other item fashioned with the intent to use, harm, threaten, or harass another person.

On and Off-Campus Activities

This policy and the Code of Student Conduct apply to the behavior of students at all times during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities or at other times while riding in school-provided means of transportation ("on-campus"). This policy and the Code of Student Conduct also apply to student behavior that occurs at other times and places ("off-campus") when:

1. The conduct involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the school environment;
2. The conduct materially and substantially disrupts or interferes with the school environment or the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
3. The conduct interferes with or threatens to interfere with the rights of students or school staff or the safe and orderly operation of the schools and their programs;
4. The conduct involves the theft or vandalism of school property; or
5. The proximity, timing or motive for the conduct in question or other factors pertaining to the conduct otherwise establish a direct connection to attendance at school, to the school community, or to a school-sponsored activity. This would include, for example, but not be limited to, conduct that would violate the Code of Student Conduct if it occurred in school that is committed in furtherance of a plan made or agreed to in school, or acts of vandalism directed at the property of school staff because of their status as school staff.

The building principal shall have the authority to assign discipline to students, subject to Board policies, administrative regulations, the Code of Student Conduct and school rules, and to the student's due process right to notice, hearing, and appeal.

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others, in accordance with Board policy, administrative regulations, the Code of Student Conduct and school rules.

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

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

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.

The Superintendent shall report to the Board the methods of discipline imposed by administrators and incidences of student misconduct, in the degree of specificity required by the Board.

Suspension and Expulsion:

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended.

No student may be suspended without notice of the reasons for which the student is suspended and an opportunity to be heard on their own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period.

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. The Informal hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension.

Informal hearings under this provision shall be conducted by the building principal.

Purpose of Informal Hearing

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.

Due Process Requirements for Informal Hearing

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The district shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice of the reasons for which the student is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.

The district shall provide for the student's education during the period of in-school suspension.

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, a duly authorized committee of the Board or a qualified hearing examiner appointed by the Board, and upon action taken by the Board after the hearing.

Expulsion Hearings

A formal hearing shall be required in all expulsion actions.

The formal hearing shall observe the due process requirements of:

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.

9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:

- a. The need for laboratory reports from law enforcement agencies.
- b. Evaluations or other court or administrative proceedings are pending due to a student invoking their rights under the Individuals with Disabilities Education Act (IDEA).
- c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.

9. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.

Attendance/School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in their normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under eighteen (18) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education.

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.

DETENTION HALL

Detention Hall meets on Monday through Friday from 2:51 p.m. to 3:15 p.m. Detention will not be held on early dismissal days. Students on the detention list will report to the Elementary Office at the end of the day. Students must do school work; they may not sleep nor waste time. No talking, playing of radios or reading pleasure books/magazines is permitted. Students must work quietly. They must arrive on time and remain until the end of the Detention Hall. Any student not making an effort to complete this responsibility will receive further disciplinary action. Students are to remain in the Detention Hall for the entire period .

SUSPENSION

When any of the following actions of a pupil are brought to the attention of the building principal, he shall have the power, and it shall be his duty, to initiate action which may lead to suspension and possible expulsion of the pupil. These prohibited acts apply equally to sponsored school activities both off and on school property.

Students may be suspended for:

- | Bringing into school property or having in the pupil's possession dangerous or illegal weapons.
- | Sells, uses, possesses, or aids in the procurement and distribution of alcoholic beverages, tobacco, narcotics, or restricted drugs, including marijuana and other dangerous substances or any material purported to be such on or about school property.
- | Engaging in physical violence or any actions threatening to the safety of pupils and school personnel including loud statements which may possibly lead to disruption of school activities.
- | Overt insubordination to the clear directions of a school district employee-professional and non-professional employees.
- | Committing immoral or obscene acts or gestures.
- | Making obscene statements either verbally or in writing.
- | Malicious mischief and destruction of school and/or personal property.
- | Theft of school or personal property.
- | Trespassing and/or breaking and entering private and public property.
- | Willful violation of school regulations and policies.
- | Other good and just causes as determined by school authorities.
- | Random searches of student desks and property may be conducted by school authorities

STUDENT PLANNER/HALL PASSES Grades 4, 5, and 6

- * Students will be issued a student planner at the beginning of the school year. Students are only permitted to use their own planner. Use of another student's planner will result in a Level I disciplinary referral. Planners are the responsibility of each student and must remain in the condition in which they are issued with all pages intact in order to be used. At no time should students leave their planners unattended. Planners with inappropriate language or pictures displayed will be confiscated at the student's expense. In the event the planner hall pass pages are filled, students will need to purchase a new planner for the remainder of the school year in order to have hall pass privileges. Students will be charged \$5 for a replacement planner, if available.
- * Students should not leave class without their student planner signed by a teacher.
- * Students should not request to be excused from any class to do work for a different teacher and subject area.
- * Teachers may sign student planners for students to make up tests, to go to the nurse or to go to the High School building.
- * Students are not to be excused early from class without approval.
- * Students are to conduct themselves in a manner appropriate to the educational setting of our school. Our hallways are an extension of the classroom, and the same general rules of conduct apply.

In the event of an emergency, students may be sent to the Elementary office, Guidance office, and/or nurse without a planner. In these cases teachers should follow up with a phone call to the nurse, Elementary office, or Guidance office. Students who do not have a planner should be referred to the Elementary office.

STUDENTS IN HALLWAYS WITHOUT THEIR STUDENT PLANNER WILL RESULT IN DISCIPLINARY ACTION BEING TAKEN.

Threat Assessment Policy

Purpose

The school district is committed to protecting the health, safety, and well-being of students and staff. This policy supports early identification and intervention for student behaviors that may pose a threat to others or themselves, including threats to school property or the broader community.

The district has established a **Threat Assessment Team** to evaluate and respond to concerning student behavior. The team includes school safety staff, administrators, counselors, and other professionals trained to assess threats and coordinate appropriate responses.

Team Composition & Responsibilities

- Led by a designated team leader and includes the School Safety and Security Coordinator, school counselors, psychologists, special education staff, administrators, and members of the Safe2Say Something and crisis response teams.
- Additional staff or community members may be involved as needed.
- Team members are trained annually in threat assessment procedures, legal requirements, youth suicide prevention, bias awareness, and intervention strategies.

Notification & Communication

- Each year, students, staff, and families are informed about the Threat Assessment Team via the district website, student handbooks, and other communications.
- Age-appropriate materials will be available to educate students on recognizing and reporting concerning behaviors, including how to use Safe2Say Something.
- Staff will receive information on how to identify and report threats, along with a list of team members.

Reporting Concerns

Anyone can report concerns about student behavior that may pose a threat.

- Reports may come through Safe2Say Something, staff observations, or other channels.
- If an immediate or imminent threat is identified, the team will notify the Superintendent, building principal, and law enforcement if necessary.
- In cases involving suspected child abuse, team members must report in accordance with mandated reporter laws.

Assessment Process

- The team reviews relevant records, interviews those involved, and gathers information from within and outside the school (e.g., social media or law enforcement, as appropriate).
- Related issues (such as bullying, harassment, or discrimination) are addressed in line with existing district policies.
- If appropriate, other district teams such as IEP or 504 teams may be involved.
- If no threat is found, students may still be referred to support services.

School Safety and Security Incident Reporting

Reporting Procedures:

If a reported threat meets the criteria for an incident, the Superintendent or designee must immediately report it unless already reported by staff to the appropriate law enforcement agency. This includes mandatory reports and may include discretiona

ry incidents involving students on school property, during school-sponsored activities, or on school transportation, in accordance with state law, the district's memorandum of understanding with law enforcement, and Board policy.

Parent/Guardian Notification:

The Superintendent or designee must promptly notify the parent/guardian of any student who is a victim or suspect in a school-related incident, if not already done by district staff. They must also inform the parent/guardian whether law enforcement has been or may be contacted. Attempts to contact parents/guardians must be documented.

Students With Disabilities

When an incident involves a student with a disability, or when such a student is referred to law enforcement, the district must provide all information required by state and federal law. This includes the student's special education and disciplinary records, which must be transmitted in accordance with the Family Educational Rights and Privacy Act (FERPA).

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team must monitor and coordinate necessary support, follow-ups, and reassessments. Documentation of interventions, referrals, re-entry plans, and supports must be maintained as part of the student's plan. The team will determine when the plan is no longer needed and ensure any information transfers comply with laws, regulations, and Board policy.

Discipline of Students with Disabilities

The district shall develop and implement Positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan.

Definitions

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Suspensions from school - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.

Expulsions from school - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.

Interim alternative educational settings - removal of a student with a disability from the student's current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.

Authority

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals with Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of the student's disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

Provision of Education During Disciplinary Exclusions

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate public education (FAPE), in accordance with law.

Suspension From School

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.

Changes in Educational Placement/Manifestation Determinations

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of the student's disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors, constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.

A student with a disability whose behavior is not a manifestation of the student's disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.

Parent/Guardian Appeals From Disciplinary Actions/Request for Hearing by District for Students Who Are a Danger to Themselves or Others

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which the student was removed or order the student's removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others.

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.

Students Not Identified as Disabled/Pending Evaluation

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school property or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length.
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property or at school functions under the jurisdiction of the district.
3. Has inflicted serious bodily injury upon another person while at school, on school property or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury

which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the law enforcement agency that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies.

When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.

In accordance with state law, the Superintendent shall annually, by July 31, report to the PA Department of Education on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.

Student Behavioral Support

Purpose

Students with disabilities shall be educated in the least restrictive environment (LRE) in accordance with their Individualized Education Program (IEP), and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily and cannot meet the needs of the student. The IEP team for a student with a disability shall develop a Positive Behavior Support Plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

Authority

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students are free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise.

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort the student.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort the student safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses and functional positioning devices.

Seclusion - confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall provide regular training and retraining of staff in the use of specific procedures, methods and techniques, including de-escalation techniques, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, Positive Behavior Support Plans and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports to be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and career and technical schools.

Guidelines

Development of a separate Positive Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment. Restraints may be included in an IEP with parental consent only if:

1. The restraint is used with specific component elements of a Positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student for a limited period of time in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. District staff shall provide continuous supervision of students in seclusion, which need not always involve the presence of staff within the same room.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constitute a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.

9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the law enforcement agency that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan.

For a student with a disability who has a Positive Behavior Support Plan at the time of referral, subsequent to notification to law enforcement, the district shall convene the student's IEP team and an updated functional behavioral assessment and Positive Behavior Support Plan shall be required.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Positive Behavior Support Plan.

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each law enforcement agency that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each law enforcement agency that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

Dating Violence

Dating partner shall mean a person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long-term.[\[1\]](#)

Dating violence shall mean behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.[\[1\]](#)

The district shall investigate promptly all complaints of dating violence and shall administer appropriate discipline to any student who violates this policy.[\[2\]](#)

Title IX Sexual Harassment and Other Discrimination

Every report of alleged dating violence that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a dating violence investigation, potential issues of discrimination are identified, the Title IX

Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged dating violence.[3][4]

Discipline of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary requirements established by state law and Board policy.[5][6]

Guidelines

Complaint Procedure

When a student believes that they have been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to the building principal.

The building principal shall conduct a timely, impartial, and comprehensive investigation of the alleged dating violence.

The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation.[1]

If the investigation results in a substantiated finding of dating violence, the building principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Student Conduct.[1][2]

The district shall document the corrective action taken and, where not prohibited by law, inform the complainant.

Discipline of Student Convicted/Adjudicated of Sexual Assault

Conviction – means the finding of guilty by a judge or a jury or the entry of a plea of guilty or nolo contendere for sexual assault whether or not judgment of sentence has been imposed.[1]

School setting – means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

School-sponsored activity – means any assemblies, field trips, class trips, graduation ceremonies, athletics, extracurricular activities, clubs, groups, teams or any activities sponsored, held or approved by the district.[1]

Sexual assault – means any of the following offenses:[1]

1. Rape.[2]
2. Statutory sexual assault.[3]
3. Involuntary deviate sexual intercourse.[4]
4. Sexual assault.[5]
5. Aggravated indecent assault.[6]
6. Indecent assault.[7]

Authority

The Board shall comply with the disciplinary requirements established by state law regarding students who have been convicted or adjudicated delinquent of sexual assault upon another student enrolled in this district, regardless of whether the sexual assault took place inside or outside of the school setting.[1][8][9]

Delegation of Responsibility

A student who is convicted of sexual assault upon another student enrolled in this district shall be required to notify the Superintendent or designee of the conviction no later than seventy-two (72) hours after the conviction.[\[1\]](#)

Upon report of a conviction or adjudication of sexual assault upon a district student, the Superintendent or designee shall take one (1) of the following actions against the convicted or adjudicated student:[\[1\]](#)

1. Recommend that the Board expel the student, in accordance with law and Board policy.[\[9\]](#)
2. Transfer the student to an alternative education program.
3. Reassign the student to another school or educational program within the district.

If the convicted or adjudicated student has already been expelled, transferred or reassigned, or if the victim does not attend the same school, no additional action regarding expulsion, transfer or reassignment is required by the district. Although action is not required, the district maintains the authority to make an alternative assignment or provide alternative educational services during or after an expulsion at the discretion of the Superintendent or designee.[\[1\]](#)

Upon report of a conviction or adjudication of sexual assault upon a district student that occurred in the school setting, the Superintendent or designee shall notify the Title IX Coordinator to determine whether the incident has been addressed in accordance with applicable Board policy.[\[10\]](#)[\[11\]](#)

Guidelines

In the case of a student with a disability, including a student for whom an evaluation is pending, prior to implementing any disciplinary removal or considering a change of placement for the student, the district shall coordinate with the student's Individualized Education Program (IEP) team and take all steps required to comply with state and federal laws and regulations, and Board policies.[\[1\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)

The district shall ensure that the convicted or adjudicated student is prohibited from taking part in the following activities at the same time as the victim:[\[1\]](#)

1. Being educated in the same school building.
2. Being transported on the same school vehicle.
3. Participating in the same school-sponsored activity.

Return of Student to School

The district may return the student who is expelled, transferred or reassigned, to the student's originally assigned school if one (1) of the following circumstances occur:[\[1\]](#)

1. The victim is no longer enrolled in the district.
2. The conviction or adjudication has been reversed and is not pending appeal.

Transfer Students

When the school district receives a student who transfers from a public or private school during or after an expulsion period for an act or offense involving a sexual assault conviction or adjudication, the district may assign that student to an alternative assignment or may provide alternative education services.[\[1\]](#)[\[18\]](#)

Tobacco/Nicotine Policy

The Board recognizes that tobacco and vaping products, including the product marketed as Juul and other electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale of tobacco and vaping products, including Juuls and other electronic cigarettes.

State law defines the term **tobacco product** to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:[\[1\]\[2\]](#)

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The Board prohibits possession, use, purchase or sale of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[\[1\]\[2\]\[5\]](#)

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.[\[3\]](#)

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.[\[4\]](#)

The Board authorizes the confiscation and disposal of products prohibited by this policy.

Tobacco and Vaping Products at School Events: The Board has the authority to prohibit at a school event the attendance of any individual whose conduct may constitute a disruption. The Board prohibits gambling and the possession and use of controlled substances prohibited by state or federal law, alcoholic beverages and weapons on school premises.

Tobacco and Vaping Products The Board prohibits use of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, by any persons at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; or on property owned, leased or controlled by the school district.[\[2\]\[7\]](#)

This policy does not prohibit possession of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, by members of the public of legal age at school or school-sponsored activities.

The Board deems it to be a violation of this policy for an individual in attendance at school or a school-sponsored activity to furnish a tobacco or vaping product, including the product marketed as Juul or any other e-cigarette, to a minor.[\[](#)

Law Enforcement Incident Report –

In accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies, the Superintendent or designee may report to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, the use or sale of tobacco or vaping products, including Juuls and other

e-cigarettes, by any person in a school building; on a school bus or other vehicles that are owned, leased or controlled by the school district; or on any property owned leased or controlled by the school district.

First Offense: Administrative response: Detention, parent notification and citation issued.

Second Offense: Administrative response: In-school suspension, parent notification and citation issued.

Third Offense: Administrative response: A mandatory five (5) to ten (10) day out-of-school suspension, parent notification, an informal hearing and citation issued.

Fourth Offense: Administrative response: A mandatory ten (10) day out-of-school suspension, parent notification, a formal School Board hearing for possible expulsion and citation issued.

****Students may be assigned to tobacco cessation classes instead of being suspended from school. Citations are still issued for each offense.****

DRUG AND ALCOHOL POLICY

The Rockwood Area School Board recognizes that the misuse of drugs, alcohol, and/or mood-altering substances by members of its school population is a serious problem with legal, physical, and social implications. This policy and its associated guidelines are intended to protect the health, safety, and welfare of all concerned, as well as to maintain and improve the rapport existent among students and staff.

Through the use of curriculum and classroom activities, community resources, administrative and faculty efforts, and rehabilitative and disciplinary procedures the Rockwood Area School District will work in a consistent manner to educate, prevent, and intervene in the use and/or abuse of all drug, alcohol, and mood-altering substances by members of the entire school population.

The School District and its individual employees shall be committed to the enforcement of all existing laws, regulations, and guidelines as adopted by federal, state, local, and School District authorities. Furthermore, in accordance with Section 1317 of the School Code, this policy prohibits any student from knowingly possessing, using, distributing, manufacturing, or being under the influence of any controlled substance and/or alcoholic beverage while on School District property during the school day, as well as any school-sponsored activity, function or event, or on any vehicle used to transport students. Also prohibited is the distribution or possession of any drug paraphernalia and/or drug look-alikes.

In accordance with the Board's concern for the prevention and intervention of drug and alcohol-related problems, the Administration is directed to develop and comply with those regulations designed to implement its commitment to healthy student growth and

development. Therefore, this policy authorizes the establishment of a Student Assistance Program as coordinated and operated within the guidelines of a Student Support Team which will receive special training on a continuous and ongoing basis.

School authorities shall notify all students, parents, and/or guardians of this policy and its administrative guidelines.

DEFINITION OF TERMS:Drug/Alcohol/Mood-Altering Substance—shall include any alcoholic or malt beverage, any drug listed in Act 64 (1972) as a controlled substance, chemical, abused substance, or medication for which a prescription is required under the law, and/or any substance which is intended to alter mood. Examples of the above include, but are not limited to, beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look-alike substances, and any capsules or pills not registered with the nurse, annotated within the student's health record, and/or taken in accordance with the School District policy for the administration of medication to students in school.

Student Support Team—is a multi-disciplinary team minimally composed of a MH/MR representative, school administrator, a guidance counselor, the school nurse, and two teachers. This team has been trained to understand and work on the issues of adolescent chemical use, abuse, and dependency and will play a primary role in the identification and referral process of students coming to their attention through the procedures outlined in this policy and its guidelines.

Chemical Abuse Specialist—is a certified program specialist with expertise in the area of chemical dependence and school-based assessment.

Outside Referral—referral to an education or treatment agency not operated by the School District wherein students are evaluated in an effort to determine the extent of the drug/alcohol problem and appropriate intervention techniques applied. (Example: Twin Lakes Center for Drug & Alcohol Rehabilitation)

School District Property—shall include buildings, facilities and grounds on any school or vocational-technical campus, school bus, or school parking area, as well as any facility being used for a school function or school-sponsored trip.

School-Sponsored Function—shall include any alternative educational opportunity program (i.e. Prom) or school-related activity subject to the school's jurisdiction

Distributing—deliver, sell, pass, share, or give any alcohol, drug, drug look-alike, or mood-altering substance as defined by this policy from one person to another, or to aid therein.

Sale—the exchange of a determined amount of money or its equivalent.

Possession—possess or hold, without any attempt to distribute, any alcohol, drug, drug look-alike, or mood-altering substance determined to be illegal or as defined by this policy.

Use—to consume, take, or partake of drugs, alcohol, or the like in any quantity or form.

Look-alikes—any non-controlled substance that in its overall finished dosage appearance is substantially similar in size, shape, color, marking, or packaging to a specific controlled substance.

Drug Paraphernalia—includes any utensil or item which, in the school's judgment, can be associated with the use/abuse of narcotic drugs, alcohol, or mood-altering substances. Examples may include, but are not limited to, cigarette-rolling papers, roach clips, pipes, and bowls.

Cooperative Behavior—shall be defined as the willingness of a student to work with staff and school personnel in a reasonable and helpful manner, complying with requests and recommendations as outlined by the Student Support Team.

Uncooperative Behavior—is resistance or refusal—either verbal, physical, or passive—on the part of the student to comply with the reasonable requests or recommendations of school personnel. Defiance, assault, deceit, and flight shall constitute examples of uncooperative student behavior. Uncooperative behavior shall also include the refusal to comply with recommendations as outlined by the Student Support Team or a licensed drug and alcohol facility.

Probation—a specified period of time whereby a student must adhere to prescribed conditions of behavior—these conditions of probation to be presented to both student and parent in writing. A student subject to probation under this policy shall continue to attend school but shall be required to observe certain conditions which may include, but need not be limited to:

- * Prohibition of any further violation of this policy.

- * Prohibition of participation in athletic, extracurricular, social, or leadership activities. This may include exclusion from commencement activities.

- * Reporting at stated periods to appropriate persons for counseling.

- * Participating in after-school hours maintenance and/or rehabilitation programs.

- * Other conditions reasonably related to ensuring a correction of the misbehavior or misconduct for which the probation was imposed.

Violation of any condition of probation by a student may, after a hearing, result in suspension, expulsion, more restrictive probation, or continuation of studies outside the school premises.

Temporary Suspension—shall be defined as not more than three (3) consecutive school days.*

- Once a student has been suspended three separate times for three separate infractions, he or she may be placed in the RAP room, which is based in the Rockwood School District. The length of the placement will be determined at the informal hearing to be attended by the student, the student's parent(s) / guardian(s) and High School Principal. As per District policy, an appeal can be made to the District Superintendent.

Full Suspension—shall mean exclusion from school for a period of up to ten (10) school days.*

- Once a student has been suspended three separate times for three separate infractions, he or she may be placed in the RAP room, which is based in the Rockwood School District. The length of the placement will be determined at the informal hearing to be attended by the student, the student's parent(s) / guardian(s), Elementary Principal. As per District policy, an appeal can be made to the District Superintendent.

Expulsion—shall be any exclusion from school for a period in excess of ten (10) school days and may be permanent expulsion from the school rolls.*

Students should be aware that, according to the Pennsylvania Crimes Code, a person on the school campus during a period when he/she has been excluded from school is committing a defiant trespass offense.

Controlled Substances/Paraphernalia

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

Definitions

For purposes of this policy, **controlled substances** shall include all:[1][2]

1. Controlled substances prohibited by federal and state laws.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[3][4]

For purposes of this policy, **under the influence** shall include any consumption or ingestion of controlled substances by a student. For purposes of this policy, **look-alike drug** shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline.

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools. In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized. No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary and aware consent of the student and parent/guardian.

Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.

Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a Breathalyzer test.

ELEMENTARY STUDENTS AT RISK

During early adolescence, many students may test the system at home and school. Truancy, substance abuse, and defiance of authority may be seen as an attempt to assert independence. Early adolescents need a supportive and secure environment in which to thrive, one which allows for some experimentation with ideas and relationships within the parameters of what is safe and responsible. Each new generation is being introduced to drugs at an earlier age. It's a problem that raises countless questions for parents: How do I keep my children away from drugs? How do I know if they're involved? What do I do if they are involved?

SIGNS OF DRUG USE

Identification with Drug Culture

- Drug-related magazines, slogans on clothing.
- Conversation and jokes that are preoccupied with drugs.
- Hostility in discussing drugs.

Dramatic Changes in School Performance

- Distinct downward turns in student's grades—not just from C's to F's, but from A's to B's and C's.
- Increased absenteeism or tardiness.

Changes in Behavior

- Chronic dishonesty (lying, stealing, or cheating).
- Changes in friends, evasiveness in talking about new ones.
- Possession of large amounts of money.
- Increased and inappropriate anger, hostility, irritability, secretiveness.
- Reduced motivation, energy, self-discipline, self-esteem.
- Diminished interest in extracurricular activities and hobbies.

FOR PARENTS OF ELEMENTARY STUDENTS

Be knowledgeable about drugs and signs of drug use. When symptoms are observed, respond promptly. Parents are in the best position to recognize signs of drug use in their children. In order to prepare themselves, they should:

- Learn about the extent of the drug problem in their community and in their children's schools.
- Be able to recognize signs of drug use.
- Meet with parents of their children's friends or classmates about the drug problem at their school.
- Establish a means of sharing information to determine which children are using drugs and who is supply- ing them.

Parents who suspect their children are using drugs often must deal with their own emotions of anger, resentment, and guilt. Frequently they deny the evidence and postpone confronting their children. Yet, the earlier a drug problem is found and faced, the less difficult it is to overcome. If parents suspect their children are using drugs, they should:

- Devise a plan of action. Consult with school officials and other parents.
- Discuss suspicions with their children in a calm, objective manner. Do not confront a child while he is under the influence of drugs.
- Impose disciplinary measures that help remove their youngsters from those circumstances where drug use might occur.
- Take a firm stand against any drug usage by your child.
- Seek advice and assistance from drug treatment professionals.

DISCIPLINARY STRUCTURE

Student Misconduct/Response Guidelines

(please reference all four columns regarding each level)

LEVELS	EXAMPLES
LEVEL I Minor misbehavior on the part of the student which impedes orderly classroom procedure or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member, but sometimes require the intervention of other support personnel and/or an administrator.	• Bus disturbance • Bullying • Cheating and lying • Classroom or in-school disturbance • Classroom tardiness - Three (3) tardies per semester • Cutting class • Disrespectful language or gestures • Disruptive behavior • Inappropriate attire - (student referred to administrator) • Inappropriate display of affection • Obscene language or gestures • Unwanted teasing • Vulgarity • Defacing school property • Use of electronic device
LEVEL II Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of the administrative personnel.	• Continuation of LEVEL I misbehavior • Abusive/threatening language and/or behavior • Chronic disruptive classroom behavior • Failure to serve office detention • Forgery/Plagiarism • Harassment of students • Insubordination • Possession/use/transfer of tobacco/nicotine and smoking materials • Truancy • Unlawful/unexcused school tardiness (repeat instances) • Cheating • Bullying • Use of electronic device

DISCIPLINARY STRUCTURE

Student Misconduct/Response Guideline

PROCEDURES	DISCIPLINARY RESPONSES
• Immediate intervention is required by the staff member supervising the student or observing the misbehavior. • Possible written/verbal parental notification. • Repeated misbehavior requires a parent/teacher conference, conference with the counselor and/or administrator. • A proper and accurate record of the offenses and disciplinary action is maintained by the staff member.	• Administrative detention • Administrator/parent conference (person/phone) • Behavioral contract • Counseling • School probation • Teacher detention • Teacher/parent conference (person/phone) • Suspension of privileges • Special assignment • ISS • Verbal reprimand
• The student is referred to the administrator for appropriate disciplinary action. • The administrator meets with the student and/or teacher and decides the most appropriate response. • The teacher is informed of the administrator's action. • Parent is notified either verbally or in writing. A parental conference may be held. • A proper and accurate record of the offense and disciplinary action is maintained by the administrator.	• Charges under PA Criminal Code • After-school detention • After-school work program • Behavioral contract • Confiscation and refer to smoking policy* • Counseling/referral for psychological evaluation • Parent—teacher/parent—administrator conference • School probation • Suspension of privileges • Referral to outside agency • In-School Suspension • Out of School Suspension • Saturday detention • Suspension (up to 5 days) under proper adult supervision • Temporary removal from class

DISCIPLINARY STRUCTURE

Student Misconduct/Response Guideline

(please reference all four columns regarding each level)

LEVELS	EXAMPLES
LEVEL III Acts, whether on or off school property, including but not limited to attendance at school-sponsored events, extracurricular activities, field trips, transportation to and from school, and the like directed against persons or property but whose conduct does not seriously endanger or pose a threat to the health or safety of others in the school. These acts may be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interest of all students. Those acts which are criminal (or illegal) will automatically be referred to the appropriate law enforcement officer.	• Continuation of LEVEL II misbehavior • Ammunition • Assault • Fighting • Gambling • Leaving school or class without authority • Obscene behavior (mooning, shanking, wedging)* • Possession/use/transfer of fireworks or other explosive devices legal for sale under state law (including but not limited to smoke bombs)* • Possession/use/transfer of unauthorized substances (drugs, alcohol)* • Possession or transfer of propellants manufactured for self-defense (those legal for over-the-counter sale) • Reckless driving on school property or violation of vehicle code • Sexual harassment • Telephone pranks • Theft/shoplifting • Threats to others - physical or verbal • Throwing rocks or other harmful objects • Vandalism • Tobacco Use • Forgery • Truancy • Use of electronic device • Terroristic Threats

DISCIPLINARY STRUCTURE

Student Misconduct/Response Guideline

PROCEDURES	DISCIPLINARY RESPONSES
• The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. • The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action. • School officials may contact law enforcement agency and assist in prosecuting the offender. • A proper and accurate record of the offense and disciplinary action is maintained by the administrator.	• Charges under PA Criminal Code • Counseling/referral for psychological evaluation • Homebound instruction or alternative program • Out-of-school suspension (not to exceed 10 days) under proper adult supervision* • Parent conference and/or hearing • School probation • Suspension of privileges • Refer to drug/alcohol policy and guidelines* • Restitution of property and damages • In-School Suspension • Saturday detention • Referral to outside agencies

DISCIPLINARY STRUCTURE

Student Misconduct/Response Guideline

(please reference all four columns regarding each level)

LEVELS	EXAMPLES
LEVEL IV Acts, whether on or off school property, including but not limited to attendance at school-sponsored events, extracurricular activities, field trips, transportation to and from school, and like which result in violence to another's person or property or which pose a direct threat to the safety of others in the school. The acts are clearly criminal and/or are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities, and/or action by the Board of School Directors.	• Continuation of LEVEL III misbehavior • Arson • Bomb threat or false alarm • Deliberately striking a staff member • Extortion • False imprisonment • False reporting • Fighting* • Furnishing/selling unauthorized substances (drugs/alcohol)* • Possession/use/transfer of dangerous weapons and/or look-a-likes to include but not be limited to agents or mechanical devices which can be used defensively or offensively • Possession/use/transfer of fireworks (those not legal for sale under State Law) • Possession/use/transfer of propellants manufactured for self-defense (those not legal for over-the-counter sale) • Theft/possession/sale of stolen property • Use of any propellant • Vandalism • Assault • Alcohol/drug use or possession • Engaging in conduct contrary to the criminal code or ordinances of the community on school grounds or at school-sponsored activities. • Terroristic Threats

DISCIPLINARY STRUCTURE

Student Misconduct/Response Guideline

PROCEDURES	DISCIPLINARY RESPONSES
• The administrator verifies the offense, confers with the staff involved, and meets with student. • The student is immediately removed from the school environment. Parents are notified. • School officials contact law enforcement agency and assist in prosecuting offender. • A complete and accurate report is submitted to the Superintendent for Board action.	• All verified offenses in LEVEL IV will have a mandatory 10 day full suspension under proper adult supervision with an informal hearing. • Charges under PA Criminal Code or referral to appropriate law enforcement agencies. • Expulsion • Other Board action resulting in appropriate placement, alternative school, parent hearing, restitution of property, and damages. • Referral for psychological treatment. • Refer to drug/alcohol policy and guidelines.*

DRUGS AND ALCOHOL DISCIPLINARY STRUCTURE

Student Action/Response Guideline

(please reference all six columns regarding each offense)

Category	Action	Investigations
MEDICAL EMERGENCY which is drug, alcohol, or mood-altering substance related.	DIAL 911 Nurse and building administrator will be summoned immediately. Standard health and first aid procedures will be followed. If warranted, student will be transported to medical facility at parental expense.	Principal or his/her designee will investigate the incident which may include a search of the student, his/her locker, car, or other possessions. Nurse will prepare a written report.
1. Suspected use of drugs, drug paraphernalia/look-alikes, alcohol, or mood-altering substance by a student is indicated.	Student is informed of available help and encouraged to seek assistance.	Inform/refer to the Student Support Team.
2. Student possesses drug-related paraphernalia. First offense.	Principal or his/her designee is summoned. Paraphernalia is confiscated.	Principal or his/her designee may search the student, his/her locker, car, or their possessions. Staff member writes an anecdotal report of the incident.
3. Student is again caught in possession of drug-related paraphernalia. Second or subsequent offense.	Principal or his/her designee is summoned. Paraphernalia is confiscated.	Principal or his/her designee may search the student, his/her locker, car, or their possessions. <i>Staff member writes an anecdotal report of the incident.</i>
4. Student is found to be in possession, use, or under the influence of drugs, drug look-alikes, alcohol, or mood-altering substances while attending a school-sponsored function.	Staff member will contact and brief the group advisor and/or administrator.	A search will be made of the student, his/her locker, car, and other possessions. An anecdotal report of the incident will be written and submitted to the Principal.

DRUGS AND ALCOHOL DISCIPLINARY STRUCTURE

Notification	Substance	Rehabilitation
Parent notified of incident. Police will be notified. <i>Superintendent is notified by the Principal.</i>	Analysis will be made by police.	See appropriate situational category and chart below.
Parent notified of behavior and/or performance indicators.	Not applicable.	An intervention conference will be held if the Student Support Team agrees it is indicated by the data.
Parent notified. Police notified at the discretion of the Principal. Superintendent notified.	Confiscated for analysis.	•Referral to Student Support Team. •Required meeting with the administrator. •Suspension (1 to 3 days) under proper adult supervision. •School probation. •Assessment by a licensed drug and alcohol facility within 10 days and compliance with its recommendations. •Changes under PA Criminal Code or referral to appropriate law enforcement agencies.
Parent notified. Police notified. Superintendent notified. School Board members notified at discretion of Superintendent.	Confiscated for analysis by police.	•Referral to Student Support Team. •Suspension (3 to 5 days) under proper adult supervision. •School probation. •Assessment by a licensed drug and alcohol facility within 10 days and compliance with its recommendations. •Formal School Board hearing for expulsion from school if assessment is refused and/or assessment recommendations are violated. •Charges under PA Criminal Code or referral to appropriate law enforcement agencies.
Parent notified. Police notified at the discretion of the Principal Superintendent notified.	Analysis by police will be made.	•Student will be sent home immediately at parental expense or detained until a parent can be reached for further direction and/or accompany the student. •Following the Principal's investigation, further action as provided by the appropriate situation category will be administered.

DRUGS AND ALCOHOL DISCIPLINARY STRUCTURE

Student Action/Response Guideline

(please reference all six columns regarding each offense)

Category	Action	Investigations
5. Student possesses, uses, or is under the influence of drugs, drug look-alikes, alcohol, or mood-altering sub-stances. First offense. Cooperative.	Principal or his/her designee is summoned. Staff member briefs Principal or his/her designee.	The student, his/her locker, car, and other possessions will be searched. Staff member writes an anecdotal report of the incident.
6. Student possesses, uses, or is under the influence of drugs, drug look-alikes, alcohol, or mood-altering sub-stances. First offense. Uncooperative.	Principal or his/her designee is summoned. Staff member briefs Principal or his/her designee.	The student, his/her locker, car, and other possessions will be searched. Staff member writes an anecdotal report of the incident.
7. Student is again caught in possession, use, or under the influence of drugs, drug look-alikes, alcohol, or mood-altering sub-stances. Second or subsequent offense.	Principal or his/her designee is summoned. Staff member briefs Principal or his/her designee.	The student, his/her locker, car, and other possessions will be searched. Staff member writes an anecdotal report of the incident.
8. Student is selling or distributing drugs, drug look-alikes, alcohol, or mood-altering substances.	Principal or his/her designee is summoned. Staff member briefs Principal or his/her designee.	The student, his/her locker, car, and other possessions will be searched. Staff member writes an anecdotal report of the incident.

DRUGS AND ALCOHOL DISCIPLINARY STRUCTURE

Student Action/Response Guideline

Notification	Substance	Rehabilitation
Parent notified and an immediate conference is arranged. Police notified at the discretion of the Principal Superintendent notified. School Board members notified at discretion of	Analysis by police will be made.	• Referral to Student Support Team. • Suspension (3 to 5 days) under proper adult supervision. • School probation. • Assessment by a licensed drug and alcohol facility within 10 days and compliance with its recommendations. • Charges under PA Criminal Code or referral to appropriate law enforcement agencies.
Parent notified and requested to come to the Principal's office immediately. Police notified. Superintendent notified. School Board members are notified by Superintendent.	Analysis by police will be made.	• Referral to Student Support Team. • Suspension (6-10 days) under proper adult supervision. • School probation. • Assessment by a licensed drug and alcohol facility within 10 days and compliance with the recommendations of that facility as a condition for returning from expulsion. • Formal School Board hearing for expulsion from school if assessment is refused and/or assessment recommendations are violated. • Charges under PA Criminal Code or referral to appropriate law enforcement agencies.
Parent notified and requested to come to the Principal's office immediately. Police notified. Superintendent notified. School Board members are notified by Superintendent.	Analysis by police will be made.	• Referral to Student Support Team. • Suspension (10 days) under proper adult supervision. • School probation. • Formal School Board hearing for expulsion from school. • Required assessment by a licensed drug and alcohol facility within 10 days and compliance with the recommendations of that facility as a condition for returning from an expulsion. • Charges under PA Criminal Code or referral to appropriate law enforcement agencies.
Parent notified and requested to come to the Principal's office immediately. Police notified. Superintendent notified. School Board is notified by Superintendent.	Analysis by police will be made.	• Referral to Student Support Team. • Suspension (10 days) under proper adult supervision. • School probation. • Formal School Board hearing for expulsion from school. • Required assessment by a licensed drug and alcohol facility within 10 days and compliance with the recommendations of that facility as a condition for returning from an expulsion. • Charges under PA Criminal Code or referral to appropriate law enforcement agencies.

CLASSROOM DISRUPTIONS

Student protests (including silent protests) that disrupt the educational process will be considered a classroom disruption and will be prohibited during instructional time. In addition, any activities performed by a student that poses a threat or safety hazard to others or themselves are also prohibited on school property.

Classroom disruptions are defined as those behaviors or actions that disrupt the learning of others. These may include but are not limited to talking out, excessive moving throughout the room, refusing to complete tasks, and insubordination. Students are asked to maintain positive behaviors at all times. If a student needs to talk to an adult, their teachers, the guidance counselor, and the principal will be there for them. Please encourage your child to talk to an adult if something or someone is bothering them!

EXPRESSIONS OF AFFECTION

Expressions of affection which are more obvious than hand holding are not appropriate in school. Good judgment, common sense, and the mutual respect of students and teachers will serve to carry out this policy.

VANDALISM

In addition to vandalism as defined under Administrative Guidelines, it is important to address the subject of vandalism in computer labs or to laptops.

Use of the computer is a privilege. Any student who vandalizes any system will be responsible for that system's repair. Vandalism shall include but is not limited to: physical abuse/damage to equipment, unauthorized introduction of software to the network system, introduction of virus-related programs, and deliberate erasure or manipulation of files found on the system. Vandalism will be determined by the administration. Repair costs will be billed to the student at the current rate for on-site service (\$100+ per hour). Upon occurrence of vandalism, a student may be banned from any network system and may use only single stand-alone computers.

SEARCH AND SEIZURE

All lockers/desks and other storage areas provided for student use on school premises remain the property of the school and are provided for the use of the students, subject to inspection, access for maintenance, and search pursuant to this section.

- The administration may search any locker/desk, with or without the student being present, in the interest of health, welfare, and safety of all school students.
- An administrator or his/her designee may search a desk or any other storage area.
- A student's personal property (pocketbook, book bag, vehicle parked on school property, etc.) may be searched by school officials in order to maintain discipline and to protect the health and safety of the students and faculty.

The Principal, or another member of the administrative staff acting at the direction of the Principal, may search the person of a student during a school activity. Searches of the person of a student shall be limited to the following:

- Searches of the pockets of the student
- Searches for any object in the possession of the student such as a purse, knapsack, duffel bag, etc.
- A hand held body scanner metal detector will be used to search students and objects.

School administrators are authorized to request and/or permit at such time or times as they deem appropriate, the Pennsylvania State Police and/or other law enforcement agencies with certified sniff dogs, to use on school property and in school buildings. These dogs are specially trained to "sniff" for drugs or other controlled substances or illegal substances or things. Such dogs may be used to examine school buildings or property and anything on or in school buildings or property. These dogs shall not be used to examine individual students or other persons on school property, provided, however, that this prohibition shall not invalidate any information gathered because of the incidental interaction of the dogs and students or others when the dogs are on school property or buildings.

Assault on School Employee

Any physical or verbal assault on an employee of the Rockwood Area School District will be addressed within the current Rockwood Area School District Disciplinary Structure by the Building Administrator. This behavior may result in an immediate three (3) day suspension from school. The principal may request a Due Process Hearing before the School Board for the purpose of expulsion from school.

Should the perpetrator of the assault on an employee be eligible as a Special Education student, all required Special Education laws and regulations under IDEA and PA School Code will be followed.

The person assaulted has the right to sign a criminal complaint against the perpetrator.

Definitions:

Physical Assault - a violent attack and/or threat to injure another person physically.

Verbal Assault - a violent attack and/or threat to injure another person verbally.

STUDENT HEARING PROCESS

The Board recognizes that students have the right to request redress of complaints. Further, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be recognized and appropriate appeal procedures provided.

For purposes of this policy, a student "complaint" shall be any such that arises out of actions that directly affect the student's participation in an approved educational program.

The Board or its employees will recognize the complaints of the students of this District provided that such complaints are made according to procedures established by Board policy.

The student should first make the complaint known to the staff member or a guidance counselor, and both shall attempt to resolve the issue informally and directly.

For complaints which must move beyond the first step, the student shall prepare a written statement of his/her complaint which shall set forth:

- The specific nature of the complaint and a brief statement of the facts giving rise to it.
- The manner in which and extent to which the student believes he/she has been adversely affected.
- The remedy sought by the student.
- The reasons why the student feels he/she is entitled to the remedy sought.

The complaint may then be submitted, in turn, to the building Principal, and if not resolved, the Superintendent. The following guidelines will be followed:

- A five-day period of time will be allowed at each level for the hearing of the complaint and the preparation of a response.
- At each level, the student shall be afforded the opportunity to be heard personally by the appropriate school authority.

At each step beyond the first, the school authority hearing the complaint may call in the student's parent or guardian.

The student may seek the help of a parent or guardian at any step.

Bullying Prevention, Intervention, and Educational Programs

The Rockwood Area School District, the School Board, administration, teachers, and professional staff take pride in providing an environment that is safe and accepting of all students. Unwanted teasing and bullying do not have a place in the school environment. The District and its professional staff define bullying as;

Bullying; an intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.

3. Substantial disruption of the orderly operation of the school.

Parents and students are asked to report any teasing or bullying to the classroom teacher, school guidance counselor, and/or building Principal as soon as possible.

Prevention:

- 1 Teachers and students are presented with the district policy on bullying at the beginning of the year. The policy is located in the faculty and student handbooks.
- 2 Teachers and staff discuss what to report and the measures taken to eliminate bullying during faculty meetings throughout the year.
- 3 Students are made aware of the District's bullying policy and consequences through classroom meetings by the principal at the beginning of the year in the elementary.
- 4 All merited bullying events are reported to the Principal's office.
- 5 Students are educated to make good choices in regards to behaviors and interaction with fellow students.

Intervention:

It is a district practice that complaints of bullying be investigated promptly by the building administrator and that disciplinary actions be taken when allegations are verified. No retaliation should occur as a result of a good faith report of bullying. Confidentiality must be observed throughout this process.

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

Rockwood elementary school students may also be referred to the Student Assistance Program for help and guidance.

Intervention/Educational Programs:

The Rockwood Area School District understands the importance of bullying/character education. The administration will evaluate available resources to educate both the students and faculty on issues of bullying. This practice will also ensure a safe and open learning environment for students.

PSBA - Pennsylvania School Board Association

No. 249

BULLYING/CYBERBULLYING

Purpose - The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Authority

The Board prohibits all forms of bullying by district students.

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.

Title IX Sexual Harassment and Other Discrimination -Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

Confidentiality -Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation - Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe School Report:

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.

Education - The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences for Violations - A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Rockwood Area Elementary Bullying Response Rubric

Definition of Bullying: Any intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside that is severe, persistent or pervasive and has the effect of doing any of the following:

- 1: Substantial interference with a student's safety or education.
- 2: Creation of a threatening environment.
- 3: Substantial disruption of the orderly operations of the school.

Definition of Unwanted Teasing: To disturb or annoy by persistent irritating or provoking especially in a petty or mischievous way.

What should a student do if they are a victim of unwanted teasing or bullying?

Person Being Teased or Bullied:

1. Ask to stop unwanted behavior
2. Tell a trusted adult in a timely fashion (Teachers,
3. Write down what happened and when, or keep a diary when behavior continues.
4. If the adult you told doesn't believe you or is unable to stop the behavior, tell another trusted adult immediately.
5. The Bully Report form is also available online at rockwoodschoools.org

Bystander:

1. Don't join in the teasing or bullying; don't laugh or make it worse for the person being teased.
2. Support the student being teased or bullied.
3. Ask the person doing the teasing or bullying to stop.
4. Tell a trusted adult about the teasing or bullying and/or help the person being teased to tell a trusted adult.

***If the unwanted teasing/bullying is an immediate threat to the student's safety it should be reported to the Principal and/or Guidance Counselor immediately.**

Unwanted Teasing

Student Misconduct

Name Calling
Making fun
Talking negatively about a classmate
Starting rumors
Mocking
Other behaviors that can be connected to teasing.

Teacher Procedures

1. Stop behavior with appropriate classroom management techniques.
2. Support the student being teased.
3. Name inappropriate behavior.
4. Explain why the behavior is not acceptable as related to the expectation of respect.

Discipline Response

Follow progressive discipline

First Offense:

1. Verbal warning
2. Document incident and notify parents.
3. Student will complete a "Think about it form"

Second offense:

1. Teacher Detention/Loss of privileges
2. Document incident/notify parents
3. Student will complete a "Think about it form"
4. Counsel student

Third Offense:

1. Administrative Detention
2. Document incident/notify parents
3. Student will complete a "Think about it form"
4. Counsel student

Any future incidents will require immediate administrative action; refer to the discipline chart in the student handbook. *"Think about it form" is utilized in grades 7 & 8.

Continuation of Teasing Behaviors

Refer to Principal/Guidance Counselor Immediately

Complete a discipline referral form. The Principal or his/her designee will investigate the incident. The Principal will follow the discipline chart outlined in the student handbook.

Bullying: Any reoccurring behavior needs to be referred to the Principal.

Student Misconduct	Administrative Procedures	Discipline Response
Continuation of Unwanted Teasing Behaviors –Three or more occasions. (TEACHER REFERS TO PRINCIPAL)	1: Talk with the student. 2: Individually talk with the victims, bystanders, and others. 3: Consult with teachers and Guidance Counselor. 4: Contact Parents.	Level 1: Refer to disciplinary structure response chart – Appendix A in the student handbook. Or Level 2: Refer to disciplinary structure response chart – Appendix A in the student handbook.
Verbal /Written Bullying: Teasing, name calling, insulting remarks, verbal harassment, written, cyber-bullying, and other forms of negative communication.	1: Talk with the student. 2: Individually talk with the victims, bystanders, and others. 3: Consult with teachers and Guidance Counselor. 4: Contact Parents.	Level 1: Refer to disciplinary structure response chart – Appendix A in the student handbook. Or Level 2: Refer to disciplinary structure response chart – Appendix A in the student handbook.
Social/Relational Bullying: Purposeful exclusion, gossiping, spreading or starting rumors, damaging reputations, and loss of friendships for social status.	1: Talk with the student. 2: Individually talk with the victims, bystanders, and others. 3: Consult with teachers and Guidance Counselor. 4: Contact Parents.	Level 1: Refer to disciplinary structure response chart – Appendix A in the student handbook. Or Level 2: Refer to disciplinary structure response chart – Appendix A in the student handbook.
Physical Bullying: overt bodily acts to gain power over peers. Can include kicking, punching, hitting or other physical attacks.	1: Talk with the student. 2: Individually talk with the victims, bystanders, and others. 3: Consult with teachers and Guidance Counselor. 4: Contact Parents.	Level 2: Refer to disciplinary structure response chart – Appendix A in the student handbook. Or Level 3: Refer to disciplinary structure response chart – Appendix A in the student handbook.

Parents who feel their child has been bullied:

- **Keep a written record** of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- **Immediately ask to meet with your child's teacher or guidance counselor.** Explain your concerns in a friendly, non-confrontational way.
- **Ask the teacher or guidance counselor about his or her observations.** Has he or she noticed or suspected bullying? How is your child getting along with others in class? Has he or she noticed that your child is being isolated, excluded from activities with students? Ask the teacher or guidance counselor what he or she intends to do to investigate and help to stop the bullying.
- **Relieve the stress.** If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school-based mental health professional.
- **Set up a follow-up appointment with the teacher or guidance counselor to discuss progress.** If there is no improvement after reporting bullying to your child's teacher, speak with the school principal. **Keep notes.** Keep an organized file of notes from your meetings with teacher and administrators.
- **Set up a follow-up appointment with the teacher or guidance counselor to discuss progress.** If there is no improvement after reporting bullying to your child's teacher, speak with the school principal. **Keep notes.** Keep an organized file of notes from your meetings with teacher and administrators.

- **If bullying continues, write to the school's principal or administrator and include evidence from your notes to back up your complaint. Putting a complaint in writing is important so there is record of your concern.**
- **Give the school reasonable time to investigate and hear both sides of the story.**
- **Please remember that school officials will not be able to give you details on the punishment of other students in compliance with FERPA, but rest assured that the above rubric will be followed in every circumstance.**

WEAPON POLICY

“Weapons and replicas of weapons are forbidden on the school property. For the purpose of this policy, property shall mean the school facility, its grounds, school buses or any property resources, grounds or vehicles used for official school purposes.

Weapons shall include, but not be limited to, any knife, cutting tool or instrument, nunchuck stick, firearm, shotgun, firecracker or any instrument represented as such, which is capable of inflicting serious bodily injury.

Incidents of students possessing weapons will be reported to the student’s parent/guardian and shall be reported to the police. Appropriate disciplinary and/or legal action shall be taken against students who possess weapons and with students who assist possession in any way. Any student violating this policy shall be immediately suspended. A hearing will be scheduled by the building principal to assess the severity of this infraction which shall determine the future attendance of this student at Rockwood Area School District. The board will be immediately notified of the incident. The hearing shall include all the persons initially involved in the incident and the building principal.”

HB 20 requires the expulsion for not less than one year of any student who brings a weapon onto school property or school transportation vehicle or to any school-sponsored activity. The provision also requires adoption of school board policy and permits discipline other than expulsion on a case-by-case basis. (Those changes are necessary to bring Pennsylvania into compliance with the Federal Improving America’s Schools Act 1994. Under that law, states have until October 1995 to pass the one-year expulsion statute to receive federal funding under the Elementary and Secondary Education Act.)

In addition, HB 20 calls for the development of a memorandum of understanding with local law enforcement officials concerning procedures to be followed when incidents of violence and weapons possession occur in schools.

HB 20 further revises the school code to require parents at the time of registering their children for school to file statements concerning previous expulsions for offenses relating to weapons, alcohol, drugs, or willful infliction of injury. The bill also: requires the transfer of pupil records from one school entity to another concerning disciplinary actions; provides availability of such records to students and parents; and directs that records of violence, weapons possession and delinquency be maintained.

Thank you for helping us operate a safe and accountable school district.

POLICY ON FIGHTING

The school’s responsibility for student conduct exists during school hours and while traveling to and from school. Students must control their behavior during that time. Fighting is not a permissible solution to any student problem; furthermore, fighting displays an “out of control” attitude on the part of the fighters and those who urge a fight.

When a fight occurs between students, the offending individuals will be turned over to the police who will investigate the problem. Charges of disorderly conduct and/or other appropriate charges will be assessed. Citations will be filed with the magistrate. School discipline will consist of a three day suspension.

ACCEPTABLE USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES

Policy 815

Purpose

The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

Definitions

The term child pornography is defined under both federal and state law.

Child pornography - under federal law, is any visual depiction, including any photograph, film, video, picture or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where:

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.

Computer - for purposes of this policy, district computers include any electronic device owned or leased by the district that has the capability to create, play or edit text, audio and video data; transmit or receive messages, text, data or images; operate software or online applications; or provide a wired or wireless connection to the Internet.

The term harmful to minors is defined under both federal and state law.

Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement or sadomasochistic abuse, when it:

1. Predominantly appeals to the prurient, shameful or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole, lacks serious literary, artistic, political, educational or scientific value for minors.

Obscene - any material or performance, if:

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

Technology protection measure - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

Authority

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that district Internet, computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, access, receive or display on or over the district's Internet, computers or network resources, including personal files. The district reserves the right to monitor, track and log network access and use on district computers and network resources; monitor fileserver space and file storage utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the building principal or designee.

The Board establishes the following list of subject areas as inappropriate matter, in addition to those stated in law and defined in this policy, which shall not be accessed by minors:

1. Hate speech.
2. Lewd, vulgar or profane.
3. Threatening.
4. Harassing or discriminatory.
5. Bullying.
6. (Consisting of/Relating to) Weapons.
7. Terroristic.

The district reserves the right to restrict access to any Internet sites or network functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking/filtering. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers and network resources used and accessible to adults and students. The technology protection measure shall be enforced during use of computers and network resources with Internet access.

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the adjustment of technology protection measures to enable access to material that is blocked or filtered but is not prohibited by this policy.

Upon request by students or staff, building administrators may authorize the temporary adjustment of technology protection measures to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to adjusting Internet blocking/filtering for a student's use. If a request for temporary adjustment of technology protection measures is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.

Delegation of Responsibility

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy and awareness that the district uses monitoring systems to monitor and detect inappropriate use.

Student user agreements shall also be signed by a parent/guardian.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels and to evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building principals shall make initial determinations of whether inappropriate use has occurred, and may consult with the Superintendent or designee and the school solicitor when necessary.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers and network resources are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors on district computers and network resources.

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including:

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.

Guidelines

District computers and network accounts shall be used only by the authorized user of the computer or account for its approved purpose. Network users shall respect the privacy of other users on the system.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher, building administrator or other appropriate school staff. Network users shall not reveal personal information to other users on the network or Internet, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, social networking websites and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including hacking and other unlawful activities.
4. Unauthorized disclosure, use and dissemination of personal information regarding minors.
5. Restriction of minors' access to materials harmful to them or which have been designated as inappropriate matter in Board policy.

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with Board policy, accepted rules of network etiquette and federal and state law and regulations. Specifically, the following are prohibited uses of district computers and/or network resources:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, harassment and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Vulgar language or profanity.
11. Transmission of material that a reasonable person would know to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords and data belonging to other users.
13. Impersonation of another user, anonymity and pseudonyms.
14. Fraudulent copying, communications or modification of materials in violation of copyright laws.
15. Loading or accessing unauthorized games, programs, files or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software, systems and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling, adjusting or bypassing the Internet blocking/filtering technology protection measure(s) without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing, deleting or downloading confidential information without authorization.

Security

System security is protected through the use of passwords and/or encryption and district security procedures. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees, students and other authorized users shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another user.
3. Any user identified as a security risk or having a history of problems with other computers or network systems may be denied access to the district's computers and network resources.

Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network or Internet shall be subject to fair use guidelines and applicable laws and regulations.

District Website

The district may establish and maintain a website and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All authorized users publishing content on the district website shall receive appropriate training and comply with this and other applicable district policies.

Users shall not copy or download information from the district website and disseminate such information on unauthorized web pages without authorization from the building principal.

Accessibility –

District staff who maintain district websites and web pages shall post content which is accessible to individuals with disabilities, to the same extent that it is available to other users, based on the needs of the individuals and limitations of the platform. This shall include, but is not limited to:

1. Including alternate text descriptions or captions for images.
2. Including captions for video content.
3. Avoiding text that is posted as an image or conveyed using only color cues.
4. Creating links and attachments in formats that are accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.
5. Formatting text so that it is accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.

All district websites shall contain clear contact information that may be used by members of the public to request accommodations or assistance.

Consequences for Inappropriate Use

Users of district computers and network resources shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate or willful acts.

Illegal use of the district computers and network resources; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules and Board policies for behavior and communications apply when using the district computers, network resources and Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action and/or referral to legal authorities. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, the district, the Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities.

USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES

The Director of Technology and district technology staff will be responsible to monitor and examine all network activities, as appropriate, to ensure proper use of the district's Internet, computers and network resources.

The Director of Technology or designee will be responsible for disseminating and interpreting Board policy on Acceptable Use of Internet, Computers and Network Resources at the building level. The Director of Technology or designee will provide appropriate training for all employees on the proper use of the district's computers and network resources and will ensure that all staff supervising student use of the district's Internet, computers and network resources provide appropriate training to students.

The Director of Technology or designee will take reasonable steps and implement Board policy and security procedures to protect the network from viruses or other programs or software that would compromise the district's network.

The Director of Technology or designee will develop procedures for monitoring and tracking district computers or equipment that is reported lost or stolen.

Online Monitoring Plan

The Superintendent, in coordination with the Director of Technology or designee, has developed a plan for monitoring online activities of minors, which includes maintaining and securing usage logs, in accordance with Board policy, through the use of district technology/ software for online monitoring of students. Teachers, building administrators and other staff members responsible for supervising students' Internet access will also receive training and resources on effective monitoring of student Internet

TEXTBOOKS, CALCULATORS, CHROMEBOOKS AND EQUIPMENT

Textbooks, calculators, Chromebooks, and equipment are the property of the Rockwood Area School District. The student is solely and totally responsible for the item/s they have been issued. Each item has a district identification number and the student will be responsible for any items which have been lost or damaged. All items not returned will remain the student/parent's responsibility and must be paid prior to the end of the school year or prior to the student withdrawing from the school district. ***Chromebooks and Calculators will have a separate user agreement.** The teacher will provide a list of lost or damaged items to the Business Office. The Business Office will provide a bill for the student. The teacher will give the bill to the student, the student will then pay for the debt in the Business Office. The same rule applies to all school items including, but not limited to, band uniforms, athletic equipment, lab equipment, computers, library materials, AV equipment, etc.

Electronic Devices & Cell Phones

The use of electronic devices during regular school hours is prohibited. Students are not to use electronic devices on the bus, in the school building, or on school grounds during the school day. Electronic devices that are in the possession of students need to be out of sight and powered off. If an electronic device is stolen or misplaced, the school cannot assume responsibility for lost or stolen property. A student should never leave valuables unattended in their desk, book bag, pockets of a coat or sweater in the classroom. Be careful of your property on the bus and in the classroom. It is best not to bring electronics to school.

The use of electronic devices and cell phones are not permitted during regular school hours. Regular school hours are being defined as 7:30 AM – 3:30 PM. The electronic device shall not be seen in the possession of a student during these times. If the electronic device is seen it will be implied the student was going to use the device. Students waiting for the late bus will also be required to keep all electronic devices/ cell phones off and out of sight. Students in detention until 3:40 are not permitted to access their cell phones until they have left the building. When in doubt, keep all devices off and out of sight until you have left the building.

The use of cell phones and unapproved electronic devices during regular school hours are not permitted. Unapproved electronic devices may include, but are not limited to the following: radios, personal stereos, tape/CD players, beepers, pagers, scanners, two-way radios, iPods, iPads, electronic games, cameras, and video cameras. Students should keep these items off and out of sight.

The use of a cell phone or unapproved electronic device may include, but is not limited to the following: making a call, answering a call, checking messages, text messages, checking for a signal, the use of a picture phone and having the phone vibrate during regular school hours. If a cell phone or other unapproved electronic device is seen in the possession of a student, it will be implied that the student was planning on using the device and it will be confiscated. *If a student is using an electronic device for an application such as an e-reader, Kindle, etc... prior approval should be obtained.

When a violation occurs, the district will use the following procedure:

First Offense:

The cell phone or electronic device shall be confiscated by the staff member, the staff member will issue a discipline referral and give it to the Principal. At that time, the Principal will contact the student's parents/guardians regarding the first violation. The cell phone or electronic device shall remain in the custody of the school district until a parent/guardian makes arrangements to pick it up. Written verbal will also be assigned.

Second Offense:

The cell phone or electronic device shall be confiscated by the staff member, the staff member will issue a discipline referral and give it to the Principal. At that time, the Principal will contact the student's parents/guardians regarding the second violation. An administrative detention will be assigned. The cell phone or electronic device shall remain in the custody of the school district until a parent/guardian makes arrangements to pick it up.

Third Offense:

The cell phone or electronic device shall be confiscated by the staff member, the staff member will issue a discipline referral and give it to the Principal. At that time, the Principal will contact the student's parents/guardians regarding the third violation. One day of in-school suspension will be assigned. The cell phone or electronic device shall remain in the custody of the school district until a parent/guardian makes arrangements to pick it up.

Fourth Offense:

The cell phone or electronic device shall be confiscated by the staff member, the staff member will issue a discipline referral and give it to the Principal. At that time, the Principal will contact the student's parents/guardians regarding the fourth violation. Three days of in-school suspension will be assigned. The cell phone or electronic device shall remain in the custody of the school district until a parent/guardian makes arrangements to pick it up.

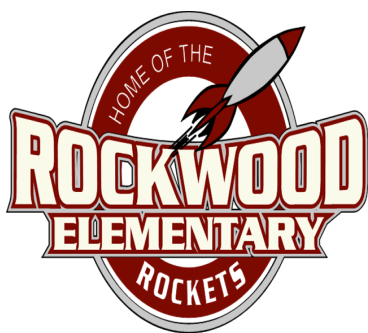
Fifth Offense: The cell phone or electronic device shall be confiscated by the staff member, the staff member will issue a discipline referral, and give it to the Principal. At that time, the Principal will contact the student's parents/guardians regarding the violation. The cell phone or electronic device shall remain in the custody of the school district until a parent/guardian makes arrangements to pick it up. Five (5) days of in-school suspension will be assigned. The device shall remain in the custody of the school district for the remainder of the year.

*Any further violations will incur more severe disciplinary action. In extremely rare cases, the Principal may return the device to the student for safety reasons after notifying the parents/guardians.

*Headphones are NOT considered an electronic device. Head phones may be utilized for educational purposes ONLY. Prior teacher approval is required. Failure to seek teacher approval will result in disciplinary action taken by the teacher.

RESOLVING PROBLEMS

Problems involving a child and his teacher, his grades, subjects, etc., should be directed to the child's teacher first. If the problem can't be resolved, a conference involving the principal, classroom teacher and the parent will be held as soon as possible. In an effort to reduce classroom interruptions, please contact the school to schedule an appointment to speak with your child's teacher. Unscheduled phone calls or visitation with classroom teachers will not be permitted.



EDUCATIONAL PROGRAM

- Educational Program
- Parental Access to Student Grades
- Report Cards and Progress Reports
- Homework Policy
- Elementary Grading System
- Tutoring
- Promotion/Retention Policy
- Pebble Room
- Elementary Student Assistance Program - ESAP
- Instructional Support Team - IST
- Suicide Awareness, Prevention and Response
- School Security Coordinator
- Safe2Say
- Threat Assessment Team
- Parents Requesting to View Test Materials
- Leaders of Tomorrow Program
- Elementary Guidance Services
- Special Education
- Special Education Process/Procedural Safeguards
- Gifted Support
- Special Education Testing
- Testing Programs/Link-it/Dibels
- Concussion Management Procedures

EDUCATIONAL PROGRAM

1. General Classroom Program

The general elementary educational program consists of implementing the use of modern procedures in the subjects of reading, handwriting, arithmetic, English, science, social studies, health, and spelling. All grades at the Rockwood Elementary School are self-contained, with one teacher instructing approximately 20-23 students. However, grades 5 & 6 will be departmentalized to prepare students academically and socially for high school.

2. Supplemental Programs

The general education program is supplemented by instruction for students in the areas of art, vocal music, instrumental music, physical education, library, Learning Support, speech, enrichment, and remedial reading. Each of these areas is instructed by qualified teacher specialists particularly skilled to perform their tasks.

A. Art classes include such projects as drawing, painting, linoleum-block cutting and painting, sculpture and wax, finger painting, paper constructions, etc.

B. General music classes consist of instruction in basic tune-finding, carrying and reading of notes, scales and complete music, teaching in rhythm and beat, and actual singing of songs both for illustration of instruction and for entertainment. A chorus is composed of sixth grade students.

C. Instrumental music instruction may commence at the end of grade four. Interested parents are urged to contact the high school music instructor.

D. Physical education classes are conducted by a certified instructor. Instruction in physical fitness, games, sports fair play, team cooperation and effort and achievement are stressed. All instruction and performance takes place in the gymnasium or outdoors. Excusal from physical educational classes is by doctor's certificates only.

E. A library aide oversees the borrowing of books from the elementary school library. The philosophy of the elementary library is to serve the students by providing an enjoyable environment conducive for all learning with special emphasis on reading. The aim is to introduce and spark interest in each child to enjoy the world of books. Through a planned program of study for grades K-6, including both weekly instruction and creative activities, each student will progress in his knowledge of the library and how it functions. It is the goal of the library aide to set up a working and cooperative relationship with both the students and faculty. The selection of books and materials will be coordinated with the needs and instructional program of the staff. The library is open from 8:30 - 3:00 for general use and students are encouraged to use the facilities.

F. The Title I SchoolWide Program identifies all students as Title I candidates for support services. Students in grades K - 3 whose reading skills are below grade level as indicated by standardized and curriculum based assessments or teacher referrals through the Elementary Data Team will receive instruction from reading specialists. This instruction is supplemental to the reading curriculum taught in the regular classroom. This program is pull-out based and students receiving this service are taught in a small group setting.

G. The primary function of the elementary gifted program is to extend the efforts of the regular classroom in developing exceptional capabilities shown by children identified as gifted. Emphasis is placed on six areas: critical thinking, creativity, communication skills, individual study skills, leadership activities and individual interest areas. Student placement in the program is determined by the teacher referral and individual testing by the school psychologist.

H. Speech and language services are provided by a certified speech clinician. The responsibility of the speech clinician is to help those students having impaired disorders of language, voice, fluency, or articulation to achieve better communication. A student is assigned to a program for speech and language impaired when the screening by the speech clinician and the individual education program indicate that such a placement is appropriate.

I. The school district and/or intermediate unit is responsible for ensuring that your child receives the related special education he needs. In the Rockwood Area School District, a child who has been placed in a special program only attends that special class for a period of time as designed by the specialist. The length and frequency of time is based upon a child's individual needs. During the remainder of the school day children take part in classes and activities of a regular classroom. Instructional Support may be requested by any parent or classroom teacher when a child is encountering academic or behavioral problems.

J. The goal of the Rockwood Area School District is that each student will achieve academic success in the general curriculum and participate in the regular classroom setting. If a student is not successful, intensified classroom instructional strategies, additional school based resources and parent supports are utilized through an instructional team approach. The decision to determine if a student requires special education services is a team decision with parents as integral “multidisciplinary team” members. The school district maintains a certified school psychologist on staff to assist with consultation and assessment services. Special education staff and regular education staff work cooperatively to identify and meet individual learning needs. When a student is found to meet criteria for identification under one of the recognized disability categories and demonstrates a need for services, an Individualized Educational Program will be developed with the parent. The IEP is based on the student’s specific learning needs and related services that will aid him to be a more successful learner. Students are placed in the “least restrictive environment” that meets their individual instructional needs but also provides the maximum extent of inclusion in the regular classroom setting. Learning Support level and secondary Life Skills Support classes are operated directly by the school district. Services for lower incidence disabilities are provided through association with Intermediate Unit 08 or neighboring school districts.

Parents should review the “Annual Notice of Special Education Services and Programs” document included in the [Public Notice](#) section of this Handbook for additional information regarding special services. **Parents are also encouraged to contact the school with any questions regarding special services if they believe their child to be in need of these services.**

Acceleration Period

The Rockwood Area School District takes pride in providing all elementary students with a well rounded education and promoting mastery of reading and mathematics skills. Students in 4th , 5th , and 6th grades will participate in the acceleration period throughout the school year. Students will receive remediation, tutoring, and enrichment instruction during a scheduled period. If a student is demonstrating difficulties in a subject area they will receive tutoring during the acceleration period. Students who have struggled on PSSAs and the Link-It benchmark assessments will be assigned to remediation and tutoring. Students that have maintained passing grades and demonstrate proficiency on the PSSAs and Link-It assessment will be provided with instruction related to classroom work and support of current content being taught. Advanced students will be provided with educational experiences related to the subject areas taught that promote critical thinking and problem solving skills. This instructional time will be used to promote academic growth for all students, while meeting the needs of the individual students.

What I Need Now Enrich Remediate Strategically (WINNERS)

Rockwood Elementary has developed an individualized approach to student learning. The faculty and administration understands that all children have individual strengths, interests, talents, and needs. Students also learn in a variety of ways that need to be incorporated into lessons and learning activities. Students in Kindergarten through 3rd grade will participate in a 30 minute instructional period referred to as the WINNERS. Students will receive individualized instruction in small groups as needed in the areas of Reading and Mathematics. Students of all ability levels will receive challenging academic instruction throughout this period. Teachers will use classroom observation, formal and informal assessments to measure student knowledge of reading and mathematics concepts. Students will receive instruction and/or participate in activities that are connected to each child’s strengths and weaknesses. Instructional content will focus on phonics, reading fluency, comprehension, writing/grammar, mathematical operations, problem solving. The Winners period shall be a period of active learning and advancing knowledge of content within the core academic subjects.

Remediation:

Please be aware that student test scores will be used to evaluate academic progress. Students demonstrating academic difficulties will be remediated. Remediation will take place during school hours. These interventions could/may take place during homeroom, recess, acceleration period, or skills enrichment. Students experiencing difficulty in reading will be entered into the Title I program. PSSA scores will be one indicator used to identify students for remediation. Students that do not participate in the PSSA tests will automatically be assigned to remediation.

PowerSchool is the web portal for parents and students to access:

- Current grades
- Attendance
- Daily bulletin

Please visit the website (rockwoodschools.org) for specific details.

Report Cards and Progress Reports

Each child receives a report card on which are listed all academic and non-academic subjects. The year is divided into four report periods of nine weeks. Absences received are marked on this report. Report cards will be issued every nine weeks, or four times during the school year.

Report cards will be distributed to all elementary students on the first Friday after the grading periods have ended. Each grading period covers 45 school days. All report cards will contain information related to your child's individual academic progress in the core content areas, teacher comments, and attendance data. The grades that are reflected on your child's report card are directly tied to the adopted Grading system of the Rockwood Area School District. Please see "The Grading System" located in this section of the handbook.

Dates for the end of the grading periods of the 2025-2026 school year:

***Dates are subject to change due to school cancellations.**

First Grading Period: October 29, 2025

Second Grading Period: January 15, 2026

Third Grading Period: March 20, 2026

Fourth Grading Period: May 30, 2026

*Kindergarten and First Grade report cards contained performance and standards based measures. Percentages indicate your child's ability to complete these tasks. Letter grades do not appear on Kindergarten report cards.

Progress reports are excellent communication tools to update students and parents of progress made in the core academic areas. Progress reports will be sent home with your child twice a grading period. The third notice of progress for the grading period will be the report card. Students and parents will benefit from reviewing this information together. If you have questions related to your child's progress, you are encouraged to contact the teacher(s)

Anticipated dates for progress reports to be sent home:

***Dates are subject to change due to school cancellations.**

September 19, 2025

February 27, 2026

October 10, 2025

April 10, 2026

November 21, 2025

May 1, 2026

December 12, 2025

January 16, 2026

February 6, 2026

HOMEWORK POLICY

The Rockwood Area Elementary School believes that homework is an integral part of our curriculum. Homework is designed to reinforce, extend, prepare, review, and/or practice concepts introduced and developed in the classroom. Homework shall consist of materials that focus on skills that students have learned and can complete on their own without support.

What is Homework?

Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are three types of homework: practice, preparation, and extension. Practice assignments reinforce newly acquired skills. Preparation assignments help students get ready for activities that will occur in the classroom. Extension assignments are frequently long-term continuing projects that parallel class work. These include, but are not limited to, the following: research, reading assignments, pronunciation practice, studying for tests, both long term and short term projects, etc.

The STUDENT will be responsible for completion and return of the assigned homework.

The PARENT will be responsible for providing a suitable learning environment and support for completion of assigned homework.

The TEACHER will be responsible for setting expectations, clarifying directions, and evaluating the assigned homework.

The ADMINISTRATION will be responsible for the monitoring and support of the policy in relationship to the current curriculum.

The SCHOOL BOARD will be responsible for maintaining an effective policy in relationship to the philosophy of the district.

Let's look at why meaningful homework is so important to the school and to your child. When a teacher assigns a homework project, he or she has these things in mind:

- Promoting good study habits
- Developing a sense of responsibility and independence
- Helping the child master a skill
- Enhancing and stimulating the child's creativity
- Encouraging the child to learn new things
- Making sure the child understands what has been taught
- Informing parents of what their children are learning in the classroom

To meet these objectives, homework must be looked upon as important and necessary. Cooperation and communication between the home and school are essential if home assignments are to make a significant contribution to your child's education. Following are ten ways you can be a part of homework with your child:

1. Review school work with your child and sign homework assignment sheets.
2. Turn off the TV and radio while your child is studying.
3. Provide an area for your child to study that is away from the center of activity in your home.
4. Set aside a regular study time, and help your child organize assignments.
5. Be aware of homework assignments and talk to teachers to make sure the work is being done.
6. Read at the same time your child is studying - sort of a "study hour" for the whole family.
7. Provide educational trips to libraries, museums, local sites, and others if possible.
8. Ask your children questions about what they have learned.
9. Set a limit on extracurricular activities if they interfere with studying time. Help your child control the urge to "be in everything."
10. Support your children while they're doing homework by checking in frequently to see how things are going and being available to help if needed.
11. If frustration or lack of understanding of the assignment occurs, contact the teacher by sending a note explaining your difficulties and concerns. And encourage your child to try their best.

The consequences for failure of the student to complete the homework assignment will follow the pre-approved School Board recommended Elementary and Secondary Discipline Policies. As noted in said policy, the teacher has the discretion of implementation of consequences and/or disciplinary responses

The following procedures will be followed throughout one grading period. The following procedures reset at the beginning of each grading period.

First incomplete assignment: Student receives a warning from the teacher and a discussion is conducted about the importance of homework completion in regards to the grading.

Second incomplete assignment: Parents are notified verbally through a phone call made by the teacher.

Third incomplete assignment: Parents are notified of the students incomplete assignments through a teacher prepared letter expressing the concern that incomplete homework assignments may have on the grade of the student.

Fourth incomplete assignment: Parents are notified of the student's incomplete assignments through a teacher prepared letter expressing the concern that incomplete homework assignments may have on the grade of the student. Parent/Teacher conference may be requested.

Fifth or more incomplete assignment: Teacher prepared letter sent to the parents to express the concern for the student's academic progress and notify the parents of the student's grade. Parent/teacher/administrators conference will be requested.

- Homework is assigned as a supplemental or enrichment activity to benefit student learning. These assignments may vary in time completed by the differences in student ability and learning styles. Homework should only be assigned to enrich and supplement learning.
- With this in mind homework should not be overbearing. These assignments should meet the needs of the students and the content being taught.
- It is recommended that homework completion times be established at 10-15 minutes per grade level in the primary grades (K-3). In grades 4-6 homework completion time should be established at 10 to 15 minutes per grade level as well.
- It is important to note that these times are based on the anticipated time of completion for average students and may vary as the content in the grades changes. Some curriculum content and materials are more difficult than others.

THE GRADING SYSTEM

Reports to parents and office records shall be expressed in letter grades which describe the quality of student achievement.
The following guidelines must be used to determine letter grades:

A	-	90 to 100	Excellent
B	-	80 to 89	Good
C	-	70 to 79	Average
D	-	65 to 69	Poor
F	-	64 & Below	Failing

P - Passing

X - Incomplete

E - Excellent (100-80%)

S - Satisfactory (80-65%)

U - Unsatisfactory (64-0%)

	MATH	READING	SPELLING	ENGLISH/ WRITING	SCIENCE	SOCIAL STUDIES	SPECIALS (Art, Music, P.E, Library)	COM- PUTER
KDG	Progress Reports	Progress Reports	Progress Reports	Progress Reports	Progress Reports	Progress Reports	Progress Reports	N/A
Grade 1	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 E, S, U	Q1, 2, 3, 4 E, S, U	Q1, 2, 3, 4 E, S, U	Q1, 2, 3, 4 E, S, U	N/A
Grade 2	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 E, S, U	N/A
Grade 3	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 E, S, U	N/A
Grade 4	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 Included in Eng/Writing	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 E, S, U	Q1, 2, 3, 4 E, S, U
Grade 5	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 Included in Eng/Writing	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 E, S, U	Q1, 2, 3, 4 E, S, U
Grade 6	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 Included in Eng/Writing	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 % Grades	Q1, 2, 3, 4 E, S, U	Q1, 2, 3, 4 E, S, U

Rockwood Area Elementary Grade Level – Grading System

Students will have no more and/or no less than 6 school days from the day the nine week grading period ends to make up incomplete grades. Exceptions are granted for those who have a medical excuse. Medical excuses will be dealt with on an individual basis by the Principal.

All incomplete grades will automatically change to the actual completed grade within the stated policy guidelines. Actual percentages will be put on the student's report card for all four nine weeks.

Every three weeks into each marking period, students may receive "interim progress or deficiency reports". The primary purpose of these documents is to alert students and parents of academic progress so that constructive measures can be taken to improve deficient grade(s). Students and parents with questions or concerns about specific grade(s) are urged to call the appropriate teacher(s).

Each grading period is worth 25% of the student's final grade..

TUTORING

Tutoring may be available to students by contacting their classroom teacher on an "as needed" basis.

PROMOTION/RETENTION POLICY

In grades 3,4,5, and 6, any student with two F's (in any subject) as a final grade for the nine weeks, will be considered for retention. A student that has two F's in two or more core subjects (Math, Reading, Science, Language Arts, and Social Studies) as a final grade for the year will be retained.

In grades 1 and 2, any student who, at the end of the year, is two (2) below grade level in reading will be considered for retention.

If a student is demonstrating difficulty in any of the following areas; behavior, social skills, and emotional issues please refer the student to the ESAP Team. Students demonstrating academic difficulty shall be referred to the Data Team. Also please note that teachers are required to provide seven(7) interventions to failing or students with grades below a 70% throughout a grading period. These interventions should be documented. Also, a parent conference should be scheduled when a student demonstrates/receives a failing grade within a core subject area. The final decision for retention is decided by the building Principal in alignment with PA School Law.

PEBBLE Room

Positive Evidence-Based Behavioral Learning Environment

The PEBBLE Room is a learning environment that provides behavioral interventions to promote positive behaviors in the regular classroom. Interventions and behavior management techniques are implemented to improve students' knowledge of expectations and behavioral choices. A student's placement in this classroom will be based on a referral process that a parent, teacher, staff member, or administrator can initiate.

To be included in the PEBBLE Room, a student must demonstrate a need for behavior interventions through consistent behaviors that disrupt the learning environment within the classroom. Discipline referrals and behavior documentation will also be reviewed to determine if behavioral interventions are needed.

The PEBBLE room is utilized to support students both academically and behaviorally. Student supports within the PEBBLE room is based on the student's individual needs. All teachers are Elementary certified. Elementary Student Assistance Program supports and Social Emotional Learning are provided to students within the PEBBLE room. Opportunities may include PEBBLE online curriculum (Moby Max) for enrichment or educational progress, tutoring, alternate academic programs, in-school suspension, re-teaching opportunities, and/or as a transitional program from a prior placement.

A parent meeting and a Behavior Improvement Plan must be completed for each student entering the program for behavioral needs. Students with an academic need may be placed in this classroom when failing two or more courses. Academic tutoring will take place during instructional times that are not core subjects.

Elementary Student Assistance Program—ESAP

The Elementary Student Assistance Program has been designed to improve the quality of education in Rockwood Elementary by providing assistance to students experiencing school difficulties. These difficulties could be academic, physical, emotional, behavioral

or health related. The goal of the program is to identify and assist all students that demonstrate a need for support or interventions. ESAP is a voluntary program that evaluates a students overall performance and explores supports that could meet your child’s needs and offers appropriate services.

The ESAP Team consists of the following members;

Mr. Jonathan Hale	Elementary Principal
Mrs. Rebekah Marietta	School Nurse
Mrs. Brandi Wedge	Guidance Counselor
Mrs. Jenna Sembower	5th Grade Teacher
Mrs. Sue Slope	Title I Reading Specialist
Mrs. Jackie Toye	School Psychologist
Mrs. Susan Clark	School Social Worker

The Procedures for ESAP are as follows;

A referral may be made by school staff or a student’s parents. The ESAP Forms can be found in the Elementary Office. Please complete these forms, making sure to record concerns, parent contacts, and interventions made in the classroom. Upon receiving a referral, the ESAP team collects information from the elementary faculty. After the team receives information the students overall performance is evaluated and support services or interventions are implemented or monitored. The following supports could be supplied, but are not limited to;

Counseling

Behavior plans or modifications

Family involvement

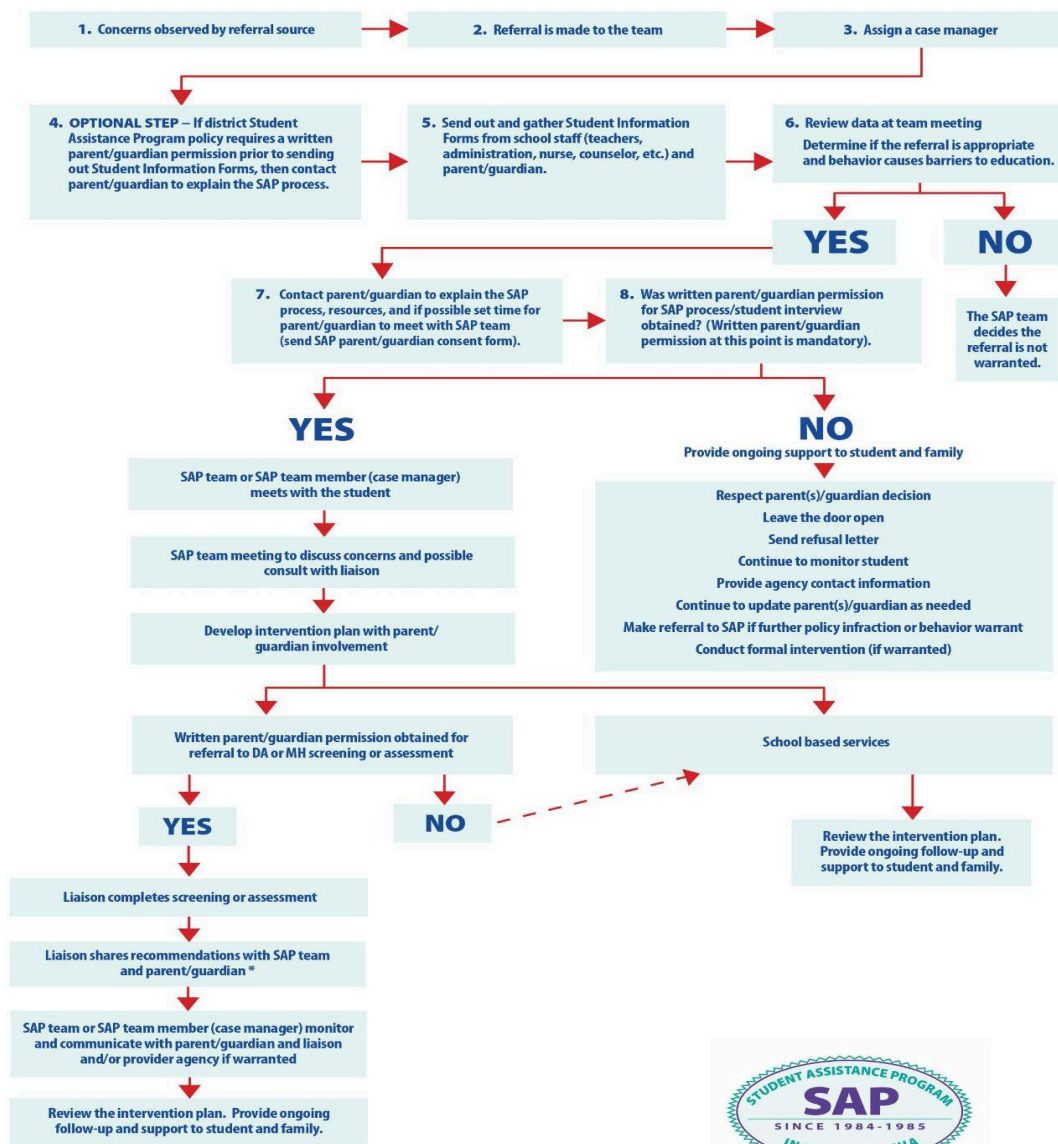
Referral to outside agency

The ESAP Team continues to work with the student and provide support. Every effort will be made to maintain confidentiality at every level of the process in the best interest of the student.

MTSS TEAM AND INSTRUCTIONAL SUPPORT TEAM (IST)

Mr. Jonathan Hale	Elementary Principal
Mrs. Jackie Toye	School Psychologist
Mrs. Brandi Wedge	Guidance Counselor
Mrs. Susan Clark	School Social Worker
Mrs. Sue Slope	Title I Reading Specialist
Mrs. Jessica Miller	Title I Reading Specialist
Kindergarten, 1st, 2nd and 3rd Grade Regular Education Teachers	

Student Assistance Process in Pennsylvania



* Student consent to share recommendations should be obtained when 42 CFR Part 2 and 4 Pa. Code §255.5 apply.

REFERENCE: Act 211 of 1990, Chapter 12 of School Code, Protection of Pupil Rights Act (PPRA), Family Rights and Privacy Act of 1974, DDAP "Student Assistance Program (SAP) and Substance Abuse Confidentiality Regulations Guidance Document (Revised August 23, 2016) (Federal Law 42 CFR Part 2)

Updated 1/16/2018

18-007

INSTRUCTIONAL SUPPORT TEAM(IST) - Grades 4-6

Mr. Jonathan Hale	Elementary Principal
Mrs. Jackie Toye	School Psychologist
Mrs. Brandi Wedge	Guidance Counselor
Mrs. Susan Clark	School Social Worker

4th, 5th and 6th Grade Regular Education Teachers

These teams – MTSS (grades K-3), and IST (grades 4-6th) will develop and implement academic support for students who are struggling. A timeframe for interventions will be developed and timely support will be provided. T

The team will work hand in hand with the teacher and parent to meet the needs of the student.

The Procedures for MTSS and IST are as follows: A referral will be made by school staff based on student academic performance in the classroom setting. Referral forms can be found online in the Student Supports Google Classroom – teachers submit information regarding student-specific academic concerns, parent contacts, and interventions previously implemented in the classroom. Upon receiving a referral, the MTSS and/or IST team will collect additional information from the teachers or support staff. After the team reviews information, the student's performance is evaluated, and support services or interventions are implemented. These interventions are further monitored with the collaboration of the teacher and parents. Additional, increased supports may be recommended following a parent-teacher meeting, if deemed appropriate by the MTSS/IST team.

Rockwood Area School District Student Assistance Program/Catalyst Action Team SAP/CAT

The team is made up of SAP Team Members, including the following but not limited to;

- Building Principals
- SAP Team Members (Teachers)
- School Psychologist
- Building Guidance Counselor
- Nurse
- School Social Worker

I. Trauma Education and Awareness

The Rockwood Area School District recognizes that a traumatic event can affect students, staff, families, and communities.

The mission of this plan is to provide support to those affected by a traumatic event in hopes of decreasing the negative impacts and to assist in developing effective coping strategies for long-term healing

Promoting a safe environment, where students and staff can perform to their greatest potential is already supported with the following programs in place: SAP (Student Assistance Program), PBIS (Positive Behavior Intervention System), SOS (Signs of Suicide), Botvin, Safe2Say, and bullying prevention lessons/reporting protocol.

To inform all needed entities, the following will be implemented. A description of the CAT process will be explained in the student handbook. A description will also be available on our school's website. Professional development opportunities, training teachers to recognize signs of trauma, will be provided by the CAT team. A review of the SAP/CAT program will be provided to the students at the beginning of every school year.

II. Identifying and Assessing Traumatic Stress

The CAT team recognizes that a traumatic event can affect any member of a school community's social, emotional, behavioral, and physical well-being. As a result, this may impact performance and attendance. The CAT team will implement strategies beginning with parent/guardian and family engagement by sending a questionnaire home at the beginning of each school year to staff and students identifying any traumatic event that may have occurred over the summer. questionnaires will also be given to parents each year during Kindergarten registration. Once we receive the questionnaire, the SAP/CAT team will meet to review and discuss the results, and determine if additional supports are needed. Recommendations will be made accordingly.

Should a traumatic event occur during the school year, the SAP/CAT team will convene to hold a meeting to discuss the current situation. Once the SAP/CAT team has reviewed a referral, a team member will contact the parent/guardian to discuss the procedures and protocols of the team. An appropriate team member may conduct an evidence-based screening, based on the nature of the referral. These results will be shared with the team, including the parent/guardian to develop appropriate interventions.

III. Addressing and Treating Traumatic Stress

Once the screening results have been reviewed with the SAP/CAT, including the parent/guardian, appropriate personnel will provide evidence-based interventions. These interventions can be implemented by the appropriate team member based on the nature of the event. Possible interventions could include but are not limited to: individual counseling, peer group counseling, safety plans, and/or provisions for exit passes/safe spaces. The SAP/CAT team will produce an individual treatment/action plan, including who is responsible for the interventions, interventions to be applied, the length and frequency of the treatment, individual goals, and the progress of each goal. If a student is already identified with current supports (current SAP referral, IEP, 504, behavior plan, involvement with an outside agency), those parties will be informed of the trauma treatment/action plan. Restorative discipline practices are embedded in disciplinary protocols as appropriate, such as a reflection form or a think-about-it form.

IV. Partnerships with Students, Families, and Staff

When a traumatic event occurs, it does not only affect the student, but the entire family. Although the interventions will focus on the student/s, it is recognized that the family may also benefit from outside services. The goal of the school district is to build a strong home/school relationship with families. If the need arises additional resources can be provided to families. Activities are held throughout the school year to promote school/home/community connections.

V. Cultural Responsiveness

The office of student services will provide annual professional development regarding trauma, individual familial responses and their impacts. The interventions are discussed with the parents/guardian to ensure adequate values and supports are agreed upon prior to the start of services.

VI. Staff Self-Care and Secondary Traumatic Stress

The District recognizes the importance of self-care of students and staff. Several activities are provided throughout the school year, including but not limited to professional development, team-building activities, and lessons on mindfulness/coping strategies.

VII. Cross System Collaboration and Community Partnerships

Trauma-informed approaches span all aspects of the school environment to include lessons in the classrooms, health services, school discipline, attendance, guidance, and extracurricular programming. Outside services are offered through the IU8 and DBHS (Developmental and Behavioral Health Services).

Tier 1

Safe Environments and Universally Healthy Students / Creating and Supporting a Trauma-Informed School Community

Schools transform on a number of levels to create and support safe environments that promote healthy and successful students and staff. This foundational work is Tier I of the MTSS pyramid and necessary to support strategies across the entire pyramid.

Tier 2

Early Intervention/Identifying Students and Staff At-Risk

Schools identify and respond to students and staff who are at-risk or have been exposed to trauma and/or loss in ways that meet their unique exposures, experiences, developmental, and personal needs

Tier 3

Intensive Support

Schools provide support to those students whose behaviors and experiences necessitate intensive interventions and aim to meet their unique exposures, experiences, developmental, and personal needs.

SUICIDE AWARENESS, PREVENTION AND RESPONSE

RASD is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources.

In compliance with state law and regulations, and in support of the district's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.

The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

For additional information, please contact the Rockwood Area School District Suicide Prevention Coordinator, School Nurse, Mrs. Rebeka Marietta—814-926-4688 Ext #1118.

The District Suicide Awareness, Prevention and Response policy is available on the Districts website.

School Security Coordinator

The School Security Coordinator is responsible for overseeing and coordinating all aspects of school safety and security within the district. This individual works closely with administrators, local law enforcement, and emergency response agencies to ensure a safe learning environment for students, staff, and visitors. The coordinator develops and maintains safety plans, conducts regular safety drills, and helps lead the district's threat assessment efforts. They also serve as the primary point of contact for safety-related matters and ensure compliance with all applicable state and federal laws, including required reporting under state school safety mandates. In addition, the coordinator provides training and guidance to staff on emergency procedures and supports ongoing efforts to improve school safety through planning, collaboration, and proactive risk management.

School Security and Safe2Say

In accordance with law, the district establishes the following procedures for receiving, assessing and responding to reports received from the Safe2Say Something anonymous reporting program of the Pennsylvania Office of the Attorney General. (24 P.S. 1303-D) These procedures establish a framework within which district administrators and staff will operate and coordinate with the county emergency dispatch center and local law enforcement agencies.

Safe2Say Something reports may be submitted by any individual, including students, parents/guardians, staff and others as a secure and anonymous report about unsafe, potentially harmful, dangerous, violent or criminal activities in a school entity or threat of such activities in a school entity through:

1. A twenty-four (24) hours a day, seven (7) days a week telephone hotline maintained by the Office of the Attorney General's Safe2Say Something Crisis Center;
2. A Safe2Say Something program secure website; or
3. A Safe2Say Something software program application, or "app" accessed through a mobile electronic device.

Reports may be submitted through one of these methods for an identified K-12 school anywhere in the state. Anonymous reports will be triaged by the Safe2Say Something Crisis Center and delivered to the appropriate school entity based on the location of the identified school, and county emergency dispatch center, where applicable, by Crisis Center staff through telephone communication, text and/or email.

Report Categorization

Reports, also known as tips, will be analyzed by the Safe2 Say Something Crisis Center and categorized as either Life Safety or Non-Life Safety based on definitions determined and approved by the Office of the Attorney General.

Safe2SaySomething Definitions		
Life Safety - Imminent and In-Progress	Non-Life Safety - Crime or Violence	Non-Life Safety
Active Shooter or presence of explosive device	Alcohol possession or use	Anger issues/management (non-life threatening)
Bodily injury and/or emergency condition	Animal cruelty	Breaks school code of conduct
Child predator	Cannabis/Other drug paraphernalia	Bullying/cyber-bullying/general teasing
Dating violence	Distribution of inappropriate photos	Creating a hostile environment
Disorderly/dangerous conduct	Drunk and/or under influence of other substances	Depression/anxiety (non-life threatening)
Domestic violence/victimization	Forgery/falsifying documents	Discrimination
Drug use, distribution/sale, and/or substance abuse	Graffiti and/or other defacing of property	Drug use NOT in progress
Emergency building condition (fire, collapse, explosion)	Hate crime/speech	Eating Disorder/anorexia/bulimia
Gang violence/formation/threats	Sexting	General harassment of students/staff
Have attempted suicide and are requesting help	Theft	General school complaint
Human Trafficking	Threat/ideation of performing a false alarm	Inappropriate behavior, language, gestures
Individual is unconscious/unresponsive	Truancy/skipping school	Inappropriate bus behavior
Intend/threaten/ideate to commit suicide	Vandalism	Inappropriate intimidating physical contact
Intend/threaten/ideate to harm another person		Inappropriate use of technology/school equipment
Intend/threaten/ideate to harm building/property		Intention, discussion, and/or planning of any hazing
Missing/lost student, educator, and/or administrator		Mean/cruel towards others
Physical Abuse		Planned parties
Planned attack, shooting, fight/assault		Possession of lighter/matches
Presence of weapons (guns, knives, explosive)		Sexual harassment
Reckless driving on school property		Smoking tobacco, e-cigs, or vapes
Sexual Assault/Rape		Verbal abuse
Terrorism threat and/or ideation		

The Safe2Say Something Crisis Center will forward reports to a team, established by the district, via telephone communication, text and/or email, depending on the nature and categorization of the report received:

Life Safety Reports – Delivered twenty-four (24) hours a day, seven (7) days a week via telephone call, email and text message to the district's designated Crisis Team. A call is made to one (1) team member at a time through a list designated by the district until someone answers the call and verbally confirms that they will review the report.

Non-Life Safety Reports – Delivered daily via email and/or text message between 6:00 a.m. and 6:00 p.m. to the district's designated Crisis Team.

The district's designated team will respond to Life Safety and Non-Life Safety Reports in accordance with these procedures.

The Crisis Team will be comprised of (identify 3-5 individuals):

1. Superintendent
2. Building principal
3. Guidance counselor

Receiving Reports

Upon receipt of a report notification via telephone call, text message and/or email, each Crisis Team member will log in to the Safe2Say Something management program to retrieve the report.

The Crisis Team may communicate with other team members regarding the report through the Safe2Say Something management program. The Crisis Team may also communicate with other team members regarding the report through established district processes and communication methods.

The Crisis Team will notify the Safe2Say Something Crisis Center through the Safe2Say Something management program if a report is received identifying a student who is not enrolled in the school district. Information on the student's current enrollment in another school or program will be provided to the Crisis Center, if known by the Crisis Team member responding to the report.

Law Enforcement Coordination

The Crisis Team lead administrator/Superintendent will schedule and facilitate meetings with the county emergency dispatch center and each local law enforcement agency that has jurisdiction over school property to discuss communication and handling of Life Safety reports from the Safe2Say Something program, and follow-up of Non-Life Safety reports as necessary.

The Crisis Team will coordinate with the county emergency dispatch center and local law enforcement agencies on Safe2Say Something reports in accordance with the documented guidelines.

When requested, designated Crisis Team members will provide student directory information, such as full name, address, home phone number, grade level, etc., to the county emergency dispatch center and/or local law enforcement agency with jurisdiction, in accordance with the Family Educational Rights and Privacy Act, and other applicable law, regulations and Board policies. The Crisis Team and/or Superintendent will consult the school solicitor regarding questions on disclosure of student directory information if necessary. (20 U.S.C. 1232g; Pol. 113.4, 216)

The district will ensure that all Crisis Team members designated to receive Safe2Say Something program reports have continual access to the district's electronic student information system, an up-to-date physical copy of student directory information for all enrolled students and have received authorization and training on handling student education records.

When a local law enforcement agency takes the lead in handling a Life Safety report, the designated Crisis Team member(s) will document this action and coordinate follow-up activities for students and/or staff based on the nature of the report, in accordance with procedures under Response below.

When a report is handled by the district's Crisis Team, and a determination is made to contact the local law enforcement agency to take protective action or report an incident, the district will coordinate with the local law enforcement agency in accordance with documented guidelines, the Memorandum of Understanding, and applicable laws, regulations and Board policies. (24 P.S. 1302.1-A, 1303-A; 22 PA Code 10.2, 10.21, 10.22; Pol. 113.1, 218, 805.1)

Assessment and Response

Members of the Crisis Team receiving Safe2Say Something reports will identify if the report is a Life Safety or Non-Life Safety report. Crisis Team members will make a determination about whether to anonymously communicate with the reporter, if possible, through the Safe2Say Something management program for additional information based on:

1. The nature of the report and the scope of information provided initially.
2. The recommendation of the county emergency dispatch center and/or local law enforcement agency, when applicable.
3. The training and experience of the Crisis Team member(s).

Reports received initially from the Safe2Say Something Crisis Center will have inappropriate images and attachments blocked, including images that may be considered obscene or pornography; however, Crisis Team members should be aware that images and attachments may be added by the reporter in follow-up responses and communication. If images or other content that could be considered obscene or pornography are added to the report, Crisis Team members will contact the Superintendent, who will coordinate with the school solicitor and/or local law enforcement agency, in handling such images and attachments that are received, and addressing their disposition in the Safe2Say Something management program. Such images and attachments should not be disseminated or downloaded beyond the reporting system until such coordination occurs and further direction is provided. Under no circumstances should images constituting pornography be downloaded or saved to a school-issued or school-owned electronic device or computer, or printed into a paper or other format.

Pornography includes, but is not limited to:

1. Any visual or audio depiction, including any photograph, digital image, film, video, picture, recording or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct; and
2. Nude pictures or images of the genitalia of any male or female or the breasts of any female, including any photograph, digital image, film, video, picture, or computer or computer-generated image or picture of such.

Obscene includes any material, if:

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

Coordination With Other School Entities –

The Crisis Team will contact and coordinate with other school entities in assessing and responding to a report if an identified student that is the subject of a report is enrolled in the district and also attends another school, such as a Career and Technical Education program, approved private school placement or intermediate unit program.

Life Safety Reports –

The Crisis Team will coordinate with the county emergency dispatch center and local law enforcement agencies when assessing and responding to Life Safety reports. Coordination may include, but not be limited to:

1. Providing student or staff information for immediate response by law enforcement.
2. Providing required information to the Incident Command Post in an emergency situation. (22 PA Code 10.24)
3. Notification of the school community.
4. Cooperating in joint investigation and response to a report.
5. Providing care, support and/or ongoing monitoring following the resolution of a report.

The Crisis Team, in consultation with the building principal, Superintendent and local law enforcement agency, will determine if the parent(s)/guardians(s) of a student(s) identified in or the subject of a report should be notified concerning a report, based on the nature of the report and the need for ongoing investigation.

Non-Life Safety Reports –

Note: Non-Life Safety reports may be updated to Life Safety status by the Safe2Say Something Crisis Center if additional updates are made by the reporter that indicate the need to revise the status.

The Crisis Team members receiving a report will determine if additional members of the Crisis Team or the entire Crisis Team should meet to assess and respond to a report. The Crisis Team may reach out to and include other teams and/or staff who are familiar with the student and/or situation in assessing and responding to a report. The Crisis Team may coordinate with the Superintendent or designee to consult the school solicitor in assessing and responding to a report.

The Crisis Team, in consultation with the building principal and/or Superintendent, will determine if the parent(s)/guardians(s) of a student(s) identified in or the subject of a report should be notified concerning a report, based on the nature of the report and the need for ongoing investigation.

Relation to Board Policies/Administrative Regulations/Procedures –

In assessing and responding to reports, the Crisis Team will make a determination if handling the report should be done under one or more specific Board policies, administrative regulations or district procedures, based on the subject matter of the report. Policies that may address Safe2Say Something report subjects include, but are not limited to:

1. Bullying/Cyberbullying. (Pol. 249)
2. Suicide Awareness, Prevention and Response. (Pol. 819)
3. Child Abuse. (Pol. 806)
4. Student Assistance Program. (Pol. 236)
5. Student Discipline. (Pol. 218)
6. Weapons. (Pol. 218.1)
7. Terroristic Threats. (Pol. 218.2)
8. Controlled Substances/Paraphernalia. (Pol. 227)
9. Tobacco/Nicotine. (Pol. 222, 323, 904)
10. Searches. (Pol. 226)
11. Hazing. (Pol. 247)

12. Nondiscrimination/Discriminatory Harassment. (Pol. 103, 104)
13. Dating Violence. (Pol. 252)
14. Emergency Preparedness. (Pol. 805)
15. Employee Conduct/Disciplinary Procedures and/or Educator Misconduct. (Pol. 317, 317.1)
16. Maintaining Professional Adult Student Boundaries. (Pol. 824)

Assessment –

In assessing Safe2Say Something reports, the Crisis Team will follow a standard practice, which may include, but not be limited to:

1. Interviewing students, staff, parents/guardians or others regarding the subject(s) of the report.
2. Reviewing existing academic, disciplinary and/or personnel records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy. (Pol. 226)
4. Examining outside resources such as social media sites or coordinating with community agencies that may provide additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Child Study team, Student Assistance Program team, or others. (Pol. 103.1, 113, 113.1, 113.2, 113.3, 236)
6. Adding notes or attachments to the report in the Safe2Say Something management program for communication and coordination among the members of the Crisis Team, in accordance with the Family Educational Rights and Privacy Act, and other applicable law, regulations and Board policies. (20 U.S.C. 1232g; Pol. 113.4, 216)

The Crisis Team will conduct interviews and investigations in accordance with applicable laws, regulations, Board policies and administrative regulations, and will respect the rights and confidentiality of students, staff, parents/guardians and others in assessing and responding to Safe2Say Something reports. (Pol. 103, 104)

Threat Assessment Considerations –

The Crisis Team will consider the following threat assessment themes from the United States Secret Service and coordinate with the appropriate law enforcement agency in assessing a report of potential violence by an individual:

1. The individual's motives and goals.
2. Concerning, unusual or threatening communications.
3. Inappropriate interest in weapons, school shootings, mass attacks or other types of violence.
4. Access to weapons.
5. Stressful events, such as setbacks, challenges or losses.
6. Impact of emotional, developmental and/or behavioral health issues.
7. Evidence of desperation, hopelessness or suicidal thoughts and gestures.
8. Whether the individual views violence as an option to solve problems.
9. Whether others have expressed concern about the individual's statements or behaviors.
10. Capacity to carry out an attack.
11. Evidence of planning for an attack.
12. Consistency between the individual's statements and actions.

13. Protective factors such as positive or prosocial influences and events.

Response –

Following assessment and coordination with other teams and individuals as necessary, the Crisis Team will recommend and/or implement one or more responses to address the Safe2Say Something report. The timeline for assessment and response, as well as the number and nature of responses, will vary based on the nature and complexity of the report. Responses may include but not be limited to:

1. Counseling – this may include counseling within or outside of the school. (Pol. 112, 146)
2. Monitoring – monitoring may be done by the Crisis Team, a Child Study team, IEP team, or other appropriate team of individuals within the district.
3. Parental notification, as appropriate.
4. Review of appropriate plan or support – this may include a review of a student's IEP, Section 504 Service Agreement, Behavior Support Plan, Student Assistance Program, Employee Assistance Program, or other type of plan or system of support. (Pol. 103.1, 113, 113.2, 146, 236)
5. Immediate intervention – this may include an immediate assessment or action through student services, Student Assistance Program, a crisis response team, local law enforcement and/or a community agency.
6. Outside referral – this may include an outside referral to a behavioral health resource, medical provider, community agency, or other outside or contracted service or provider. (Pol. 146, 236) The district will ensure that memoranda of understanding are developed with outside resources, centers and agencies with whom the district develops cooperative agreements for student or staff referrals.
7. Investigation/School discipline – this may include investigation and/or discipline under a specific Board policy as noted above, such as an investigation of bullying/cyberbullying or hazing, or discipline, up to and including suspension and expulsion, in accordance with law, regulations, Board policy and administrative regulations. (Pol. 218, 233, 247, 249, 317, 317.1)
8. Reporting/Law enforcement action – this may include a referral to local law enforcement in accordance with the Memorandum of Understanding, reporting in accordance with Safe Schools incident reporting, or other types of required reporting to state or federal agencies. (Pol. 103.1, 113.1, 113.2, 218, 218.1, 218.2, 222, 227, 317.1, 323, 351, 805.1, 806, 904)

Interplay with Child Protective Services Law –

The Crisis Team will respond to Safe2Say Something reports involving suspected child abuse in accordance with Board policy and the Child Protective Services Law, and will follow the requirements for making a mandated report, even if the county emergency dispatch center or law enforcement agency has also received the Safe2Say Something report. When a report of suspected child abuse is made by a school employee as a member of the Crisis Team, the district is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been made by a school employee, is not required to make an additional report. (23 Pa. C.S.A. 6305, 6311, 6313; Pol. 806)

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term **incident** will mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act. (24 P.S. 1303-A; 22 PA Code 10.2; 35 P.S. 780-102)

In accordance with Safe Schools reporting requirements, the Superintendent or designee will immediately report required incidents and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies. (24 P.S. 1302.1-A, 1303-A; 22 PA Code 10.2, 10.21, 10.22; Pol. 113.1, 218, 805.1)

The Superintendent or designee will notify the parent/guardian of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian. (22 PA Code 10.2, 10.25; Pol. 805.1)

Students with Disabilities –

When reporting an incident committed by a student with a disability to a law enforcement agency, the district will provide the information required by state and federal laws and regulations and will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district will transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. (20 U.S.C. 1232g, 1415; Pol. 113.1, 113.4, 216)

For purposes of protection and continuity in handling students with disabilities, the district will provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies will be provided each time the administrative regulations and procedures for behavior support are revised by the district. (22 PA Code 10.23, 14.104; Pol. 113, 113.2, 805.1)

The district will invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program. (22 PA Code 10.23, 14.104, 14.133; Pol. 113, 113.2, 805.1)

Closure and Documentation

Crisis Team members designated to receive Safe2Say Something reports will coordinate and ensure that all reports are officially closed in the Safe2Say Something management program.

The Crisis Team will coordinate with the county emergency dispatch center and local law enforcement agencies in documenting responses to reports and/or handling student information and records, in accordance with these procedures, the Memorandum of Understanding with local law enforcement, and applicable laws and regulations.

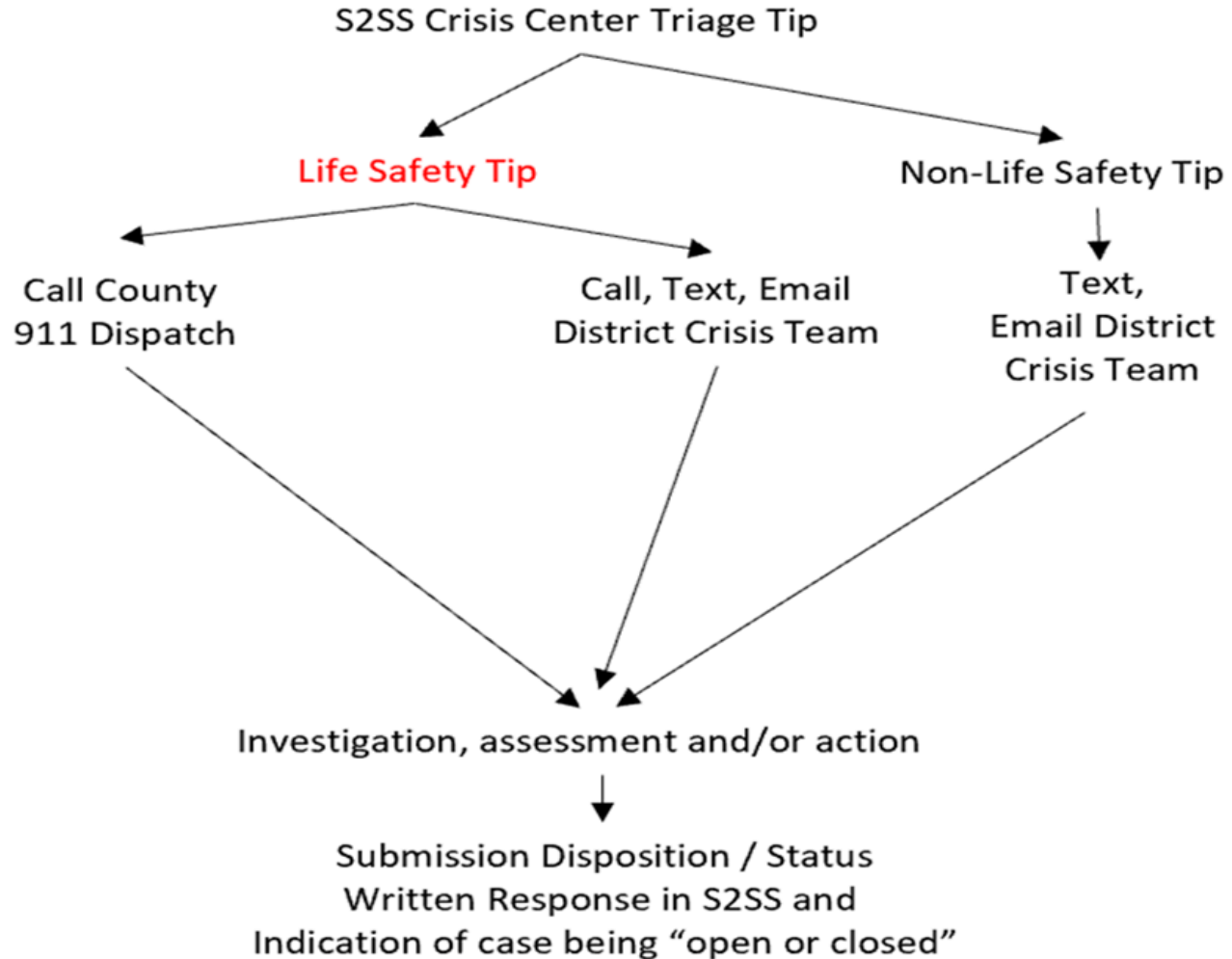
Notes briefly detailing ongoing response activities or resolution of the report must be noted as applicable in the Safe2Say Something management program and shared with other members of the Crisis Team, in accordance with the Family Educational Rights and Privacy Act, and other applicable law, regulations and Board policies. (20 U.S.C. 1232g; Pol. 113.4, 216)

Documentation from Safe2Say Something reports that includes specific student information will be handled by the district in accordance with applicable laws, regulations, Board policies, administrative regulations, and procedures. (20 U.S.C. 1232g; Pol. 113.4, 207, 216, 236, 249, 800, 819)

Student Assistance Program documentation and follow-up information will be handled in accordance with Board policy, administrative regulations and program requirements. (Pol. 236)

Safe2Say Something Program Diagram

Tip sent via App, Website and or Call In-Take



Threat Assessment Team:

The Threat Assessment Team has been developed to carry out procedures for assessing and intervening students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, and others.

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions, and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The School Safety and Security Coordinator shall appoint the district's Safe2Say Something crisis team, School Psychologist and School Social Worker to serve as the threat assessment team.

Rockwood Area Jr./Sr. High School

Mr. Nicholas Butterbaugh
Mrs. Jackie Toye
Mrs. Susan Clark
Mrs. Rebekah Marietta
Mrs. P.J. Opfar
Mrs. Misty Demchak

Rockwood Area Elementary School

Mr. Nicholas Buterbaug
Mrs. Jackie Toye
Mrs. Susan Clark
Mrs. Rebekah Marietta
Mrs. Brandi Wedge
Mr. Jonathan Hale

The threat assessment team shall include the School Safety and Security Coordinator, members of the Safe2Say Something crisis team and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration.

The threat assessment team members are provided individual and/or group training annually on:

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.
5. Student Assistance Program process.
6. Youth suicide awareness, prevention and response.
7. Trauma-informed approach.
8. Safe2Say Something procedures.
9. Multi-tiered systems of support.
10. Positive Behavioral Intervention and Support.

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.

Responsibilities:

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:

1. A referral to the Student Assistance Program.
2. A referral to the appropriate law enforcement agency.
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.

8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

Students With Disabilities

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:

1. Student health records.
2. Prior school disciplinary records.
3. Records related to adjudication under applicable law and regulations.
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.

Parents Requesting to View Test Materials

Parents/guardians of a student who will sit for the Pennsylvania System of School Assessments have the right to review the relevant assessment/s to determine if the contents of the assessments are in conflict with their religious beliefs.

Parents/guardians may review the assessments by contacting Mrs. Gosnell, the District Assessment Coordinator to schedule at least two weeks prior to the start of the assessment window. Before reviewing the assessments, the parent or guardian must sign a Confidentiality Agreement. Furthermore, no copies of the assessments or notes about the assessment items will be permitted to leave the school.

If after reviewing the assessments, the parent/guardian finds that any of the assessments are in conflict with their religious beliefs and wishes that the student be excused from testing, the parent/guardian must provide a written request to Mr. Bower, superintendent stating their objection. The statement must address each individual assessment for which the excusal is being requested in regards to their religious beliefs. Parent review must be completed one week prior to the assessment window.

Rockwood Area Elementary School

Leaders of Tomorrow Program

Power Up:

This program is defined by "Rocket Spirit", which is Safety, Perseverance, Integrity, Respect, Initiative and Teamwork.

Ten Characteristics: Monthly Themes

1. Responsibility
2. Empathy
3. Dependability
4. Safety
5. Perseverance
6. Integrity
7. Respect
8. Initiative
9. Teamwork

These skills will assist students to become a productive member of the school and local community. The Leaders of Tomorrow Program will be facilitated beginning in September and ending in May.

Teachers and staff members shall complete Power Ups to make note of student positive behaviors and efforts to support peers and classroom learning. The Power Up notes will be sent home with the student to communicate the positive behaviors observed by any elementary student. Teachers, paraprofessionals, office staff, cafeteria personnel and custodial staff may complete Power Ups. Celebrate the behavior we want to see in our positive school environment. Bring attention to the students doing great things.

RAES Positive Behavior Support Plan:

What are Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the Elementary School-wide PBIS Team?

The PBIS team is representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

Jonathan Hale, Elementary Principal

Rebekah Marietta-School Nurse

Brandi Wedge- Elementary Guidance Counselor

Nicholas Buterbaugh-Vice Principal

Susan Clark, School Social Worker

Jackie Toye, School Psychologist

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as Rocket Buck Rewards, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attending district-wide meetings and training to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all school staff** will be active participants in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, cafeteria and custodial staff, even volunteers and substitute teachers.

School-Wide Rules

S-Safety

P- Perseverance

I-Integrity

R-Respect

I-Initiative

T-Teamwork

Why do we have Elementary School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 6 simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language. By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Walking in the hallways is an example of Being Safe because someone could trip or fall.
- You were Being Very Responsible when you asked what assignments you missed yesterday when absent.
- Thank you class for Being So Respectful by raising your hands to speak and listening to what everyone else had to say.

Teaching Elementary School-wide Rules, Behavioral Expectations, & Routines

Starting the Year off Right During the first two weeks of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that

everyone in the school is following the same set of procedures. The PBIS team and teachers will be responsible for teaching expectations for different areas.

Booster Sessions: Re-teaching the Rules, Expectations, and Routines (STALD).

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of Rocket Honor citations, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

Teachers will be filling out STALD referral forms for students who have lost privileges & recess due to inappropriate behaviors. The PBIS team will identify repeated inappropriate behaviors and complete booster sessions with the student.

Character Trait of the Month:

Through the PBIS team and teachers lessons will be provided to students each month regarding the following topics:

- | | |
|-------------------|---------------|
| 1. Responsibility | 6. Integrity |
| 2. Empathy | 7. Respect |
| 3. Dependability | 8. Initiative |
| 4. Safety | 9. Team-Work |
| 5. Perseverance | |

ELEMENTARY GUIDANCE SERVICES

Elementary guidance services in the Rockwood Area Elementary Schools are developmental in nature and are designed to assist children develop their individual potential and have a successful school experience.

Parents are encouraged to contact the Elementary Counselor at 926-4633, if they have any questions or concerns about their child. To help accommodate parents that have difficulty making appointments through the working day, the Elementary Guidance Office will have evening hours upon request.

Guidance services help a child by:

1. Guiding them over and through normal problems of development.
2. Helping the child identify potential learning and adjustment to problems and develop ways to deal with them.
3. Help children develop a higher level of self-esteem and self-understanding.
4. Helping children develop thinking, decision-making, communications, choice-making and life-planning skills.
5. Helping the child develop academic potential.
6. Helping children develop socially and acquire skills in human relations.
7. Help children understand and practice skills in family living.

Our guidance specialist offers this help:

1. Through counseling groups of students and individual students.
2. Through individual counseling and consultation with parents, teachers, and other specialists about student needs.
3. By providing to parents, students, staff, and others, information on child growth and development and human relations.
4. By referring students to outside agencies when it is determined that such agencies can help in the student's development.

SPECIAL EDUCATION

It is the goal of the Rockwood Area School District that each student will achieve academic success in the general curriculum and participate in the regular classroom setting. If a student is not successful, intensified classroom instructional strategies, additional school based resources and parent support are utilized through an instructional team approach. The decision to determine if a student requires special education services is a team decision with parents as integral “multidisciplinary team” members. The School District utilizes a certified school psychologist to assist with consultation and assessment services. Special education staff and regular education staff work cooperatively to identify and meet individual learning needs. When a student is found to meet criteria for identification under one of the recognized disability categories and demonstrates a need for services, an Individualized Educational Program will be developed with the parent. The IEP is based on the student’s specific learning needs and related services that will aid him to be a more successful learner. Students are placed in the “least restrictive environment” that meets their individual instructional needs but also provides the maximum extent of inclusion in the regular classroom setting. Learning Support level and secondary Life Skills Support classes are operated directly by the school district. Services for lower incidence disabilities are provided through association with Intermediate Unit 08 or neighboring school districts.

Parents should review the “Annual Notice of Special Education Services and Programs” document included in the Public Notice section of this Handbook for additional information regarding special services. **Parents are also encouraged to contact the school with any questions regarding special services if they believe their child to be in need of these services: Mrs. Megan Hetrick, Special Education Supervisor 814-926-4688 x1116.**

As part of the protections available to you if we cannot agree as to what related aids, services, or accommodations should or should not be provided to your child, the procedural safeguard system may be used to resolve the dispute. Following are some details of the avenues available to use.

Parents may file a written request for assistance with the Department of Education if the school district is not providing the related aids, services, and accommodations specified in the service agreement and/or the school district has failed to comply with the regulations in Chapter 15 of the State Board.

The Department of Education will investigate and respond to requests for assistance and, unless exceptional circumstances exist, will, within 60 calendar days of receipt of the request, send to the parents and school district written response to the request. Written request should be addressed to:

Pennsylvania Department of Education

Bureau of Special Education

333 Market Street

Harrisburg, PA 17126

717-783-6913

Parents may file a written request with the school district for an informal conference with respect to the identification or evaluation of a student, or the student’s need for related aid, service, or accommodation. Within 10 school days of receipt of the request, the school district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.

Parents may file a written request with the school district for an impartial due process hearing. The hearing shall be held before an impartial hearing officer. Following are some details about the due process hearing:

- The hearing shall be held in the local school district at a place reasonably convenient to the parents. At the request of the parents, the hearing may be held in the evening.
- The hearing shall be an oral, personal hearing and shall be open to the public unless the parents request a closed hearing.
- If the hearing is opened, the decision issued in the case, and only the decision, shall be available to the public.
- If the hearing is closed, the decision shall be treated as a record of the student and may not be available to the public.
- The decision of the hearing officer shall include findings of fact, a discussion and conclusions of law. The decision shall be based solely upon the substantial evidence presented at the hearing. The hearing officer shall have the authority to order that additional evidence be presented.
- A written transcript of the hearing shall, upon request, be made and provided to parents at no cost.

- Legal counsel may represent parents and students. Parents may also represent a student.
- A parent or a parent's representative shall be given reasonable access to all educational records, including any test or reports upon which the proposed action is based.
- Any party may prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least 5 days before the hearing.
- A parent or parent's representative has the right to compel the attendance of and question witnesses of the school entity or agency who may have evidence upon which the proposed action might be based.
- Any party has the right to present evidence and testimony, including expert medical, psychological or educational testimony.
- The Secretary of Education will contract with the Right to Education Office for the services of impartial hearing officers, who preside over initial hearings on behalf of local districts on behalf of the PA Department of Education and may compensate hearing officers for their services. The compensation shall not cause hearing officers to become employees of the Department. The hearing officer may not be an employee or agent of a school entity in which the parents or student resides, or of any agency which is responsible for the education or care of the student.

The following timeline applies to due process hearings:

1. A hearing shall be held within 30 calendar days after a parent's initial request for a hearing.
2. The hearing officer's decision shall be issued within 45 calendar days after the parent's request for a hearing.

If the hearing pertains to Chapter 14 and 15 rights, the decision of the impartial hearing officer may be appealed to a panel of 3 appellate hearing officers. The panel's decision may be appealed further to a court of competent jurisdiction. If the hearing pertains to Chapter 15 rights, the decision of the impartial hearing officer may be appealed to a court of competent jurisdiction. Under some circumstances, you may raise these claims directly under section 504 without going through the due process hearing.

If, within 60 calendar days of the completion of the administrative due process proceedings under this chapter, an appeal or original jurisdiction action is filed in State or Federal Court, the administrative order shall be stayed pending the completion of the judicial proceedings, unless the parents and school district agree otherwise.

GIFTED SUPPORT

Outstanding intellectual and creative ability, the development of which requires special activities or services not ordinarily provided in the regular program. Persons shall be assigned to a program for the gifted when they have an IQ score of 130 or higher or qualify under the GI Matrix.

REQUIREMENTS FOR PLACEMENT GIFTED SUPPORT

Multiple criteria will be considered in Gifted identification: Rockwood Area School District follows a gifted support identification matrix to determine eligibility for gifted support services at school. A student may be referred by their classroom teacher due to exceptional classroom performance, or by parent request. Students must consistently demonstrate superior classroom performance to be considered. The School Psychologist will contact parents if your child is being considered. Additionally, all students in 2nd grade will be screened for gifted support using a group administered, evidence-based universal screener of cognitive ability.

PROCEDURE FOR REFERRING STUDENTS FOR SPECIAL EDUCATION EVALUATION

Students may be referred for an evaluation for special education by parents or by the classroom teacher through the MTSS/IST referral process. Parents are encouraged to communicate with their child's classroom teacher regarding any specific concerns they may have. If additional information regarding special education eligibility and/or services is needed, a parent may submit a written request for an evaluation to the special education department - Mrs. Megan Hetrick (Special Education Supervisor), or Mrs. Cindy Miller (Student Services Secretary).

Teachers who have specific academic concerns regarding a student may complete the MTSS/IST referral form within Google Classroom to send this concern to the MTSS/IST Team. Documentation may include teacher observations and examples of documentation of the academic concerns leading to the referral, such as student's work, test scores, physical ability, observation of behavior patterns, observation by the school guidance counselor, and/or results of a parent conference.

Once the MTSS/IST referral form is completed, the MTSS/IST team will review student data. Additional interventions in the classroom and through Title I reading support may be recommended. If the team has documentation that the student of concern is not responding to the interventions being provided with progress, a request for a full psychoeducational evaluation may be made to parents.

If the entire team, including parents, consent to the evaluation, testing will be completed by the school psychologist, and other aspects of the evaluation will be completed by team members (e.g., observations by team members, input from parents and teachers).

Information will be shared with the team following the psychoeducational evaluation – individual recommendations, including possible eligibility for special education services, will be made by the child study team.

Any questions regarding the special education evaluation process should be directed to the Elementary Principal, Mr. Jonathan Hale, or the Supervisor of Special Education, Mrs. Megan Hetrick.

SPECIAL EDUCATION TESTING

RIGHTS AND PROTECTION

The *Individuals with Disabilities Education Act* (IDEA) P.L. 101-476 requires that every state and its localities make available a free public education for all children ages 3 to 21 with disabilities.

SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B (<https://sites.ed.gov/idea/regs/b>).

Evaluation means procedures used in accordance with §§300.304 through 300.311 to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Individualized education program or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§300.320 through 300.324. Individualized education program team or IEP Team means a group of individuals described in §300.321 that is responsible for developing, reviewing, or revising an IEP for a child with a disability.

Rockwood Area School District makes all efforts to determine appropriate placement of children with disabilities in the Least Restrictive Environment to make meaningful educational gains. Parents and teachers are valuable members of the IEP Teams for students within the district. If you have questions or concerns about your child’s IEP, or educational progress in the regular education classroom, please contact Mr. Hale (Elementary Principal) or Mrs. Toye (Supervisor of Special Education, School Psychologist).

TESTING PROGRAM

The testing program in elementary school has three parts: (1) Teacher-made tests, (2) Standardized tests, and (3) Individual testing.

Teacher-made tests are helpful to the teachers in determining the extent to which students are meeting the objectives of a unit of instruction as individuals and as a group. Results from the teacher-made tests are used to determine a grade that will appear on the report card.

The second part of our testing program is concerned with standardized tests administered to groups. Standardized achievement tests provide individual and group scores which indicate academic progress in comparison to other students of the same grade level, both locally and nationally, through established norms. Other standardized tests that may be given to groups of students are mental ability tests and diagnostic tests such as math and reading.

The third part of our testing program is concerned with tests that are administered to individual students for the purpose of evaluating and diagnosing an individual student’s strengths and weaknesses. The individual tests are given by specialists, the guidance counselor or a school psychologist at the request of teachers, parents, administration, or elementary counselor.

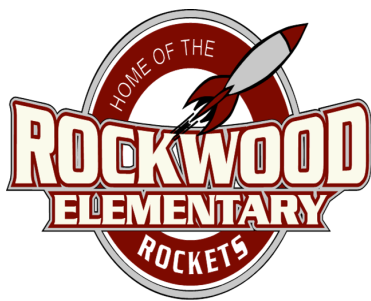
The following tests will be administered during the school year: PSSA in Grades 3 - 6 (ELA and Math), DIBELS-Grades K-4, Link It Assessments-Grades 1-6, Developmental Reading Assessments (DRA’s)-K-3 and other assessments as necessary.

CONCUSSION MANAGEMENT PROCEDURES

Many of our students are involved in school and extracurricular activities that could lead to concussions or head injuries. The Rockwood Area Elementary School Staff and administration recognizes this possibility and will support students with head injuries. If your child is diagnosed with a concussion or head injury, please notify the Elementary office in a timely fashion.

If your child has been diagnosed with a concussion it is important to share this information with the school as soon as possible. Provide any documentation on the concussion to the school. The school may if they have already been treated.

Upon return to school a parent/guardian must accompany the child to the nurse's office for a re-admission examination. Schedule a parent meeting to discuss returning to academics depending on the child's individual needs. Once the school has been notified of a concussion the following individuals will be notified: Elementary School Principal, Guidance Counselor, School Nurse, Teachers, Elementary School Office Administrative Assistants, and Guidance Office Administrative Assistants. For students who have symptoms that are not resolved in four weeks, the student is referred to BrainSTEPS.



HEALTH - SCHOOL NURSE

- Health Services
- Medication Policy
- Dental Program
- Head Lice - No Nit Policy
- Student Wellness
- Act 120 Tick Guidelines
- Students with Diabetes

HEALTH SERVICES

The Rockwood Area School District is committed to providing for the health, safety, and welfare of each student.

The state of Pennsylvania mandates the following for all school-aged students:

All students must have the proper immunizations or written medical/religious exemption on file to attend school. Please refer to the parent notification letter located in the appendix.

Growth screening – height, weight, and BMI every year K-12

Vision screening – every year K-12

Hearing screening – grades K, 1, 2, 3, 7, and 11

Scoliosis screening – grades 6 and 7

Physical exams – Kindergarten, grades 6 and 11

Dental exams Kindergarten, grades 3 and entry into 7th

Additional screenings or re-screening is always available upon parent request.

ROCKWOOD SCHOOL MEDICATION POLICY

MEDICATION ADMINISTRATION

All district employees, contracted employees, and volunteers are required to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care.

All medications shall be administered to students by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN).

- Non-licensed individuals are prohibited from administering medication, including over-the-counter medication to students, unless in the event of an emergency.
- Only in the event of an emergency, and in the absence of an available certified school nurse, may a non-licensed individual administer medication when s/he believes, in good faith, that a student needs emergency care. Additionally, 911 should be called in a medical emergency.
- The above directives do not include Stock epinephrine auto-injectors for only those employees who have completed the required training to administer it in the event of a student experiencing an anaphylactic reaction.

PRESCRIPTION MEDICATIONS

- For those students required to take long-term daily medications or inhalers, a 'consent for prescription medication' form must be filled out by the parent and signed by the physician. This form is available in the nurse's office.
- All medications must be brought to school in the original prescription bottle or container by a parent or adult and given to the school nurse.
- If a student requires medication on a field trip, additional parental consent will be required.

NONPRESCRIPTION MEDICATIONS

- The administration of non-prescription medication is discouraged and can usually be avoided by adjusting the time schedule around school hours. If it is necessary for a child to receive non-prescription medication during school hours, it will be administered by the school nurse or other authorized personnel under the following conditions:
- All medication must be sent in the original container and be clearly labeled.
- A written request by the parent/guardian must include the name of the student, name of the medication, dosage, and time of administration.
- Medication sent to school in envelopes or bags will not be accepted.
- Any medication to be administered during the school day must be taken to the nurse's office (or the main office if the nurse is not present) as soon as the student arrives at school.
- Students are not permitted to carry pills or any medication during school hours.

For purposes of the policy, medication shall include all medicines prescribed by a licensed prescriber and any over-the counter medicines.

(Exceptions may be made for students needing to carry inhalers or epi-pens with written permission from the student's physician. If a student has asthma or allergies, it is the parents' responsibility to notify the nurse and teachers and provide the inhaler or epi-pen for their child for use at the school as needed each year along with the appropriate form which is available in the nurse's office.)

These regulations are for the safety and protection of all students in the district. Your cooperation with these regulations will be appreciated.

When a student becomes ill during the course of the school day, the nurse will make the appropriate contacts for the releasing and transportation home of the student. The parent/guardian will be notified if possible. If that contact is unable to be completed, the persons designated on the EMERGENCY INFORMATION FORM will be contacted. If the illness is of a non-threatening nature and the nurse is unable to make the appropriate contacts for student transportation and supervision, the student will remain in school under the supervision of the nurse

In case of a serious illness or accident, all efforts will be made to contact and inform the parent/guardian and /or the designated persons. In the event that we can not contact anyone on the emergency form, the family physician may be contacted and their instructions will be followed.

When a student is dismissed from school due to illness, he/she must give the office a pass signed by the school nurse to be dismissed.

DENTAL PROGRAM

The dental program for grades K-6 is available to all who return permission forms. This includes daily fluoride tablets, age/dose appropriate for grades K-6, and Educational programs are also part of the dental program throughout the year.

Dental examinations are required for Kindergarten, grades 3, and entry into 7th. If the exam is not completed by your family dentist, the school dentist may examine your child's teeth with signed permission and make a referral if appropriate.

HEAD LICE - NO NIT POLICY

Students found to have head lice or nits shall be excluded from school until they are absolutely free of both lice and nits. Upon exclusion, information for treatment will be provided by the school nurse. Students will NOT be permitted back to school if they have nits in their hair, even if they have already been treated.

Upon return to school, a parent/guardian must accompany the child to the nurse's office for a re-admission examination.

Head lice can be extremely difficult to remedy. Please communicate regularly with the school nurse and main office to ensure that students do not miss necessary class work in their absence.

Written notification of head lice will only be sent home if more than 8-10 students within the building are diagnosed with nits or head lice.

Please contact the school nurse with any questions about head lice and nits.

STUDENT WELLNESS

Rockwood Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The school district is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. The wellness committee/cafeeteria advisory board meets two times per school year.

OPT-OUT Clause for Epinephrine:

The Pennsylvania Public School Code, Section 1414.2(g) allows parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their student in the event of a life-threatening allergic reaction. In order to request this exemption, please contact the school nurse to request a meeting to discuss this decision, review and sign the opt-out form.

Act 120 Tick Removal Guidelines

Act 120 of 2024, which amended the Public School Code of 1949, Health Services requires a school nurse, school physician or designated employee of a school entity to remove a tick from a student in accordance with guidelines issued by the Secretary of Health.

After removal, the parent or guardian of the student shall be notified via phone call and/or in writing. The tick shall:

Be preserved for the parent or guardian of the student to send to the Tick Research Lab of Pennsylvania for testing if they choose to do so. The school district shall provide written information to the parent or guardian on how to send the tick to the Tick Research Lab of Pennsylvania using the free basic panel tick test.

Dear Parent/ Guardian:

Date_____

A tick was removed from your child today. Location of tick_____. Ticks can transmit disease and make people sick. A common illness caused by ticks in Pennsylvania is Lyme disease. Not all tick bites lead to Lyme disease. We advise that you record the date on which the tick was removed. It is recommended that you seek medical treatment from your child's doctor promptly if you notice any early signs or symptoms of illness within three (3) to thirty (30) days of the date of removal. Some people with Lyme disease will get a bull's-eye rash. Others may have an atypical rash. Not everyone who has Lyme disease gets a rash. Other symptoms which may occur during the early stages of Lyme disease include chills, fever, headache, tiredness, stiff neck, joint pain or swelling, and swollen lymph nodes. Lyme disease is treated with antibiotics. If untreated, infection may progress to joint, heart, brain, or nerve abnormalities. Please contact your child's physician if there are any medical concerns.

Sincerely,
School Nurse

Students with Diabetes:

Student can receive diabetes-related care and treatment in a school setting, the student's parent/guardian shall provide written authorization for such care and instructions from the student's health care practitioner. The written authorization may be submitted as part of a student's DMMP.

Diabetes-related care shall be provided in a manner consistent with Board policy, district procedures and individualized student plans such as an IEP, Service Agreement or DMMP.

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.

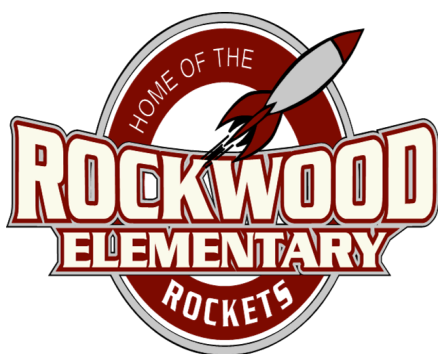
Prior to student possession or use of diabetes medication and monitoring equipment, the Board shall require the following:

1. A written request from the parent/guardian that the school comply with the instructions of the student's health care practitioner. The request from the parent/guardian shall include a statement relieving the district and its employees of responsibility for the prescribed medication or monitoring equipment and acknowledging that the school is not responsible for ensuring that the medication is taken or the monitoring equipment is used.
2. A written statement from the student's health care practitioner that provides:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times when medication is to be taken.
 - d. Times when monitoring equipment is to be used.
 - e. Length of time medication and monitoring equipment is prescribed.
 - f. Diagnosis or reason medication and monitoring equipment is needed.
 - g. Potential serious reactions to medication that may occur.
 - h. Emergency response.
 - i. Whether the child is competent and able to self-administer the medication or monitoring equipment and to practice proper safety precautions.
3. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the medication and use of the monitoring equipment.
4. A written acknowledgement from the student that s/he has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment, including acknowledgement that the student will not allow other students to have access to the medication and monitoring equipment and that she understands appropriate safeguards.

The written request for student possession and use of diabetes medication and monitoring equipment shall be reviewed annually, along with the required written statements from the parent/guardian and the student's health care practitioner. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the student's health care practitioner shall update the written statements.

Act 117 Diabetes Education Materials

Type 1 diabetes education materials shall be available in writing, electronically, or via the school website to the parent or guardian of students when first enrolled in elementary school and again upon a student's entry into 6th grade.



PUBLIC NOTIFICATIONS

- National Assessment of Educational Progress (NAEP) Parent Notification
- Nondiscrimination/Discriminatory Harassment - School/Classroom Practices
- Nondiscrimination - Qualified Students with Disabilities
- Hazing Policy
- Bullying/Cyberbullying Policy
- Notice of Homeless Education Programs
- Foster Care Services
- Right to Request Teacher Qualifications
- School Building Family Engagement Policy Meeting Notification
- Asbestos Management Notification
- RAES Family Engagement Policy
- Title I Family Engagement Policy
- Family Engagement Plan
- Title I School-Parent Compact
- Integrated Pest Management Policy
- Notification of rights under FERPA
- Notice of Special Education
- Rockwood School Vaccine Requirements
- Nondiscrimination Policy
- Title IX
- The ELL Program
- Maintaining Professional Adult/Student Boundaries Policy
- Raptor Visitor Management System
- Parent/Guardian consent for students to use G Suite
- The Online & Remote Learning Handbook
- Rockwood Area School District Chromebook Program

**National Assessment of Educational Progress (NAEP) Parent
Notification**

August 2025

Dear Parent/Guardian:

The National Assessment of Educational Progress (NAEP) provides the U.S. Department of Education with high-quality data on the achievement of elementary and secondary school students in reading, mathematics, science, and other subjects. NAEP, also known as the “nation’s report card,” is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. It has been administered periodically since 1969.

The No Child Left Behind Act of 2001 now requires states and selected school districts to participate in state-level NAEP assessments in reading and mathematics at grades 4 and 8 in order to continue to receive federal funding.

If your child is selected to participate in the NAEP, you will be informed before the assessment is administered. **Student participation in all NAEP assessments are voluntary.** If you do not want your child to participate in the NAEP assessment, he or she may be excused from participating and will not be required to complete the assessment or answer any test question.

If you would like to review the NAEP test, you will have access to all assessment information, questions, and test booklets in a secure setting at Rockwood Elementary Office. Please contact Jonathan Hale at 926-4677 to schedule an appointment to review the test.

Sincerely,

Jonathan Hale
Elementary Principal

Policies

103:

Title

Nondiscrimination/Discriminatory Harassment - School and Classroom Practices

Code

103

Status

Active

Adopted

November 15, 2005

Last Revised

April 16, 2019

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability. [\[1\]\[2\]\[3\]\[4\]\[5\]\[6\]\[7\]\[8\]\[9\]\[10\]\[11\]\[12\]\[13\]\[14\]\[15\]\[16\]\[17\]\[18\]\[19\]](#)

The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or for opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

Definitions

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf. [\[20\]\[21\]\[22\]\[23\]\[24\]\[25\]\[26\]](#)

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and

A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. **Sexual violence** means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Student Services Supervisor as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide technical assistance to building principals or designee in processing complaints.

The building principal or designee shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from a student, employee or third party:

1. If the building principal is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.
2. Inform the complainant about this policy including the right to an investigation of both oral and written complaints of discrimination.
3. Seek to obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians of the complainant that the complainant may be accompanied by a parent/guardian during all steps of the complaint procedure. When a parent/guardian requests confidentiality and will not consent to the alleged victim's participation in an investigation, explain that the school shall take all reasonable steps to investigate and respond to the complaint consistent with that request for confidentiality as long as doing so does not preclude the school from responding effectively to the discrimination and preventing discrimination of other students.
4. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual. When a parent/guardian has requested confidentiality and will not consent to the alleged victim's participation in an investigation, the Compliance Officer shall provide the parent/guardian with a letter containing information related to the district's legal obligations to conduct an investigation and address violations of this policy, and any other information appropriate to the specific complaint.
6. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.[27]

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

Step 2 – Investigation

The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.[27][28][29]

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.[30][31][32]

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

103.1:

Title

Nondiscrimination - Qualified Students with Disabilities

Code

103.1

Status

Active

Adopted

December 7, 2010

Last Revised

April 16, 201

Authority

The Board declares it to be the policy of this district to ensure that all district programs and practices are free from discrimination against all qualified students with disabilities. The Board recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)

The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

The Board encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.

The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective or preventative action be taken for substantiated allegations.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be maintained, consistent with the district's legal and investigative obligations

Retaliation

The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy.

Definitions

Qualified student with a disability - a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities. [\[11\]](#)[\[12\]](#)

Section 504 Team - a group of individuals who are knowledgeable about the student, the meaning of the evaluation data and the placement options for the student. This could include, as appropriate, documentation or input from classroom teachers, counselors, psychologists, school nurses, outside care providers and the student's parents/guardians. [\[3\]](#)[\[8\]](#)

Section 504 Service Agreement (Service Agreement) - an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities. [\[13\]](#)

Disability harassment - intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the school's educational programs, nonacademic services, or extracurricular activities.[10]

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable law and regulations, the Board designates the Student Services Supervisor as the district's Section 504 Coordinator.[14]

In addition, each school within the district shall have a Section 504 building administrator.

The district shall publish and disseminate this policy and complaint procedure on or before the first day of each school year by posting it on the district's website, if available, and in the student handbook. The district shall notify parents/guardians of students residing in the district of the district's responsibilities under applicable law and regulations, and that the district does not discriminate against qualified individuals with disabilities.[15][16]

Guidelines

Identification and Evaluation

The district shall conduct an annual child find campaign to locate and identify every district student with a disability thought to be eligible for Section 504 services and protections. The district may combine this search with the district's IDEA child find efforts, in order to not duplicate efforts.[16][17]

If a parent/guardian or the district has reason to believe that a student should be identified as a qualified student with a disability, should no longer be identified as a qualified student with a disability, or requires a change in or modification of the student's current Service Agreement, the parent/guardian or the district shall provide the other party with written notice.[18][19][20]

The district shall establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need related services because of a disability.[20]

The district shall specifically identify the procedures and types of tests used to evaluate a student, and provide the parent/guardian the opportunity to give or withhold consent to the proposed evaluation(s) in writing.[20]

The district shall establish procedures for evaluation and placement that assure tests and other evaluation materials:

1. Have been validated and are administered by trained personnel.
2. Are tailored to assess educational need and are not based solely on IQ scores.
3. Reflect aptitude or achievement or anything else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (except where those skills are what is being measured).

Service Agreement

If a student is determined to be a qualified student with a disability, the district shall develop a written Service Agreement for the delivery of all appropriate aids, services, or accommodations necessary to provide the student with FAPE.[13]

The district shall not implement a Service Agreement until the written agreement is executed by a representative of the district and a parent/guardian.[13]

The district shall not modify or terminate a student's current Service Agreement without the parent's/guardian's written consent.[18]

Educational Programs/Nonacademic Services/Extracurricular Activities

The district shall educate a qualified student with a disability with students who are not disabled to the maximum extent appropriate to the needs of the student with a disability. A qualified student with a disability shall be removed from the regular educational environment only when the district determines that educating the student in the regular educational environment with the use of related aids, services, or accommodations cannot be achieved satisfactorily. Placement in a setting other than the regular educational environment shall take into account the proximity of the alternative setting to the student's home.[21][22]

The district shall not discriminate against any qualified student with a disability in its provision of nonacademic services and extracurricular activities, including but not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs, and referrals to agencies which provide assistance to individuals with disabilities.[21][22][23][24][25][26][27]

Parental Involvement

Parents/Guardians have the right to inspect and review all relevant school records of the student, meet with the appropriate school officials to discuss any and all issues relevant to the evaluation and accommodations of their child, and give or withhold their written consent to the evaluation and/or the provision of services.[\[13\]\[19\]\[20\]\[28\]](#)

Confidentiality of Student Records

All personally identifiable information regarding a qualified student with a disability shall be treated as confidential and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, state regulations, and Board policy.[\[29\]\[30\]\[31\]\[32\]](#)

Discipline

When necessary, the district shall discipline qualified students with disabilities in accordance with state and federal laws and regulations and Board policies.[\[33\]\[34\]](#)

Referral to Law Enforcement and Reporting Requirements

For reporting purposes, the term **incident** shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[\[35\]\[36\]\[37\]](#)

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a qualified student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and Board policies. The Superintendent or designee shall respond in a manner that is consistent with the student's Service Agreement and Behavior Support Plan, if applicable.[\[11\]\[13\]\[21\]\[29\]\[33\]\[38\]\[39\]\[40\]\[41\]\[42\]\[43\]\[44\]\[45\]\[46\]\[47\]\[48\]](#)

In making a determination of whether to notify the local police department of a discretionary incident committed by a qualified student with a disability, including a student for whom an evaluation is pending, the Superintendent or designee shall use the same criteria used for students who do not have a disability.[\[10\]\[39\]\[48\]\[49\]](#)

For a qualified student with a disability who does not have a Behavior Support Plan as part of the student's Service Agreement, subsequent to notification to law enforcement, the district, in consultation with the student's parent/guardian, shall consider whether a Behavior Support Plan should be developed as part of the Service Agreement to address the student's behavior.[\[13\]\[40\]](#)

In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by qualified students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity.[\[36\]\[48\]](#)

PROCEDURAL SAFEGUARDS

The district shall establish and implement a system of procedural safeguards that includes notice of rights to the parent/guardian of a student suspected of being a qualified student with a disability, an opportunity for the parent/guardian to review relevant records, an impartial hearing with an opportunity for participation by the student's parent/guardian, and a review procedure.[\[28\]\[50\]](#)

A student or parent/guardian filing a claim of discrimination need not exhaust these procedures prior to initiating court action under Section 504.[\[19\]](#)

Parental Request for Assistance

Parents/Guardians may file a written request for assistance with the Pennsylvania Department of Education (PDE) if one (1) or both of the following apply:[\[28\]](#)

1. The district is not providing the related aids, services and accommodations specified in the student's Service Agreement.
2. The district has failed to comply with the procedures and state regulations.

PDE shall investigate and respond to requests for assistance and, unless exceptional circumstances exist, shall, within sixty (60) calendar days of receipt of the request, send to the parents/guardians and district a written response to the request. The response to the parents'/guardians' request shall be in the parents'/guardians' native language or mode of communication.[\[28\]](#)

Informal Conference

At any time, parents/guardians may file a written request with the district for an informal conference with respect to the identification or evaluation of a student, or the student's need for related aids, services or accommodations. Within ten (10) school days of receipt of the request, the district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.[\[28\]](#)

Formal Due Process Hearing

If the matters raised by the district or parents/guardians are not resolved at the informal conference, the district or parents/guardians may submit a written request for an impartial due process hearing. The hearing shall be held before an impartial hearing officer and shall be conducted in accordance with state regulations.[\[28\]](#)[\[51\]](#)

Judicial Appeals

The decision of the impartial hearing officer may be appealed to a court of competent jurisdiction.[\[28\]](#)

COMPLAINT PROCEDURE

This complaint procedure is in addition to and does not prevent parents/guardians from using any option in the procedural safeguards system.[\[10\]](#)

Step 1 – Reporting

A student or parent/guardian who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the Section 504 building administrator. Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the Section 504 building administrator.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Section 504 building administrator, as well as properly making any mandatory police or child protective services reports required by law.[\[52\]](#)

If the Section 504 building administrator is the subject of a complaint, the student, parent/guardian or employee shall report the incident directly to the district's Section 504 Coordinator.

The complainant or reporting employee may be encouraged to use the district's report form, available from the Section 504 building administrator or Section 504 Coordinator, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy.

Step 2 – Investigation

The Section 504 Coordinator shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Section 504 Coordinator to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Section 504 Coordinator, who shall promptly inform law enforcement authorities about the allegations.[\[10\]](#)[\[52\]](#)[\[53\]](#)[\[54\]](#)

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective

services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Section 504 Coordinator within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Section 504 Coordinator to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into disability harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe

The complainant and the accused shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be notified of the individual remedies offered or provided to the complainant.[\[29\]](#)[\[30\]](#)[\[31\]](#)[\[32\]](#)

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Section 504 Coordinator shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If the investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the district's Section 504 Coordinator within fifteen (15) days.
2. The Section 504 Coordinator shall review the investigation and the investigative report and may also conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The Section 504 Coordinator shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

247:

Title

Hazing

Code

247

Status

Active

Adopted

January 17, 200

Last Revised

April 16, 2019

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Definitions

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and:

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.

Any activity, as described above, shall be deemed a violation of this policy regardless of whether:

1. The consent of the student was sought or obtained, or
2. The conduct was sanctioned or approved by the school or organization.

Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.

For purposes of this policy, **bodily injury** shall mean impairment of physical condition or substantial pain.

For purposes of this policy, **serious bodily injury** shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Authority

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.

No student, parent/guardian, coach, sponsor, volunteer or district employee shall engage in, condone or ignore any form of hazing.

The Board encourages students who believe they, or others, have been subjected to hazing to promptly report such incidents to the building principal or designee.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged hazing that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a hazing investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged hazing.

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal or designee.

Guidelines

In addition to posting this policy on the district's publicly accessible website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees of the district's policy prohibiting hazing, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy by means of publication in handbooks.

This policy, along with other applicable district policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.

Complaint Procedure

A student who believes that they have been subject to hazing is encouraged to promptly report the incident to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of hazing shall be provided to the building principal or designee, who shall promptly notify the Superintendent or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

Interim Measures/Police

Upon receipt of a complaint of hazing, the building principal or designee, in consultation with the Superintendent or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to the police consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding. The decision to report a matter to the police should not involve an analysis by district personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.

Referral to Law Enforcement and Safe Schools Reporting Requirements –

For purposes of reporting hazing incidents to law enforcement in accordance with Safe Schools Act reporting, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents, as defined in the Safe Schools Act, committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian of any student directly involved in a defined incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of hazing or participation in an investigation of allegations of hazing is prohibited and shall be subject to disciplinary action.

Consequences for Violation

Safe Harbor –

An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if the individual complies with the requirements under law, subject to the limitations set forth in law.

Students –

If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. The student may also be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.

Nonstudent Violators/Organizational Hazing -

If the investigation results in a substantiated finding that a coach, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, the coach, sponsor, or volunteer shall be disciplined in accordance with Board policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from district employment

If an organization is found to have engaged in organizational hazing, it shall be subject to the imposition of fines and other appropriate penalties. Penalties may include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the district.

Criminal Prosecution –

Any person or organization that causes or participates in hazing may also be subject to criminal prosecution.[\[4\]](#)

249:

Title

Bullying/Cyberbullying

Code

249

Status

Active

Adopted

December 8, 2008

Last Revised

April 16, 2019

Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definition

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[\[1\]](#)

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

Verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. Any complaint of bullying be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying. District administration shall annually provide the following information with the Safe School Report:

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:^{[1][4][9]}

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Reporting Form for Bullying/Hazing

[https://go.boarddocs.com/pa/rock/Board.nsf/files/BSEJAZ6AE041/\\$file/249-Attach%201%20Report%20Form.pdf](https://go.boarddocs.com/pa/rock/Board.nsf/files/BSEJAZ6AE041/$file/249-Attach%201%20Report%20Form.pdf)

Notice of Homeless Education Programs

August 2025

Dear Parent/Guardian:

On July 22, 1987, the Stewart B. McKinney Homeless Assistance Act became public law. This was the first comprehensive federal law dealing with the problems of homelessness in America. Recently included in the 2001 No Child Left Behind Act, it is now called the McKinney-Vento Homeless Education Assistance Improvements Act of 2001.

The Education for Homeless Children and Youths (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youths and ensure educational rights and protections for these children and youths. The Every Student Succeeds Act (ESSA) amended the McKinney-Vento Act, and changes made by the ESSA will take effect on October 1, 2016.

The Rockwood Area School District is required to provide activities for, and services to, homeless children, including preschool-age homeless children and youths, enabling them to enroll in, attend, and succeed in school or preschool programs.

The law requires all school districts to inform parents or guardians of their rights under this provision of NCLB. Specifically, it states that, pending resolution of a dispute about school placement, a school district must immediately enroll a homeless student in the student's school of origin or other school selected on the basis of the child's best interest and provide a written explanation of the rights of appeal to the parent or guardian of the student.

If you have any questions about the education of homeless children please contact Mrs. Susan Clark, School Social Worker at 926-4688.

Sincerely,

Jonathan Hale

Elementary Principal

Foster Care Services

August 2025

Dear Foster Care Families,

As the Rockwood Area School District Foster Care “Point of Contact” Liaison, this notice is placed to communicate services for youth in foster care. The Rockwood Area School District, in collaboration with Somerset Children and Youth Services have developed practices and relationships that support children in foster care. These practices focus on determining the “Best Interests” for educating the child and supporting their academic needs. The Every Students Succeeds Act outlines that children in foster care shall be supported educationally by Local Education Agencies (LEA) in collaboration with state and local child welfare agencies. Foster Care students are to be supplied educational opportunities and attempts must be made to support the child’s attendance to the school of origin. This is the school in which the child was enrolled at the time of placement in foster care.

The Rockwood Area School District will work with any County CYS agency to provide a “Free and Appropriate” education that is in the “Best Interest” of the child. A best interest determination will be completed with the child welfare agency and representatives from the Rockwood Area School District to determine transportation, educational needs, and enrollment in the School of Origin or the Rockwood Area School District.

Any foster care family or Child Welfare Agency supporting or placing a child into foster care within the Rockwood Area School District shall notify the RASD Foster Care Liaison of the child’s placement. The School Social Worker services as the Foster Care Liaison and will support the child and begin the procedures required by ESSA. The Foster Care Liaison can be contacted through the Rockwood Elementary Office at 814-926-4688, Ext. 2016. Emails may be sent to sclark@rockwoodschoools.org. A special thank you to all of the foster care families for providing a supportive environment and a caring home. Together, we can make a difference in the lives of the young people we serve.

Yours in education,

Mrs. Susan Clark

School Social Worker

Homeless Children Liaison/Foster Care Liaison

Rockwood Area School District

Right to Request Teacher Qualifications

August 2025

Dear Parent/Guardian:

As a parent of a student in the Rockwood Area School District, you have the right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct your child. Every Student Succeeds Act. federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Commonwealth of Pennsylvania has licensed

or qualified the teacher for the grades and subjects he or she teaches.

- Whether the Commonwealth of Pennsylvania has decided

that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.

- The teacher's college major; whether the teacher has

any advanced degrees and, if so, the subject of the degrees.

- Whether any instructional aides or similar paraprofessionals

provide services to your child and, if they do, their qualifications.

If you would like to receive additional information about any teachers or paraprofessional aides who work with your child, please contact Jonathan Hale, Elementary Principal at 926-4688. Our district is fully committed to the success of your child. We appreciate your partnership in our efforts.

Sincerely,

Jonathan Hale

Elementary Principal

School Building Family Engagement Policy Meeting Notification

August 2025

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA) of 2001 requires the Rockwood School District to develop and distribute to parents a written family engagement policy that establishes the school district's expectations for parent involvement.

Specifically, schools must hold a yearly meeting, at a convenient time, to which all parents of participating children must be invited and encouraged to attend. At this meeting, we will provide you with information about the school district's programs, a description and explanation of the curriculum in use at the school, the kinds of tests the school district uses to measure student learning, and the proficiency levels students are expected to meet.

This year's meeting will be held August 21, 2025 at Rockwood Elementary during "Meet the Teacher Night".

Please complete the information at the bottom of this letter and return it to Jonathan Hale, Elementary Principal, 435 Somerset Avenue, Rockwood, PA 15557.

We look forward to seeing you at this meeting.

Please be sure to complete the information below and return it if you are interested in attending the meeting.

Sincerely,

Jonathan Hale, Principal

Every Students Succeeds Act

School Building Parental Involvement Policy Meeting Response Form

Please check one of the boxes below:

- ☐ No, I do not plan to attend the School Family Engagement Policy meeting.
- ☐ Yes, I will attend the School Family Engagement Policy meeting.

(Printed Name of Parent/Guardian)

(Signature of Parent/Guardian) (Date)

(Printed Name of Child or Children in the School)

ASBESTOS MANAGEMENT NOTIFICATION

Dear Parent or Guardian;

By law, we are mandated to provide an annual update on the status of asbestos in the school district.

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing and fire retarding capabilities. Virtually any building constructed before the late 1970's contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires schools to be inspected to identify any asbestos-containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, assumed asbestos-containing building materials (ACBM) has changed and to make recommendations on managing asbestos-containing (or assumed to be asbestos-containing) were inspected and their condition did not warrant any further activities at this time (i.e. removal or encapsulation).

The law further required an asbestos management plan to be in place by July 1989. Rockwood Area School District developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and status of asbestos activities, educate and train its employees about asbestos and how to deal with it, follow set plans and procedures designed to minimize the disturbance of asbestos-containing building materials, and survey the condition of these materials every six months to assure that they remain in good condition.

There are no asbestos related projects scheduled for any school buildings in the upcoming year.

It is the intention of the Rockwood Area School District to continue to comply with all federal and state regulations controlling asbestos and take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in the school office during regular business hours, which are 8:00am to 4:00pm. Mr. Vernon Shumaker, Director of Maintenance, is our designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos related issues should be directed to him at his office.

Very truly yours,

Mark Bower

Superintendent

Title I Family Engagement Policy

The Rockwood Area Elementary is designated as a Title I School Wide facility. This means that all students can be provided with academic support in reading. Our current program services Kindergarten through 3rd grade. Parents are an integral part of a student's success. Parents who take part in their child's education, hold high education standards/expectations, support with homework, visit the classroom, and participate in school activities often see their children develop into high achieving students.

1. Letters will be sent to parents/guardians of eligible Title I students the first week of school. These letters will serve three functions: (1) notification to the parents/guardians that the student(s) named are eligible to receive supplemental instruction in reading by reading specialists trained to diagnose and remediate specific reading deficiencies; (2) share with the parents/guardians the need and desire of the Title I staff to work with parents in developing activities to assist instruction in reading skills at home; and (3) provide the parents/guardians with the option to grant permission, or deny permission for student(s) named to participate in the Title I Reading Program.
2. A progress report will be included on report cards each report period and a written report will be given to the parent at the end of each semester indicating the student's progress in learning, reviewing, or improving in the basic Title I instructional program.
3. The Title I staff will conference with students' classroom teachers and parents whenever, and as often as, the need is indicated. If a Title I student is also in the IST program, the IST teacher will be involved in conferences. The conference may generate from the Title I staff, the classroom teacher, the IST teacher, or the parent. Specific conferences will be scheduled for Title I parents during "Open House" or "Parent Conference Days" (Act 80 days).
4. The Title I staff will provide materials and suggestions to parents to help them promote the education of their children at home. These will be sent home with the student(s), provided during conferences, or provided through in-service.
5. Two meetings will be held each school year for Title I parents/guardians to provide input into the development and management of the Title I Program. Cooperation and dedication of the local Parent Teacher Association, Title I Parents, Title I Staff, Title I students, and classroom teachers will promote the Title I Program and its benefits through shared meetings and other activities.
6. Parent Involvement sessions focused on topics of concern identified by parents will be provided by staff members of the Rockwood Area Elementary. Four workshops/meetings will be held to inform parents of educational topics and strategies to support their child's academic development. These topics and concerns are gathered from parent requests and surveys completed by parents each year.
7. An informational booklet dealing with the Title I Program (including parental involvement requirements) will be distributed to parents/guardians at the fall meeting or upon request.

If you have questions you may contact Mr. Jonathan Hale, Federal Programs Coordinator at 814-926-4677.

Information related to the Rockwood Elementary Title I program can be found on the Rockwood Elementary website at:

http://www.rockwoodschoools.org/pages/RASD/Elementary/Elementary/Title_I

Rockwood Area Elementary Schools

Family Engagement Plan

2025 -2026

Rockwood Area School District School Family Engagement Plan

Rockwood Area Elementary School

The Rockwood Area Elementary School and the parents of the students participating in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this policy outlines how the parents and the entire school staff will share the responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

School Responsibilities:

The Rockwood Area Elementary School will:

1. Involve parents/guardians in the joint development of the district's overall Title I plan, Family Engagement Policy/Activities, and the process of school review and improvement by:

- a) Schoolwide Program – SWP/Parental Advisory Committee meetings held during the school year.
- b) Family Engagement Surveys.
- c) Family Engagement Education Sessions/Meeting.
- d) Data sharing.

2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by:

- a) Family Engagement Workshops – (Four (4) sessions a year based on Survey data).
- b) Parent Teacher Conferences.

Meet the Teacher Night

November Parent Teacher Conferences

3. Develop activities that promote the schools' and parents'/guardians' capacity for strong parental involvement by:

- a) Educational events throughout the school year to promote student achievement.
- b) Reading Nights/Book Fairs.
- c) Family Engagement Educational Sessions.
- d) Classroom activities scheduled by teachers to improve family engagement through volunteering.
- e) Provide opportunities for parents to participate in the School Wide/Parent Advisory Committee.

4. Involve parents/guardians in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I, including the review and development of the Rockwood Elementary School Wide Plan:

- a) The School Wide Plan for the Rockwood Elementary is reviewed yearly during the Annual Title I Meeting.
- b) Parents, community members, school staff, and the administration are integral members of this committee.
- c) The overall Title I and school programs and procedures are reviewed by this committee annually.
- d) Periodic meetings are held with this committee throughout each school year.
- e) Data driven decision making is a focus of this committee.

f) SWC information is shared with parents at the Fall and Spring meetings.

5. Identify barriers to participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.

a) Enrollment information is used to support this need.

b) All needs for parent/guardian participation will be evaluated by the administration.

c) ADA/IDEA requirements are followed within the RASD.

6. Use findings of annual evaluations to design strategies for more effective family engagement. Parent Surveys at Annual Meeting and Fall and Spring Surveys.

7. Involve parents/guardians in the activities of schools served under Title I.

The building principal and/or Title I staff shall provide to parents/guardians of students participating in Title I programs:

1. Information related to the Rockwood Elementary School Wide Plan.

2. Explanation of the reasons supporting their child's selection for the program.

3. Set of objectives to be addressed/Progress reports related to student achievement.

4. Description of the services to be provided.

An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purposes of the Title I program. Parents/Guardians shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents/Guardians shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

a) This meeting is held during the fall of each year and scheduled by the Federal Programs coordinator in conjunction with the administration.

b) This requirement is also met through the School Wide/Parent Advisory Committee meetings throughout the school year.

- Parents will be involved in the development and adjustments in the SWP, Title I Family Engagement policies/plan, Title I School/Student/Parent Compact, use of funding, and professional development

In addition to the required annual meeting, additional parent/guardian meetings shall be held at various times of the day and evening. At these meetings, parents/guardians shall be provided: (Fall and Spring Title I Parent Meetings are held at various times during school hours and in the evening. Parents are surveyed to gain times of preference.)

1. Information about programs provided under Title I.

a) School Website – Title I: Online resources to all Title I Documents/Policies.

b) Written Information sent home with students.

c) Formal meetings scheduled throughout the school year.(Fall and spring)

d) Student Handbook.

2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

a) Curriculum, assessments, and proficiency levels/expectations are outlined in the School Wide Plan and communicated to parents/guardians during the Fall parent meeting.

b) Student achievement and progress is communicated to parents through progress reports every three weeks. This will include Report Cards, Title I progress reports (end of grading periods), and teacher progress reports.

Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

a) Title I School Wide/Parent Advisory Committee. Representatives selected from students being serviced

b) Parent Involvement Surveys (two times per year/Fall and Spring) – Surveys.

4. Opportunities to submit parent/guardian comments about the program to the district level.

Parents are invited to meet with the teachers, principal, federal programs coordinator, or superintendent at any time. Parent comments are appreciated.

Public complain policy 906 is provided to all parents through written documentation.

Parents/guardians need only contact the related office.

Comments are welcomed during meetings and parent surveys.

5. If sufficient, Title I funds may be used to facilitate or pay reasonable and necessary expenses associated with “Parent Involvement” activities, including transportation, child care, or home visit expenses to enable parents to participate in school related meeting and training sessions.

a) Title I funds are allocated on the application for parent involvement.

b) The RASD contributes funds for “Parent Involvement Advisor”, mailings, invitations, and paperwork sent home to parents regarding the Title I Programs, events, and the Parent Involvement Education sessions.

c) Parent involvement funds are spent with the guidance from parents. Supplies for meetings and materials to provide students with academic activities are purchased.

6. Opportunities shall be provided for parents/guardians to meet with the classroom and Title I teachers to discuss their child's progress.

a) Parents/Guardians receive progress reports every three weeks with report cards distributed every 9 weeks.

b) Meet the Teacher Night held in September.

c) Parent Teacher Conferences are held in November.

d) Meetings available upon request and arranged with the classroom teacher.

e) Parents are encouraged to contact the classroom teachers via phone, email, or written communication.

School-Parental Compact

Pol. 102 Each school in the district receiving Title I funds shall jointly develop with parents/guardians of students served in the program a School-Parent Compact outlining the manner in which parents/guardians, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards:

A) Provide instruction tied to PA academic standards and focus on developing skills related to these standards.

B) Update textbook and materials on a routine basis. (6 yr Textbook Cycle)

C) Use of data driven decision making to develop lessons and interventions that meet the needs of students.

D) The Instructional Support (IST) and Elementary Student Assistance Program (ESAP) teams will be used to monitor student performance and manage referrals related to student achievement so that outside services and instructional interventions can be supplied to meet student needs and support teachers.

2. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.

A. Creating a home atmosphere that encourages learning opportunities.

B. Sending my child to school regularly and on time.

C. Make sure that my child is prepared to learn and ready for the school day.

D. Encouraging the completion of homework and will take an interest in all work brought home.

E. Stay informed about my child's education and communicate with the school by promptly reading all notices from the teacher, administration, or school district either received by my child or by mail and responding as appropriate.

F. Attending school functions such as: Meet the Teacher Night, Parent-Teacher Conferences, the Title I Parent Involvement Program and Yearly Parent Meeting.

- G. Know what is expected of my child in reading, math, and other subjects by communicating with the teacher, reviewing lesson plans, and the student handbook.
- H. Read to or with my child on a regular basis.
- I. Encourage my child to do his or her best in school, and to ask for help when needed.
- J. Encouraging my child to show respect for school faculty and staff, classmates and property- and will model like behavior.
- K. Participating in decisions relating to my child's education.
- L. Serve on parent groups and committees, if possible.

3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.

- a) Parents/Guardians receive progress reports every three weeks with report cards distributed every 9 weeks. Title I progress reports for students participating in Title I will be reported at the end of each grading period.
- b) Meet the Teacher Night held in September.
- c) Parent Teacher Conferences are held in November.
- d) Meetings available upon request and arranged with the classroom teacher.
- e) Parents are encouraged to contact the classroom teachers via phone, email, or written communication.

The School-Parental Compact is a working document that functions as an agreement by all stakeholders in a child's educational process. This document is reviewed with parents at the following events:

- a) Fall Title I Meeting.
- b) Spring Title I Meeting.
- c) Parents are asked to supply thoughts, comments, concerns, and answer questions related to the RAES School-Parent Compact. The information shared by parents is evaluated and added to the compact if appropriate

ROCKWOOD AREA SCHOOL DISTRICT

917. FAMILY ENGAGEMENT

1. Purpose

The Board recognizes the vital role parents/guardians and family play in the education, welfare and values of their children. The district is committed to the belief that all students can learn and acknowledges that schools and families share a commitment to the educational success of students.

2. Definition

Family Engagement 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.

3. Authority

The Board recognizes that the responsibility for each student's education is shared by the school and the family and acknowledges that schools and families must work as knowledgeable, cooperative partners to effectively educate all students. To this end, the Board shall support the development, implementation, and continuing evaluation of a parental and family involvement program that will involve parents/guardians at all grade levels in a variety of roles.

4. Guidelines

Because parents/guardians are familiar with the needs, problems and abilities of their children, staff should communicate with and seek their input throughout the school year. The parental and family involvement program may include the following:

1. Support for parents/guardians as school leaders and decision-makers, in addition to serving in advisory roles.
2. Promotion of clear two-way communication between the school and the family about school programs and student progress.
3. Assistance to parents/guardians and families in developing parenting skills to foster positive relationships at home, to support children's educational efforts, and to assist their children with learning at home.
4. Involvement of parents/guardians, with appropriate training, in instructional and support roles at the school.

Book
Policy Manual
Section
900 Community
Title
Title I Family Engagement
Number
918
Status
First Reading
Adopted
July 18, 2006
Last Revised
June 19, 2018

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[\[1\]](#)[\[2\]](#)

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program

Authority

The Board directs the district and each of its schools with a Title I program to:[\[1\]](#)

1. Conduct outreach to all parents and family members
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[\[3\]](#)
3. Include parents and family members in the development of the Title I Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.
 - b. Incorporated into the district's Title I Plan.[\[3\]](#)
 - c. Posted to the district's publicly accessible website.[\[4\]](#)
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[\[1\]](#)[\[5\]](#)

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I **Family Engagement** Policy, plan and programs comply with the requirements of federal law. [\[1\]\[3\]](#)

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. {X } Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate. [\[5\]](#)

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact. [\[1\]](#)

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to: [\[1\]](#)

1. Volunteer in their child's classroom. [\[6\]](#)
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. [\[1\]](#)

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits. [\[1\]](#)

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Family Engagement Policy and the joint development of the Title I Plan. [\[1\]\[3\]](#)

At these meetings, parents and family members shall be provided:[\[1\]](#)

1. Timely information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

{X } Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.

{X } Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.

{X } Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.

{X } Analyze and share the results of the Title I Parent/Family Survey.

{X } Post school performance data on the district's website.

{X } Distribute and discuss the School-Parent and Family Compact.

{X } Host various parent and family nights at each school building with a Title I program.

{X } Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.

{X } Actively recruit parents and family members to participate in school review and improvement planning.

{X } Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level training to promote understanding of school data, comprehensive plans and the budgeting process.

X } Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

{ } Other _____

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[\[1\]](#)[\[3\]](#)

Building Capacity for Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[\[1\]](#)

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[\[2\]](#)[\[7\]](#)

2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:

- a. Scheduling training in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
- b. Using technology, including education about the harms of copyright piracy, as appropriate.[8]
- c. Providing information, resources and materials in a user friendly format.
- d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
- e. {X } Training on how to use the Parent Portal as a tool to monitor grades and achievement.

3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[1][5][10][11][12][13][14][15]

5. {X } Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.

6. {X } Train parents and family members to enhance the involvement of other parents and family members.

7. {X } Adopt and implement model approaches to improving parent and family engagement.

8. {X } Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.

9. {X } Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[1][5][10][11][12][13][14][15]

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[1]

The evaluation shall identify:[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

{X } The evaluation shall be conducted through:

{ } Establishment of a schedule and process for the policy review and revision by parents and family members.

{X } An evaluation of the effectiveness of the content and communication methods through a variety of methods.

{X } A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes

{ } Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.

{X } Documentation of parent and family member input regarding Title I programs and activities from throughout the year

{X } A parent and family advisory council consisting of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[\[1\]](#)

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:[\[1\]](#)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[\[6\]](#)
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[\[6\]](#)

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[\[1\]](#)

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[\[1\]](#)

{X } Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.[\[9\]](#)

X } Supporting programs that reach parents and family members at home, in the community, and at school.

{X } Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

{X } Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

{X } Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy

Documentation of Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

Rockwood Area School District

Title I School-Parent Compact

2025-2026

The Rockwood Elementary School and the parents of students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how parents, school staff, and the students will share responsibilities for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

The Rockwood Area Elementary School Title I Department services students in Kindergarten through Sixth Grade. This School-Parent Compact outlines how the school, parents/guardians and the students themselves will contribute to the shared learning in improving the academic achievement of all students. This compact will help foster a partnership that will enable our students to attain the standards set by our state.

This School-Parent Compact is in effect during the school year. Parents are encouraged to attend the fall and spring Title I Parent meetings where this compact and other Title I documents are reviewed and revised to meet the needs of our families.

Responsibilities of the Rockwood Area Elementary School Faculty and Staff:

The Rockwood Area Elementary School will provide a high quality curriculum and instruction in a supportive, effective learning environment enabling success for every student, and

1. Will treat every child with dignity and respect.
2. Strive to address the individual needs of each student.
3. Acknowledge parents as vital to the success of the school, its programs and our students.
4. Provide a safe, positive and healthy environment in which each child can feel secure.
5. Communicate clear expectations for performance to both students and parents.
6. Hold annual parent-teacher conferences to discuss student performance.
7. Encourage parental participation in the decisions relating to the education of their children, as well as provide parents reasonable access to staff by means of telephone, email or meetings.
8. Provide parents with effective and frequent reports on their child's progress. Assessment information may be on-going and include the following: Rockwood Area Title I Assessments, DIBELS Next, 4Sight and PSSA data, as well as various classroom assessments. Parents may also request alternative formats of information as needed.
9. Involve parents in planning, reviewing, and improving the school's parental involvement policy, in an organized, ongoing, and timely manner.
10. Hold annual meetings to inform parents of the school's participation in Title I, Part A programs, explain Title I Part A requirements, and the rights of parents to be involved in the Title I, Part A programs. The school will convene this meeting at a convenient time for parents and will offer a flexible number of additional parental involvement meetings, such as morning, afternoon, evening, so that as many parents as possible are able to attend. The school will invite all parents of children to these meetings. Parents with children currently receiving services will be encouraged to attend these meetings through additional invitations.
11. On the request of parents, provide opportunities for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their child.
12. Provide each parent with a timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I Final Regulations (67 Fed. Reg 71710, December 2, 2002)
13. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating child to meet Pennsylvania's student academic achievement standards thorough in-class and /or pull out lessons that support academic standards and District Curriculum.
14. Provide parents with opportunities to volunteer and participate in their child's class and observe classroom activities. Parents need to contact the building principal to make arrangements for classroom observations.

Parent/Family:

As a parent, I will support my child's learning and will work cooperatively with the school. I understand that my participation in my child's education will help improve his/her attitude, development, and academic success. I will support the Rockwood Elementary School by:

1. Creating a home atmosphere that encourages learning opportunities.
2. Sending my child to school regularly and on time.
3. Make sure that my child is prepared to learn and ready for the school day.
4. Encouraging the completion of homework and will take an interest in all work brought home.
5. I will stay informed about my child's education and communicate with the school by promptly reading all notices from the teacher, administration, or school district either received by my child or by mail and responding as appropriate.
6. Attending school functions such as: Meet the Teacher Night, Parent-Teacher Conferences, the Title I Parent Involvement Program and Yearly Parent Meeting.
7. Know what is expected of my child in reading, math, and other subjects by communicating with the teacher, reviewing lesson plans, and the student handbook.
8. Read to or with my child on a regular basis.
9. Encourage my child to do his or her best in school, and to ask for help when needed.
10. Encouraging my child to show respect for school faculty and staff, classmates and property- and will model like behavior.
11. Participating in decisions relating to my child's education.

Serve on parent groups and committees, if possible.

Student:

As a student, I understand that my education is important. I know that I am in charge of my own success. I agree to actively participate in my own education by:

1. Arriving at school on time every day ready to learn.
2. Maintaining a positive attitude about my schoolwork.
3. Completing my homework neatly, accurately, and on time on a regular basis.
4. Reading at home to myself and with my family.
5. Studying subject material as assigned by my teacher(s).
6. Being a cooperative learner that can work with others in small groups.
7. Asking for help when I need it.
8. Giving my parents or guardians all school-related information I receive each day when I get home from school.
9. Being respectful to school personnel, other students and school property.
10. Respecting myself and being responsible for my own behavior.
11. Try my best of all school assignments, tests, quizzes, projects, and other graded tasks.

Please read this document and keep a copy in a place where it can serve as a reminder of each person's responsibilities to the Title I Program. If you have any questions or comments, please contact Mr. Jonathan Hale, Elementary Principal/Federal Programs Coordinator, at 814-926-4688 or email: jhale@rockwoodschoools.org

Title I Public Complaint Policy:

The Rockwood Area School Board welcomes inquiries, suggestions, and constructive criticism regarding the district's programs, personnel, operations and facilities. Any parent/guardian, student, resident or community group shall have the right to present a request, suggestion or complaint. The Board intends to provide a fair and impartial method for seeking appropriate resolution.

Attempts to resolve public concerns and complaints of district residents shall begin with informal, direct discussions among the affected parties, following the established guidelines and district organizational structure. Only when informal meetings fail to resolve the issue shall more formal procedures be utilized.

In accordance with law, the Board shall adopt a written procedure that provides Parents/guardians, public agencies, other individuals, and organizations a means to submit and resolve complaints alleging violations in the administration of educational programs under the No Child Left Behind Act. The complaint procedure shall be available to the public, a copy maintained in each school, and be distributed annually to parents/guardians and staff.

General Complaint Procedure

General complaints about Board policy and district procedures, programs, operations, facilities and personnel shall be processed in accordance with the following procedure.

First Level - Complaints and requests shall be addressed initially to the concerned employee, who shall discuss it with the complainant and attempt to provide a reasonable explanation or take appropriate action within the employee's authority. As appropriate, the staff member shall report the matter and the resolution to the building principal or immediate supervisor.

Second Level - If the issue cannot be resolved satisfactorily at the first level, it shall be discussed by the complainant with the building principal or the employee's immediate supervisor.

Third Level - If a satisfactory solution is not achieved by discussion with the building principal or immediate supervisor, a conference shall be scheduled with the Superintendent or designee. The principal or supervisor shall provide to the Superintendent or designee a report that includes the specific nature of the complaint, brief statement of relevant facts, how the complainant has been affected adversely, the action requested, and the reasons why such action should be taken or not taken.

Fourth Level - Should the matter not be resolved by the Superintendent or designee or is beyond his/her authority and requires Board action, the Superintendent or designee shall provide the Board with a complete report.

Final Level - After reviewing all information relative to the complaint, the Board shall provide the complainant with its written decision and may grant a hearing before the Board or a committee of the Board.

The complainant shall be advised of the Board's decision, in writing, no more than ten (10) days following the hearing.

NCLB Complaint Procedure

Complaints alleging violations of law in the district's administration of NCLB education programs shall be processed in accordance with the following procedure. The complaint must be filed with the district as a written, signed statement that identifies:

1. Alleged NCLB violation.
2. Facts supporting the alleged violation.
3. Supporting documentation, such as information on discussions, correspondence or meetings with the district regarding the complaint.

Complaints shall be referred to the Federal Programs Coordinator, who will notify the Superintendent or designee. The Federal Programs Coordinator will conduct an independent investigation, which could include but not be limited to:

1. On-site visit to the building that is the subject of the complaint.
2. Opportunity to present evidence by all individuals and/or organizations involved.
3. Opportunity for each side to question parties of the other side and witnesses. When the investigation is completed, the Federal Programs Coordinator will prepare a report with a recommendation for resolving the complaint. The report will include:
 1. Name of the individual or organization filing the complaint.
 2. Nature of the complaint.
 3. Summary of the investigation.
 4. Recommended resolution.
 5. Reasons for the recommended resolution.

The Federal Programs Coordinator will submit the report to the Superintendent or designee, who will determine whether further investigation is required and/or the district's final response.

All parties involved in the complaint will be notified of the resolution of the complaint by the Superintendent or designee.

The Federal Programs Coordinator will ensure that the resolution of the complaint is implemented.

The time period between receipt and resolution of a complaint will not exceed sixty(60) calendar days, unless circumstances require additional time. Either party may appeal the final resolution to the Pennsylvania Department of Education.

Division of Federal Programs
PA Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Rockwood's Integrated Pest Management Policy

Notification Letter to Parents/Guardians

In April of 2002, the Governor signed into law a bill that mandates all 501 school districts in the state to adopt an Integrated Pest Management (IPM) Plan. At the Rockwood Area School District, we have used this approach for several years in anticipation of this law. Our IPM approach focuses on making the school buildings and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We continually monitor the school building and grounds to detect any pests that are present.

From time to time, it may be necessary to manage a pest problem, especially in the area of the athletic fields to control weeds and the cafeteria kitchens to assure the continued sanitation of the kitchens. When chemicals are used, the school will try to use the least toxic products available as we have done in the past.

Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification, you must be placed on the school's notification registry. If you would like to be placed on this registry, please notify the district in writing. Please include the following:

- Name of the Parent/Guardian to be notified

- Name of Student

- Address

- Phone Number

If a chemical application must be made to control an emergency pest problem, notice will be provided by telephone to any parent or guardian who has requested such in writing.

Each year the district will prepare a new notification registry. Please submit a letter each year to be included on the registry.

Questions may be directed to: Edward Clay, IPM Coordinator, at 814-926-4688.

Notification of rights under FERPA

For Elementary and Secondary Schools

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

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

Parents or eligible students who wish to ask the School to amend a record should write to the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5920

ROCKWOOD AREA SCHOOL DISTRICT

Annual Public Notice of Special Education

Services and Programs for School-Age Children with Disabilities

It is the responsibility of the Pennsylvania Department of Education to insure that all children with disabilities residing in the Commonwealth (including children with disabilities attending private schools, regardless of the severity of their disabilities), and who are in need of special education or related services, are identified, located, and evaluated. This responsibility is required by the individuals with Disabilities Education Act, Amendments of 2004 (IDEA 2004).

The Rockwood Area School District provides a Free Appropriate Public Education (FAPE) to children with disabilities who are in need of special education and related services. FAPE is provided to students who need specially designed instruction and have one or more of the following physical or mental disabilities: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment including Blindness. The District engages in identification procedures to ensure that all students receive an appropriate educational program consisting of special education and related services, which are individualized to meet the educational needs of the student and reasonably calculated to yield meaningful educational benefit and student progress at no cost to the parents and in compliance with State and Federal law.

Notice to Parents

According to state and federal special education regulations, Annual Public Notice to parents of children who reside within a school district is required regarding Child Find responsibilities. School Districts, Intermediate Units, and Charter Schools are required to conduct Child Find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 Services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled "Implementation of Chapter 15." Also, school districts are required to conduct Child Find activities for children who may be eligible for Gifted Services via 22 PA Code Chapter 16. For additional information regarding Gifted Services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This Notice shall inform parents throughout the School District, Intermediate Unit, and Charter School of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this Public Notice, each School District, Intermediate Unit, and Charter School shall publish written information in the handbook and on the website. Children of ages three through twenty-one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact Megan Hetrik, Supervisor of Special Education Rockwood School District. (814) 926-4688 Ext. 1116

Parents who think their child is exceptional may request, at any time, that the school district conduct a multidisciplinary evaluation. This request should be made in writing to the Building Principal or Supervisor of Special Education. If a parent makes an oral request for a multidisciplinary evaluation, the school district shall provide the parent with a written request form. Parents also have the right to obtain an independent educational evaluation. The Rockwood Area School District will provide parents, upon request, information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

Identification Activities:

Screening: The Rockwood Area School District has established and implemented procedures to locate, identify, and evaluate children suspected of having a disability. These procedures involve screening activities which include, but are not limited to: yearly review of group-based data (cumulative records, enrollment records, health records, and report records); hearing screening (at a minimum of kindergarten, special ungraded classes, first, second, third, seventh, and eleventh grades); vision screening (every grade level); motor screening; and speech and language screening. In addition, the Rockwood Area School District uses early intervening services to verify that the student was provided appropriate instruction in reading, including the essential components of reading instruction, appropriate instruction in math, and an assessment of the student's performance in relation to State-approved grade level standards. Screening or early intervening services do not serve as a bar to the right of a parent to request evaluation, at any time, including prior to or during the conduct of early intervening activities. Except as indicated above or otherwise announced public screening activities take place in an on-going fashion throughout the school year. Screening is conducted in the child's home school unless other arrangements are necessary.

Evaluation: When screening indicates that a student may be a child with a disability, the Rockwood Area School District will seek parental consent to conduct an evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child requires. The term means procedures used selectively with an individual child and does not mean basic tests administered to or procedures used with all children. In Pennsylvania, this evaluation is conducted by a multidisciplinary team (MDT) that includes the parents and qualified professionals. The evaluation process must be completed no later than sixty calendar days after the district receives informed written parental consent and must include "protection-in-evaluation procedures". For example, tests and procedures used as part of the multidisciplinary evaluation process may not be racially or culturally biased. The evaluation process results in a written evaluation report that specifies a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Consent: School entities cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, at www.Pattan.net. After written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can then request an independent education evaluation at public expense.

Educational Placement: If it is determined the student is eligible for special education services and the parent agrees to initiate services, the IEP team develops an Individualized Education Plan (IEP). This team includes at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher, a representative of the local education agency, the student whenever appropriate, or beginning at age 14, and the parents. The IEP describes the child's present levels of educational performance, goals, objectives (when required), and the individualized programs and services the child will receive. For each child with a disability, beginning at age fourteen or younger when deemed appropriate, a statement of transition service needs will be included. In determining student placement, consideration will be given to ensure that to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled. Classes and services that involve removal of children with disabilities from the regular environment will occur only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. For information or to request an evaluation to determine if there is a need for special education, contact Mrs. Megan Hetrick, Supervisor of Special Education, Rockwood Area School District, 437 Somerset Ave., Rockwood, PA 15557, (814) 926-4688 Ext. 1116

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Chapter 15 of the regulations of the Pennsylvania State Board of Education

The following serves as Annual Public Notice

Services for Handicapped Students (Section 504): The Rockwood Area School District maintains policies and procedures compliant with Section 504 and ensures non-discrimination in the provision of educational services to students with disabilities. Students who are not eligible to receive special education programs and services may qualify as protected handicapped students and therefore, be protected by other federal and state laws intended to prevent discrimination. The school district must ensure that protected handicapped students have an equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with state and federal law, the school district will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities, to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school-age with a physical or mental disability which substantially limits or prohibits participation in, or access to, an aspect of the school program. These services and protections for "protected handicapped students" may be distinct from those applicable to exceptional or thought-to-be exceptional students. The school district or the parent may initiate an evaluation if it is believed a student is a protected handicapped student. For further information on the evaluation procedures and provision of services for a protected handicapped student, parents should call your child's Building Principal. (Please note that this is a regular education service and not one required by IDEA or Chapter 14.)

Gifted Services: The Rockwood Area School District utilizes a system in accordance to 22 PA Code Chapter 16 to locate and identify all students within the District who are thought to be gifted and in need of specially designed instruction. For information regarding Gifted services, please contact the Building Principal.

Early Intervention

The IDEA 2004 also requires the provision of FAPE to children with disabilities between three years of age and the school district's age of beginners who have a developmental delay or one or more of the physical or mental disabilities listed in the first section may be identified as an "eligible young child". Eligible young children are afforded the rights of school age children with disabilities, including screening, evaluation, individualized education program planning, and provision of appropriate programs and services. Potential signs of developmental delay and other risk factors that could indicate disabilities and the possibility that a child is an eligible young child could include: **By the age of 3:** not saying many words; not using 2 or 3 word phrases and sentences; not walking; awkward gait (walking); drooling; not able to answer "who" or "what" questions; not using utensil to feed self; **By the age of 4 (all of the above included):** not toilet trained; difficulty with directional words (in, on, under, out); not playing with other children; not able to draw a circle, cross or imitate a vertical line; not able to understand the child's speech most of the time; difficulty following simple two-step directions (pick up the paper and put it in the garbage); **By the age of 5 (all of the above included):** unable to answer "where" questions; unable to recall details from a story; not drawing a person with at least 6 parts; immature speech patterns (me instead of I); not able to hop forward with one foot without support; **Other warning signs-at any age:** Little or no eye contact; over/under sensitivities to pain, light, noise; hand flapping; no awareness of space-always bumping into other people or things; awkward hand or foot positioning; won't touch or eat certain textures; child no longer can do things he/she used to do; developed normally, then stopped; echoes what is said; plays with toys inappropriately (watches wheels spin on the car but doesn't play with the car)

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, The Early Intervention Services System Act. Appalachia Intermediate Unit 8 provides programs and services to eligible young children on behalf of the Pennsylvania Department of Education. Preschool age children information, screenings and evaluation requests may be obtained by contacting Amy Woerner, Intermediate Unit 8 Director of Educational Programs and Services at the Intermediate Unit 8 Executive Office, 4500 Sixth Ave., Altoona, PA 16602. Phone: (814) 940-0223 Ext 1372.

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the students' education records. Parents or students over 18 years of age have the right to inspect and review that student's education record. The school district will comply with the request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Building Principal or Student Services Supervisor. Parents have the right to a response from the school district to a reasonable request for explanations and interpretations of the records. Parents have the right to request copies of the records. While the district cannot charge a fee to search for or to retrieve information, it may charge a copying fee, as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents (or students over 18 years of age) have the right only to inspect and review the information relating to their specific child.

If a parent (or student over 18 years of age) thinks information in an education record is inaccurate, misleading, or violates the privacy or other rights of the child, an amendment of the record may be requested. Requests should be made in writing and clearly identify the part of the record to be changed, and specify why it is inaccurate or misleading. The school district will decide whether or not to amend the record and will notify the parents (student over 18 years of age), in writing, of its decision. If the school district refuses to amend a record, it will notify the parents (student over 18 years of age) of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents (student over 18 years of age) when notified of the right to a hearing. The school district will inform parents (student over 18 years of age) when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents (student over 18 years of age). Parents (student over 18 years of age) have a right to receive a copy of the material to be destroyed; however, a permanent record of the student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information, so that the information is no longer personally identifiable. The school district will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school district keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents (or student over 18 years of age) have the right to consent to the disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. "Consent" means: the parent(s) (or student over 18 years of age) have/has been fully informed regarding the activity requiring consent, in the native language or other mode of communication; they understand and agree in writing to the activities, and they understand that the consent is voluntary and may be revoked at any time. Information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Directory information, as defined above, may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Upon request, the district discloses education records to officials of another school district, in which a student seeks or intends to enroll.

Confidentiality of Information

Confidentiality: The Rockwood Area School District protects the confidentiality of personally identifiable information regarding children with disabilities, children thought to have disabilities, protected handicapped students (if not protected by IDEA 2004 or Pennsylvania's Special Education Regulations) and children who are identified as gifted, in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws, policies, and regulations. The School District, Intermediate Units, and Charter Schools maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Parental consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. For additional information related to student records, parents may refer to the Family Education Rights and Privacy Act (FERPA). Parent(s) (or student over 18 years of age) have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.

"Education records" means those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or a party acting for the agency. "Educational Agency", for purposes of this notice, means the local school district, and/or the Appalachia Intermediate Unit. For all students, the educational agency maintains education records which include but are not limited to:

Personally Identifiable Information is confidential information that includes, but is not limited to the student's name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

Directory Information is Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy, if disclosed. It includes, but is not limited to, the student's name, address, telephone number, date and place of birth, major field of study (secondary students), participation in officially-recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the name of the most previous educational agency or institution attended.

Retention/Destruction of Student Records- Special Education

In accordance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA), this notice is hereby given that in accordance with 24CFR 300.573, the School District, Intermediate Unit and Charter Schools may destroy the special education records of students who exited from any special education program. Special education records, which have been collected by the School District, Intermediate Unit and Charter Schools related to the identification, evaluation, educational placement, or the provision of the Special Education in the district, IU or charter school must be maintained under state and federal law for a period of seven (7) years after Special Education services have ended for the

student. Special education services end when the student is no longer eligible for services, graduates, completes his or her educational program at age 21, or moves from the School District, Intermediate Unit, or Charter School.

After seven (7) years, the records are no longer useful to the School District, Intermediate Unit or Charter School and will be destroyed in accordance with state and federal law unless the parent/guardian or eligible (adult) student contacts the responsible district that the parent/guardian or eligible (adult) student wishes to maintain the information as a personal record. These records may be useful to the parent/guardian or former student when applying for post-secondary education/training, benefits or social services. Records including student's name, address, grades, attendance, dates attended, grade level completed and year completed may be destroyed after seven (7) years have passed from the student's 21st birthday. If you wish to request records or need additional information you may contact the Student Services Office. Destruction will proceed where parents/guardians or eligible (adult) students have not requested records in accordance with the School District's, Intermediate Unit's or Charter School's Notice of Destruction of Special Education Records.

Destruction of State Exams

In accordance with 34 CFR 300.624 Pennsylvania Department of Education has advised that the PSSA, Keystone Exam and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets. PSSA and Keystone Exams answer booklets and PASA media recordings will be destroyed three years after completion of the assessment. Please note that these test materials are housed with the Pennsylvania Department of Education and not at the Rockwood School District. Complaints may be filed with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D. C. 20202-4605

Dear Parent/Guardian,

Pennsylvania State Law (28 PA. CODE CH. 23) regarding school immunization requirements was recently updated. Immunizations are required by law for entry into Pennsylvania schools. **The new law only allows for a five (5) day provisional period to show proof of complete immunizations. If your child's immunizations are not up to date after the first 5 days of school, your child will be excluded from school.** School administrators are required by law to suspend any students who do not have proof of complete immunizations by the 5th day of school.

Below is a basic guide of the immunizations required for school entry:

KINDERGARTEN VACCINE REQUIREMENTS	Number of Doses Required
DTaP (diphtheria, tetanus and acellular pertussis)	4 doses required (1 dose must be on or after 4th birthday)
Polio	4 doses required (1 dose must be on or after 4th birthday)
MMR (measles, mumps and rubella)	2 doses
Hepatitis B (Hep B)	3 doses
Varicella (chickenpox)	2 doses



It is your responsibility as the parent/guardian to present an up-to-date immunization record for your child to the school. **If proof of vaccination is not provided by the end of the 5-day period, your child will be suspended from school until proof of immunization is provided as required by law.**

Please be prepared to provide proof of immunization on or prior to the first day of school. If there are any questions, please contact the school nurse at 814-926-4688 Ext 1118. Immunizations may also be faxed to 814-926-2043.

Thank you for your cooperation in this matter,

Mrs. Rebekah Marietta

School Nurse

NONDISCRIMINATION POLICY

It is the policy of Rockwood Area School District not to discriminate on the basis of race, color, religion, national origin, sex, age, handicap, or English proficiency in its admission procedures, educational programs, services, activities or employment practices, as required by Title VI, IX, and Section 504 or any applicable Federal statute.

Rockwood Area School District will assist students who are deficient in the English language to participate in all programs, services and activities.

The Superintendent is authorized to develop and publish grievance procedures for complaints with regard to discrimination.

For information regarding civil rights, admissions, grievance activities and facilities that are usable by handicapped persons, contact the Federal Programs Coordinator:

Mr. Jonathan Hale

Rockwood Area School District

435 Somerset Avenue

Rockwood, PA 15557 (814) 926-4688.

TITLE IX

Title IX of the Education Amendments of 1972 which prohibits sex discrimination in Federally-assisted education programs specifically states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance ...”

The Rockwood Area School District adheres to a non-discriminatory policy on the basis of sex in its educational programs and activities, and in its employment practices. Furthermore, all students and employees have the right to work in an environment free from all forms of discrimination and conduct which can be considered harassing, coercive, or disruptive including sexual harassment.

Sexual harassment is defined as any unwanted physical, verbal or visual sexual advances, requests for sexual favors and other sexually oriented conduct, which is offensive or objectionable to the recipient including, but not limited to, epithets; derogatory or suggestive comments, slurs or gestures; and offensive posters, cartoons, pictures or drawings.

“It is the policy of the Rockwood Area School District not to discriminate on the basis of sex, handicap, race, color and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI.”

NONDISCRIMINATION/EQUAL OPPORTUNITY/SEXUAL HARASSMENT COMPLIANT PROCEDURE

The District has adopted this internal complaint procedure to provide prompt and equitable resolution of complaints alleging discrimination on the basis of race, color, religion, sex, age, national origin and disability.

The District will neither allow nor tolerate any reprisal in any form by any employee against any employee, student, or patron who has filed a complaint or is a corroborating witness.

Informal Conference

Individuals are encouraged to discuss their complaints with an appropriate building administrator within 10 working days of the alleged violation to determine if the matter can be resolved through informal discussion. However, individuals are not required to request an informal conference as a prerequisite to filing an initial complaint.

Initial Written Complaint

An individual can submit a Complaint to the District's Title IX Coordinator:

Mrs. Susan Clark

Rockwood Area School District

437 Somerset Avenue

Rockwood, PA 15557

Telephone: (814) 926-4688

The following information should be provided.

- a. The complainant's name, address and telephone number.
- b. The complainant's relationship to the District (i.e., parent, student employee).
- c. The complainant's school (if applicable).
- d. The complainant's immediate supervisor (if applicable).
- e. Date of incident/occurrence giving rise to complaint.
- f. Detailed description of complaint.
- g. Action/resolution requested.

A complaint form can be obtained from the Guidance Office.

The complaint should be submitted within 10 working days of the alleged violation or within 5 working days after the complainant met with the building administrator.

3. The Title IX Coordinator may schedule a conference with the complainant to review the complaint. The Title IX Coordinator shall conduct an informal but reasonable investigation, affording interested persons an opportunity to submit information relevant to the complaint.

4. The Title IX Coordinator shall issue a written determination regarding the complaint and proposed Resolution, if any, within 10 working days after the submission of the complaint. Notwithstanding the above, if the Title IX Coordinator is unable to render a decision within 10 working days, the complainant should be provided with a written explanation of the reason for the delay.

A. Reconsideration of Title IX Coordinator's Written Determination.

1. If the complainant is not satisfied with the Title IX Coordinator's determination, he/she may request reconsideration of the determination by submitting a written Request for

Reconsideration to:

Mr. Mark R. Bower

Rockwood Area School District

439 Somerset Avenue

Rockwood, PA 15557 Telephone: (814) 926-4688.

The request should contain:

- A. The complainant's name, address, and telephone number.
- B. The complainant's relationship to the District (i.e. parent, student, employee)
- C. The complainant's school (if applicable).
- D. The complainant's immediate supervisor (if applicable).

E. Explanation of why the complainant is not satisfied with the determination made by Title IX Coordinator.

F. Action/resolution requested.

1. The Request for Reconsideration should be made within 10 working days after receipt of the initial written determination.
2. The Superintendent may request a conference with the complainant and/or may request additional information from the complainant, witnesses, or other individuals.
3. A written decision regarding the Request for Reconsideration will be issued and a copy forwarded to the complainant within 10 days after it was submitted. Notwithstanding the above, if it is not possible to prepare the written decision within 10 working days, a written explanation of the reason for the delay will be provided to the complainant. The decision of the Superintendent shall be final.

A. The Special Education Supervisor is responsible for maintaining the files and records relation to discrimination complaints.

B. A complainant's right to prompt an equitable resolution of a complaint shall not affect his/her right to pursue other remedies. Use of this complaint procedure is not a prerequisite to the pursuit of other remedies.

If the Special Education Supervisor/Title IX Coordinator is the individual about whom the complainant is complaining, the complainant may file his/her complaint with the High School Principal;

Mr. Mark R. Bower

437 Somerset Avenue

Rockwood, PA 15557

Telephone (814) 926-4631.

If the Superintendent is the individual about who the complainant is complaining, the complainant may fill his/her Request for Reconsideration with the Special Education Supervisor/Title IX Coordination.

Nondiscrimination/Equal Opportunity/Sexual Harassment Complaint Procedures

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability.

The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The district shall provide to all students, without discrimination, course offerings, counseling, assistance, services, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

The Board directs that verbal and written complaints of discrimination shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of discrimination brought pursuant to this policy shall also be reviewed for conduct which may not be proven discriminatory under this policy but merits review and possible action under other Board policies.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

Definitions

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of discrimination on his/her own behalf.

For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and

A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. Sexual violence means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Superintendent as the district's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate problems of discrimination.

3. Resources - Maintain and provide information to staff on resources available to alleged victims in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.

4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.

5. District Support - Assurance that like aspects of the school program receive like support as to staffing and compensation, facilities, equipment, and related areas.

6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.

Complaints - Monitor and provide technical assistance to building principals or designee in processing complaints.

The building principal or designee shall be responsible to promptly complete the following duties upon receipt of a report of discrimination or retaliation from a student, employee or third party

1. If the building principal is the subject of the complaint, refer the complainant to the Compliance Officer to carry out these responsibilities.

2. Inform the complainant about this policy including the right to an investigation of both oral and written complaints of discrimination.

3. Obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18). Inform parents/guardians and students who are complainants or accused of violating this policy that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.

4. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.

5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual.

After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal. Any person with knowledge of conduct that may violate this policy, is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee may be encouraged to use the district's report form, available from the building principal or Compliance Officer, or to put the complaint in writing; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the verbal or written complaint may provide factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or those accused of a violation of this policy

Step 2 – Investigation

Where an attorney is not used to conduct an investigation into a discrimination complaint, only individuals who have received basic training on the applicable law, this policy and how to conduct a proper investigation shall be authorized to conduct an investigation of a complaint made pursuant to this policy

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school setting

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.

The person handling the appeal shall prepare a written response to the appeal within twenty (20) days. Copies of the response shall be provided to the complainant, the accused and the investigator who conducted the initial investigation.

Title IX Sexual Harassment Affecting Students:

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools 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 also declares it to be the policy of this district 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 district may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district 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 district 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.

The Rockwood Area School 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 complaints and or questions related to Title IX should be directed to the Student Service Coordinator, Mrs. Susan Clark.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

Students and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination.

The student's parents/guardians or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal shall promptly notify the Title IX Coordinator of all reports of discrimination, Title IX sexual harassment or retaliation. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy, or if the reported circumstances meet the definition of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other Board policies.

Disciplinary Procedures When Reports Allege Title IX Sexual Harassment

When a report alleges Title IX sexual harassment, disciplinary sanctions may not be imposed until the completion of the grievance process for formal complaints outlined in Attachment 3. The district shall presume that the respondent is not responsible for the alleged conduct until a determination has been made at the completion of the grievance process for formal complaints.

When an emergency removal, is warranted to address an immediate threat to the physical health or safety of an individual, and it is not feasible to continue educational services remotely or in an alternative setting, the normal procedures for suspension and expulsion shall be conducted to accomplish the removal, including specific provisions to address a student with a disability where applicable.

When an emergency removal is not required, disciplinary sanctions shall be considered in the course of the Title IX grievance process for formal complaints. Following the issuance of the written determination and any applicable appeal, any disciplinary action specified in the written determination or appeal decision shall be implemented in accordance with the normal procedures for suspensions, expulsions or other disciplinary actions, including specific provisions to address a student with a disability where applicable.

Discipline/Placement of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary or placement requirements established by state law and Board policy.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a report and the investigation related to any form of discrimination or retaliation, including Title IX sexual harassment, shall be handled in accordance with applicable law, regulations, this policy, the attachments and the district's legal and investigative obligations.

Retaliation

The Board prohibits retaliation by the district or any other person against any person for:[30]

Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.

Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.

Acting in opposition to practices the person reasonably believes to be discriminatory.

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against anyone for actions described above. Individuals are encouraged to contact the Title IX Coordinator immediately if retaliation is believed to have occurred.

Definitions

Complainant shall mean an individual who is alleged to be the victim.

Respondent shall mean an individual alleged to be the perpetrator of the discriminatory conduct.

Discrimination

Discrimination shall mean to treat individuals differently, or to harass or victimize based on a protected classification including race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Harassment is a form of discrimination based on the protected classifications listed in this policy consisting of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when such conduct is:

Sufficiently severe, persistent or pervasive; and

A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Definitions Related to Title IX Sexual Harassment.

Formal complaint shall mean a document filed by a complainant or signed by the Title IX Coordinator alleging Title IX sexual harassment and requesting that the district investigate the allegation under the grievance process for formal complaints. The authority for the Title IX Coordinator to sign a formal complaint does not make the Title IX Coordinator a party in the grievance process for formal complaints. The phrase "document filed by a complainant" refers to a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.[29][32]

Supportive measures shall mean nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.[32]

Supportive measures shall be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or to deter sexual harassment. Supportive measures may include, but are not limited to:

- Counseling.
- Extensions of deadlines or other course-related adjustments.
- Modifications of work or class schedules.
- Campus escort services.
- Mutual restrictions on contact between the parties.
- Changes in work or housing locations.
- Leaves of absence.
- Increased security.
- Monitoring of certain areas of the campus.
- Assistance from domestic violence or rape crisis programs.

Assistance from community health resources including counseling resources.

Supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassment.

Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

Sexual assault, dating violence, domestic violence or stalking.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:

Length of relationship.

Type of relationship.

Frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Sexual assault means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Stalking, under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

Fear for their safety or the safety of others.

Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Student Services Supervisor as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 439 Somerset Ave. Rockwood, PA 15557

Email: slark@rockwoodschoools.org

Phone Number: 814-926-4688 x2016

The Compliance Officer and Title IX Coordinator shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.

Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.

Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, and available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.

Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.

District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[37]

Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.

Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

Guidelines

Title IX Sexual Harassment Training Requirements

The Compliance Officer and Title IX Coordinator, investigator(s), decision-maker(s), or any individual designated to facilitate an informal resolution process related to Title IX sexual harassment shall receive the following training, as required or appropriate to their specific role:

Definition of sexual harassment.

Scope of the district's education program or activity, as it pertains to what is subject to Title IX regulations.

How to conduct an investigation and grievance process for formal complaints, including examination of evidence, drafting written determinations, handling appeals and informal resolution processes, as applicable.

How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Use of relevant technology.

Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.

How to address complaints when the alleged conduct does not qualify as Title IX sexual harassment but could be addressed under another complaint process or Board policy.

All training materials shall promote impartial investigations and adjudications of formal complaints of Title IX sexual harassment without relying on sex stereotypes.

All training materials shall be posted on the district's website.

Disciplinary Consequences

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include but is not limited to:

- Loss of school privileges.
- Permanent transfer to another school building, classroom or school bus.
- Exclusion from school-sponsored activities.
- Detention.
- Suspension.
- Expulsion.
- Referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.

Reports of Discrimination

Any reports of discrimination that are reviewed by the Title IX Coordinator and do not meet the definition of Title IX sexual harassment but are based on race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability shall follow the Discrimination Complaint Procedures.

Reports of Title IX Sexual Harassment

Any reports deemed by the Title IX Coordinator to meet the definition of sexual harassment under Title IX shall follow the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3 to this policy.

PROCEDURES FOR COMPLAINTS OF DISCRIMINATION

Step 1 – Reporting

A student or individual who believes they have been subject to discrimination by any student, employee or third party is encouraged to immediately report the incident to the building principal using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form or by making a general report verbally or in writing to the building principal.

Parents/Guardians of students have the right to act on behalf of the complainant, the respondent, or other individual at any time.

Any person with knowledge of discrimination in violation of Board policy or this procedure is encouraged to immediately report the matter to the building principal.

A school employee who suspects or is notified that a student has been subject to discrimination shall immediately report the incident to the building principal. Additionally, employees who have reasonable cause to suspect that a child is the victim of child abuse, shall immediately report the suspected abuse, in accordance with applicable law, regulations and Board policy. (Pol. 806)

The building principal shall immediately notify the Title IX Coordinator and Compliance Officer of the reported discrimination.

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Title IX Coordinator and/or Compliance Officer.

The complainant or reporting individual shall be encouraged to use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form, however, complaints shall be accepted in person, by telephone, by mail or email, or by any other means that results in the appropriate individual receiving the individual's verbal or written report. Verbal reports shall be documented using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form, and these procedures shall be implemented.

The Title IX Coordinator shall review reports and complaints, and may gather additional information from the individual submitting the report and other parties identified in the report using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form. The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment to determine whether the reported circumstances are most appropriately addressed through the Discrimination Complaint Procedures prescribed in this Attachment 2, or if the reported circumstances meet the definition

and parameters of Title IX sexual harassment and are most appropriately addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3, or other applicable Board policies.

If the Title IX Coordinator determines that the report should be addressed through the discrimination complaint procedures, the Compliance Officer shall be notified and the complaint procedures in this Attachment 2 implemented.

When any party is an identified student with a disability, or thought to be a student with a disability, the Title IX Coordinator shall notify the Director of Special Education and coordinate to determine whether additional steps must be taken for the party, while the discrimination complaint procedures are implemented. Such measures may include, but are not limited to, conducting a manifestation determination, functional behavioral assessment (FBA) or other assessment or evaluation, in accordance with applicable law, regulations or Board policy. FBAs must be conducted when a student's behavior interferes with the student's learning or the learning of others and information is necessary to provide appropriate educational programming, and when a student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability. (Pol. 113, 113.1, 113.2, 113.3)

Step 2 – Initial Communications/Supports

The complainant shall be informed about the Board's policy on discrimination, including the right to an investigation of both verbal and written reports of discrimination.

The building principal or designee, in consultation with the Compliance Officer, Title IX Coordinator and other appropriate individuals, shall promptly implement appropriate measures to protect the complainant and others as necessary from violation of the policy throughout the course of the investigation.

The building principal or designee may provide to the complainant factual information on the complaint and the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the complainant or respondent.

The building principal or designee shall seek to obtain consent from parents/guardians to initiate an investigation where the complainant or alleged victim is under age eighteen (18), and inform parents/guardians of the complainant that the complainant may be accompanied by a parent/guardian during all steps of the complaint procedure. When a parent/guardian requests confidentiality and will not consent to the alleged victim's participation in an investigation, the building principal or designee shall explain that the school shall take all reasonable steps to investigate and respond to the complaint consistent with that request for confidentiality as long as doing so does not preclude the school from responding effectively to the discrimination and preventing discrimination that affects other students.

The building principal or Compliance Officer shall provide relevant information on resources available in addition to the discrimination complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources, including counseling resources.

Informal Remedies -

At any time after a complaint has been reported, if the Compliance Officer believes the circumstances are appropriate, the Compliance Officer may offer the parties involved in the complaint the opportunity to participate in informal remedies to address the reported conduct. Informal remedies can take many forms, depending on the particular case. Examples include, but are not limited to, mediation, facilitated discussions between the parties, restorative practices, acknowledgment of responsibility by a respondent, apologies, a requirement to engage in specific services, or other measures to support the parties.

If the matter is resolved to the satisfaction of the parties, the district employee facilitating the informal remedies shall document the nature of the complaint and the proposed resolution of the matter, have both parties sign the documentation to indicate agreement with the resolution and receive a copy, and forward it to the Compliance Officer.

The Compliance Officer shall contact the complainant to determine if the resolution was effective and to monitor the agreed upon remedies, and shall document all appropriate actions.

*If the informal remedies result in the final resolution of the complaint, the following steps are not applicable.

Step 3 – Investigation

The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another district employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual. When a parent/guardian has requested confidentiality and will not consent to the alleged victim's participation in an investigation, the Compliance Officer shall provide the parent/guardian with a letter containing information related to the district's legal obligations to conduct an investigation and address violations of Board policy, and any other information appropriate to the specific complaint.

The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination and retaliation issues and Board policy, and how to conduct investigations and draft an investigative report.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records or evidence may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The complainant and the respondent may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the complainant, the respondent, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the allegations is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a delay in fulfilling the district's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation, and the reason for such delay shall be documented by the investigator.

Step 4 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within thirty (30) school days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The investigative report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated Board Policy 103 and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint. An investigation into discrimination or harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of Board policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The complainant and the respondent shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written investigative report, to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The respondent shall not be notified of the individual remedies offered or provided to the complainant.

Step 5 – District Action

If the investigation results in a finding that some or all of the allegations of the discrimination complaint are founded and constitute a violation of Board policy, the district shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The district shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the complainant and the district education program or activity. District staff shall document the corrective action taken and, where not prohibited by law, inform the complainant. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of Policy 103 or these procedures, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary. (Pol. 113.1, 218, 233, 247, 249)

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, district procedures, applicable collective bargaining agreements, and state and federal laws and regulations. (Pol. 103, 104, 113.1, 218, 233, 317, 317.1)

Appeal Procedure

If the complainant or the respondent is not satisfied with a finding made pursuant to these procedures or with recommended corrective action, they may submit a written appeal to the Compliance Officer within fifteen (15) school days of receiving notification of the outcome of the investigation. If the Compliance Officer investigated the complaint, such an appeal shall be made to the Superintendent.

The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.

The person handling the appeal shall prepare a written response to the appeal within twenty (20) school days.

Copies of the response shall be provided to the complainant, the respondent and the investigator who conducted the initial investigation.

Reporting Form for Title IX Sexual Harassment Affecting Students

[https://go.boarddocs.com/pa/rock/Board.nsf/files/BXQPZP778ACF/\\$file/103-Attach%201%20Report%20Form.pdf](https://go.boarddocs.com/pa/rock/Board.nsf/files/BXQPZP778ACF/$file/103-Attach%201%20Report%20Form.pdf)

Students Rights and Responsibilities Handbook

The ELL Program

The Rockwood Area School Districts goal of academic excellence has endeavored to establish a quality ELL (English Language Learner) program that provides a student with the best education possible. In response to this desire, and in keeping with various federal and state regulations related to the education of ESL students, the Rockwood School District established and adopted district policy, English Language Learner/Bilingual Program. The purpose of this policy is to enable identified ELL's (English Language Learners) to attain academic proficiency and success in English: specifically, reading, reading comprehension, writing, speaking, and listening.

For you, the parent of a non-English speaking child, we appreciate the enormous educational responsibility we have toward you as you place the educational future of your child in our hands. We want to assure you that our school environment, from the moment your child arrives, is a positive and welcoming one. We assure you we will make every effort to involve you and your child in all school functions and activities, whether during or after school. Our administration, faculty, and support staff are eager to provide a rewarding and enriching educational experience for your child.

In addition, we want you to know that it is your right, should you experience difficulty with English, to have this communication and any communication with you and your child translated into your first language. Furthermore, it is also your right to have an interpreter provided at no cost to you by the school district, should you need or desire one, whenever you meet with school representatives. We want to be sure that you and your child receive and understand all communications that are vital to your child's success in school.

In order to enroll your child, we will need the immunization records of your child and presentation of a local address in the district. Eventually we may also ask for additional information, such as your child's age, so that we may ensure a quality educational placement for your child, but any such additional information is not required for enrollment. As part of our effort to serve you, all parent/guardians in the school district are required to complete the *Home Language Survey*, which indicates to us whether or not English is the native language of the child.

Your Child, _____, will be tested by a trained administrator or teacher, using either the WIDA Access Placement Test (W-APT) or the Idea Proficiency Test (IPT). The results of this test will determine the proficiency level of your child and will permit us to make an appropriate diagnostic analysis of your child's English proficiency (reading, writing, speaking, listening, and English comprehension). Should it be determined that your child is LEP (Limited English Proficient), he/she will receive the appropriate classes. Please let me note at this point that LEP/ESL classes are considered core subjects in Pennsylvania, and that your child will receive full credit for this class. It replaces English Language Arts in the curriculum.

If you have any concerns, please do not hesitate to contact me.

Sincerely,

Jonathan Hale

Rockwood Elementary School Principal

Book**Policy Manual****Section****800 Operations****MAINTAINING PROFESSIONAL ADULT/STUDENT BOUNDARIES****Number****824****Status****Active****Adopted****March 15, 2016**Authority

This policy applies to district employees, volunteers, student teachers, and independent contractors and their employees who interact with students or are present on school grounds. For purposes of this policy, such individuals are referred to collectively as adults. The term adults as used in this policy, does not include district students who perform services on a volunteer or compensated basis.

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct.

The Board directs that all adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[1]

This policy is not intended to interfere with appropriate pre-existing personal relationships between adults and students and their families that exist independently of the district or to interfere with participation in civic, religious or other outside organizations that include district students.

Definition

For purposes of this policy, legitimate educational reasons include matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury or other medical needs, school administration or other purposes within the scope of the adult's job duties.

Delegation of Responsibility

The Superintendent or designee shall annually inform students, parents/guardians, and all adults regarding the contents of this Board policy through employee and student handbooks, posting on the district website, and by other appropriate methods.

The building principal or designee shall be available to answer questions about behaviors or activities that may violate professional boundaries as defined in this policy.

Independent contractors doing business with the district shall ensure that their employees who have interaction with students or are present on school grounds are informed of the provisions of this policy.

Guidelines

Adults shall establish and maintain appropriate personal boundaries with students and not engage in any behavior that is prohibited by this policy or that creates the appearance of prohibited behavior. [2]

Prohibited Conduct

Romantic or Sexual Relationships -

Adults shall be prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student enrolled in the district, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with adults.

Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1. Sexual physical contact.
2. Romantic flirtation, propositions, or sexual remarks.
3. Sexual slurs, leering, epithets, sexual or derogatory comments.
4. Personal comments about a student's body.
5. Sexual jokes, notes, stories, drawings, gestures or pictures
6. Spreading sexual or romantic rumors.
7. Touching a student's body or clothes in a sexual or intimate way.
8. Accepting messages, or offering or giving massages other than in the course of injury care administered by an athletic trainer, coach, or health care provider.
9. Restricting a student's freedom of movement in a sexually intimidating or provocative manner.
10. Displaying or transmitting sexual objects, pictures, or depictions.

Social Interactions -

In order to maintain professional boundaries, adults shall ensure that their interactions with students are appropriate.

Examples of prohibited conduct that violates professional boundaries include, but are not limited to:

1. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students.
2. Exchanging notes, emails or other communications of a personal nature with a student.
3. Giving personal gifts, cards or letters to a student without written approval from the building principal.
4. Touching students without a legitimate educational reason. (Reasons could include the need for assistance when injured, a kindergartner having a toileting accident and requiring assistance, appropriate coaching instruction, or appropriate music instruction).
5. Singling out a particular student or students for personal attention or friendship beyond the ordinary professional adult-student relationship.
6. Taking a student out of class without a legitimate educational reason.
7. Being alone with a student behind closed doors without a legitimate educational reason.
8. Initiating or extending contact with a student beyond the school day or outside of class times without a legitimate educational reason.
9. Sending or accompanying a student on personal errands.
10. Inviting a student to the adult's home.

11. Going to a student's home without a legitimate educational reason.
12. Taking a student on outings without prior notification to and approval from both the parent/guardian and the building principal.
13. Giving a student a ride alone in a vehicle in a nonemergency situation without prior notification to and approval from both the parent/guardian and the building principal.
14. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
15. Telling a student personal secrets or sharing personal secrets with a student.
16. For adults who are not guidance/counseling staff, psychologists, social workers or other adults with designated responsibilities to counsel students, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, the student should be referred to the appropriate school resource.
17. Furnishing alcohol, drugs or tobacco to a student or being present where any student is consuming these substances.
18. Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations. [3][4][5]

Electronic Communications -

For purposes of this policy, electronic communication shall mean a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant or pager. Electronic communications include, but are not limited to, emails, instant messages and communications made by means of an Internet website, including social media and other networking websites.

As with other forms of communication, when communicating electronically, adults shall maintain professional boundaries with students

Electronic communication with students shall be for legitimate educational reasons only.

When available, district-provided email or other district-provided communication devices shall be used when communicating electronically with students. The use of district-provided email or other district-provided communication devices shall be in accordance with district policies and procedures. [6]

All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the building principal. In the case of sports teams under the direction of the Athletic Director, such medical or academic communications shall also be copied to the Athletic Director.

Adults shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the district for this purpose, without the prior written approval of the building principal.

Exceptions

An emergency situation or a legitimate educational reason may justify deviation from professional boundaries set out in this policy. The adult shall be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that she/he has maintained an appropriate relationship with the student.

Under no circumstance will an educational or other reason justify deviation from the "Romantic and Sexual Relationships" section of this policy.

There will be circumstances where personal relationships develop between an adult and a student's family, e.g. when their children become friends. This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity.

It is understood that many adults are involved in various other roles in the community through non district-related civic, religious, athletic, scouting or other organizations and programs whose participants may include district students. Such community involvement is commendable, and this policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Reporting Inappropriate or Suspicious Conduct

Any person, including a student, who has concerns about or is uncomfortable with a relationship or interaction between an adult and a student, shall immediately notify the Superintendent, principal or other administrator.[5]

All district employees, independent contractors and volunteers who have reasonable cause to suspect that a child is the victim of child abuse, shall immediately report the suspected abuse, in accordance with applicable law, regulations and Board policy. [7][8]

An educator who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report such misconduct to the Superintendent and his/her immediate supervisor, within fifteen (15) days of discovery of such misconduct.[9][10]

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Child Protective Services Law, the Educator Discipline Act or the Safe Schools Act, the Superintendent or designee shall make a report, in accordance with applicable law, regulations and Board policy.[7][9][11][12][13][14][15][10][16][8]

It is a violation of this policy to retaliate against any person for reporting any action pursuant to this policy or for participating as a witness in any related investigation or hearing.

Investigation

Allegations of inappropriate conduct shall be promptly investigated in accordance with the procedures utilized for complaints of harassment.[5][17]

It is understood that some reports made pursuant to this policy will be based on rumors or misunderstandings; the mere fact that the reported adult is cleared of any wrongdoing shall not result in disciplinary action against the reporter or any witnesses. If as the result of an investigation any individual, including the reported adult, the reporter, or a witness is found to have intentionally provided false information in making the report or during the investigation or hearings related to the report, or if any individual intentionally obstructs the investigation or hearings, this may be addressed as a violation of this policy and other applicable laws, regulations and district policies. Obstruction includes, but is not limited to, violation of "no contact" orders given to the reported adult, attempting to alter or influence witness testimony, and destruction of or hiding evidence.

Disciplinary Action

A district employee who violates this policy may be subject to disciplinary action, up to and including termination, in accordance with all applicable district disciplinary policies and procedures.[18]

A volunteer, student teacher, or independent contractor or an employee of an independent contractor who violates this policy may be prohibited from working or serving in district schools for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Training

The district shall provide training with respect to the provisions of this policy to current and new district employees, volunteers and student teachers subject to this policy.

The district, at its sole discretion, may require independent contractors and their employees who interact with students or are present on school grounds to receive training on this policy and related procedures

Legal

1. 24 P.S. 510

2. Pol. 818

3. Pol. 103

4. Pol. 103.1

5. Pol. 248

6. Pol. 815

7. 23 Pa. C.S.A. 6311

8. Pol. 806

9. 24 P.S. 2070.9a

10. Pol. 317.1

11. 24 P.S. 1302.1-A

12. 24 P.S. 1303-A

13. 22 PA Code 10.2

14. 22 PA Code 10.21

15. 22 PA Code 10.22

16. Pol. 805.1

17. Pol. 348

18. Pol. 317

22 PA Code 235.1 et seq

24 P.S. 2070.1a et seq

23 Pa. C.S.A. 6301 et seq

Raptor Visitor Management System

Dear Parent/Guardian:

The Rockwood Area School District is pleased to announce that we will begin using the Raptor visitor Management System in all of our district schools to build on the district's program of campus safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our building at all times and the Raptor system will allow us to do that. The Raptor system will better allow us to track visitors, contractors, and volunteers in our schools and provide us with a safer environment for our students and staff.

Upon entering a district building, visitors will be asked to present a valid state-issued ID, which will be scanned into the system. The Raptor system will check to ensure that registered sexual offenders are not entering our buildings. It is important to note that the Raptor system only scans the visitors name, date of birth and photo for comparison with a national database of registered sex offenders. Additional visitor data from the driver's license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles. Therefore any other information on the ID is not scanned by the system and is not accessible to any of the users. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit.

A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork. In the event that a person does not have identifications, he/she can still be given access to the building, but will be escorted by a school staff member.

If you are interested in learning more about the Raptor visitor management system, please visit the Raptor Technologies website (www.raptortech.com). If you have any questions for the district personnel, please contact the building principals.

The safety of our students is our highest priority and the Raptor visitor management system provides a consistent way to aid in keeping away people who may present a danger to our students. Therefore, all guests and visitors to the school who do not have updated background clearances on file must be scanned into the system and obtain a visitor badge. Thank you, in advance, for your understanding and support of enhancing school safety protocols in our district.

Sincerely,

Mark R. Bower

Superintendent

Parent or Guardian consent for students to use G Suite

To parents and guardians,

At the Rockwood Area School District, we use G Suite for Education, and we are seeking your permission to provide and manage a G Suite for Education account for your child. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At the Rockwood Area School District, students will use their G Suite accounts to complete assignments, communicate with their teachers, [if applicable, insert sign into their Chromebooks], and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the G Suite for Education account?

Please read it carefully, let us know of any questions, and then sign below to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not create a G Suite for Education account for your child, students who cannot use Google services may need to use other software to complete assignments or collaborate with peers.

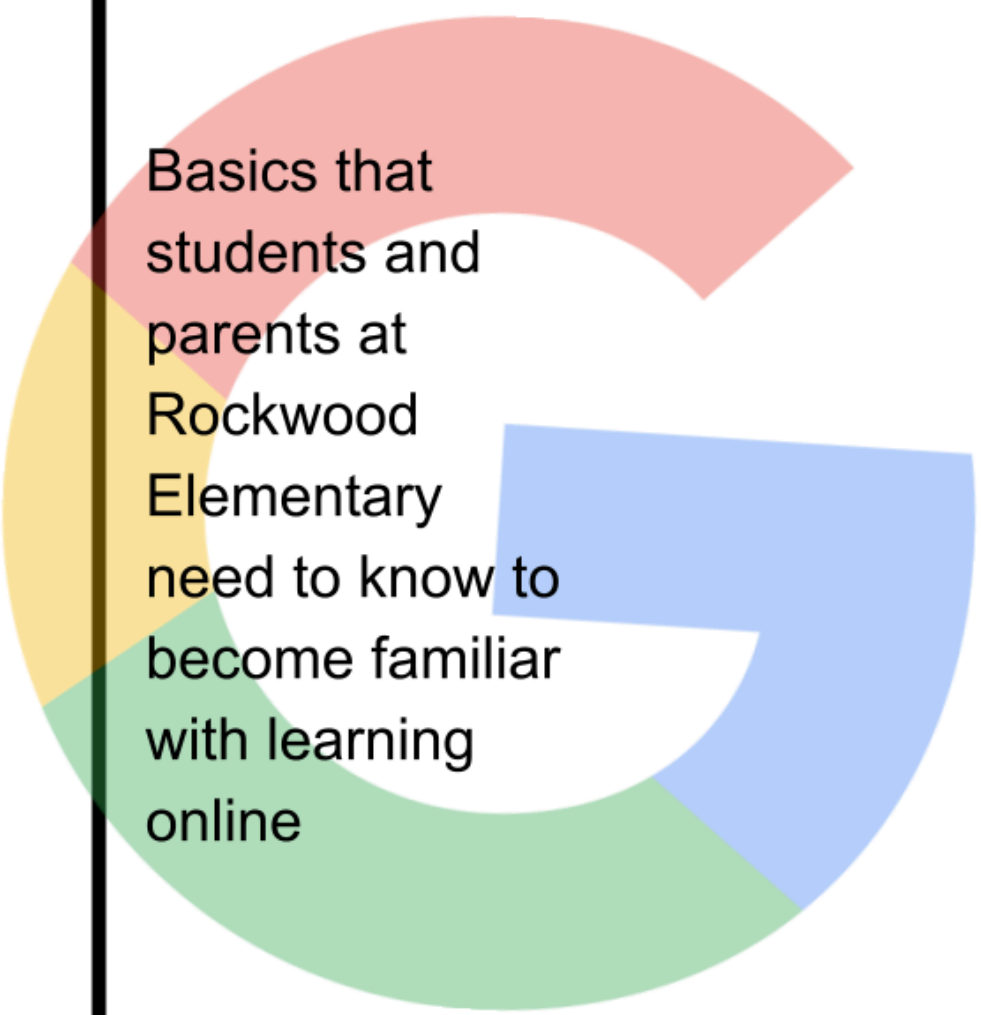
I give permission for the Rockwood Area School District to create/maintain a G Suite for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

Thank you,

Mark Bower

Superintendent of Schools

The Online & Remote Learning Handbook



Basics that
students and
parents at
Rockwood
Elementary
need to know to
become familiar
with learning
online

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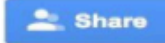
General Online/Remote Learning Info



- Kindergarten through 6th grade will use Google Classroom and Google Suite Apps.
 - Students will access and parents will be invited by the classroom teacher.
- Each child has a Google Email address. Login information will be supplied to each family.
- Chrome books will be provided to each student by the school district.
 - As they are available beginning with upper Elementary grades.
- These Chromebooks are to be used to access Google Classroom and Google Suite Apps. Students can work offline on assignments and course/class requirements.
 - Students with limited or no internet access are able to download assignments and course materials at the District for learning needs.
 - Flash drives will also be used to supply materials and information to students without internet access.
- Relay Software: Installed on all Chromebooks. Filters internet content.
- Google Meet will be used for synchronous and asynchronous learning/instruction when in class learning is not possible. Teachers will invite children to participate in class/subject based web meetings. (This is similar to Zoom)
- Resources such as general school supplies, workbooks, textbooks, manipulatives, and other learning items are provided to each child by the school.

General Information About Google:



- When connected to the internet, anything that is done in google docs, sheets, slides, etc. will be automatically saved. If there is no internet connection, changes will be saved once the internet is reconnected.
- When a student logs into a chromebook using his or her account it will automatically sign the student into his or her google account.
- The icon at the right hand corner of the screen will show which user account is active. This icon will look different for each user and can be personalized. This is what the icon looks like before an account is signed-in. 
- Google also has a "Share" option. The share button can be used to work with one or more student or users. By sharing the document all users can work on it at the same time. The button to the right is the share button. 
- We recommend using your child's chromebook to complete school work because it is all connected to Google. However, if you are working on a device other than the chromebook use the Google chrome browser (not Firefox or Microsoft Edge). Make sure that your child is signed into his or her account or you will not be able to access what you are expecting to access.
- Tapping on the mouse pad on a Chromebook with two fingers is the same as right clicking. Chromebooks do not have a right click option which is why we have provided a shortcut
- When you share the project you are working on there are three sharing options.
 - Editor: This mean that the person you are sharing with is able to make chnages the same way that you as the owner of the project can.
 - Commenter: This means that the person you are sharing i with can only make comments on your project. He or she cannot change anything.
 - Viewer: This means that the person you are sharing with can only view the project. He or she cannot make changes or leave comments.
- Apps in Google

Chromebook Shortcuts

  Select all	  Refresh
  Bold	  New tab
  Copy	  Underline
  Find	  Paste
  Italicize	  Close tab
  Create a link	  Cut (to paste)
  *Omnibox text	  Undo
  New window	  Go to a tab
  Caps lock	  Reset zoom
  Zoom in	  Zoom out
  Screenshot	   Screenshot (partial screen)
Tip: Press Ctrl + Alt + ? to see a map of these shortcuts on your screen.	
 Search	 Hide tabs
 Go back	 Show all windows
 Go forward	 Dim screen
 Refresh	 Brighten screen

*Omnibox is a fancy name for the address bar.

Google Classroom



What is it?

- Google Classroom is an online management system for all things that typically go on in a physical classroom
 - Managing assignments
 - Teachers can push out assignments to students to complete. Students finish a task/assignment and then submit it for completion or a grade.
 - Making announcements
 - If teachers need to send out information quickly, students can check the classroom for the announcement.
 - Store classroom resources
 - Teachers can store resources here, such as links for websites, that students can access at any time. They are all located in one place.
 - Communication
 - Students and teachers can comment on assignments, and students can ask questions to the teacher or other students.
 - *** If students have more than one teacher, they will most likely be apart of more than one class.

How to get to Google Classroom

1. Type classroom.google.com in the search bar and select the appropriate classroom icon.

- OR -
2. Click the Google Apps button at the top right corner of the browser (it looks like 9 dots in a square, your child may call it the waffle button). Then click the Google Classroom icon.

Ways to sign-in to Google Classroom

1. Email Invite: You will receive an email request to join a class from your teacher. Click join in the email or on the class card.

- OR -

2. Class Code: Begin by going to classroom.google.com and click the plus sign at the top right-hand corner. Select the option to join a class, enter the class code your teacher gave you, and click join.

***Once you join a class you will not have to join that same class again because it is a one time thing.

Google Classroom



Basics to Know:

- Make sure you are logged into your google account before logging into classroom.
- When you go to classroom.google.com you will first see your classroom homepage which will show you any and all of the class that you are apart of. If you are a primary student you will most likely only have one class- your homeroom teachers.
- Click on the title of a class to go to that class.
- There are 3 main sections at the top of a class page.
 - Stream: This is the area where you will see all of the posts, assignments, announcements, etc. in chronological order by the time they are posted by your teacher.
 - There is a section off to the left hand side called “Upcoming” where you will be able to see any assignments that are due soon.
 - There is a meet link at the top of the page when you are in the Stream. This link is a Google Meet link specific for your class. If your teacher is planning to do a meet all you have to do is click this link when it is time.
 - Classwork: This section organizes content by units. Each unit/topic is organized chronologically. If you are looking for an assignment and know the topic, you may find it faster in the classwork section than in the stream.
 - There are two tabs in this section called “Google Calendar” and “Class Drive Folder.” The Google Calendar takes you directly to your personal calendar. The Class Drive Folder is a folder in google drive that automatically opens in google drive when you click on it. This is a place that your teacher can add resources for you to access at any time.
 - People: This section is the list of the rest of your classmates. You have the ability to communicate with your classmates or teacher by email in this section.

-

Google Drive



What is Google Drive?

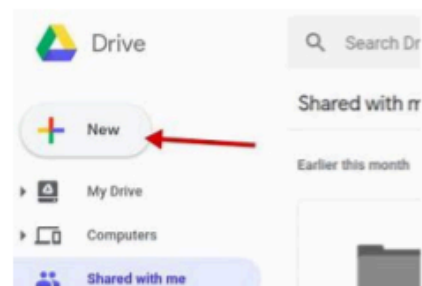
Google Drive is a file storage and synchronization service it allows users / students to store files in the cloud, share files, and edit documents, spreadsheets, and presentations with other users.

This is the “hub” where you can begin a new google slide, doc, form, or sheet. Simply click on the new option on the left hand side of your screen. Scroll down and choose the option you desire. You can also upload documents, files or even whole folders from other other sources.

The “My Drive” option will take you to the contents of your personal storage.

Tips for using your Google Drive...

- Start with **setting up folders** that make sense to you. (by subjects or topics, categories). You can even set up sub folders also.
- Make sure to **name your files**.
- Any time you open a something in a google app such as a doc, sheet, or slide, it will automatically be added to your drive
- You can color code your folders or use list-view to make them easy to see.
- Delete things that you don't need.
- The top row of the drive icons always show documents that you have worked on recently.
- Documents that others share with you can be found by clicking on the “shared with me” option on the left drop down tab.



Google Meet



What is Google Meet?

Google Meet is a secure video conferencing platform that allows teachers, students and families to connect one on one or in a group chat over video. This is very similar to Zoom. Teacher can invite students to participate or even share their screens.

Many parents and kids are probably familiar with ZOOM, Skype, or even face time. Google Meet is similar to all of these apps.

Google Meet will allow teachers to meet with children and provide instruction. They will be able to interact with your child. Recordings of the instruction can also take place for use in the Google classroom.

How to Join a Google Meet?

First go to your Google Classroom, then select the meet link that is at the top of the stream.

This is located at the top of the Google Classroom. Under the class code. Listed as Meet Link.

If you are joining a regular Google Meet:

How to use Google Meet, free

1. Go to meet.google.com (or, open the app on iOS or Android, or start a meeting from Google Calendar).
2. Click Start new meeting, or enter your meeting code.
3. Choose the Google account you want to use.
4. Click Join meeting. You'll have the ability to add others to your meeting, too.

Google Meet

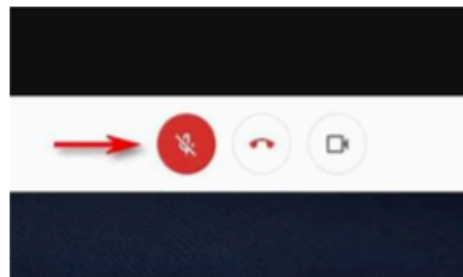


Google Meet Best Practices for Students

Prior to the Meeting

1. Dress appropriately.
2. Adjust your workspace.
 - Find a quiet space with a school appropriate background.
3. Set up your computer.
 - You may also want a notebook, pen/pencil on hand
4. Join the meeting on time or a few minutes early.
 - Go to your teacher's Google Classroom. Click on the meeting code.
5. Check your camera and audio prior to joining the meeting.
 - You can use a computer's internal microphone and speakers
 - Remember meet members can see you and hear you.
 - You can always click to turn off the camera or audio.
6. Remember all school rules apply to Google Meet. This is the classroom when learning remotely.
 - Positive behaviors are expected.
 - Students are expected to be courteous to one another.

The image below indicates the audio is off, the middle icon is to end participation/ "hang up" and the far right is for the camera.





During the Meeting

1. When you enter the Meet, mute yourself (turn off your microphone, if you have not already done so). Turn it on only when it is your turn to speak.
2. If your webcam is on, it is visible to others in the Meet. Continue to be aware of yourself and your surroundings. You can turn the camera off at any time.
3. Stay attentive. Pay attention to your teacher or other students who are speaking.
4. Is the Meet being recorded? Teachers should make students aware if they are recording the Meet - Students are NOT permitted to record audio or visual during the Meet (unless explicit permission is granted by the teacher).
5. When you have a question or something to contribute, use the  comment feature (click on the comment icon in top right corner, and then type in the textbox). All members can view and participate in the chat so make sure that your comments are kind and respectful
6. Only one student should speak at a time - wait for your teacher to call on you. When it is your turn to speak, unmute yourself and speak up so everyone can hear you. If your webcam is on, look into the camera when you are talking.
7. Google Meet is part of the larger virtual learning environment. Students need to be willing to ask questions within this meeting. They need to be self advocates for their learning.
8. Primary students may require assistance from an adult. The teachers and child will appreciate the support and guidance.

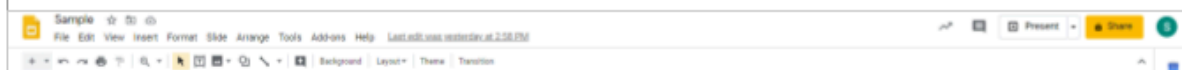
Other Popular Google Apps



	Google Docs	Can import, create, edit, and update documents and spreadsheets in various fonts and file formats. Can combine text with formulas, lists, tables and images. This is a lot like "MS Word."
	Google Slides	This is a program where you can create and edit a presentation. Slides allows you to add and use text, videos, audio clips, charts and graphs. This is a lot like "MS Powerpoint".
	Google Sheets	Allows the user to create, update and modify spreadsheets and share the data. This is a lot like "MS Excel".

Things to Know About These Apps:

- Changes will automatically save when connected to the internet.
- Each one of these apps has the share button.
- The menu bar for each one of these apps are for the most part the same. You may see some variation depending on which app in which you are working. The image below is the menu bar for Google Slides.



	Google Forms	This is a survey tool that allows the user to collect and use information quickly. Typically teachers will send forms to students to gather information or for online quizzes or tests. This is slightly different from the apps listed above because students will almost always be on the receiving end of a form, not the one making it.
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Things to Know About Forms:

- When you are finished responding to/answering a form, be sure to check that you answered everything and then hit submit. If you do not hit submit you will not get credit for the work you did. Some forms that you take will not let you submit until you have answered all of the questions that are marked "required."

Other Google Suite Apps



	Google Sites	This is a tool by Google to allow anyone to build a simple website. You can make it by yourself or you can collaborate with someone else. The website you create can be private or published on the internet.
	Google Keep	Google Keep is a note taking service. Simply put, it is an app that stores virtual post-it notes. You can add text, lists, images, and audio to your lists.
	Google Hangouts	This is a communication software that works just like text messaging. However, it operates through the internet.
	Google Earth	This program produces a 3D representation of the Earth using satellite imagery. It allows you to see houses, building, rives, lakes, mountains, etc. as if you were standing there.
	Google Maps	Google Maps is a mapping service allowing you to plan routes for travel by foot, car, bicycle, or public transportation.

The Chromebook- Accessing Content



Downloading and Accessing Content on the Chromebook

If you know you'll be offline but you want to work on Google Docs, Sheets, or Slides, you can make Google Drive files available offline.

Step 1: Make Google Drive available offline

1. Connect to the Internet.
2. Open the [Google Docs Offline extension](#).
3. Click Add to Chrome. (If the button says "Added to Chrome," you've already installed the extension.)
4. Go to drive.google.com/drive/settings.
5. In the "Offline" area, check the box. It might take a few minutes for the offline access setting to turn on.
6. Click Done.

Your Chromebook saves your most recently opened documents so you can work on them offline.

Step 2: Work on a file offline

When your Chromebook isn't connected to the Internet:

1. In the corner of your screen, click the Launcher Up arrow .
2. Click Google Drive .
3. Find the file you'd like to work on, and double-click it to open.
4. Work on your file. Any changes will sync to Google Drive the next time your Chromebook connects to the Internet.

Save a file

To save the page, image, or document you're viewing:

1. Press Ctrl + s.
2. At the bottom, enter a name for your file.
3. Optional: To the left of the file name, change the file type.
4. In the left column, choose where you'd like to save your file, such as Google Drive My Drive.
5. Select Save.

Note: If you're using your Chromebook at school or work, you can save files in your Shared drives folder. Select Google Drive Shared drives.

Find and open a file

1. In the corner of your screen, select the Launcher Up arrow .
2. Open Files .
3. On the left, choose where your file is saved.
 - For files you've just used, select Recent.
 - For a list of files by type, select Image, Video, or Audio.
 - For Android app files, select My files Play files. To show more folders, in the top right, select More Show all Play folders.
 - For files in your cloud, select the folder, such as Google Drive. You can also [add another cloud file system](#).
4. Find your file and double-click it to open.

If you're opening a file on an [external storage device](#), remove the device safely when you're done by clicking Eject

Accessing Online Textbooks:



Reading Textbooks:

1. Log onto: <https://mymheducation.com>
2. Username: lunch # plus rkwd (11111rkwd)
3. Password Rockwood#1

Math

Big Ideas Math

1. Log onto bigideasmath.com

Social Studies Textbooks:

1. Social Studies Weekly

Accessing Moby Max



MobyMax finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. You've never experienced differentiation like this in the classroom.

Moby Curriculum teaches students to be better problem solvers, critical thinkers, and creative geniuses with thousands of cognitive skill manipulatives. Moby has students think and discover rather than just be told. Students are more engaged, gain a deeper knowledge of concepts, and retain information better.

Log-in at MobyMax.com as a student.

Log in/User Name: first initial last name (jdoe)

Password: rockwood

Students are provided with learning lessons and activities that motivate them to learn. Students can work at their ability level.

Each child receives rewards in game time after they have completed assignments.



Rockwood Area School District Chromebook Program

KINDERGARTEN -12TH GRADE
2025-2026

One-to-One Technology Integration

The Rockwood Area School District is committed to preparing and empowering its students with 21st century skills by issuing a Chromebook to all students in grades K-12. This handbook is intended to outline the District's expectations of proper handling of Chromebooks, Students' Responsibilities and Care for their Chromebook, Student/parent User Agreement, and Acceptable User Agreement.

WHAT IS A CHROMEBOOK?

Chromebooks are digital laptop devices that run a chrome operating system by Google. They are a newer type of computer that uses technology with a single google account. Essentially, they are web browsers that connect to the internet. Chromebooks automatically update and run in the cloud or remote web servers so users do not need to worry about hard drive storage.

Handling of Chromebooks

Receiving/Returning your Chromebook

1. Parent/Guardian Orientation – All parents/guardians are required to sign the user agreement, GSuite agreement, and internet usage agreement located in the back of the student handbook.
2. Student Distribution – All students are required to sign the user agreement prior to being issued a Chromebook.
3. New Students – All new students will be able to pick up their Chromebook in the Technology Office after enrolling. Parents/Guardians will also be required to complete the orientation and sign the user agreement.
4. Students will be issued a Chromebook for a four-year period. They do not need to be collected at the end of the school year and will be updated automatically when they return to school. At the end of the four-year period, students will be permitted to keep their Chromebook.

Chromebook Loan Agreement

A Chromebook and power supply are being lent to the student for a period of four years. The Chromebook remains the property of the Rockwood Area School District during this time and is being lent to the student for educational purposes. The student may not deface or destroy this property in any way. The equipment is for the use of the student only; family and friends should not use equipment. Inappropriate use of the device may result in loss of Chromebook privileges. If the student withdraws from RASD prior to the end of the four-year period, the device shall be returned.

The student may not make, or allow others to make, any attempts to add, delete, access, or modify District owned information on any Chromebook. The RASD network is provided for the academic use of all students and staff.

Equipment identification stickers have been placed on all Chromebooks and power cords. The labels shall not be removed or modified. If they become damaged or missing, contact the technology department immediately. ***Additional stickers, labels, markings of any kind are not to be added to the device.***

Each student currently has a student Gmail account which includes the student's id number@rockwoodschoools.org. This email is for appropriate academic communication only and is for use only within the school district.

No one should have any expectation of privacy or confidentiality with regard to any use of the Chromebook issued by the District. During school hours, without prior notice of consent, the District may access, supervise, view, monitor and record student use of Chromebooks at any time for any reason related to the operation of the District. Chromebook browsing history is always logged.

Monitoring Software – School administrators may use monitoring software that allows them to view screens and activity on student Chromebooks at any time during school hours.

Files downloaded onto Chromebooks become the property of Rockwood Area School District, which may include images, documents, files, and/or apps.

Responsibilities

Student Responsibilities:

The Chromebook is a privilege and can be a valuable educational tool. It is to be used for education purposes only. In order to have this privilege, you must be willing to accept the following responsibilities:

- ✓ When using the Chromebook, the student will follow the policies of Rockwood Area School District, including the Internet Acceptable Use Policy, and agrees to abide by all local, state, and federal laws.
- ✓ I will treat the Chromebook with care by not dropping it, getting it wet, leaving it in the car, outdoors, unsecured, or in a place it may become damaged or stolen.

- ✓ I will not lend the Chromebook to anyone.
- ✓ I will not remove ANY District-owned programs or files.
- ✓ I will charge my Chromebook each night so it has a full charge at the start of every school day.
- ✓ I understand if I do not charge it or forget it at home, I am still responsible for getting my course work completed.
- ✓ I agree that email (or any electronic communication) should be used for only appropriate, legitimate and responsible communication.
- ✓ I will not attempt to repair the Chromebook. If it is not working properly, I will create a HELP ticket within the IT department.
- ✓ I will bring the Chromebook to IT support staff if it needs repaired. If the device needs repaired the student's record will be checked, a loaner may be checked out if the student is eligible and a device is available. Appropriate fees will be charged.

Parent/Guardian Responsibilities:

A Chromebook is being issued to your son/daughter as an academic tool to enhance their overall educational experience.

- ✓ I will not attempt to repair the Chromebook, nor will I attempt to clean it with anything other than a dry cloth.
- ✓ I will make a report to the technology department with any problems associated with the device or software.
- ✓ I will not delete any District software.
- ✓ I will make sure my child charges the device each night.
- ✓ I will return the Chromebook when it is requested by the school or upon my child's withdrawal from the district.
- ✓ I will support my child by supervising their internet usage and email while they are at home.

For parent safety resources and tips visit www.google.com/safetycenter

Acceptable Use of Internet, Computers, and Network Resources (also found on p. 33 of the student handbook)

The Board supports the use of computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration. The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by another means. For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

Child pornography – under federal law, is any visual depiction, including any photogram, film, video, picture, or computer or computer generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct.

Harmful to minors – under federal law, is any picture, image, graphic image file or other visual depiction.

Obscene – any material or performance, if:

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeal to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole lacks serious literary, artistic, political, educational or scientific value.

Technology protection measure – a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or any information that is retrieved via the internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network access and use; monitor file server space utilization by district users; or deny access to prevent unauthorized, inappropriate or appropriate illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the ISP, local, state and federal officials in any investigation concerning or related to the district's Internet, computers and network resources.

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the Superintendent or designee.

The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:

1. Defamatory.
2. Lewd, vulgar, or profane.
3. Threatening.
4. Harassing or discriminatory.
5. Bullying.
6. Terroristic.

The district reserves the right to restrict access to any Internet sites or functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers used and accessible to adults and students. The technology protection measure shall be enforced during the use of computers with Internet access.

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy.

Upon request by students or staff, building administrators may authorize the temporary disabling of Internet blocking/filtering software to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to disabling Internet blocking/filtering software for a student's use. If a request for temporary disabling of Internet blocking/filtering software is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate private use and tracking systems to track and recover lost or stolen equipment.

Student user agreements shall also be signed by a parent/guardian. Students will be educated on network etiquette and other appropriate online behavior, including:

1. Interaction with other individuals on social networking web sites and in chat rooms.
2. Cyber-bullying awareness and response.

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, e-mail, social networking web sites, etc...Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matters on the internet and world wide web.
2. Safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
5. Restrict of minors' access to material harmful to them.

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Non-work or non-school related work.
4. Product advertisement or political lobbying.
5. Bully/Cyber-bullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.

7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, or images or photographs.
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Inappropriate language or profanity. Transmission of material likely to be offensive or objectionable to recipients.
11. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
12. Impersonation of another user, anonymity, and pseudonyms.
13. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
14. Loading or using of unauthorized games, programs, files or other electronic media.
15. Disruption of the work of other users.
16. Destruction, modification, abuse or unauthorized access to network hardware, software, and files.
17. Accessing the internet, district computers or other network resources without authorization.
18. Disabling or bypassing the internet blocking/filtering software without authorization.
19. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

Security

System security is to protect the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts. Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution. General rules for behavior and communications apply when using the Internet, in addition to the stipulations for this policy.

Vandalism shall result in loss of access privileges, disciplinary action, and/or legal proceedings. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other network; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.

Incident Assessment Chart

Incident	Action (s) Necessary	Cost
1st Offense Accidental Damage of Chromebook, Adapter, or Power Cord	The student makes a report to the Principal or IT Department, who will record the incident. The device is returned to the IT Department and a replacement device may be issued. Parents are notified.	\$25.00
2nd Offense Accidental Damage	The student makes a report immediately to the Principal or IT Department, who will record the incident. The device is returned to the IT Department so a new or spare device may be issued. Some loss of privileges of using the Chromebook may occur such as: <i>Limiting participation in the Chromebook program, or the student may not be able to take the device home.</i> Parents are notified.	\$25.00 -\$75.00 *Upon review of the damage & nature of the incident.
Intentional Damage	Upon notification of an intentional incident involving damage or abuse, the device must be returned to the IT Department. The student loses his/her privileges of using the Chromebook. *Refer to RASD student code of conduct and appropriate disciplinary response according to the type of infraction. Parents are notified.	Up to the repair or replacement cost.
Loss/Theft	The student/parent makes a report immediately to the administration. Administration or IT Department and investigation is completed.	Replacement cost
Denied Claim by Insurance	If the student's Chromebook damage claim is denied by the District's insurance company. Below are the circumstances why a claim can be denied. Damage caused by non – accidental If the student does not give clarification on the details provided about how the device was damaged <u>Actions taken:</u> Upon notification of an intentional incident involving damage or abuse, the device must be returned to the IT Department. The student may lose his/her privileges of using the Chromebook. *Refer to RASD student code of conduct and appropriate disciplinary response according to the type of infraction. Parents are notified.	Up to the repair or replacement cost.

Chromebook User Agreement Signature Page

Student Last Name _____ First Name _____ MI _____

Grade _____ Student ID # _____

Parent/Guardian Name _____

Student Agreement for Chromebook Use:

Parent/Guardian Agreement:

I, _____ agree to the following:

- ✓ While using the Chromebook, I will follow the policies of the Rockwood Area School District, including the Internet Acceptable Use Policy, and I will abide by all local, state, and federal laws.
- ✓ I will treat the Chromebook with care by not dropping it, getting it wet, leaving it in the car, outdoors, unsecured, or in a place it may become damaged or stolen.
- ✓ I will not lend the Chromebook to anyone.
- ✓ I will not remove ANY District-owned programs or files.
- ✓ I will charge my Chromebook each night so that it has a full charge at the start of every school day.
- ✓ I understand if I do not charge it or forget it at home, I am still responsible for getting my course work completed.
- ✓ I agree that email (or any electronic communication) should be used for only appropriate, legitimate and responsible communication.
- ✓ I will not attempt to repair the Chromebook. If it is not working properly, I will create a HELP ticket within the IT department.
- ✓ I will bring the Chromebook to IT support staff if it needs repaired. If the device needs repaired the students record will be checked, a replacement may be provided if the student is eligible and once the appropriate fees are paid by the student to the District account.

I, _____ agree to the following:

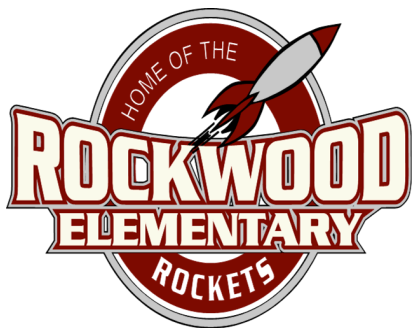
- ✓ I will not attempt to repair the Chromebook, nor will I attempt to clean it with anything other than a dry cloth.
- ✓ I will make a report to the technology department with any problems associated with the device or software.
- ✓ I will not delete any District software.
- ✓ I will make sure my child charges the device each night.
- ✓ I will return the Chromebook when it is requested by the school or upon my child's withdrawal from the district.
- ✓ I will support my child by supervising their internet usage and email while they are at home.

Student
Signature _____

Parent Signature _____

Date _____

Date _____



TRANSPORTATION

- General Information
- Bus Rules
- Bus Notes
- Disciplinary Action
- Transportation Safety Guidelines
- Bus Safety Diagram

TRANSPORTATION

Bus transportation to and from school is provided for students including, disabilities, students with individualized education programs, 504, provide transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law, children in foster care, homeless children and youths in accordance with federal and state laws and regulations.

The school bus/vehicle driver shall be responsible to maintain order while students are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania's School Bus Stopping Law to the designee as soon as practicable.

The personal safety of each child is a matter of great concern to both parents and school officials. The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all. Each school bus and school vehicle that is equipped with video and audio recording equipment contains a clearly posted notice informing drivers and passengers of the potential for video and audio recording. Therefore, a set of rules of conduct for bus students has been formulated and published by the Board of Education and will be enforced on the bus by drivers and reinforced by school principals. Students are expected to familiarize themselves with these rules and to obey them. **Infractions may result in the student being suspended from riding the bus.**

PRIMARY AND SECONDARY BUS STOPS

The Rockwood Area School District provides transportation to and from school for all students. Students board and exit the bus at assigned bus stops. To promote safety related to transportation the following procedures should be followed;

- **At the beginning of the school year a form letter will be sent home for parents to complete. This form letter will allow parents to select three bus stops that their child may use throughout the year.**
- **The predetermined stops shall include any stops that the child may need. Examples could be; daycare provider, grandparents, close family friend, emergency locations for early dismissals or other locations you as a parent deem appropriate.**
- **The three stops designated by the parent will be the only stops used for your child to board and exit the bus. A parent shall also designate the days of the week that these stops are to be used.**
- **The form will need to be completed and returned to the Elementary office by the end of first week of school.**
- **Daily requests for bus changes will only be honored for emergency situations.**
- **Requests for students to travel home with a peer for after school activities will not be honored.**

BUS RULES

When requesting a student to ride another student's bus, permission will only be granted if **both students involved have an appropriate written parental consent** and bus capacity is not overloaded. The principal must approve all changes.

Rule 1 All seats shall be assigned by the driver.

Rule 2 Parents will be responsible for any damage to school buses by students.

Rule 3 **Students must remain seated, facing forward at all times.** No eating, drinking, or smoking tobacco or nicotine will be permitted on buses while students are being transported to and from school.

Rule 4 Throwing objects of any kind on or from the buses will not be tolerated.

Rule 5 Electronic devices (with no volume) are permitted as long as they are not a distraction to the driver and do not violate the privacy rights of other students. *Inappropriate use of an electronic device will result in the loss of privilege. For example personal electronic devices with sound, students should use earbuds or headphones. Photos and videos of others are not permitted to be taken while on the school bus.

Rule 6 Musical instruments shall not be played on buses.

Rule 7 Obscene gestures and profane or foul language will not be tolerated.

Rule 8 Any type of conduct which tends to distract the attention of the driver or in any way interferes with the safe operation of the bus or threatens the safety of any or all passengers on the bus will not be tolerated.

Rule 9 If it is necessary for the driver to refuse transportation to students because of violation of any of the above rules, or other misconduct, it shall be necessary for the parents to meet with the school principal before the pupil is permitted to ride the bus.

Rule 10 No student is permitted to leave the bus while enroute to or from school at a stop other than his own. The only exception to this regulation would be a written request from parents to school officials indicating that they desired the student to leave the bus at a different point.

Rule 11 Students must ride assigned buses, board and depart at assigned stops. Violations are to be reported to bus contractors by drivers who will in turn notify the proper authorities to take the steps necessary to alleviate the problem.

Unauthorized Boarding of Rockwood Area School District Transportation:

"The safety of our students is of the utmost importance. With that in mind, please be reminded that according to the Pennsylvania School Code, §23.6, only eligible pupils and school personnel authorized by the board of school directors shall be permitted on the school bus. Pennsylvania Consolidated Statutes, 18 Pa. C.S. §5517, unauthorized school bus entry states: (a) Offense defined. A person who enters a school bus without prior authorization of the driver or a school official with intent to commit a crime or disrupt or interfere with the driver or a person who enters a school bus without prior authorization of the driver or a school official who refuses to disembark after being ordered to do so by the driver commits a misdemeanor of the third degree. Failure to abide by this law may result in a citation."

Seating on Rockwood Area School District Transportation:

The Contractor shall prepare seating charts for each transportation route and present the same to District administration for approval no later than the fifth day of the school year. Once approved, it shall be the Contractor's responsibility to maintain and enforce the seating chart while transporting passengers. Approved seating charts may be amended or modified from time to time in the sole discretion of District administration.

Seats will be assigned by the driver and approved by District administration. Students will be required to remain in their assigned seat. Failure to remain in the assigned seat; the driver will issue a documented verbal warning. The second offense will result in a new assigned seat closer to the front of the bus or stricter disciplinary consequences. Ongoing infractions will be referred for possible bus suspension.

SCHOOL BUS DRILL

The purpose of school bus evacuation drills is to have the bus driver and each pupil riding in the school bus know exactly what to do in case of an emergency. Emergencies may occur because of fires or accidents and in every instance the school bus driver shall give the evacuation instructions. If the bus driver is unable to carry out his duties, assigned pupils should assume the leadership to do so. Two evacuation drills are scheduled by the chief school superintendent as mandated by law. Drills take place in August and March.

It is for the child's safety and welfare that these drills are held.

BUS NOTES

For Safety purposes:

1. Requests for bus changes made by telephone **WILL NOT** be permitted. Our goal is not to inconvenience you, but to ensure safe and proper transportation for your child.

2. Please limit bus changes. *It is our priority to provide a safe experience at Rockwood Area School. Last minute bus changes makes it very difficult to properly account for each student.* When writing a bus change note, please include the following information:

1. FIRST and LAST NAME of student.
2. NAME of Homeroom Teacher.
3. GRADE of Student.
4. DATE that bus change will occur.
5. DESTINATION that the excuse child will be going to.
6. BUS # student will be changing to.
7. **Printed Name and SIGNATURE of parent.**

Due to the near-or at-capacity loads that our buses carry, it is very difficult to authorize temporary changes. Therefore, you are asked to refrain from requesting such changes except for unavoidable or emergency situations.

DISCIPLINARY ACTION

The following disciplinary action will be taken when necessary by the respective building principal. When teachers are accompanying students on field trips, they will assume responsibility for their students' conduct on the bus.

1. First Offense – Verbal Reprimand
2. Second Offense – One day bus suspension
3. Third Offense – Three day bus suspension
4. Fourth Offense – Possible bus suspension for the remainder of the school year.

***Final decision made at the discretion of the principal.**

Drivers will make a report to the building principal for each violation placed against a student. Parents will be notified of these offenses and the action will be taken. The administration reserves the right of flexibility for transportation write-ups.

Rockwood Area School District

Transportation Safety Guidelines

The Rockwood Area School District's most important responsibility is to provide a safe and supportive environment for all students and staff. This responsibility starts from the moment a parent or guardian sends their child on a District school bus, or when dropping a student off at school. The District's responsibility for student safety doesn't end until children have safely returned home at the end of the day. The following information is a summary of the practices and procedures that have been established to promote the safety and wellbeing of all students when traveling to and from school on a daily basis. The information is broken down into 3 sections.

1. Safety Equipment and Planning
2. Daily Procedures (School Buses and Parent Transportation)
3. Responding to Emergencies and Communication (FAQ's)

1. Safety Equipment and Planning

- a. School buses have been equipped with 7 high-definition cameras that record activity both inside and outside of the school bus. The video footage is recorded to hard drives to view by District administrators as needed.
- b. School buses and District offices are equipped with two-way radios which provide immediate communication between bus drivers and District staff as needed. The District radios are also capable of communicating directly with the Somerset County 911 Office.
- c. District administrators are equipped with portable digital radios that are programmed to communicate directly with the Somerset County 911 Office in emergency situations.
- d. Crisis Planning and Emergency Evacuations

2. Daily Procedures (School Buses and Parent Transportation)

Bus Stop Forms

For the safety of students, parents may choose to designate a secondary and emergency bus stop to be used by their child throughout the school year. These designated bus stops will be used as the only pick-up and drop-off points for your child other than the primary stop that is established near your residence. If your child is in need of a secondary or emergency bus stop, please update this form which is found under the parent tab on the District website.

Dismissal Requests:

Bus Changes - Parents are to request bus changes through signed notes sent to the building office.

Bus Notes:

1. Requests for bus changes made by telephone WILL NOT be permitted. Our goal is not to inconvenience you, but to ensure safe and proper transportation for your child.
2. Please limit bus changes. It is our priority to provide a safe experience at Rockwood Area School. Last-minute bus changes make it very difficult to properly account for each student.

When writing a bus change note, please include the following information:

1. FIRST and LAST NAME of the student.
2. NAME of Homeroom Teacher.
3. GRADE of Student.
4. DATE that bus change will occur.
5. DESTINATION that the excused child will be going to.
6. BUS # the student will be changing to.
7. Printed Name and SIGNATURE of parent.

Due to the near-or at-capacity loads that our buses carry, it is very difficult to authorize temporary changes. Therefore, you are asked to refrain from requesting such changes except for unavoidable or emergency situations.

Parent Pick-up: Elementary Only.

Notes should be submitted for your child to participate in Parent Pick-up. Notes should include the following;

1. FIRST and LAST NAME of the student.
2. NAME of Homeroom Teacher.
3. GRADE of Student.
4. DATE the child will be picked up.
5. INDIVIDUAL RESPONSIBLE for picking the child up.
6. Printed name and SIGNATURE of parent.

Student Pick-Up: (2:50 to 3:00pm)

- Please stay in the line of vehicles.
 - Do not park in the line or in the parking spaces.
 - If possible, pull all the way up to the cone on the sidewalk
- Please stay in your vehicle.
- All children should enter and exit the vehicle on the passenger side of the vehicle. Please have your child ready to exit when you near the cone or sidewalk.
- Please have your child enter and exit the vehicle when they are on the sidewalk.
- After dropping or picking up your child, please check your surroundings and move forward with traffic.
- Please be patient with staff and other parents in this process.

3. Emergency Situations:

If a student experiences any issues with dismissal, the parents are asked to contact the appropriate Building Office.

Rockwood Area Elementary School - 814-926-4688 Option #4

Rockwood Area Jr./Sr. High School - 814-926-4688 Option #3

If your child does not arrive at the appropriate bus stop;

Please ask the bus driver if they are on the bus. The bus driver will radio the Rockwood Area School District to notify the offices and the other buses in route.

- Office personnel will check with the teacher and other school staff to locate the child.
- The Building Principal and Superintendent will be notified.
- The individual buses will be contacted to immediately check for the child on the buses if needed.
- An all-call will be announced within the Rockwood Area School District.
- In the case the child is not located on the buses or in the building, the child's movements will be tracked through the camera system.
- In an emergency when a child can not be located, the Pennsylvania State Police will be contacted.
- Information related to the child, family, and school will be communicated to the Pennsylvania State Police.

If a child boards the wrong bus;

This should not happen due to the use of bus slips in the elementary school. If it does;

- Teachers in Kindergarten -2nd grade escort students to their buses for the first dismissal/early bus.
 - Students are dismissed from the classrooms for late buses by bus number.
 - The Bus Driver should identify the student.
 - The Bus Driver should radio the appropriate building office.
 - The parent is contacted.
-
- The student is transported back to the school or the bus garage for the parent to pick up.
 - The school is notified by transportation staff when the child is picked up by their parent.

If a parent or adult is not at the bus stop;

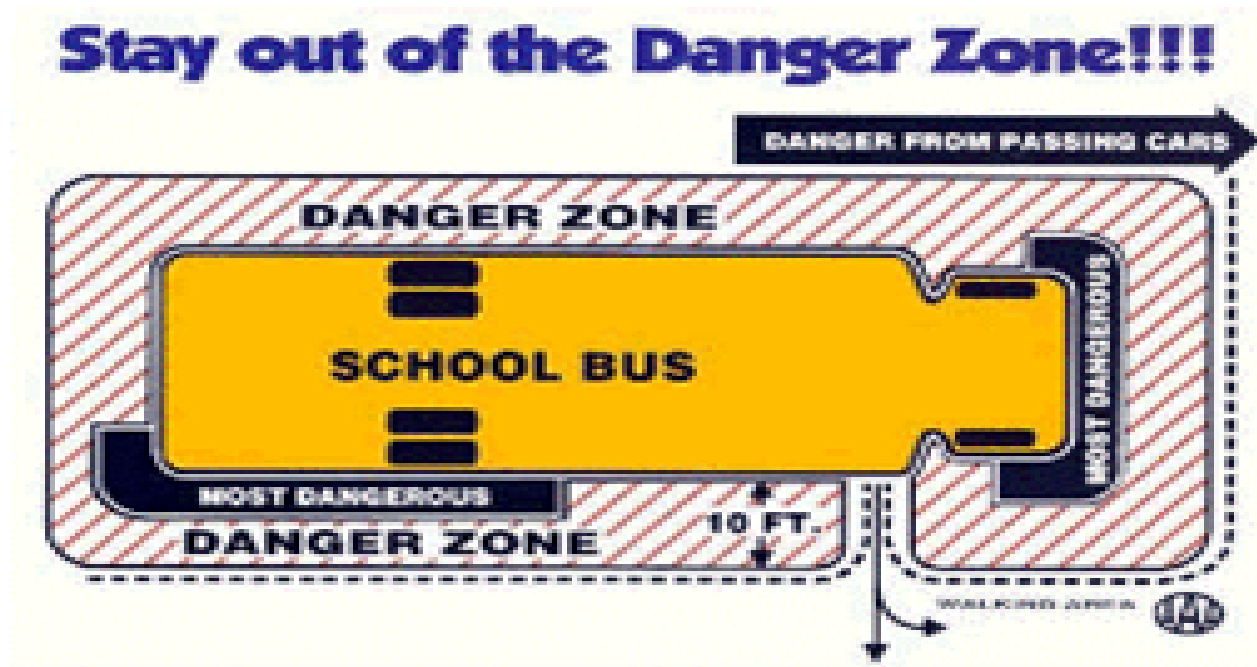
For elementary students, an adult is to be at the bus stop to see that the child enters the home safely.

- If the bus driver notices something out of the ordinary about the bus stop/the adult is not there, the student will not exit the bus.
- The bus driver will notify the appropriate building office over the radio.
- The office will attempt to contact the parent or emergency contacts.
- The child will remain on the bus and be taken to the bus garage or school for the approved adult to pick them up.

Bus Safety Diagram

Parents/guardian,

Please discuss the following bus safety diagram with the child. Bus safety is a very important part of school participation. The most dangerous times in a student's day occur when a child is boarding or unloading the buses.



- Students should stay ten feet from the bus at all times.
- When crossing in front of the bus, students should stay ten feet away from the front of the bus and look both ways when crossing the midpoint of the road.
- Students should never cross the road behind the bus.
- Students should never try to get an item that was dropped under the bus. The students should wait until the bus moves or bring it to the attention of the driver.

