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## National Assessment of Educational Progress (NAEP) Parent

### Notification

August 2023

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. [\[1\]](#)[\[12\]](#)

**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

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

### **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:<sup>[1]</sup>

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 2023

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 2023

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 Student 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 2023

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 2023

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.

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

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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.

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*(Printed Name of Parent/Guardian)*

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*(Signature of Parent/Guardian) (Date)*

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*(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 3<sup>rd</sup> 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](http://www.rockwoodschoools.org/pages/RASD/Elementary/Elementary/Title_I)

## **Rockwood Area Elementary Schools**

### **Family Engagement Plan**

**2023 -2024**

#### **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

## SECTION: COMMUNITY

TITLE: FAMILY ENGAGEMENT

ADOPTED: July 18, 2006

REVISED:

## 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

### **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.  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.  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.  Train parents and family members to enhance the involvement of other parents and family members.

7.  Adopt and implement model approaches to improving parent and family engagement.

8.  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.  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.

The evaluation shall be conducted through:

Establishment of a schedule and process for the policy review and revision by parents and family members.

An evaluation of the effectiveness of the content and communication methods through a variety of methods.

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**

**2023-2024**

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](mailto: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: Vernon Shumaker, IPM Coordinator, at 814-926-4631.

### **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 own 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](http://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 Woomer, 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 AppalachiaIntermediate 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 5<sup>th</sup> 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 814-926-4677 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) 926-4677.

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) 926-4633

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.

2. The Request for Reconsideration should be made within 10 working days after receipt of the initial written determination.

3. The Superintendent may request a conference with the complainant and/or may request additional information from the complainant, witnesses, or other individuals.

4. 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: sclark@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 massages, 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

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](http://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



## 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 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 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

Ctrl A	Select all	Ctrl R	Refresh
Ctrl B	Bold	Ctrl T	New tab
Ctrl C	Copy	Ctrl U	Underline
Ctrl F	Find	Ctrl V	Paste
Ctrl I	Italicize	Ctrl W	Close tab
Ctrl K	Create a link	Ctrl X	Cut (to paste)
Ctrl L	*Omnibox text	Ctrl Z	Undo
Ctrl N	New window	Ctrl 1-9	Go to a tab
Ctrl [Search icon]	Caps lock	Ctrl 0	Reset zoom
Ctrl +	Zoom in	Ctrl -	Zoom out
Ctrl [Screenshot icon]	Screenshot	Ctrl Shift [Screenshot icon]	Screenshot (partial screen)

Tip: Press Ctrl + Alt + ? to see a map of these shortcuts on your screen.

[Search icon]	Search	[Hide tabs icon]	Hide tabs
[Go back icon]	Go back	[Show all windows icon]	Show all windows
[Go forward icon]	Go forward	[Dim screen icon]	Dim screen
[Refresh icon]	Refresh	[Brighten screen icon]	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](https://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](https://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](https://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?

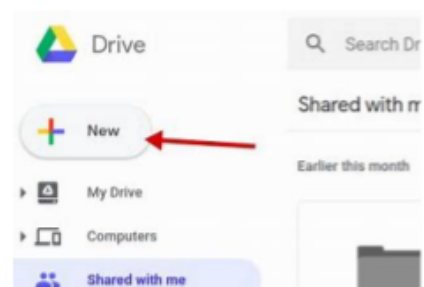
Google Drive is a file storage and synchronization service it allows users / students to store files in the cloud, share files, and edit documents, spreadsheets, and presentations with other users.

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](https://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

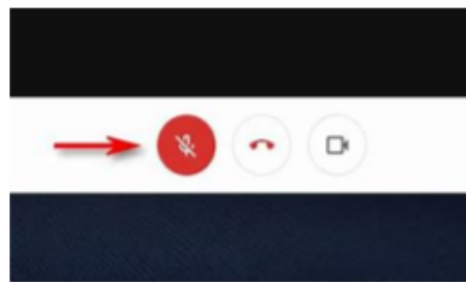


## Google Meet Best Practices for Students

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.



# Google Meet:






## **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.



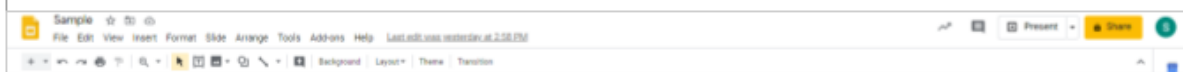
# Other Popular Google Apps




	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](https://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 (11111rkwo)
3. Password Rockwood#1

## Math

### Big Ideas Math

1. Log onto bigideasmath.com

## Social Studies Textbooks:

### Pearson Realize

1. Log onto [www.pearsonrealize.com](http://www.pearsonrealize.com)
2. Login - Lunch id Number followed by RKWD (87654RKWD)
3. Password - Rockwood#1

## Science

1. Log onto [www.-k6.thinkcentral.com](http://www.-k6.thinkcentral.com)
2. Username (first initial plus lastname)
3. Password - rockets#1

# 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](http://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  
2023-2024

## One-to-One Technology Integration

The Rockwood Area School District is committed to preparing and empowering its students with 21<sup>st</sup> 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](mailto: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](http://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**

<b>Incident</b>	<b>Action (s) Necessary</b>	<b>Cost</b>
<p><b>1<sup>st</sup> Offense Accidental Damage</b> of Chromebook, Adapter, or Power Cord</p>	<p>The student makes a report to the Principal or IT Department, who will record the incident.</p> <p>The device is returned to the IT Department and a replacement device may be issued.</p> <p>Parents are notified.</p>	<p>\$25.00</p>
<p><b>2<sup>nd</sup> Offense Accidental Damage</b></p>	<p>The student makes a report immediately to the Principal or IT Department, who will record the incident.</p> <p>The device is returned to the IT Department so a new or spare device may be issued.</p> <p>Some loss of privileges of using the Chromebook may occur such as:</p> <p><i>Limiting participation in the Chromebook program, or the student may not be able to take the device home.</i></p> <p>Parents are notified.</p>	<p>\$25.00 -\$75.00</p> <p>*Upon review of the damage &amp; nature of the incident.</p>
<p><b>Intentional Damage</b></p>	<p>Upon notification of an intentional incident involving damage or abuse, the device must be returned to the IT Department.</p> <p>The student loses his/her privileges of using the Chromebook.</p> <p>*Refer to RASD student code of conduct and appropriate disciplinary response according to the type of infraction.</p> <p>Parents are notified.</p>	<p>Up to the repair or replacement cost.</p>
<p><b>Loss/Theft</b></p>	<p>The student/parent makes a report immediately to the administration. Administration or IT Department and investigation is completed.</p>	<p>Replacement cost</p>
<p><b>Denied Claim by Insurance</b></p>	<p>If the student's Chromebook damage claim is denied by the District's insurance company.</p> <p>Below are the circumstances why a claim can be denied.</p> <p>Damage caused by non – accidental</p> <p>If the student does not give clarification on the details provided about how the device was damaged</p> <p><u>Actions taken:</u></p> <p>Upon notification of an intentional incident involving damage or abuse, the device must be returned to the IT Department.</p> <p>The student may lose his/her privileges of using the Chromebook.</p> <p>*Refer to RASD student code of conduct and appropriate disciplinary response according to the type of infraction.</p> <p>Parents are notified.</p>	<p>Up to the repair or replacement cost.</p>

**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** \_\_\_\_\_

