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## MISSION STATEMENT OF ROCKWOOD AREA SCHOOL DISTRICT

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

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

### **Shared Values:**

**R**elationships—Developing and maintaining positive relationships with all stakeholders fostering a strong sense of community that supports our finest resource, our children.

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

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

**K**nowledge—Promoting high expectations and the acquisition of knowledge in academic experiences of high rigor that develop students into critical thinkers and prepares them for their post-secondary endeavors.

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

**T**eaching—Facilitating rigorous and collaborative learning experiences with supportive interventions and differentiation, teaching students to reach their full potential.

**S**afety—Ensuring the safety of all students and staff in an environment conducive to learning.

## **BUILDING LEVEL PHILOSOPHY OF ROCKWOOD AREA HIGH SCHOOL**

We, the professional and support staff of Rockwood Area High School, believe that education is the process of helping each student attain his maximum potential so that he can achieve self-fulfillment. To that end, our educational program should provide each individual with the knowledge and skills needed for the development of his natural capabilities. Our program must be flexible enough to enable each student to cultivate his interests through the pursuit of a wide variety of offerings. However, it must be structured enough to guarantee the transfer of a common core of knowledge.

We recognize that we are in a unique position to help each student maintain an interest in learning and expand his ability to think.

We acknowledge that each student is part of a rapidly changing and interdependent society. We accept the responsibility and the privilege of helping each student face, evaluate, and respond to present and future issues.

We believe that we share with other community institutions the responsibility to help each student acquire and exhibit positive attitudes and behaviors. We stress that each student has the responsibility to observe rules and laws in accordance with the democratic process.

Our specific objectives are to:

- Provide the stimulus for each student to investigate and challenge his/her creative potential.
- Provide a variety of experiences for each student so that he/she can determine his/her preferences, his/her strengths and weaknesses, and adjust more effectively to all facets of life.
- Use evaluation as a learning experience for each student to determine and direct progress.
- Disseminate knowledge as a basis for the development of concepts and skills.
- Develop the ability to comprehend, interpret, and apply knowledge.
- Develop the skills of analytical thinking and the evaluation of conclusions.
- Present subject matter in such a manner that each student is made aware of the interdependence of all fields of knowledge.

- Develop within each student: awareness and a responsibility for seeking solutions to problems that threaten the quality of life.
- Develop an understanding and appreciation for the institutions in a democracy.
- Encourage active student involvement in school and community life.
- Recognize individual differences and exhibit tolerant behavior to others.

## **NONDISCRIMINATION POLICY**

It is the policy of Rockwood Area High School 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, Rockwood Area School District, 435 Somerset Avenue, Rockwood, PA 15557 (814) 926-4688.

## **TITLE IX**

Title IX of the Education Amendments of 1972 which prohibits sex discrimination in Federally-assisted education programs specifically states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance ...”

The Rockwood Area School District adheres to a non-discriminatory policy on the basis of sex in its educational programs and activities and in its employment practices. Furthermore, all students and employees have the right to work in an environment free from all forms of discrimination and conduct which can be considered harassing, coercive, or disruptive including sexual harassment.

Sexual harassment is defined as any unwanted physical, verbal, or visual sexual advances, requests for sexual favors, and other sexually oriented conduct, which is offensive or objectionable to the recipient including, but not limited to, epithets; derogatory or suggestive comments, slurs or gestures; and offensive posters, cartoons, pictures or drawings.

“It is the policy of the Rockwood Area School District not to discriminate on the basis of sex, handicap, race, color, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI.”

## **NONDISCRIMINATION—QUALIFIED STUDENTS WITH DISABILITIES**

### **Authority**

The Board declares it to be the policy of this district to ensure that all 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 the 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 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 that substantially limits or prohibits participation in or access to an aspect of the district’s educational program, nonacademic services, or extracurricular activities. [11] [12]

**Section 504 Team**—a group of Individuals who are knowledgeable about the student, the meaning of the evaluation data, and the placement options for the student. This could include, as appropriate, 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 that 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 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, and or extracurricular activities. [10]

## **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 **Supervisor of Special Education** 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 part with written notice. [18] [19] [20]

The district shall establish standards and procedures for initial evaluations and periodic re-evaluations of the 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 needs 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 the 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 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 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 the 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]

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 as 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, and an opportunity for the parent/guardian to review relevant records, and 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]

### **Parent 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**

The 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 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 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 that 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, the 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 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, maybe 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 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.

### **A. 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 an 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.

## **B. Initial Written Complaint.**

1. An individual can submit a Complaint to the District's Title IX Coordinator: Susan Clark, Rockwood Area School District, 437 Somerset Avenue, Rockwood, PA 15557. Telephone: (814) 926-4688. The following information should be provided.
  - a. The complainant's name, address, and telephone number.
  - b. The complainant's relationship to the District (i.e., parent, student employee).
  - c. The complainant's school (if applicable).
  - d. The complainant's immediate supervisor (if applicable).
  - e. Date of incident/occurrence giving rise to complaint.
  - f. A detailed description of complaint
  - g. Action/resolution requested.

A complaint form can be obtained from the Guidance Office.

2. 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.

## **C. 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: Mark Bower, Superintendent, 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 Title IX Coordinator is responsible for maintaining the files and records related to discrimination complaints.
  - B. A complaint's right to prompt and equitable resolution of a complaint shall not affect his/her right to pursue other remedies. The use of this complaint procedure is not a prerequisite to the pursuit of other remedies.
  - C. If the Title IX Coordinator is the individual about whom the complainant is complaining, the complainant may file his/her complaint with the Superintendent, Mark Bower, 439 Somerset Avenue, Rockwood, PA 15557. Telephone: (814) 926-4688.
  - D. If the Superintendent is the individual about who the complainant is complaining, the complainant may file his/her Request for Reconsideration with the Title IX Coordinator.

## **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 Title IX 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/SexualHarassment/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 of 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 educational 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 Mrs. Susan Clark, School Social Worker, 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

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 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 that 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, the 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.

[Harassment Reporting Form](#)

## HAZING

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 regardless of whether:

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, operation 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 violation 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 participation in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Code 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 preventive 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 place 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 laws 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 School 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 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 Violations**

#### **Safe Harbor—**

An individual needing medical attention or seeking medical attention for another shall not be subject to criminal prosecution if s/he 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 an received safe harbor under a criminal investigation shall be considered in assigning discipline.

#### ***Non Student 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, s/he 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 coaches, 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]

## **BULLYING/CYBERBULLYING**

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

### **Definitions**

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

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

**Bullying**, as defined in this policy, includes cyberbullying.



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

**Authority**

The Board prohibits all forms of bullying by district students.

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

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

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

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

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

Confidentiality - Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in

accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

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

### **Delegation of Responsibility**

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

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

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

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

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

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

### **Guidelines**

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

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

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

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

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

## **DATING VIOLENCE**

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

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

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

### **Title IX Sexual Harassment and Other Discrimination**

Every report of alleged dating violence that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a dating violence investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged dating violence.[3][4]

### **Discipline of Student Convicted or Adjudicated of Sexual Assault**

upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the

district shall comply with the disciplinary requirements established by state law and Board policy.[5][6]

## **Guidelines**

### **Complaint Procedure**

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

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

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

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

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

### **Discipline of Student Convicted/Adjudicated of Sexual Assault**

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

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

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

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

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

## **Authority**

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

## **Delegation of Responsibility**

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

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

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

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

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

## **Guidelines**

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

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

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

### **Return of Student to School**

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

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

### **Transfer Students**

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

## **DISCIPLINE OF STUDENTS WITH DISABILITIES**

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan.[1][4][5][6][7]

### **Definitions**

**Students with disabilities** - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[2]

**Suspensions from school** - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.[7][8]

**Expulsions from school** - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.[7][8]

**Interim alternative educational settings** - removal of a student with a disability from the student's current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.[5][9]

### **Authority**

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of the student's disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.[4][5][9]

### **Provision of Education During Disciplinary Exclusions**

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate public education (FAPE), in accordance with law.[5][8][18]

### **Suspension From School**

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.[4][5][8][9][10]

## **Changes in Educational Placement/Manifestation Determinations**

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of the student's disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors, constitute changes in educational placements requiring a manifestation determination. For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.[4][5]

A student with a disability whose behavior is not a manifestation of the student's disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.[4][5][6][7]

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

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which the student was removed or order the student's removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the student's current placement is substantially likely to result in an injury to the student or others.[9][11]

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.[9][12]

## **Students Not Identified as Disabled/Pending Evaluation**

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.[9][13]



## Administrative Removal to Interim Alternative Educational Setting for Certain Infractions

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:[5][9]

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **weapon** is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length.[5][9][14][15]
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.[5][9][16][17]
3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, **serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.[5][9][19]

## 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.[20][21][22]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a

student with a disability, including a student for whom an evaluation is pending, to the 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 to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Positive Behavior Support Plan. [1][2][3][6][9][15][17][21][23][24][25][26][27][28][29][30][31][32][33][34]

For a student with a disability who does not have a Positive Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Positive Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policies. [1][3][26][31]

When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records. [9][21][24][25][26][29][34][35][36][37][38]

## EXTRA-CURRICULAR ACTIVITIES

For purposes of this policy, **extracurricular activities** shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate. [1]

For purposes of this policy, an **athletic activity** shall mean all of the following: [2][3]

1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
2. Noncompetitive cheerleading that is sponsored by or associated with the school.

3. Practices, inter school practices and scrimmages for all athletic activity

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[9]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the following:

1. **Concussion and Traumatic Brain Injury Information Sheet.**
2. **Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.**

## **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement. The program fosters the growth of school loyalty within the student body as a whole and stimulates community interest. The game activities and practice sessions

provide opportunities to teach the values of competition, sportsmanship, and teamwork.

For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive or exhibition sport contests, games or events involving individual students or teams of students when such events occur between schools within this district or outside this district.

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on an equal basis as is practicable and without discrimination, in accordance with law and regulations.[1][2][3][4][5]

The Board shall approve a program of interscholastic athletics and require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.[6]

The Board shall determine the standards of eligibility to be met by all students participating in an interscholastic program. Such standards shall require that each student, before participating in any interscholastic activity, be covered by student accident insurance; be free of injury; and undergo a physical examination by a licensed physician.[6]

The Board further adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association.

The Board directs that no student may participate in interscholastic athletics who has not:[6]

1. Met the requirements for academic eligibility.
2. Complied with the requirements of the Athletic Handbook.
3. Complied with the requirements of the Code of Conduct for Interscholastic Athletics and Board policies and administrative regulations related to student discipline.
4. Attended school regularly.[7]
5. Been in attendance on the day of the athletic event or practice for the hours required.
6. Returned all school athletic equipment previously used.
7. Adhered to applicable discipline standards.[8]

## **Off-Campus Activities**

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:[8]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

## **Delegation of Responsibility**

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgement of receipt and review of the following:[9][10][11][12]

1. **Concussion and Traumatic Brain Injury Information Sheet.**
2. **Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.**

## BOARD OF EDUCATION

President.....	Dr. Tyler Pritts
Vice President.....	Mr. Adam Sembower
Secretary.....	Mrs. Sherry Benford
Treasurer.....	Mr. Bradley Pletcher
Mrs. Ashley Baker	Mrs. Melanie Monticue
Mr. Seth Foreman	Mr. Matthew Pritts
Dr. Hailey Miller	Mr. Noah Wareham

## ADMINISTRATION

Superintendent.....	Mr. Mark Bower
Junior/Senior High Principal.....	Mrs. Misty Demchak
Elementary Principal/Federal Programs Coordinator.....	Mr. Jonathan Hale
Assistant Principal - K - 12/Athletic Director.....	Mr. Nicholas Buterbaugh
Special Education Supervisor.....	<i>Pending</i>
School Social Worker.....	Mrs. Susan Clark
Resource Officer.....	Mr. Jeffrey Doman
Information Technology Coordinator.....	Mr. Robert Yench
Supervisor of Maintenance.....	Mr. Edward Clay

## SUPPORT SERVICES

Business Manager.....	Mr. Jordan Svonavec
Primary Guidance Counselor.....	Mrs. Brandy Wedge
Secondary Guidance Counselor.....	Mrs. PJ Opfar
School Nurse Practitioner.....	Mrs. Rebekah Marietta
Information Technology Technician.....	Mr. Daniel Younkin

## ADMINISTRATIVE ASSISTANTS

Accounts Payable/Receivable.....	Mrs. Jenny Beckner
Administrative Secretary/Payroll.....	Mrs. Lori Breckenridge
Administrative Secretary.....	Mrs. Sherry Benford
High School Office/Attendance.....	Miss Patricia Mosholder
High School Office/Athletic Director Secretary.....	Mrs. Tara Pritts
Secondary Guidance Office.....	Mrs. Shanda Pletcher
Student Data Secretary.....	Mrs. Cindy Miller
Elementary Office/Title I.....	Mrs. Susan McClintock
Elementary Daily Operations Secretary.....	Mrs. Ashley Bowers
School Security Specialist.....	Mrs. Melissa Kemp

## PARAPROFESSIONALS

Ms. Morgan Beckner	Mrs. Susan Hay	Mrs. Heather Snyder
Mrs. Heather Hale	Mrs. Loretta Hosteler	Mrs. Kristie Snyder
Mrs. Jillian Halverson	Mrs. Julie Johnson	Mrs. Heather Tims
Mrs. Kori Halverson	Mrs. Heather Lape	Ms. Jennifer Werner
Mrs. Carla Harrold	Mrs. Nichole Mcklveen	Mrs. Gloria Younkin

## CUSTODIANS

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

## TELEPHONE DIRECTORY

Rockwood Area School District.....	814-926-4688
High School Office.....	#3
Elementary Office.....	#4
Administration/Business Office.....	#5
Student Services/Guidance Office.....	#6
School Nurse.....	#7
Athletic Director.....	#8
Operator.....	#0
Directory by Name.....	#9

## ROCKWOOD AREA SCHOOL DISTRICT ALMA MATER

**All Hail to thee,  
Dear Rockwood High  
To thee we will be true.  
With everlasting memories  
We owe our best to you.  
Alma mater, alma mater,  
We will pledge our loyalty  
With voices raised  
We will sing thy praise  
For all eternity.**

## FACULTY

Miss Juliann Picklo.....	Art/Yearbook
Mrs. Amber Walker.....	Business Education/Computer
Mr. Douglas Spiri.....	Chorus
Mrs. Roni Langley-Burkardt.....	English
Miss Jill Morgan.....	English
Mr. Jeremy Romesberg.....	English/Reading
Mrs. Allison Shultz.....	English
Mrs. Karey Vough.....	Foreign Language/French
Mrs. Adrea Minor.....	Foreign Language/Spanish
Mr. Chandler Enos.....	Health/Physical Education
Ms. Carlee Glessner.....	Health/Physical Education
Mrs. Kristi Brant.....	Home Economics
Miss Kari Hostetter.....	Instrumental Music
Mrs. Brooke Kroon.....	Learning Support
Mrs. Cassie Wright.....	Learning Support
Mrs. Christ Hay.....	Librarian
Miss Megan Berkebile.....	Life Skills
Mr. Gregory King.....	Mathematics
Mrs. Kathleen Lambert.....	Mathematics
Mrs. Alana Letizia.....	Mathematics
Mrs. Sarah Pletcher.....	Mathematics
Mrs. Misty Thompson.....	Science
Mrs. Jenna Tressler.....	Science
Mrs. Leanna Weimer.....	Science
Mr. Kurt Woolslayer.....	Science
Mr. Nathan Formica.....	Social Studies
Ms. Lauren Boczar.....	Social Studies
Mr. James Wagner.....	Social Studies
Mr. Joseph Kush.....	Technology & Engineering



## 2024 - 2025 SCHOOL CALENDAR

Teacher In- Service Day.....	August 21 , 22, 23 & 26
First Student Day.....	August 27
Labor Day Holiday.....	September 2
Teacher In-Service Day.....	October 14
Act 80 Day - No School for Students.....	November 1
Act 80 Day - No School for Students.....	November 11
Early Dismissal - 12:30 p.m.....	November 27
Thanksgiving Break.....	November 28 - December 2
Early Dismissal -12:30 p.m.....	December 20
Christmas Break.....	December 23 - January 1
Act 80 Day - No School for Students.....	January 20
Act 80 Day - No School for Students.....	February 17
Teacher In- Service Day.....	March 14
Early Dismissal - 12:30 p.m.(pending use of snow makeup days).....	April 15
Snow Make Up (if needed).....	April 16, 17
Easter Break.....	April 18 - 21
Memorial Day Holiday.....	May 26
Last Student day (unless makeup days needed).....	May 30
Snow Makeup days (if needed).....	June 2 - 6
Flexible Instruction Days (if needed).....	June 9- 13

### SCHOOL PICTURES

Students in grades 7 - 12 will have their pictures taken Thursday, September 26, 2024. Parents are given the opportunity to purchase these photos. A notice will be sent home prior to sittings so parents can take full advantage of this opportunity. Parents are not obligated to purchase the school pictures.

Pictures will be available for distribution before Christmas. Payments for the pictures must be made at the time of the photo sitting. Make-up photo sessions for retakes will be rescheduled.

Senior portraits are the responsibility of each student. Students are required to submit their senior picture to the yearbook staff no later than the last Friday in March.

## STUDENT SCHEDULE

Rockwood Area High School will operate on a two day cycle. Day A & Day B with A being Period 9—Homeroom and B being Period 9—Club. This scheduling method has advantages. It permits more efficient use of the classroom facilities and guarantees the continuity of days. Under the cycle schedule, a holiday will not affect the program since the next regular day follows automatically. The day of the cycle is always announced in the daily bulletin, during announcements, and is posted in the High School Office.

### DAILY BELL SCHEDULE

LUNCH A		LUNCH B	
Period 1	8:05 - 8:47	Period 1	8:05 - 8:47
Period 2	8:50 - 9:30	Period 2	8:50 - 9:30
Period 3	9:33 - 10:13	Period 3	9:33 - 10:13
Period 4	10:16 - 10:56	Period 4	10:16 - 10:56
<b>Lunch A</b>	<b>10:56 - 11:26</b>	Period 5	10:59 - 11:39
Period 5	11:29 - 12:09	<b>Lunch B</b>	<b>11:39 - 12:09</b>
Period 6	12:12 - 12:52	Period 6	12:12 - 12:52
Period 7	12:55 - 1:35	Period 7	12:55 - 1:35
Period 8	1:38 - 2:18	Period 8	1:38 - 2:18
HR/Club	2:21 - 2:51	HR/Club	2:21 - 2:51

### LUNCH C

Period 1	8:05 - 8:47
Period 2	8:50 - 9:30
Period 3	9:33 - 10:13
Period 4	10:16 - 10:56
Period 5	10:59 - 11:39
Period 6	11:42 - 12:22
<b>Lunch C</b>	<b>12:22 - 12:52</b>
Period 7	12:55 - 1:35
Period 8	1:38 - 2:18
HR/Club	2:21 - 2:51

**EARLY DISMISSAL  
BELL SCHEDULE**

**LUNCH A**

Period 1	8:05 - 8:35
Period 2	8:38 - 9:08
Period 3	9:11 - 9:41
Period 4	9:44 - 10:14
Period 7	10:17 - 10:47
<b>LUNCH A</b>	<b>10:47 - 11:17</b>
Period 5	11:20 - 11:50
Period 6	11:53 - 12:30

**LUNCH B**

Period 1	8:05 - 8:35
Period 2	8:38 - 9:08
Period 3	9:11 - 9:41
Period 4	9:44 - 10:14
Period 7	10:17 - 10:47
Period 5	10:50 - 11:20
<b>LUNCH B</b>	<b>11:20 - 11:50</b>
Period 6	11:53 - 12:30

**LUNCH C**

Period 1	8:05 - 8:35
Period 2	8:38 - 9:08
Period 3	9:11 - 9:41
Period 4	9:44 - 10:14
Period 7	10:17 - 10:47
Period 5	10:50 - 11:20
Period 6	11:23 - 11:53
<b>LUNCH C</b>	<b>11:53 - 12:30</b>

**2 HOUR DELAY  
BELL SCHEDULE**

**LUNCH A**

Period 1	10:05 - 10:40
Period 3	10:43 - 11:11
Period 4	11:14 - 11:42
<b>LUNCH A</b>	<b>11:42 - 12:12</b>
Period 5	12:12 - 12:43
Period 6	12:46 - 1:14
Period 7	1:17 - 1:45
Period 8	1:48 - 2:16
Period 2	2:19 - 2:51

**LUNCH B**

Period 1	10:05 - 10:40
Period 3	10:43 - 11:11
Period 4	11:14 - 11:42
Period 5	11:45 - 12:13
<b>LUNCH B</b>	<b>12:13 - 12:43</b>
Period 6	12:46 - 1:14
Period 7	1:17 - 1:45
Period 8	1:48 - 2:16
Period 2	2:19 - 2:51

**LUNCH C**

Period 1	10:05 - 10:40
Period 3	10:43 - 11:11
Period 4	11:14 - 11:42
Period 5	11:45 - 12:13
Period 6	12:16 - 12:44
<b>LUNCH C</b>	<b>12:44 - 1:14</b>
Period 7	1:17 - 1:45
Period 8	1:48 - 2:16
Period 2	2:19 - 2:51

## **SCHOOL CLOSING NOTIFICATION**

Local news stations: WJAC & WTAJ and 7mmjohnstown.com (This website connects all local radio stations)

School closings will also be posted on the school district website. The school district will also notify parents using the parent notification system.

### **STUDENT EXPECTATIONS**

**Be respectful.**

**Be prepared.**

**Be on time.**

#### **Verbal & Written**

1. Students will be expected to correctly spell words directly related to the assigned subject matter.
2. Students will be expected to answer questions in complete sentences for oral and written classwork.
3. Students should expect written work to be graded.
4. Students will be expected to use each class's textbook efficiently after the structure has been explained periodically.
5. Students will be expected to make oral presentations and when doing so will receive a grade for grammar and delivery separate for a grade for the content or subject area.
6. Students will be expected to speak audibly and correctly when participating in class discussions.
7. Students are to be reminded that no credit will be given for work that has been plagiarized.

## PART I: GUIDANCE DEPARTMENT

### **ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS OF THE POLICIES AND PROCEDURES OF THE ROCKWOOD AREA SCHOOL DISTRICT REGARDING STUDENT EDUCATIONAL RECORDS AND RIGHTS OF PARENTS, SURROGATE PARENTS, GUARDIANS, AND ELIGIBLE STUDENTS**

In accord with the Family Rights and Privacy Act and Regulations (34 CFR 99), parents, surrogate parents, guardians and eligible students are hereby notified of their right to (1) inspect and review the educational records; (2) request the amendment of these records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights; (3) consent to disclosures of personally identifiable information contained in the student's educational records except to the extent that the Act and the regulations authorize disclosure without consent; (4) file with the U.S. Department of Education a complaint concerning alleged failures by the Rockwood Area School District to comply with the requirements of the Act.

If you have any questions, or wish to obtain further information, you may contact the District Superintendent's Office at (814) 926-4688.

### **ENROLLMENT/PLACEMENT OF STUDENTS**

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

**Eligibility of Non Resident Students** -The Board may permit the admission of nonresident students. The appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support for the nonresident student enrolling will be required.

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

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

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

**Children of Active Duty Military Families** - The district shall facilitate the timely enrollment and permit advanced enrollment of children of active duty military families, in accordance with law and Board policy. To qualify for advanced enrollment, prior to establishing residency in the district, a copy of the official military orders shall be provided to the district along with proof of the parent's/guardian's intention to move into the district. The parent/guardian must provide proof of residence within forty-five (45) days after the arrival date stated on the military orders.

## **ADMISSION TO THE GUIDANCE DEPARTMENT**

Students are encouraged to use the guidance services using one of the following procedures:

- The student obtains a pass from a guidance counselor which has been approved by the classroom teacher.
- The student has an immediate concern and reports to the Guidance Office at the beginning of the class period. This procedure is for emergency cases only.
- Any student may obtain a guidance pass by coming to the Guidance Office before or after school and during his/her lunch period.
- The student can also email the guidance counselor to request a guidance visit.

## **SCHEDULING FOR THE NEXT SCHOOL YEAR**

The distribution of Curriculum Guides will take place in the High School in February. All students will be asked to complete a course selection form and return it to the Guidance Office by the deadline stated on form. Failure to do so will result in the Guidance Counselor choosing the student's schedule.

Students will meet with their guidance counselor to complete the registering process. If you have any questions or concerns regarding

this process, please make an appointment with your guidance counselor at that time.

## SCHEDULE CHANGES

Once the school year begins, schedule changes will be made only with administrative approval or when scheduling problems require a change. The following criteria will be considered when schedule changes are requested:

1. The course taken was recommended by the previous year's teacher.
2. The student is failing the class.
3. In the teacher's opinion, the student is working to the best of his/her ability.
4. On numerous occasions, the student has pursued extra help (i.e., study lab, tutorial sessions).
5. Requests for "full-year" and "first semester" course changes must be submitted by teacher request only. **Requests for "second semester" course changes must be submitted prior to the last week of the first semester.**

Drop/Add schedule forms may be obtained in the guidance office. **Prior to dropping ACM Classes the student must meet with the Guidance Counselor for approval. Students are NOT permitted to drop ACM courses once they begin.** Students will follow the Rockwood guidelines for dropping/adding courses.

## GRADUATION REQUIREMENTS

In order to graduate from Rockwood Area High School, students shall successfully complete required courses aligned with the Pennsylvania Academic Standards; demonstrate proficiency on the Keystone State Assessments in Algebra 1, Literature, and Biology or local assessment aligned with the academic standards and complete a culminating project.

\*Special education students will earn a Rockwood diploma upon successful completion of the individual student goals developed by the Individualized Education Program team.

### 1. Completion of Required Courses

**Grade 7 & 8:** Students need to schedule a minimum of 7 credits. Students will participate in the state assessments.

**Grade 9—12:** Students need to earn a minimum of 7 credits each year. A total of 26 credits and the culminating graduation project is required for graduation.

Credit requirements for specific subjects are listed for grades 9-12.

Subject	Credits
English	4
Mathematics	4 - Algebra I (does not count towards credits earned for graduation, if taken in 8th grade, or (Algebra 1A & 1B), Algebra II, and Geometry**
Science	4 - Must include Biology and a Physical Science
Social Studies	4 - Must include World Culture, US History and American Government
Arts/Humanities	2 - Must include FACS
Physical Education	1 - (9th grade .5) & (10th - 12th grade .5)
Health	.5
Computer Applications	1
Electives/Expos	<u>5.5</u>
Total	26 Credits

### **\*\*Math Credits**

During 9th - 12th grade, students must complete 4 math credits to meet graduation requirements. All students are required to take Algebra I, or Algebra 1A & 1B, Algebra II and Geometry. Students may take an Accounting or Business Math for one math credit. Any additional Business Math Courses will count as elective credits. Students who are planning on attending a 4 year college, are encouraged to take the highest level math course recommended by their current math teacher. \*See attached course progression charts. \*Adjustments would include students in the class of 2021.

\*\*Credit requirements are in addition to expo courses.

\*If a student chooses to take a course other than the course recommended by their current subject teacher, the student must complete the Course Request Form available in the Guidance Office.

**“STUDENTS WHO MEET GRADUATION REQUIREMENTS PRIOR TO THEIR SENIOR YEAR MAY BE CONSIDERED FOR EARLY GRADUATION.”**

\*Students will be required to take certain grade-level courses in preparation for PA State Assessments. (Such courses are outlined in the Course Selection Guides)



\*Somerset County Technology Center Students are required to complete the credits in each core (Math, Science, English, Social Studies) subject area. SCTC students earn 3 elective credits per year from the Technology Center. However, all other graduation requirements must be met.

Beginning with the class of 2023 the Pennsylvania Department of Education implemented a plan that students not only meet the district criteria, but also state criteria. PDE provides 5 graduation pathways. Each student must criteria under ONE of the 5 pathways. These pathways are discussed annually with each student, as well as their individual progress meeting the state criteria.

**ROCKWOOD AREA SENIOR HIGH  
Pathway to Graduation - Act 158**

**OPTION 1**

**Keystone Proficiency Pathway**

Proficient or Advanced in Algebra I	Proficient or Advanced in Biology	Proficient or Advanced in Literature
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- By the end of the student’s junior year, he/she will take each Keystone Exam (Algebra, Biology, and Literature) at least 2 times in an attempt to score advanced or proficient.
- If a student scores basic or below he/she will participate in core support, pre-core support or a combination of both.
- If a student does not earn advanced or proficient, he/she will move to option 2

**OPTION 2**

**Keystone Composite Pathway**

At least 1 Keystone Score is <b>Proficient or Advanced</b>	No Score is <b>Below Basic</b>	Composite Keystone Score is <b>4452 or Greater</b>
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If a student does not earn the composite score he/she will move to an option outlined below based on the individual student's career path. The school counselor will meet with students to complete the alternate assessment pathway form. \*\*Cannot be determined until the end of the student's 11th grade year.

### OPTION 3

#### CTE Concentration, Alternative Assessment, & Evidence Based Pathways

Meet local grade based requirements for Keystone content in which student is **less than proficient**

*Satisfy additional requirements from ONE of the following.....*

<b>Career &amp; Technical Evidence SCTC 1 Piece of Evidence</b>	<b>Alternative Assessment 1 Piece of Evidence</b>	<b>Evidence Based 3 Pieces of Evidence Consistent w/student goals</b>
<ul style="list-style-type: none"> <li>• Industry based competency certification               <ul style="list-style-type: none"> <li>❖ NOCTI/NIMS (*NOCTI/NIMS are not completed until Spring of the 12th Grade year.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Attainment of one alternative assessment score of better               <ul style="list-style-type: none"> <li>❖ ACT = 21</li> <li>❖ ASVAB/ AFQT = 31</li> <li>❖ PSAT NMSQT = 970</li> <li>❖ SAT = 1010</li> </ul> <p style="text-align: center;">or</p> </li> <li>• Acceptance into a 4yr Institution of Higher Education (IHE) for college-level course work.</li> </ul>	<p>ONE of the following:</p> <ul style="list-style-type: none"> <li>• Attainment of 630 or better on any SAT Subject Test</li> <li>• Industry-recognized</li> <li>• Acceptance into an other-than-4 yr Institution of Higher ED (IHE) for college-level coursework.</li> </ul> <p>TWO of the following:</p> <ul style="list-style-type: none"> <li>• Attainment of Proficient or Advanced on any Keystone Exam</li> <li>• Successful completion of a service learning project</li> <li>• Letter guaranteeing full time employment or military enlistment</li> <li>• Compliance with NCAA Division II</li> </ul>

\*The requirements are for the Class of 2023 and beyond, the following options exist to meet statewide graduation requirements. The Class of 2022 will follow the requirement outlined above or a local assessment in the core content areas.

## 2. Culminating Project

Students will have two options for completing the culminating project.

### Option A:

Students will complete a career project beginning in the ninth grade and continuing through the twelfth grade. A career portfolio will be completed within the English department. The portfolio will include the following:

- A. Career Paper
- B. Letter of Interest for Employment
- C. Résumé
- D. Two completed applications (employment or post-secondary)
- E. Documentation of interview with the panel.

\*A summary of career/life experience that students have gained on their own. This is not required however any career/life experience that is documented will benefit the student during their mock interview.

**Ninth Grade:** Students take a Career Expo class taught by an English teacher working in cooperation with the guidance counselor. Students will begin exploring various career fields and complete a career interest inventory. Students will also write a career research paper on their field of interest. Students will draft an initial résumé and letter of interest as part of their general English 9 curriculum.

**Tenth Grade:** Students will continue to develop their résumé writing skills in addition to completing applications, and updating letters of interest.

**Eleventh Grade:** Students will update and revise their career research paper. The students will be required to present their research projects to their classmates. Students are no longer required to complete job shadowing due to state regulations. However any career/life experience that is documented will benefit the student during their mock interview.

**Twelfth Grade:** Students will develop and finalize their career portfolios. Students will also prepare for and participate in mock interviews.

**Option B:**

Students may complete a “special interest” or community service project in lieu of the career portfolio. The student will be required to acquire a faculty member to serve as an advisor to the project. The student will declare their desire to complete the alternate project by the beginning of eleventh grade, and seek approval from the faculty advisor and high school principal. The project must include a research paper that may be completed as a substitute to the eleventh grade career paper. The student will need to provide documentation of at least 25 hours of work on the project. The completed project must be presented to the faculty advisor.

**If any of the assignments or related tasks above are completed in an unsatisfactory fashion, the student will be assigned to the academic homeroom period with the assigning teacher until the assignment or task is completed in a satisfactory manner.**

**FAILURE/RETENTION**

Any student failing a course with at least a 60% - 64% may receive credit for the course by completing 30 hours of instruction through a certified program or with a certified subject specific instructor.

\*The student's final grade will be counted as a fifth quarter and averaged into their final grade. (Rockwood course grade 80% + Recovery grade 20% = Final Grade).

Any student failing a course with less than 60% must repeat the course or complete 60 hours of instruction through a certified program with a certified subject specific instructor.

Any 7th or 8th grade student that fails two or more full (1) credit courses will be required to complete one of the options listed above or will be retained. Prior approval must be granted by the Student Services Supervisor and/or building principal.

Students in grade 9—12 will need to complete the required credits in order to meet graduation requirements and/or meet prerequisites for other courses.

A student who fails with the following grade:	Must receive a minimum grade of:
60%	85%
61%	81%
62%	77%
63%	73%
64%	69%

SCTC students that fail course/s will be required to meet with the guidance counselor to review credits earned towards graduation. If a student fails a course needed for graduation and it cannot be scheduled into their schedule the following school year, the student will be required to complete the course during the summer if they would like to continue at SCTC. Failure to meet graduation credit requirements will result in removal from SCTC.

### **SPECIAL SERVICES**

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

Parents should review the "Annual Notice of Special Education Services and Programs" document included in the Public Notice section

of this Handbook for additional information regarding special services. **Parents are also encouraged to contact the school with any questions regarding special services if they believe their child to be in need of these services.**

As part of the protections available to you if we cannot agree as to what related aids, services, or accommodations should or should no longer be provided to your child, the procedural safeguard system may be used to resolve the dispute. Following are some details of the avenues available to use.

Parents may file a written request for assistance with the Department of Education if the school district is not providing the related aids, services, and accommodations specified in the service agreement and/or the school district has failed to comply with the regulations in Chapter 15 of the State Board.

The Department of Education will investigate and respond to requests for assistance and, unless exceptional circumstances exist, will, within 60 calendar days of receipt of the request, send to the parents and school district a written response to the request. Written request should be addressed to:

Pennsylvania Department of Education  
Bureau of Special Education  
333 Market Street  
Harrisburg, PA 17126  
717-783-6913

Parents may file a written request with the school district for an informal conference with respect to the identification or evaluation of a student, or the student's need for related aid, service, or accommodation. Within 10 school days of receipt of the request, the school district shall convene an informal conference. At the conference, every effort shall be made to reach an amicable agreement.

Parents may file a written request with the school district for an impartial due process hearing. The hearing shall be held before an impartial hearing officer. Following are some details about the due process hearing:

- The hearing shall be held in the local school district at a place reasonably convenient to the parents. At the request of the parents, the hearing may be held in the evening.
- The hearing shall be an oral, personal hearing and shall be open to the public unless the parents request a closed hearing.

- If the hearing is opened, the decision issued in the case, and only the decision, shall be available to the public.
- If the hearing is closed, the decision shall be treated as a record of the student and may not be available to the public.
- The decision of the hearing officer shall include findings of fact, a discussion and conclusions of law. The decision shall be based solely upon the substantial evidence presented at the hearing. The hearing officer shall have the authority to order that additional evidence be presented.
- A written transcript of the hearing shall, upon request, be made and provided to parents at no cost.
- Legal counsel may represent parents and students. Parents may also represent a student.
- A parent or a parent's representative shall be given reasonable access to all educational records, including any test or reports upon which the proposed action is based.
- Any party may prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least 5 days before the hearing.
- A parent or parent's representative has the right to compel the attendance of and question witnesses of the school entity or agency who may have evidence upon which the proposed action might be based.
- Any party has the right to present evidence and testimony, including expert medical, psychological or educational testimony.
- The Secretary of Education will contract with the Right to Education Office for the services of impartial hearing officers, who preside over initial hearings on behalf of local districts on behalf of the PA Department of Education and may compensate hearing officers for their services. The compensation shall not cause hearing officers to become employees of the Department. The hearing officer may not be an employee or agent of a school entity in which the parents or student resides, or of any agency which is responsible for the education or care of the student.

The following timeline applies to due process hearings:

1. A hearing shall be held within 30 calendar days after a parent's initial request for a hearing.
2. The hearing officer's decision shall be issued within 45 calendar days after the parent's request for a hearing.

If the hearing pertains to Chapter 14 and 15 rights, the decision of the impartial hearing officer may be appealed to a panel of 3 appellate hearing officers. The panel's decision may be appealed further to a court of competent jurisdiction. If the hearing pertains to Chapter 15 rights, the

decision of the impartial hearing officer may be appealed to a court of competent jurisdiction. Under some circumstances, you may raise these claims directly under section 504 without going through the due process hearing.

If, within 60 calendar days of the completion of the administrative due process proceedings under this chapter, an appeal or original jurisdiction action is filed in State or Federal Court, the administrative order shall be stayed pending the completion of the judicial proceedings, unless the parents and school district agree otherwise.

### **PARTICIPATION IN GRADUATION**

Seniors must have completed and passed all work and acquired all credits (26) in order to participate in the graduation ceremony. Seniors who fail any required course will not have the credits to graduate. Seniors who fail a course must complete the makeup course/s by January 1st of the following year.

### **HONOR ROLL**

Once each nine-week grading period, students are recognized for their academic achievement by being placed on the Honor Roll. All subjects will be involved in Honor Roll computations. The title of Distinguished Honor Student will be given to those achieving all A's.

Eligibility for the honor roll is determined by Grade Point Averages (GPA) which are computed by the procedures in the following example:

Percentage/Grade	QPA Points (Quality Point Average)
90 - 100 =	A = 4 points
80 - 89 =	B = 3 points
70 - 79 =	C = 2 points
65 - 69 =	D = 1 point

Students maintaining a 3.5-4.0 GPA will be recognized as high honor students and those maintaining a 3.0 - 3.4 GPA will be recognized as honor students.

The GPA conversion system for computation of honor roll status parallels that which is used by colleges and universities.

When calculating GPA, the point value (QPA) for each grade earned is determined by the individual course credit value. For example: An "A" for a one-credit class would be worth 4 points. An "A" for a ½ credit class would be worth 2 points. Classes transferred from other high schools are included when calculating Grade Point Averages.

AP, ACM (taken at Rockwood), and College in the High School classes, are considered as weighted classes. A semester class is worth .63



credits (an A would be worth 3.15 quality points), a whole year course is worth 1.25 credits (an A would be worth 6.25 quality points).

Class transferred from other high schools will be converted to the Rockwood Area School Districts grading scale, to calculate Grade Point Averages for Rockwood Area High School records and honors programs. Colleges courses taken outside of Rockwood High School are NOT included when calculating the GPA.

**SAE Projects**—Students enrolled in ANY Agricultural class will be required to complete an SAE project. Students completing the required SAE project successfully will receive .5 science credits. The SAE project is pass/fail, will not count towards class rank GPA and/or QPA, and is required component of the State FFA membership. It will be listed as a separate course on the student’s report card.

## GRADE POINT AVERAGE CALCULATIONS

### Quality Point Values

#### Regular Credit Courses

1 credit courses	.5 credit courses	.25 credit courses
A = 4 pts	A = 2 pts	A = 1 pt
B = 3 pts	B = 1.5 pts	B = .75 pts
C = 2 pts	C = 1 pt	C = .5 pts
D = 1 pt	D = .5 pts	D = .25 pts
F = 0 pts	F = 0 pts	F = 0 pts

#### Weighted Course

1.25 credit course (Yearlong College Courses)	.63 credit course (Semester College Courses)
A = 6.25 pts	A = 3.15 pts
B = 4.6875 pts	B = 2.3625 pts
C = 3.125 pts	C = 1.575 pts
D = 1.5625 pts	D = .7875 pts
F = 0 pts	F = 0 pts

## Grade Point Calculations

### Student Example #1

College in HS Calculus	1.25 credits	A = 6.25 pts
English	1 credit	A = 4 pts
Social Studies	1 credit	A = 4 pts
Science	1 credit	A = 4 pts
Music	1 credit	A = pts
	5.25 Total Credits	22.25 Quality Pts.

GPA Calculation = Quality Pts/Total Credits— $22.25/5.25 = \underline{4.2381 \text{ GPA}}$

### Student Example #2

College in HS Calculus	1.25 credits	A = 6.25 pts
English	1 credit	A = 4 pts
Social Studies	1 credit	A = 4 pts
Science	1 credit	A = 4 pts
Music	1 credit	A = 4 pts
Elective	1 credit	A = 4 pts
	6.25 Total Credits	26.25 Quality Pts.

GPA Calculation = Quality Pts/Total Credits =  $26.25/6.25 = 4.2 \text{ GPA}$

\* Notice in example #2 how the GPA is reduced by taking one additional regular credit course. The students in example #2 would have a higher GPA and class rank if their overall GPA was above a 4.0. All students with a GPA of a 4/0 or higher.

## CLASS RANK

All students with 4.0 or better will be placed into a separate category at the top of the class. That category will then be ranked based on the student's total quality points. QPA will also be utilized for honors and awards.

## GRADING PROCEDURES

Each grading period is worth 20% of the student's final grade.  
The Mid-Term Test is worth 10% of the student's final grade.  
The Final Test is worth 10% of the student's final grade.

## REPORT CARDS & PROGRESS REPORTS

Each student receives a report card on which are listed all academic and non-academic subjects. The year is divided into four report periods of nine weeks. Absences received are marked on this report.

Report cards will be issued every nine weeks, or four times during the school year. The following grades are given to designate the scholastic standing of the student:

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

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

All incomplete grades will automatically change to the actual percent on the student report card if the make-up work is not completed within the stated policy guidelines.

Actual percentages will be put on the student's report card for all four nine weeks.

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

## WEEKLY ACADEMIC PROGRESS REPORT

Teachers will contact parents by phone, mail, or email when a student is failing their class during a 2 consecutive week period, and/or at-risk of failing for a grading period.

### PARENTAL ACCESS TO STUDENT GRADES

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

Current grades

Attendance

Daily bulletin

Please visit the website for specific details.

### ENRICHMENT COURSES

**Courses sponsored by RASD**—Online classes are scheduled directly with the Guidance Counselor and administrative approval is necessary to enroll. Several factors, including staff availability will be considered prior to enrolling a student in an online course. Additional factors may include: credit recovery, transfer students behind in credits, or transitional options for students returning from placement.

**\*Please note online enrichment courses are extremely rigorous and require a more independent style of learning. Summer Enrichment courses do NOT count towards a student's GPA and/or QPA.**

*\*Students may enroll in an online course with guidance counselor and administrative approval, it will count towards credits earned towards graduation and will NOT count toward GPA and/or QPA.*

**Courses taken outside of RASD**—Courses taken outside of the Rockwood Area School District will not count towards GPA and/or QPA. Courses will count towards credits earned for graduation requirements. The courses are offered to students at the discretion of the guidance counselor and principal. Courses will convert to the Rockwood School District Grading Scale.

### PROCEDURES FOR INDEPENDENT STUDY

A written request should be submitted to the guidance office. The guidance office will schedule a parent meeting to discuss the student's schedule and the need for the course. The next step for the student and parent, if they choose to proceed, is a formal written request to the independent study teacher. Final approval is then needed by the

independent study teacher, guidance counselor, and high school principal.

## **DUAL ENROLLMENT**

Rockwood Area High School students are eligible to participate in college courses offered at Rockwood by Allegany College of Maryland, St. Francis University, and University of Pittsburgh during their junior and senior years, or are at least 16 years of age, and meet prerequisites required by the course. These courses do count towards GPA and class rank calculations. They do count as elective credits towards graduation requirements. They will be included on high school transcripts. Students are responsible for all costs incurred with such classes. Upon graduation students will need to request a college transcript from Allegheny Community College to be able to transfer the credits to another college or university.

College courses taken outside of the Rockwood Area High School will follow different guidelines. These courses do not count towards GPA and class rank calculations. These courses may be counted towards elective credits towards graduation requirements if the courses are submitted to the guidance office for approval by the high school principal (it is the responsibility of the student to provide the guidance office with official transcripts). Students taking these classes during the school day are still considered full-time Rockwood students and must receive school board approval. Courses taken during the school day may not replace courses offered at Rockwood.

If a student wants to withdraw from a dual enrollment course, they must do so by the deadline set by the college the course is offered through. If the student is failing the class when it is dropped a "WF" will be indicated on their high school transcript. If the student is not failing and decides to drop the course a "W" will be indicated on their high school transcript.

Dual Enrollment Available 2024—2025		
College	Length of Courses	Course (Credit Value)
ACM	Semester	English (.63)
ACM	Semester	Sociology (.63)
ACM	Year Long	Accounting (1.25)
University of Pittsburgh	Year Long	CHS Calculus (1.25)
St. Francis University	Year Long	Physics II (1.25)

**ROCKWOOD OPPORTUNITIES TO CONNECT KIDS  
“ROCK” Room**

The “ROCK” room is utilized to support students both academically and behaviorally. Student supports within the ROCK room are based on the students’ individual needs. All teachers are certified within their core content area. SAP and SEL is provided to students within the ROCK room.

Opportunities may include: ROC online curriculum (Oddeyssare Platform) for enrichment or credit recovery, tutoring, alternate academic programs, in-school suspension, re-teaching opportunities, and/or as a transitional program from a prior placement.

**SCHOOL TO WORK**

Students entering their senior year may be eligible for a School to Work Program. The School to Work Program allows the students to have a schedule that includes the remainder of the required courses that are needed to meet graduation requirements, as well as leaving the building to obtain career experience in a place of employment. The place of employment should reflect the students future career path. By the beginning of May of the student’s Junior year, the student initiates a meeting with the guidance counselor to discuss grades, credits earned, and to review state assessment performance levels. The guidance counselor will review credits earned towards graduation, review the students upcoming Senior year schedule, and review if the student has met PDE’s pathways to graduation to determine eligibility. If the student

meets the requirements the guidance counselor will notify the Principal and Career Coordinator at SCTC to inform them of the student's eligibility for the program. After determining the student is eligible for school to work. The student must complete the following steps.

1. Submit a letter to the Rockwood Area School Board requesting a modified schedule for the upcoming school year and explaining how this opportunity will benefit him/her. \*The request should include: the employer/company, title of direct supervisor, and job duties.
2. After receiving board approval the student will need to complete the training agreement forms.

## **WORK PERMIT**

Students 14 to 17 years of age who are employed during vacation periods or part-time jobs that do not interfere with school attendance must obtain a work permit.

Application for a work permit is made in the Guidance Office by parent/guardian/custodian of the minor. A student will be denied a workers' permit if they are not maintaining adequate academic achievement. If a student is currently failing any course for the quarter a worker's permit will not be issued. If a student is failing after they have received a worker's permit, the permit may be revoked.

## **MILITARY RECRUITING**

Representatives of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, and the Pennsylvania National Guard visit the high school monthly throughout the school year to provide information and answer questions concerning opportunities in military service.

Pennsylvania Act 10 (Armed Forces Recruiting Act) – To ensure compliance with the collective laws, school districts are required to provide names, addresses and telephone listings of junior and senior year students to military recruiters, when requested, unless a parent has "opted out" of providing such information. Parents must submit in writing to "opt out" by the end of the student's sophomore year.

## **WITHDRAWAL FROM SCHOOL**

In order to withdraw from RASD, the following procedure must be completed, whether moving to another district or going into full-time employment. A parent, guardian, or legal custodian must obtain the "Withdrawal Form" from the Guidance Office. The student must have a withdrawal conference with their guidance counselor. The student must

return all school materials and obtain teachers' signatures. To complete the withdrawal process student's educational records will be transferred to the other school district in which the student enrolls.

## **STUDENT ASSISTANT PROGRAM**

**Student Assistant Program (SAP)** is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning and, when the problem is beyond the scope of the school, to assist the parent/guardian and student with information so they may access services within the community.

### **RATIONALE:**

The Student Assistance Program (SAP) has been designed to improve the quality of education in our school by providing assistance to students experiencing school difficulties. The Board shall provide a Student Assistance Program (SAP) that assists district employees in identifying issues and providing assistance to students experiencing difficulties in learning and academic achievement. Student Assistance Program (SAP) assists district employees in identifying issues and providing assistance to students experiencing difficulties in learning and academic achievement.

The Student Assistance Program (SAP) trained team members shall provide assistance in:

1. Identifying issues that pose a barrier to a student's learning and/or academic achievement.
2. Determining whether or not the identified problem lies within the responsibility of the school.
3. Informing the parent/guardian of a problem affecting the student's learning and/or academic achievement.
4. Making recommendations to assist the student and the parent/guardian.
5. Providing information on community resources and options to deal with the problem.
6. Establishing links with resources to help resolve the problem.
7. Collaboration with the parent/guardian and agency when students are involved in treatment through a community agency.
8. Providing a plan for in-school support services for the student during and after treatment.



## **THE TEAM:**

The Student Assistance Program consists of a group of specialized staff members who have received training in helping students with these problems. The team includes the following:

Mrs. Megan Hetrick	Special Education Supervisor	ELEM/H.S.
Mrs. Susan Clark	School Social Worker	ELEM/H.S.
Mrs. Misty Demchak	High School Principal	H.S.
Mr. Jonathan Hale	Elementary Principal	ELEM
Mrs. Patti Jo Opfar	7 - 12 Guidance Counselor	H.S.
Mrs. Brandi Wedge	K - 6 Guidance Counselor	ELEM
Mrs. Rebekah Marietta	School Nurse	ELEM/H.S.
Mr. Doug Spiri	Teacher/Team Co-Chairperson	H.S.
Mrs. Dawn Fochtman	DBHS Liaison	ELEM/H.S.

## **PROCEDURE:**

A referral may be made by school staff, a student's parents/guardians, or by the students themselves. Upon receiving a referral, the SAP collects information from teachers, parents/guardians, and from the student themselves in the form of an interview (as needed). After information is collected, recommendations are made by the SAP team. These could include:

1. Counseling
2. Behavioral plan or modification
3. Family involvement and/or provision of resources
4. Referral to outside agencies
5. Referral to other school support services.

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

**REMINDER:**

The SAP is designed as a support team, not a discipline team.

**STUDENT ASSISTANCE PROGRAM/CATALYST ACTION TEAM  
SAP/CAT**

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

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

**I. Trauma Education and Awareness**

The Rockwood Area School District recognizes that a traumatic event can affect students, staff, families, and communities. The mission of this plan is to provide support to those affected by a traumatic event in hopes of decreasing the negative impacts and to assist in developing effective coping strategies for long-term healing

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

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

**II. Identifying and Assessing Traumatic Stress**

The CAT team recognizes that a traumatic event can affect any member of the school community's social, emotional, behavioral, and physical well-being. As a result, this may impact

performance and attendance. The CAT team will implement strategies beginning with parent/guardian and family engagement by sending a questionnaire home at the beginning of each school year to staff and students identifying any traumatic event that may have occurred over the summer. Questionnaires will also be given to parents each year during Kindergarten registration. Once we receive the questionnaire, the SAP/CAT team will meet to review and discuss the results, and determine if additional supports are needed. Recommendations will be made accordingly.

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

### **III. Addressing and Treating Traumatic Stress**

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

### **IV. Partnerships with Students, Families, and Staff**

When a traumatic event occurs, it does not only affect the student, but the entire family. Although the interventions will focus on the student/s, it is recognized that the family may also benefit from outside services. The goal of the school district is to

build a strong home/school relationship with families. If the need arises additional resources can be provided to families. Activities are held throughout the school year to promote school/home/community connections.

**V. Cultural Responsiveness**

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

**VI. Staff Self-Care and Secondary Traumatic Stress**

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

**VII. Cross System Collaboration and Community Partnerships**

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

Tier 1

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

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

Tier 2

**Early Intervention/Identifying Students and Staff At-Risk**

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

Tier 3

**Intensive Support**

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

## SCHOOL SECURITY PERSONNEL

The Board shall employ, contract for and/or assign staff to coordinate the safety and security of district students, staff, visitors and facilities.

**School security personnel** - school police officers, school resource officers and school security guards.

**Independent contractor** - an individual, including a retired federal agent or retired state, municipal or military police officer or retired sheriff or deputy sheriff, whose responsibilities, including work hours, are established in a written contract with the district for the purpose of performing school security services.

**Third-party vendor** - a company or entity approved by the Office for Safe Schools of the PA Department of Education or the PA Commission on Crime and Delinquency that provides school security services in accordance with law.

The Superintendent shall appoint a school administrator to serve as the School Safety and Security Coordinator, in accordance with law. When a vacancy occurs in the role of the School Safety and Security Coordinator, the Superintendent shall appoint another school administrator to serve as the School Safety and Security Coordinator within thirty (30) days of the vacancy and shall notify the Board regarding the appointment.

The Superintendent or designee shall submit the name and contact information for the appointed School Safety and Security Coordinator to the state's School Safety and Security Committee within thirty (30) days of the appointment.

The School Safety and Security Coordinator shall report directly to the Superintendent.

The Board directs the School Safety and Security Coordinator to include the following information in the annual report:

1. Threat assessment team information, including verification of compliance with law and regulations, the number and composition of the district's threat assessment team (s), the total number of threats assessed in the past year and additional

information on threat assessment required by the Superintendent or designee, in accordance with Board policy.

2. Reports of required emergency preparedness, fire, bus evacuation and school security drills.
3. Information on required school safety and security training and resources provided to students and staff.
4. Safe2Say Something aggregate data, including a breakdown of Life Safety and Non-Life Safety reports received.
5. Behavioral health and school climate information, including aggregate data from surveys and assessments issued in the district, information on referrals and services accessed by students and families, and identification of additional resources needed in the district.
6. Office for Safe School reports for the previous year(s) and/or data collected to date for the current school year.
7. Updates regarding the district's Memorandum of Understanding with local law enforcement agencies.
8. Updates to laws, regulations and/or Board policies related to school safety and security.
9. Information on tours, inspections and/or School Safety and Security Assessments of school facilities and programs.
10. Information on grants or funding applied for and/or received in support of school safety and security efforts.

A copy of the report shall be submitted to the state's School Safety and Security Committee.

The Superintendent or designee shall implement job descriptions and procedures to address the responsibilities and requirements specific to each category of school security personnel in carrying out their duties.

School security personnel shall carry weapons, including firearms, in performance of their duties only if, and to the extent, authorized by the Board, including as provided in an agreement with a law enforcement agency for the stationing of a School Resource Officer or in a contract with an independent contractor or third-party vendor approved by the Board.

### **School Police Officers**

The district shall employ one or more school police officers and apply to the appropriate court for appointment and powers of authority, in accordance with the provisions of law.

School police officer -

1. A law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district; or
2. An independent contractor or an individual provided through a third-party vendor who has been appointed in accordance with law, and who meets the requirements of contracted services personnel, in accordance with Board policy.

Prior to receiving an offer of employment, all school police officers shall comply with the requirements for background checks/certifications and employment history reviews for all school employees, in accordance with applicable law, Board policy and administrative regulations. These requirements are addressed separately in Board policy 304 for school police employed by the district and Board policy 818 for school police employed by an independent contractor or third-party vendor.

The district shall annually report the following information regarding school police officers receiving required training to the PA Department of Education and the PA Commission on Crime and Delinquency:

1. The district's name and number of school police officers employed or contracted by the district.
2. The municipalities comprising the district.
3. The date and type of training provided to each school police officer.

The district shall make reports regarding hiring and separation, and shall maintain all records, as required for a law enforcement agency, in accordance with applicable law and regulations.

The district shall request that the court grant the school police officer authority to carry a firearm, in accordance with law. The school police officer shall maintain all applicable firearm license and training requirements, in accordance with law and Board policy.

School police officers shall successfully complete required training, in accordance with law, and other required staff training, including district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to behavior for students with disabilities, in accordance with law, regulations and Board policy.

School police officers shall possess and exercise the following duties:

1. Enforce good order in school buildings, on school buses or vehicles owned or leased by the district, and on school grounds.
2. If authorized by the court, issue summary citations or detain individuals who are in school buildings, on school buses and on

school grounds in the district until local law enforcement is notified.

3. If authorized by the court, a school police officer who is a law enforcement officer employed by the district whose responsibilities, including work hours, are established by the district, may exercise the same powers as exercised under authority of law or ordinance by the police of the municipality in which the school property is located.

School police officers shall wear the assigned metallic shield or badge provided by the district in plain view when on duty.

## **SAFE2SAY**

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

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

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

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

### **Report Categorization**

Reports, also known as tips, will be analyzed by the Safe2Say Something Crisis Center and categorized as either Life Safety or



Non-Life Safety based on definitions determined and approved by the Office of the Attorney General.

## **Safe2Say Something Definitions**

### **Life Safety—Imminent and In-Progress**

- Active Shooter or presence of explosive device
- Bodily injury and/or emergency condition
- Child predator
- Dating Violence
- Disorderly/dangerous conduct
- Domestic violence /victimization
- Drug use, distribution/sale, and/or substance abuse
- Emergency building condition (fire, collapse, explosion)
- Gang Violence/formation/threats
- Have attempted suicide and are requesting help
- Human trafficking
- Individual is unconscious/unresponsive
- Intend/threaten/ideate to commit suicide
- Intend/threaten/ideate to harm another person
- Intend/threaten/ideate to harm building/property
- Missing/lost student, educator, and/or administrator
- Physical Abuse
- Planned attack, shooting, fight/assault
- Presence of weapons (guns, knives, explosive)
- Reckless driving on school property
- Sexual Assault/Rape
- Terrorism threat and/or ideation

### **Non-Life Safety—Crime or Violence**

- Alcohol possession or use
- Animal cruelty
- Cannabis/Other drug paraphernalia
- Distribution of inappropriate photos
- Drunk and/or under the influence of other substances
- Forgery/falsifying documents
- Graffiti and/or other defacing of property
- Hate crime/speech
- Sexting
- Theft
- Threat/ideation of performing a false alarm
- Truancy/skipping school
- Vandalism

## **Non-Life Safety**

- Anger issues/management (non-life threatening)
- Breaks school code of conduct
- Bullying/cyberbullying/general teasing
- Creating a hostile environment
- Depression/anxiety (non-life threatening)
- Discrimination
- Drug use NOT in progress
- Eating Disorder/anorexia/bulimia
- General harassment of students/staff
- General school complaint
- Inappropriate behavior, language, gestures
- Inappropriate bus behavior
- Inappropriate intimidating physical contact
- Inappropriate use of technology/school equipment
- Intention, discussion, and/or planning of any hazing
- Mean/cruel toward others
- Planned parties
- Possession of lighter/matches
- Sexual harassment
- Smoking tobacco, e-cigs, or vapes
- Verbal abuse

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

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

**Non-Life Safety Reports**—Delivered daily via email and/or text message between 6:00 a.m. and 6:00 p.m. to the district's designated Crisis Team.

The district's designated team will respond to Life Safety and Non-Life Safety Reports in accordance with these procedures.

The Crisis Team will be comprised of (identify 3—5 individuals):

1. Superintendent
2. Building Principal
3. Guidance Counselor

## **Receiving Reports**

Upon receipt of a report notification via telephone call, text message and/or email, each Crisis Team member will log in to the Safe2Say Something management program to retrieve the report.

The Crisis Team may communicate with other team members regarding the report through the Safe2Say Something management program. The Crisis Team may also communicate with other team members regarding the report through established district processes and communication methods.

The Crisis Team will notify the Safe2Say Something Crisis Center through the Safe2Say Something management program if a report is received identifying a student who is not enrolled in the school district. Information on the student's current enrollment at another school or program will be provided to the Crisis Center, if known by the Crisis Team member responding to the report.

## **Law Enforcement Coordination**

The Crisis Team lead administrator/Superintendent will schedule and facilitate meetings with the county emergency dispatch center and each local law enforcement agency that has jurisdiction over school property to discuss communication and handling of Life Safety reports from the Safe2Say Something program, and follow-up of Non-Life Safety reports as necessary.

The Crisis Team will coordinate with the county emergency dispatch center and local law enforcement agencies on Safe2Say Something reports in accordance with the document's guidelines.

When requested, designated Crisis Team members will provide student directory information, such as full name, address, home phone number, grade level, etc., to the county emergency dispatch center and/or local law enforcement agency with jurisdiction, in accordance with the Family Educational Rights and Privacy Act, and other applicable law, regulation and Board policies. The Crisis Team and/or Superintendent will consult the school solicitor regarding questions on disclosure of student directory information if necessary. (20 U.S.C. 1232g; Pol, 113,4, 216)

The district will ensure that all Crisis Team members designated to receive Safe2Say Something program reports have continual access to the district's electronic student information system, an up-to-date physical copy of student directory information for all enrolled students

and have received authorization and training on handling student education records.

When a local law enforcement agency takes the lead in handling a Life Safety report, the designated Crisis Team member(s) will document this action and coordinate follow-up activities for students and/or staff based on the nature of the report, in accordance with procedures under Response below.

When a report is handled by the district's Crisis Team, and a determination is made to contact the local law enforcement agency to take protective action or report an incident, the district will coordinate with the local law enforcement agency in accordance with documented guidelines, the Memorandum of Understanding, and applicable laws, regulations and Board policies. (24 P.S. 1302,1-A, 1303-A; 22 PA Code 10.2, 10.21, 10,22' Pol. 113.1, 218, 805.1)

### **Assessment and Response**

Members of the Crisis Team receiving Safe2Say Something reports will identify if the report is a Life Safety or Non-Life Safety report. Crisis Team members will make a determination about whether to anonymously communicate with the reporter, if possible, through the Safe2Say Something management program for additional information based on:

1. The nature of the report and the scope of information provided initially.
2. The recommendation of the county emergency dispatch center and/or local law enforcement agency, when applicable.
3. The training and experience of the Crisis Team member(s).

Reports received initially from the Safe2Say Something Crisis Center will have inappropriate images and attachments blocked, including images that may be considered obscene or pornography; however, Crisis Team members should be aware that images and attachments may be added by the reporter in follow-up responses and communication. If images or other content that could be considered obscene or pornography are added to the report, Crisis Team members will contact the Superintendent, who will coordinate with the school solicitor and/or local law enforcement agency, in handling such images and attachment that are received, and addressing their disposition in the Safe2Say Something management program. Such images and attachments should not be disseminated or downloaded beyond the reporting system until such coordination occurs and further direction is provided. Under no circumstances should images constituting pornography be downloaded

or saved to a school-issued or school-owned electronic device or computer, or printed into a paper or other format.

**Pornography** includes, but is not limited to:

1. Any visual or audio depiction, including any photograph, digital image film, video, picture, recording or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct; and
2. Nude pictures or images of the genitalia of any male or female or the breasts of any female, including any photograph, digital image, film, video, picture, or computer or computer-generated image or picture of such.

**Obscene** includes any material, if:

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

#### *Coordination With Other School Entities—*

The Crisis Team will contact and coordinate with other school entities in assessing and responding to a report if an identified student that is the subject of a report is enrolled in the district and also attends another school, such as a Career and Technical Education program, approved private school placement or intermediate unit program.

#### *Life Safety Reports—*

The Crisis Team will coordinate with the county emergency dispatch center and local law enforcement agencies when assessing and responding to the Life Safety reports. Coordination may include, but not be limited to:

1. Providing student or staff information for immediate response by law enforcement.
2. Providing required information to the Incident Command Post in an emergency situation. (22PA Code 10.24)
3. Notification of the school community
4. Cooperation in joint investigation and response to a report.

5. Providing care, support and/or ongoing monitoring following the resolution of the report.

The Crisis Team, in consultation with the building principal, Superintendent and local law enforcement agency, will determine if the parent(s)/guardian(s) of a student(s) identified in or the subject of a report should be notified concerning a report, based on the nature of the report and the need for ongoing investigation.

### *Non-Life Safety Reports—*

**Note: Non-Life Safety reports may be updated to Life Safety status by the Safe2Say Something Crisis Center if additional updates are made by the reporter that indicates the need to revise the status.**

The Crisis Team members receiving a report will determine if additional members of the Crisis Team or the entire Crisis Team should meet to assess and respond to a report. The Crisis Team may reach out to and include other teams and/or staff who are familiar with the student and/or situation in assessing and responding to a report. The Crisis Team may coordinate with the Superintendent or designee to consult the school solicitor in assessing and responding to a report.

The Crisis Team, in consultation with the building principal and/or Superintendent, will determine if the parent(s)/guardian(s) of a student(s) identified in or the subject of a report should be notified concerning a report, based on the nature of the report and the need for ongoing investigation.

### *Relation to Board Policies/Administrative Regulation/Procedures—*

In assessing and responding to reports, the Crisis Team will make a determination if handling the report should be done under one or more specific Board policies, administrative regulations or district procedures, based on the subject matter of the report. Policies that may address Safe2Say Something reports subjects include, but are not limited to:

1. Bully/Cyberbullying (Pol. 249)
2. Suicide Awareness, Prevention and Response (Pol. 819)
3. Child Abuse (Pol. 806)
4. Student Assistance Program (Pol. 236)
5. Student Discipline (Pol. 218)
6. Weapons (Pol. 218.1)
7. Terroristic Threats (Pol. 218.2)
8. Controlled Substance/Paraphernalia (Pol. 227)

9. Tobacco/Nicotine (Pol. 22, 323, 904)
10. Searches (Pol. 226)
11. Hazing (Pol. 247)
12. Nondiscrimination/Discriminatory Harassment (Pol. 103, 104)
13. Dating Violence (Pol. 252)
14. Emergency Preparedness (Pol. 805)
15. Employee Conduct/Disciplinary Procedures and/or Educator Misconduct (Pol. 317, 317.1)
16. Maintaining Professional Adult Student Boundaries (Pol. 824)

### *Assessment—*

In assessing Safe2Say Something reports, the Crisis Team will follow a standard practice, which may include, but not limited to:

1. Interviewing students, staff, parents/guardians or others regarding the subject(s) of the report.
2. Reviewing existing academic, disciplinary and/or personnel records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy. (Pol. 226)
4. Examining outside resources such as social media sites or coordinating with community agencies that may provide additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the individualized Education Program (IEP) team, Section 504 Team, Behavior Support Team, Child Study team, Student Assistance Program team, or others. (Pol. 103.1, 113, 113.1, 113.2, 113.3, 236)
6. Adding notes or attachments to the report in the Safe2Say Something management program for communication and coordination among the members of the Crisis Team, in accordance with the Family Educational Rights and Privacy Act, and other applicable law, regulations and Board policies. (20 U.S.C. 1232g; Pol. 113.4, 216)

The Crisis Team will conduct interviews and investigations in accordance with applicable laws, regulations, Board policies and administrative regulations, and will respect the rights and confidentiality of students,

staff, parents/guardians and others in assessing and responding to Safe2Say Something reports. (Pol. 103, 104)

### *Threat Assessment Considerations—*

The Crisis Team will consider the following threat assessment themes from the United States Secret Service and coordinate with the appropriate law enforcement agency in assessing a report of potential violence by an individual.

1. The individual's motives and goals.
2. Concerning, unusual or threatening communications.
3. Inappropriate interest in weapons, school shootings, mass attacks or other types of violence.
4. Access to weapons.
5. Stressful events, such as setbacks, challenges or losses.
6. Impact of emotional, developmental and/or behavioral health issues.
7. Evidence of desperation, hopeless or suicidal thoughts and gestures.
8. Whether the individual views violence as an option to solve problems.
9. Whether others have expressed concern about the individual's statements or behaviors.
10. Capacity to carry out an attack.
11. Evidence of planning for an attack.
12. Consistency between the individual's statement and actions.
13. Protective factors such as positive and prosocial influences and events.

### *Response—*

Following assessment and coordination with the other teams and individuals as necessary, the Crisis Team will recommend and/or implement one or more responses to address the Safe2Say Something report.

The timeline for assessment and response, as well as the number and nature of responses, will vary based on the nature and complexity of the report. Responses may include but not be limited to:

1. Counseling—this may include counseling within or outside of the school. (Pol. 112, 146)
2. Monitoring—monitoring may be done by the Crisis Team, a Child Study team, IEP team, or other appropriate team of individuals within the district.
3. Parental notification, as appropriate.



4. Review of appropriate plan or support—this may include a review of a student’s IEP, Section 504 Service Agreement, Behavior Support plan, Student Assistance Program, Employee Assistance Program, or other type of plan or system of support. (Pol. 103.1, 113, 113.2, 146, 236)
5. Immediate intervention—this may include an immediate assessment or action through student services, Student Assistant Program, a crisis response team, local law enforcement and/or a community agency.
6. Outside referral—this may include an outside referral to a behavioral health resource, medical provider, community agency, or other outside or contracted service or provider. (Pol. 146, 236)
7. Investigation/School discipline—this may include investigation and/or discipline under a specific Board policy as noted above, such as an investigation of bullying/cyberbullying or hazing, or discipline, up to and including suspension and expulsion, in accordance with law, regulations, Board policy and administrative regulations. (Pol. 218, 233, 247, 249, 317, 317.1)
8. Reporting/Law enforcement action—this may include a referral to local law enforcement in accordance with Memorandum of Understanding reporting in accordance with Safe Schools incident reporting, or other types of required reporting to state or federal agencies. (Pol. 103.1, 113.1, 113.2, 218, 218.1, 218.2, 222, 227, 317.1, 323, 351, 805.1, 806, 904)

*Interplay with Child Protective Services Law—*

The Crisis Team will respond to Safe2Say Something reports involving suspected child abuse in accordance with Board policy and the Child Protective Services Law, and will follow the requirements for making a mandated report, even if the county emergency dispatch center or law enforcement agency has also received the Safe2Say Something report. When a report of suspected child abuse is made by a school employee as a member of the Crisis Team, the district is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been made by a school employee, is not required to make an additional report. (23 Pa. C.S.A. 6305, 6311, 6313; Pol. 806)

*Safe Schools Incident Reporting—*

For Safe Schools reporting purposes, the team **incident** will mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or

conduct that constitutes an offense listed under the Safe Schools Act. (24 P.S. 1303-A, 22 PA Code 10.2, 35 P.S. 780-102)

In accordance with Safe Schools reporting requirements, the Superintendent or designee will immediately report required incidents and may report discretionary incidents committed by students on school property, at any school-sponsored activity, or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies. (24 P.S. 1302.1-A, 1303-A, 22 PA Code 10.2, 10.21, 10.22; Pol. 113.1, 218, 805.1)

The Superintendent or designee will notify the parent/guardian of any student directly involved in an incident on school property, at any school-sponsored activity, or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian. (22PA Code 10.2, 10.25; Pol. 805.1)

#### *Students with Disabilities—*

When reporting an incident committed by a student with a disability to a law enforcement agency, the district will provide the information required by state and federal laws and regulations and will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district will transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. (20 U.S.C. 1232g, 1415; Pol. 113/1, 113.4, 216)

For purposes of protection and continuity in handling students with disabilities, the district will provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies will be provided each time the administrative regulations and procedures for behavior support are revised by the district. (22 PA Code 10.23, 14,104; Pol. 113, 113.2, 805.1)

The district will invite representatives of each local police department that has jurisdiction over the school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program. (22 PA Code 10.23, 14,104, 14.133; Pol. 113, 113.2, 805.1)

### Closure and Documentation

Crisis Team members designated to receive Safe2Say Something reports will coordinate and ensure that all reports are officially closed in the Safe2Say Something management program.

The Crisis Team will coordinate with the county emergency dispatch center and local law enforcement agencies in documenting responses to reports and/or handling student information and records, in accordance with these procedures, the Memorandum of Understanding with local law enforcement, and applicable laws and regulations.

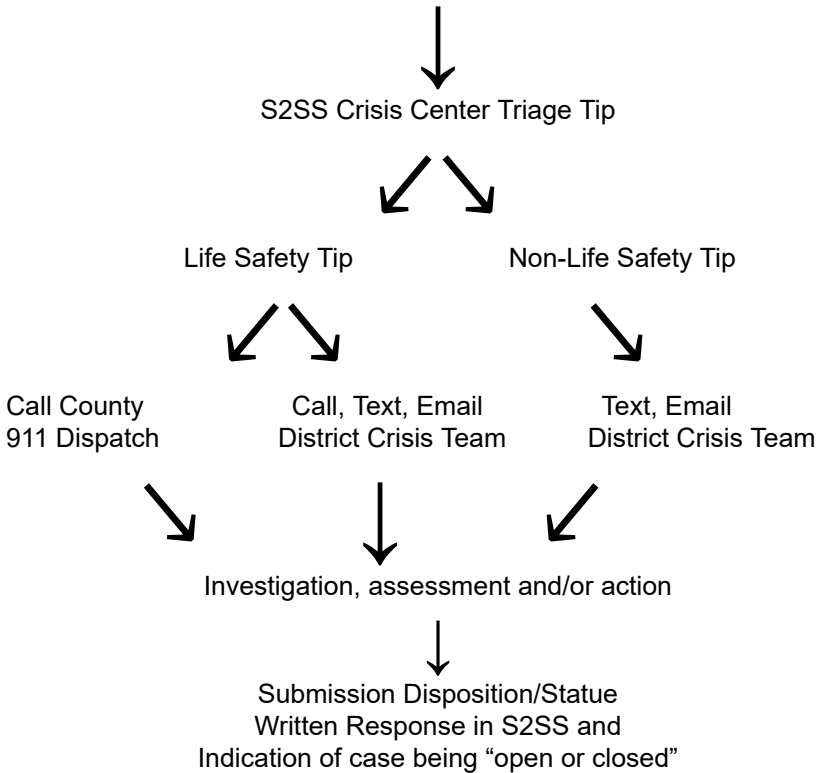
Notes briefly detailing ongoing response activities or resolution of the report must be noted as applicable in the Safe2Say Something management program and shared with other members of the Crisis Team, in accordance with the Family Educational Rights and Privacy Act, and other applicable law, regulations and Board policies. (20 U.S.C. 123g; Pol. 113.4, 216)

Documentation from Safe2Say Something reports that includes specific student information will be handled by the district in accordance with applicable laws, regulations, Board policies, administrative regulations, and procedures. (20 U.S.C. 123g; Pol. 113.4, 2017, 216, 236, 249, 800, 819)

Student Assistance Program documentation and follow-up information will be handled in accordance with Board policy, administrative regulations and program requirements. (Pol. 236)

Pennsylvania Office of the Attorney General  
Safe2Say Something Program Diagram

Tip sent via App, Website and/or Call In-Take



### THREAT ASSESSMENT TEAM

The Threat Assessment Team has been developed to carry out procedures for assessing and intervening students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, and others.

#### **Definitions**

**Behavioral service providers** - includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.

**Bias** - the attitudes or beliefs we have about a person or group that affects our understanding, actions, and decisions in a conscious or subconscious manner.

**Individualized Management Plan** - a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

**Threat assessment** - a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

### **Delegation of Responsibility**

The School Safety and Security Coordinator shall appoint the district's Safe2Say Something crisis team. School Psychologist and School Social Work to serve as the threat assessment team.

Rockwood Area Jr./Sr. High School  
Mr. Nicholas Buterbaugh  
School Psychologist - *pending*  
Mrs. Susan Clark  
Mrs. Rebekah Marietta  
Mrs. P. J. Opfar  
Mrs. Misty Demchak

Rockwood Area Elementary School  
Mr. Nicholas Buterbaugh  
School Psychologist- *pending*  
Mrs. Susan Clark  
Mrs. Rebekah Marietta  
Mrs. Brandi Wedge  
Mr. Jonathan Hale

The threat assessment team shall include the School Safety and Security Coordinator, members of the Safe2Say Something crisis team and individuals with expertise in school health, counseling, school psychology or social work, special education and school administration.

The threat assessment team members are provided and/or group training annually on:

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.
5. Student Assistant Program process.
6. Youth suicide awareness, prevention and response.
7. Trauma-informed approach.

8. Safe2Say Something procedures.
9. Multi-tiered systems of support.
10. Positive Behavioral Intervention and Support.

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational material shall be available for review by parents/guardians.

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.

### **Responsibilities:**

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This program may include but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject (s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to access and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504

Team, Behavior Support Team, Student Assistance Program team, or others.

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, and IEP or Section 504 Team or other district supports and services.

### **Response and Intervention**

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendation for response and intervention.

Following notification to the student;s parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:

1. A referral to the Student Assistance Program.
2. A referral to the appropriate law enforcement agency.
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.
4. A referral to the students IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or

functional behavioral assessment in accordance with applicable law, regulations and Board policy.

5. A referral to the students Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

### **Students With Disabilities**

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by



these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.

### **Monitoring and Management**

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.

### **Records Access and Confidentiality**

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:

1. Student health records,
2. Prior school disciplinary records.
3. Records related to adjudication under applicable law and regulations.
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the District.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the District.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board

policy, the Student Records Plan and the district's legal and investigative obligations.

## **REMEMBERING ADAM PROGRAM—VOLUNTARY DRUG SCREENING PROGRAM**

This is a **VOLUNTARY DRUG SCREENING** program as a substance abuse prevention tool for students, designed to provide encouragement, guidance, and positive reinforcement to be drug free. Students in grade 7—12 are eligible to join. The program is voluntary and no action is taken toward students who choose not to participate. Students who join this program are encouraged to make a pledge to live a drug free lifestyle. In order for students to join the program, the student and their parent/legal guardian will sign a consent form giving their permission to join. The parent/legal guardian will also sign a “Release Hold Harmless Agreement”. This agreement releases Remembering ADAM, the school district and all entities from any legal action. Permission slips will be distributed to all students.

Participating students will sign a pledge card and poster that states their commitment NOT to use vaping devices, nicotine products, tobacco, alcohol, and other illegal drugs. Students will keep the pledge card, and the poster will hang inside the school. Each student will receive a Remembering ADAM magnet. Hanging this magnet inside their locker will reinforce their commitment to the program. Parents will receive a Remembering ADAM magnet that states “My child belongs to Remembering ADAM”. Displaying this magnet at home will reinforce the student’s pledge in the home environment.

Participating student names are mixed together and at random days and times throughout the school year a Remembering ADAM school appointed advisor will randomly draw a student name. At that time the student will be notified, and testing will be conducted within the same school day. Once the drug screening process is completed and the student has received a PASS result on their drug screen he/she will receive an award certificate and a tee shirt which states “Remember ADAM” over the front left pocket and on the back “A+” “Drug Screen” “Passed”. It is the choice of the student to accept/wear the shirt. The Remembering ADAM advisor will contact the parent/legal guardian by phone to inform them their child was drug screened and the results. Students who are taking medications are eligible to participate in the program. It is the responsibility of the parent/legal guardian to provide the Remembering ADAM school appointed advisor with a list of medications. All Remembering ADAM school appointed advisors have been provided with a list of medications developed by a pharmacist that

could result in a FAILED screen. 2 Pledge Together Remembering ADAM Volunteer Drug Screening Program © Remembering ADAM has developed an anonymous survey with questions concerning usage, interest, risk and disapproval of tobacco, chewing tobacco, alcohol, marijuana and other illegal drugs. On the parent/legal guardian consent form B, you may check the box if you do not want your child to participate in the survey; if the box is not checked your child will automatically participate in the survey. A copy of the survey is on file at the school.

This program differs from other prevention programs because it is an environmental approach to substance abuse prevention. An environmental approach creates change among a large number of individuals. The student's pledge to living a drug free lifestyle could create change among anyone who is involved with the student, which may include family, peers, teachers and communities. For any questions or more information contact the High School office.

## **SUICIDE AWARENESS, PREVENTION AND RESPONSE**

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

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

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

For additional information, please contact the Rockwood Area School District Suicide Prevention Coordinator, School Nurse—814-926-4688 Ext #7.

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

## STATE ASSESSMENT PROTOCOL

### **Parents requesting to view testing materials:**

Parents/Guardians of a student who will sit for the Pennsylvania System of School Assessments & Keystone Exams have the right to review the relevant assessment/s to determine if the contents of the assessments are in conflict with their religious beliefs.

Parents/Guardians may review the assessments by contacting Mrs. Gosnell, the District Assessment Coordinator to schedule an appointment at least two (2) weeks prior to the start of the assessment window. Before reviewing the assessments, the parent/guardian must sign a Confidentiality Agreement. Furthermore, no copies of the assessments or notes about the assessment will be permitted to leave the school.

If after reviewing the assessment, the parent/guardian finds that any of the assessments are in conflict with their religious beliefs and wishes that the student be excused from testing, the parent/guardian must provide a written request to the Superintendent stating objection. The statement must address each individual assessment for which the excusal is being requested in regards to their religious beliefs.

## **PART II: GENERAL INFORMATION**

### **VISITORS**

It is not the practice of RASD to permit having friends and/or relatives of students attend school while visiting the area. Having a visitor come to school to share travel or similar experiences is justifiable, but visiting for the sake of spending a day with a friend is not acceptable. Visitors must have administrative approval. All visitors must report and sign in at the Safety & Security window near the High School entrance.

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 building. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date and the purpose of his/her visit. Please refer to the Raptor Visitor Letter located in the appendix.

1. All guests to the building are required to be scanned into the Raptor system at the building entrances before given access to the building. This would include volunteers who are not here on a daily basis. Individuals who have not been scanned in should be given access through another entrance, and should never be directed through the building unaccompanied.
2. As a matter of best practices, large groups of visitors who have been scanned into the building should remain in a common area until a staff member is able to accompany the group to the location of the activity they are visiting. We will be working on this procedure and hope to have a better solution prior to the 22 - 23 school year.
3. Student supervision is the responsibility of the teacher or staff member they have been assigned to or a position volunteer that has been approved by the Board.

### **SCHOOL PUBLICATIONS**

The Rocket is the school yearbook. The Rocket features a pictorial review of the school year including classes, clubs, organizations, sports and related school activities. Subscriptions for the Rocket are taken during the school term.

## **“ROCKET VISION” Renaissance Program**

Rockwood Area Junior High School is continuing for the school pride and recognition program “Rocket Vision.” In coordination with Jostens National Renaissance Program, we are promoting that all students, faculty and residents become:

- \* Proud of our past
- \* Promote a productive present
- \* Focus on the future

We encourage everyone to get involved with “Rocket Vision.”

### **ORGANIZATIONS**

#### **National Honor Society**

A local chapter of the National Honor Society has been established at our school. According to the National Honor Society Handbook, membership in the chapter shall be based upon scholarship, service, leadership, and character. Candidates eligible for election to the chapter shall have a scholarship average of 3.5 or above (may not be rounded). The selection process is as follows: students will be notified of their academic eligibility, and receive a form to complete. The form must include documentation of the four criteria areas; scholarship, service, leadership and character, and, if interested, the student must turn in the completed form by the indicated deadline. From there, the faculty council will review, deliberate and vote on possible new members; the students who turned in a form will be notified in writing with the results, and meet with the advisor individually. Results will be given to the new members in grades 10 & 11. Upon acceptance into the National Honor Society, members must agree and adhere to the membership contract.

#### **Spanish Honor Society & French Honor Society**

A local chapter of the National Honor Society has been established at our school. According to the Spanish & French Honor Society Handbook, membership in the chapter shall be based upon scholarship, service, leadership and character. Candidates eligible for election into the chapter shall have a scholarship average of 3.5 or above (may not be rounded). Students must also maintain an “A” average in French or Spanish. The chapter council committee consists of the principal and/or assistant principal, advisor, and other teachers who select the new

members in grades ten, eleven, and twelve. In order to be eligible for membership, students will be required to complete an application which must include documentation of the four criteria areas; scholarship, service, leadership and character. \*Upon acceptance into the Honor Society, members must agree and adhere to the membership contract.

### **Student Council**

The Student Council is an organization that sponsors student and community activities throughout the school year. Students interested in participating in Student Council must complete the application process to be eligible.

### **Forensic Team**

Rockwood Area School District holds a charter membership in the National Forensic League. In order for individual students to be eligible to earn membership in this honorary society, a student in grades 9-12 must participate in high school speech activities to the extent that they have earned 25 credit points, 10 of which were earned in competitive speaking. They must rank scholastically in the upper two-thirds of his/her class. The application must be sent to the national organization and must be certified by the chapter sponsor and the principal.

## **NON SCHOOL ORGANIZATION/GROUPS/INDIVIDUALS**

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

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

1. Violate federal, state or local laws, Board policy or district rules or regulations
2. Are defamatory, obscene, lewd, vulgar or profane
3. Advocate for the use or advertise the availability of any substance or material that may reasonably be believed to

constitute a direct and serious danger to the health or welfare of students, such as tobacco/vaping products, alcohol or illegal drugs

4. Incite violence, advocate use of force or threaten serious harm to the school or community
5. Materially and substantially disrupt or interfere with the educational process, such as school activities, school work, discipline, or safety and order on school property or at school functions.
6. Interfere with, or advocate interference with, the rights of any individual or the safe and orderly operation of the schools and their programs
7. Violate written district administrative regulations or procedures on time, place and manner for dissemination of otherwise protected expression.

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

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

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



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

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

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

### **SCHOLARS' RECEPTION**

The Scholars' Reception honors those 7th through 12th grade students whose academic achievement places them in the present school year within the top five percent (5%) of their classes. In determining the scholars we will round two (2) decimal places. Students who have straight A's and take advanced weighted courses will be reported as tied. A student's grades by the end of quarter 3 will be used to determine the awards.

The top five percent (5%) of the 7th through 12th grade class rankings are guests of the school at the Scholars' Reception. The parents of eligible students are invited to attend the banquet since their support and encouragement have contributed significantly to the accomplishments of these students.

### **HALL OF FAME**

The Rockwood Area School District has instituted an Academic Hall of Fame for School District graduates. Anyone may submit a name to the committee. Up to five nominees will be inducted during a particular school year. The criteria is as follows:

- Rockwood alumni of at least five years.
- Achievement of excellence as recognized by peers and/or media.
- Evidence of recognition:

- Media coverage
- general
- specific coverage arising from peer recognition
- awards and/or honors
- Fields of excellence
- Letters and the Humanities
- The Arts
- Athletics
- Science
- Contribution to health, welfare, and/or freedom in the national or world community

Please refer to district newsletters for nomination due dates.

## **CLUBS**

The number of clubs scheduled will be determined by student and faculty interest and participation. Clubs will meet every Day B during 9th period throughout the school year. During scheduling, students can choose 2 different clubs, one for each semester, or the same club for the entire school year. Non participation in a club will result in disciplinary action taken by the teacher.

## **ACCEPTABLE USE OF INTERNET, COMPUTERS, AND NETWORK RESOURCES**

### **Purpose:**

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 any other means.

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

## **Definitions:**

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

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

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

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

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

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

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

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

3. Taken as a whole lacks serious literary, artistic, political or scientific values as to minors.

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

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

**Obscene** - any material or performance, if:

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

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

### **Authority**

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

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

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

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

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

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

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

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

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

### **Delegation of Responsibility**

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

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

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

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

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

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

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

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers and network resources are being used for purposes

prohibited by law or for accessing sexually explicit materials. The procedures shall include but not limited to:

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

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

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

### **Guidelines**

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

### **Safety**

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

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, social networking websites and other forms of direct electronic communications.

3. Prevention of unauthorized online access by minors, including hacking and other unlawful activities.
4. Unauthorized disclosure, use and dissemination of personal information regarding minors.
5. Restrictions of minors' access to materials harmful to them or which have been designated as inappropriate matter in Board policy.

## Prohibitions

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

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Non work or non school related work.
4. Product advertisement.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, harassment, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Vulgar language or profanity.
11. Transmission of material that a reasonable person would know to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords and data belonging to other users.
13. Impersonation of another user, anonymity and pseudonyms.
14. Fraudulent copying, communications or modification of materials in violation of copyright laws.
15. Loading or accessing unauthorized games, programs, files or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software, systems and files.



18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling, adjusting or bypassing the Internet blocking/filtering technology protection measure(s) without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing, deleting or downloading confidential information without authorization.

## Security

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

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

## Copyright

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

## District Website

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

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

## *Accessibility -*

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

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

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

### Consequences for Inappropriate Use

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

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

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

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

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

## **USE OF INTERNET, COMPUTERS AND NETWORK RESOURCES**

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

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

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

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

### Online Monitoring Plan

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

## **FIELD TRIPS**

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

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.

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

All field trips must be approved by the Rockwood Area School District School Board. Students will be permitted to participate in field trips only with written permission of their parents or guardian. Students may only travel from a field trip with parents with prior approval from the building Principal.

### **LIBRARY ADMISSION/GUIDELINES**

Library admission/guideline policy will be distributed to all students the first day of school. These guidelines will be reviewed with the students by a teacher or the Librarian and any questions will be addressed at that time. Students may check out books for three weeks then renew once for three additional weeks. Students having overdue books will not be able to check out books until the overdue books are returned. Students are permitted to come to the library from the study hall if they are utilizing the library for research or would like to check out a book to read. Students needing to utilize the library before or after school hours must make arrangements with the Librarian. Students will not be permitted to go to the library during the library instruction period.

The following procedure will be followed if a student does not return his/her library book.

1. An overdue notice will be given to students after the third week.
2. An overdue notice will be sent home to notify the parents after the sixth week.
3. Beginning the 43rd day a 10 cents fine will be assessed for every day the book is overdue up to the cost of the book.
4. If a book cannot be located or is damaged the price to replace the book will be charged.

### **DRIVER AND SAFETY EDUCATION**

Rockwood Area School District may offer Driver and Safety Education based upon student interest.

## **PART III: POLICY AND PROCEDURES**

### **ATTENDANCE POLICY**

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

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

- Personal illness.
- Quarantine of the individual or home.
- Death in the immediate family (five [5] days maximum).
- Exceptional urgent reasons - must pertain to the individual student as determined by the Principal or designee.
- Religious holiday - Upon written parental request, students may be excused from school for religious holidays observed by bona fide religious groups.
- Attendance of Classes for Religious Instruction: upon written parental request, a student shall be excused from school in order to attend classes for religious instruction pursuant to Section 1546 of the Public School Code of 1949. The excusal shall be limited to a total of not more than thirty-six (36) hours per school year. There shall be no penalty attached to an absence for religious holidays or instruction.
- Suspension from school.
- Required court appearance.
- In the case of an exceptional student, where absence is caused by or directly related to the student's exceptionality.
- Healthcare - Upon written parental request, a student may be excused during school hours for the purpose of obtaining professional healthcare or therapy service only if the following requirements are met:
  - The health or therapeutic services are to be rendered by Commonwealth-licensed practitioners.
  - Is not practicable or possible for the student to receive the services outside of school hours.

- The time of necessary absence from school involves a minimum of interference with the student's regular program of study.
- Those students in an approved program of homebound instruction.
- All educational trips with a family member or guardian must have prior approval of the Principal. Approval may be granted for requests for educational trips to a maximum of ten (10) school days per year. Exceptions will be reviewed by the Superintendent on a case-by-case basis.
- Students in the 11th and 12th grades may be excused for three college visitations. They must request a college visitation form prior to the college visit. All signatures are required upon returning to school. All forms should be turned in to the High School Office.
- Upon written parental request, and with approval of the Principal, a student may be excused during school hours for the purpose of receiving tutorial instruction in a field not offered in the District's curricula only if the following requirements are met:
  - The excusal does not preclude satisfactory completion of the student's regular program of study.
  - The qualifications of the instructor are approved by the District Superintendent.
  - Any additional conditions for excusal that are deemed reasonable within the sound discretion of the Superintendent.
- No child may be admitted or permitted to attend the public schools unless the child has received immunizations as required by the Department of Health at 28 Pa. Code Chapter 23, Subchapter C (relating to exemption for immunization). A child who has not received all doses of the required immunizations or has not been exempted for immunization, but who has received at least one (1) dose of each of the required immunizations, may be provisionally admitted and attend public school for a period of up to eight (8) months. Provisional admission or continued attendance shall be conditioned upon parents' or guardians' submission to the Superintendent of a plan for the student's completion of the required immunization doses. The plan shall be reviewed by the School District at least every sixty (60) calendar days. If after eight (8) months the child has not received all immunizations, the child thereafter may not be further admitted to or be permitted to attend the public schools until all doses have been received.
- Act 16 of 2019 amends the Public School Code to redefine the definition of compulsory school age as "the period of a child's life

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

- The change has the effect of lowering the age a student is required to comply with compulsory attendance requirements from age 8 to age 6 and raising the age a student must comply with those same requirements from age 17 to age 18. Children ages 6 to 18 are required to be educated.
- Any student who is eighteen (18) years of age or older and who has accumulated a total of twelve (12) unexcused days of absence may be dismissed at the discretion of the principal.
- After ten (10) days of absence, a letter will be sent home to parents informing them of the attendance record and providing them an opportunity to arrange a conference.
- After fifteen (15) days of absence, a certified letter will be sent to the parent(s)/guardian(s) indicating that the student will be required to furnish a physician's statement indicating that the student has been seen by the physician in order for further absences to be deemed excusable. Absence not covered by this physician's statement will be charged as unexcused or unlawful (if under 18) and will be used in filing a citation with the magistrate.
- Junior and Seniors may be excused from school for a maximum of 10 hours of career shadowing. This will not count as an absence. Students are responsible for all missed work, and must make arrangements with their teachers and gain administrative approval prior to being dismissed.
- College visits and military duty requirements do not count as an absence as long as permission is approved in advance by the guidance counselor or High School principal.

## DAILY SCHOOL ARRIVAL

### Daily Arrival/Departure & Transportation

The student day will begin at 8:05am and end at 2:51pm.

### Parent Pick up and Drop off

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



### Student Drivers & Staff Parking In Front of High School

- Student drivers & Staff will enter from Bridge Street in the morning and exit onto Bridge Street at dismissal.
- ***Bridge Street will be used as the entrance for student drivers and staff in the morning and as the exit during dismissal.***

### Student Arrival on Bus Transportation

- Students arriving by bus prior to 7:30 am will report to the appropriate building level cafeteria.
- Students arriving after 7:45
  - Elementary students report to their classroom teacher.
  - Jr./Sr. High School students will report to their first period class.

**Students are discouraged from arriving before 7:45 a.m. due to the lack of supervision.**

Pupils coming to school after 8:10 A.M. will be recorded as having a one-half (1/2) day's absence. The only exception will be a student who arrives by 10:10 A.M. with a written doctor's excuse stating that the student had an early morning appointment.

Students leaving the school prior to 10:30 A.M. but before 2:30 PM and not returning will be considered absent for the entire day. Those students leaving the school prior to 2:38 P.M. and not returning will be credited with one-half (1/2) day's absence. Those leaving after 1:00 P.M. for an appointment must have the proper forms completed and returned for this time not to be considered an absence.

Students arriving after 11:30 a.m. will be considered absent for the entire day. Students who arrive after 11:30 a.m. will not be able to participate in athletic events and/or school sponsored evening events. Examples: athletic competition, athletic practice, dances, etc...

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

## **SCHOOL TARDINESS**

When a student is late to school, he/she should report to the H.S. Office for a pass. The student will enter class with an office pass.

A student who is not in his/her 1st Period before the tardy bell rings at 8:05 a.m. is considered late.

Athletes' habitual tardiness following games may result in cancellation of the athletic privilege. Student eligibility for athletic events will be determined as per P.I.A.A. requirements.

In any marking period if a student is unlawfully late to school up to 8:10 A.M.:

1. 2nd infraction will incur a written/verbal warning.
2. 3rd, 4th, and 5th infractions will incur an after-school detention.
3. 6th, 7th, and 8th infractions will incur either a Saturday detention or In-School Suspension.
4. 9 or more infractions will incur one (1) day of suspension for each infraction and the student will be referred to the Superintendent for a due process hearing for gross insubordination.

### **LATE ARRIVAL DUE TO SCHOOL-SPONSORED ACTIVITIES**

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

### **EXCUSES FOR ABSENCES AND TARDINESS**

When a student returns to school after an absence or is tardy to school, a written excuse must be provided by a parent or guardian. This excuse must be for one of the permissible reasons for absence stated in the aforementioned Attendance Policy in order for the absence or tardy to be excused. Excuses must include the student's full name, grade, date, reason of absence, and the parent/guardian signature. Parental excuses are to be given to the High School Office from 8:00 until 8:05 a.m. If a student does not turn in a parental excuse by the third day following an absence or tardy, the absence will be coded unexcused.

### **UNEXCUSED ABSENCE/TRUANCY**

Act 39 of 2018 (Act 39), which was signed into law on June 22, 2018 Section 1333.3 of the School Code was amended to clarify when a truancy citation may be filed if an educational entity has made a referral to the county children and youth agency, but the agency has not yet closed the case. The purpose of the new law is to improve school

attendance and deter truancy through a comprehensive approach to consistently identify and address attendance issues as early as possible through credible interventions that:

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

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

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

**Procedures when a child is truant:**

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

Upon three (3) to six (6) unexcused absences the school will offer in writing a truancy elimination plan meeting where the student's absences and reasons for absences are examined to improve the student's attendance. \*A conference will still be held if the parents choose not to participate.

**Under fifteen (15) years of age.** The student must be referred to either a school-based or community based attendance improvement program or Children and Youth Agency for services or possible disposition as a dependent child under the Juvenile Act.

Additionally, the school may file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court.

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

## EARLY DISMISSALS

No student will be excused before the regular time of dismissal without a request from the parent or guardian, except for serious illness. Requests for early dismissal must be approved by the Principal before the 8:05 a.m. bell. All doctor/dentist early dismissal requests must contain the doctor/dentist's name, phone number and appointment time for confirmation purposes. All non-medical early dismissal requests must also have a phone number of parties involved for confirmation purposes. Parents are requested to come into the High School Office to sign out their student.

In the event, students have automobile privileges and will be driving themselves to doctors' appointments, parents or guardians must indicate on the early dismissal note. Students must still sign out prior to leaving the premises.

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

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

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

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

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

## **SENIOR PRIVILEGE EARLY DISMISSAL**

12th grade students may participate in senior privilege. A student in 12th grade may leave school after 7th Period, depending on his/her study hall schedule. Eligible Seniors may also leave school after 7th Period in the event that an assembly is scheduled during this time with prior permission from the Principal. Seniors are not to make schedule changes in order to avail himself/herself of this opportunity, nor will he/she be excused from any required course work.

Applications for this program are available in the H.S. Office. This program will begin **Tuesday, September 3rd**. Privileges will be granted only after both parent/guardian and student review, sign and return the application to the H.S. Office. The initial deadline for participation in the program starting Tuesday, September 3rd, is **Friday, August 30th by the end of 1st period**. Any students returning completed applications after September 1st will not be eligible for early dismissal until the next update. Updates occur every week and are based upon the following criteria:

- A student must arrive at school prior to 8:10 a.m. in order to participate in this program for that day.
- A student assigned a detention or suspension will lose his/her privileges until the detention or suspension is served.
- A student will lose his/her privileges for the remainder of the grading period should he/she receive more than one (1) unexcused absence in any grading period or have a total of six (6) absences for that grading period, have fifteen (15) total absences for the school year, or have more than three (3) illegal absences for the school year. \*Doctor excuses and educational absences will not count towards the students overall absences.
- If a student's grade falls below an 80% in any subject on the Weekly Academic Progress Report (WAPR) he/she will lose their privilege until the distribution of the next update occurs.
- All components of the senior project must be completed prior to students being eligible for senior privilege. The exception to this is the interview/presentation; if all components are completed except the interview/presentation students are eligible for senior privilege up until the first round of presentations. If a senior does not present during the first round, they are ineligible for senior privilege until the next round of presentations.
- Students must obtain all books and necessary belongings from his/her locker prior to signing out.

- When signing out in the high school office, a student **must** sign his/her own name in ink and fully complete each column on the sign-out sheet prior to being released. **Also, immediately upon sign-out, students must exit the building by using the main front doors by the H.S. Office.** Students must leave school property and cannot return until after the end of the normal school day. Failure to do so may result in privileges being revoked.
- Students losing privileges will not be excused due to job requirements or prior commitments.
- All necessary transportation must be provided by the student at no cost to the district.

### **PARENTAL ABSENCE REQUEST**

If a student is going to miss school for an educational absence, a Parent Request for Student Absence form must be completed and returned to the High School Office prior to the date(s) of absence. The students must make arrangements with each teacher and obtain his/her signature before returning the form to the High School Office. This form should be submitted to the High School Office BEFORE the educational trip. It is the student's responsibility to gather work from his/her teachers. Permission for a full-day college visit must be obtained from the Guidance Office prior to the visit.

### **PROCEDURES FOR MAKE-UP WORK**

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

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

### **HOMEWORK REQUESTS**

Students who are absent and are requesting their assignments to be collected, please contact the guidance office to make the request. To ensure all assignments are submitted, please allow 24 hours for the collection of the assignments from all teachers. In most cases if you place a request by 8:00 a.m., the assignments will be ready for pick up by the end of the day.

## **HOMEBOUND INSTRUCTION**

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

## **CLASS ATTENDANCE**

Every student is required to attend all assigned classes. Teachers will take attendance for each class period daily and report to the high school office those students who are not in class and are not listed on the daily attendance sheet or daily bulletin. Assemblies, Pep Rallies and other daily school functions are considered the same as regular classes. Failure to attend will result in disciplinary action by the Principal, unless an authorized excuse is granted.

Class cutting will result in the student being referred to the Principal for discipline. The first (1) class cut will incur an after school detentions; the second (2) cut in the same class or in the same day will incur in-school suspension; and, three (3) or more class cuts in the same class or in the same day will incur a suspension not to exceed ten (10) days.

A class cut is an unexcused absence from class and the student will receive no credit for work missed.

## **CLASS TARDINESS**

Students are given three (3) minutes between classes. This time is to be used exclusively for passing from one class to another. Passes will be issued to students who are detained by teachers. Teachers are responsible to inform students of each lateness. Upon the second (2) lateness to class a written verbal warning, Upon the third (3) lateness to class in a marking period, students will be assigned a detention. The fourth (4) and subsequent infractions in a marking period should be referred to the Principal. Students who are five (5) minutes or more late to class without a pass are to be charged with a class cut.

Students are encouraged to go to their lockers before school, after school, and during their lunch periods. They may stop by lockers between classes; however, this will not justify tardiness to class.

## **STUDENT PLANNER/HALL PASSES**

Students will be issued a student planner at the beginning of the school year. Students are only permitted to use their own planner. Use of another student's planner will result in a Level I disciplinary referral. Planners are the responsibility of each student and must remain in the condition in which they are issued with all pages intact in order to be used. At no time should students leave their planners unattended. Planners with inappropriate language or pictures displayed will be confiscated at the student's expense. In the event the planner hall pass pages are filled, students will need to purchase a new planner for the remainder of the school year in order to have hall pass privileges. Students will be charged \$5 for a replacement planner, if available. Students should not leave class or study hall without their student planner signed by a teacher.

- Students should not request to be excused from any class to do work for a different teacher and subject area.
- Students are not to be excused early from class without approval.
- Students are to conduct themselves in a manner appropriate to the educational setting of our school. Our hallways are an extension of the classroom, and the same general rules of conduct apply.
- Students will not be able to leave the classroom without their planner. In emergency situations the teacher must contact the High School Office. An administrator will contact home if a student does not have his/her planner.

## **LOCKERS/VISITATION**

Each student will be assigned a hall locker and will have access to a gym locker during gym class. (Combination or key locks may be used at all times on regular lockers and during gym class on gym lockers; however, all students must provide the High School Office with the combination or an extra key if a key lock is used.)

Students should not bring valuables or large sums of money to school to be kept in their lockers. Students should not enter another student's locker for any reason.

Going to your locker is not a valid reason for being late to school or to class.



You are responsible for maintaining your locker and keeping it clean. Any damage to lockers will result in the restitution of the locker by the offending student.

## PERSONAL PROPERTY

The school cannot assume responsibility for lost or stolen property. Never leave money or other valuables in your desk or in pockets of a coat or sweater in unlocked lockers or in locker rooms. In doing so, you are tempting someone to take them.

Be careful of your property in locker rooms. Always deposit money, watches and other articles with your gym teacher or as directed by the gym teacher when you enter the locker room.

## SEARCH AND SEIZURE

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

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

The Principal, or another member of the administrative staff acting at the direction of the Principal, may search the person of a student during a school activity. **\*A hand held body scanner metal detector will be used to search students and objects.** Searches of the person of a student shall be limited to the following:

- Searches of the pockets of the student.
- Searches of any object in the possession of the student such as a purse, knapsack, duffel bag, etc.

School administrators are authorized to request and/or permit at such time or times as they deem appropriate, the Pennsylvania State Police and/or other law enforcement agencies with certified sniff dogs, to use on school property and in school buildings. These dogs are specially trained to "sniff" for drugs or other controlled substances or illegal substances or

things. Such dogs may be used to examine school buildings or property and anything on or in school buildings or property. These dogs shall not be used to examine individual students or other persons on school property, provided, however, that this prohibition shall not invalidate any information gathered because of the incidental interaction of the dogs and students or others when the dogs are on school property or buildings.

## **TEXTBOOKS, CALCULATORS, CHROMEBOOKS AND EQUIPMENT**

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

[RASD Chromebook Program Agreement](#)

## **CARE OF SCHOOL PROPERTY**

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

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

## **ELECTRONIC DEVICES & CELL PHONE USAGE**

The use of electronic devices and cell phones are not permitted during regular school hours. Regular school hours are being defined as 7:30 a.m.—3:30 p.m. The electronic device shall not be seen in the possession of a student during these times. If the electronic device is seen it will be implied the student was going to use the device. Students waiting for the late bus will also be required to keep all electronic devices/cell phones off and out of sight. Students in detention until 3:40 p.m. are not permitted to access their cell phones until they have left the building. When in doubt, keep all devices off and out of sight until you have left the building. Unapproved electronic devices may include, but are not limited to the following: radios, personal stereos, tape/CD players, beepers, pagers, scanners, two-way radios, iPods, iPads, electronic games, cameras, and video cameras.

\*If a student is using an electronic device for an application such as an e-reader, Kindle, etc... prior approval shall be obtained.

### **Electronic Images and Photographs**

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

This handbook entry serves as the annual notification to students and families of the RASD Electronic Devices policy.

### **Guidelines**

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.

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

**First Offense:** The cell phone or electronic device shall be confiscated by the staff member, the staff member will issue a discipline referral and give it to the Principal. At that time, the Principal will contact the student's parents/guardians regarding the violation. The cell phone or electronic device shall remain in the custody of the school district until a

parent/guardian makes arrangements to pick it up. A written verbal warning will be issued.

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

**Three Offense:** The cell phone or electronic device shall be confiscated by the staff member, the staff member will issue a discipline referral and give it to the Principal. At that time, the Principal will contact the student's parents/guardian regarding the third violation. The cell phone or electronic device shall remain in the custody of the school district until a parent/guardian makes arrangements to pick it up. One (1) day of In-school suspension will be assigned.

**Fourth Offense:** The cell phone or electronic device shall be confiscated by the staff member, the staff member will issue a discipline referral and give it to the Principal. At that time, the Principal will contact the student's parents/guardian regarding the fourth violation. The cell phone or electronic device shall remain in the custody of the school district until a parent/guardian makes arrangements to pick it up. Three (3) days of In-school suspension will be assigned.

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

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

## SKATEBOARDING

Skateboards are not permitted on school property during school hours and school events/activities. Failure to comply will result in disciplinary action.

## STUDENT DRESS CODE

An individual's dress, personal appearance and cleanliness have a bearing on how others react to them, and therefore, should reflect a sensitivity to and a respect for others. It should not constitute a threat to

the safety and health of self or others, or be in violation of any statute. Although styles do change, dress should reflect current good taste and a style appropriate for a school day. The purpose of the dress code is to assure that the school population will dress in a way that is supportive of, and not disruptive to, the educational process.

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

## **PHYSICAL EDUCATION POLICY GOVERNING DRESS CODE**

Administration and faculty reserve the right to final acceptability of any of the following items. Students will be given verbal notice as to reasons of unacceptability of their attire. If students continue to wear unacceptable articles or attire, a discipline sheet will be sent to the Principal with stated reasons why the attire is deemed unacceptable.

1. Shirt
  - Must be loose-fitting to allow free movement.
2. Shorts

- Must be loose-fitting to allow free movement.
  - May not be too revealing when worn by the student.
3. Socks
  4. Tennis Shoes
    - Any color tennis shoes acceptable
    - Either low cut or high cut tennis shoes acceptable
    - Dockside or boat shoes are not considered acceptable tennis shoes.

\*Students are encouraged to take clothing home every week for periodic cleaning.

## LOCKER ROOM CHANGING PROCEDURES

1. Students will enter the locker room and immediately report to their assigned seat, then proceed to an open changing stall.
2. Students who are changing will change on a first come, first serve basis utilizing both the changing stalls and the restroom stalls. (Students who need to utilize the restroom should change in the restroom stalls.)
3. If a student is changing, they will be changing in the changing stalls/restrooms. **Changing is not required but optional. Tennis shoes are required to participate.**
4. Upon returning to the locker room after class, students will report to their assigned seats.
5. Students who are changing will change based upon their group. When one group is done, the next group will change. Students will remain seated in their assigned seat until a changing stall becomes available.
6. The PE teachers will exchange rosters to make seating charts/ changing groups. Copies will be made for substitute teachers.
7. When PE classes are in the Elementary Gym, students will use the restrooms prior to going to the elementary. In the event of an emergency the student will be sent to the nurse.
8. If there is a substitute teacher or coverage, the sub/teacher needs to be aware that no students are permitted to use the elementary restrooms.
9. In the event the locker room can not be covered students will not be permitted to change.
10. Students will exit from the locker room quietly with all materials needed for class.
11. Students will not be allowed back in the locker room unsupervised.

## **PHYSICAL EDUCATION POLICY CONCERNING SICKNESS**

1. If a student is ill or incapacitated and cannot participate in physical education class, a parent's excuse will be accepted a maximum of three times in any one nine-week period.
2. Any student excused from physical education will be required to do library research during that class period.
3. All students who are unable to participate in regular physical education classes will be placed in an adapted physical education class.
4. Students under medical care or medical excuse will be required to complete a supplemental activity sheet.
  - The sheet will enable physical education instructors to plan an adaptive physical education program for the student.
  - These sheets are available upon request from the instructor.
  - Supplemental activity sheets must be returned to the instructors within one week of request. If at this time no sheet has been returned to the teacher, the student will be expected to return to regular class.
5. All work missed by a student who has been excused from class by a parent's excuse must be completed at another time.

## **FIRE DRILLS**

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

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

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

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

## **EMERGENCY EVACUATION**

The Rockwood Area School District uses an automated mass notification system to notify parents of school closings, delays, early dismissals, and

other important announcements. The parent notification system will be used to communicate emergency evacuation procedures and family reunification areas.

### **MISUSE OF FUNDS POLICY**

Students who raise funds for school organizations and then use those funds for other purposes will face charges brought against them by the administration. These charges will be filed through the probation office and will be for failure to make proper disposition of funds received.

### **STUDY HALL GUIDELINES**

The study hall is for quiet study. Consideration for others requires that there be no talking or excessive noise. The study periods give excellent training in concentration, self-control, and good manners. Every student must have a study hall assignment for any period not occupied by class work. The thoughtful student will enter the study hall prepared to begin work and remain at work throughout the period.

1. All students will come to the study hall with appropriate work or reading materials. Failure to do so will be considered a class disruption.
2. Peer tutoring is only permitted if directly supervised by the study hall monitor.
3. Failure to work during study hall will result in appropriate disciplinary action.
4. Passes to other destinations should be presented upon arriving at the study hall. Students will not be released from the study hall to get a pass for another destination.
5. A limited number of passes to the library may be available from the study hall teacher.
6. All levels of the Discipline Policy will be enforced during the study hall.

### **PHONE USAGE**

**NO STUDENTS WILL BE PERMITTED USE OF ANY CLASSROOM PHONES.** Students who need to make an emergency phone call must report to the high school office and ask permission to use the phone. Students are required to fill out the Phone Usage form before using the phone. Students must have their planner signed by the classroom teacher prior to going to the high school office.



**STUDENTS WILL NOT BE PERMITTED TO RECEIVE PHONE CALLS DURING SCHOOL HOURS. IN CASE OF EMERGENCY, MESSAGES WILL BE TAKEN DIRECTLY TO THE STUDENT. PLEASE DO NOT HAVE YOUR PARENTS CALL DURING SCHOOL HOURS UNLESS THE MESSAGE IS URGENT.**

**STUDENTS ARE NOT PERMITTED TO ORDER TAKE OUT FOOD, UNLESS SUPERVISED BY A CLASSROOM TEACHER AND/OR PRIOR APPROVAL BY ADMINISTRATION.**

### **CAFETERIA**

1. Students are responsible to the cafeteria monitors during the lunch periods.
2. Students are expected to be in the cafeteria within the four minutes allotted for class changes. Tardiness will be handled the same as in any class.
3. Students will line up double file in the cafeteria line. One teacher will monitor progress through the line as the other teacher monitors general conduct in the cafeteria area.
4. Students will only be dismissed from the cafeteria to use the restrooms adjacent to the cafeteria.
5. Students are not excused from the cafeteria areas unless permission is obtained.
6. Unnecessary movement about the cafeteria will be prohibited.
7. Loud or boisterous behavior will not be tolerated.
8. Before being dismissed, all tables must be cleared.
9. After dismissal from the cafeteria, students will proceed to their next scheduled assignment quietly and quickly.
10. Students abusing cafeteria privileges can be assigned to another table. Continued abuse will result in an alternative lunch setting.
11. Students skipping the line will be required to go to the end of the line. Additional infractions will result in eating last.

### **ROCKWOOD AREA SCHOOL DISTRICT STUDENT LUNCH POLICY**

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

The district shall ensure that, in the operation of the food service program, no student, staff member or other individual shall be

discriminated against on the basis of race, color, national origin, age, sex or disability.

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

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

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

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

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

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

- When a student reaches a balance of \$2.50 in their account, the cashier will notify the student of their current positive balance.
- When a student reaches a debt of 5 or more meals in their lunch account, the parents will receive a courtesy letter from the School Food Service Liaison, to inform the parents of their child's status. The School Food Service Liaison will attach a copy of these procedures and the District's Food Services policy to the letter.
- When a student reaches a debt of 5 or more meals in their lunch account, students will only be able to purchase a school food

program meal (reimbursable meal). Additional individual items (extras) and a la carte items will not be available for purchase. However, students may purchase a meal from the a la carte line if the meal qualifies as a school program meal.

- When a student reaches a -\$25.00 balance, a formal letter will be sent home by the School Food Service Liaison. This letter will inform the parents that unless the balance is corrected, a meeting with the building principal and the School Food Service Liaison will be requested. Additionally, further action may result with the local magistrate.
- If a student is not eligible for free or reduced-price school meals under federal school meal programs and the student's school meal account reaches a negative balance of more than fifty dollars (\$50) in a school year, the district may provide the student with alternative meals instead of school food program meals until the unpaid balance in the student's school meal account is paid or a payment plan has been established with the district to reduce the unpaid balance.

## **FREE & REDUCED LUNCHES**

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

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

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

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

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

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

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

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

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

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

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

The school district shall provide free and reduced-price meals and/or free milk to students in accordance with the terms and conditions of the National School Lunch Program and the School Breakfast Program. The district shall provide all parents/guardians with program application forms on or before the first day of school, upon enrollment, or whenever there

is a change in eligibility criteria. The district shall approve, deny and verify applications in accordance with state and federal laws and regulations. The district shall inform parents/guardians of their eligibility status.

## HOMELESS

### Homeless Children:

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

- Doubled up (Living with another family)
- Living in a shelter, transitional housing, or awaiting foster care.
- Living in a hotel/motel.
- Unsheltered (living in a car, park, campground or tent)

Children can become homeless due to but not limited to these precipitating events;

- Eviction
- Fire
- Hospitalization of parent/guardian
- Incarceration of parent/guardian
- Left home/run away
- Military
- Parental Job Loss
- Parent divorce/separation

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

Resources and supports may include:

- Transportation to school and/or school of origin.
- Educational evaluations and placement in appropriate programs.
- Academic support programs such as Title I.
- Medical, dental and vision referrals.
- Free and reduced lunch program.
- Enrollment Support.

- Referral to Social Work to support location of a residence and other social services.

## TRANSPORTATION

Bus transportation to and from school is provided for students: including, disabilities, students with individualized education programs, 504, provide transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law, children in foster care, homeless children and youths in accordance with federal and state laws and regulations.

The school bus/vehicle driver shall be responsible to maintain order while students are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania's School Bus Stopping Law to the designee as soon as practicable.

The personal safety of each child is a matter of great concern to both parents and school officials. The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all. Each school bus and school vehicle that is equipped with video and audio recording equipment contains a clearly posted notice informing drivers and passengers of the potential for video and audio recording. Therefore, a set of rules of conduct for bus students has been formulated and published by the Board of Education and will be enforced on the bus by drivers and reinforced by the Principal. Students are expected to familiarize themselves with these rules and to obey them. Infractions may result in the student being suspended from riding the bus. The following disciplinary action will be taken when necessary by the Principal. When teachers are accompanying students on field trips, they will assume responsibility for their students' conduct on the bus.

1. First Offense – Verbal reprimand
2. Second Offense – One day bus suspension
3. Third Offense – Three day bus suspension
4. Fourth Offense – Possible bus suspension for the remainder of the school year

\*Final decision made at the discretion of the principal.

Drivers will make a report to the Principal for each violation placed against a student. Parents will be notified of these offenses and action will be taken.

The Rockwood School District provides transportation to and from school for all students. Students board and exit the bus at assigned bus stops. To promote safety related to transportation the following procedures should be followed:

- A form letter will be sent home to complete. This form letter will allow parents to select three bus stops that their child may use throughout the year.
  - The predetermined stops should include any stops that the child may need. Examples could be; daycare provider, grandparents, close family friend, emergency locations for early dismissals or other locations you as a parent deem appropriate.
- The three stops designated by the parent will be the only stops used for your child to board and exit the bus. A parent should also designate the days of the week that these stops are to be used.
- The form will need to be completed and returned to the high school office by the end of the first week of school.
- Daily requests for bus changes will only be honored for emergency situations.
- Requests for students to travel home with a peer for after school activities will not be honored.

**Rule 1** All seats shall be assigned by the driver.

**Rule 2** Parents will be responsible for any damage to school buses by students.

**Rule 3** No eating, drinking, tobacco or nicotine will be permitted on buses while students are being transported to and from school.

**Rule 4** Throwing objects of any kind on or from the buses will not be tolerated.

**Rule 5** Electronic Devices (with no volume) are permitted as long as they are not a distraction to the driver and do not violate the privacy rights of other students. \*Inappropriate use of electronic devices will result in the loss of privilege. For example personal electronic devices with sound, students should use ear buds or headphones. Photos and videos of others are not permitted to be taken while on the school bus.

**Rule 6** Musical instruments shall not be played on buses.

**Rule 7** Obscene gestures and profane or foul language will not be tolerated.

**Rule 8** Any type of conduct which tends to distract the attention of the driver or in any way interferes with the safe operation of the bus or threatens the safety of any or all passengers on the bus will not be tolerated.

**Rule 9** If it is necessary for the driver to refuse transportation to students because of violation of any of the above rules, or other misconduct, it shall be necessary for the parents to meet with the Principal before the student is permitted to ride the bus. No student shall be put off enroute. The student is to be delivered to his destination and the matter put in the hands of the school authorities.

**Rule 10** No student is permitted to leave the bus while enroute to or from school at a stop other than his own. The only exception to this regulation would be written request from parents to school officials indicating that they desired the student to leave the bus at a different point. Follow the emergency bus stop procedure.

**Rule 11** Students must ride assigned buses and board and depart at assigned stops. Violations are to be reported to bus contractors by drivers who will in turn notify the proper authorities to take the steps necessary to alleviate the problem.

### **Unauthorized Boarding of Rockwood Area School District**

**Transportation:** “The safety of our students is of the utmost importance. With that in mind, please be reminded that according to the Pennsylvania School Code, §23.6, only eligible pupils, and school personnel authorized by the board of school directors shall be permitted on the school bus. Pennsylvania Consolidated Statutes, 18 Pa. C.S. §5517. Unauthorized school bus entry states: (a) Offense defined. A person who enters a school bus without prior authorization of the driver or a school district official with intent to commit a crime or disrupt or interfere with the driver or a person who enters a school bus without prior authorization of the driver or a school official who refuses to disembark after being ordered to do so by the driver commits a misdemeanor of the third degree. Failure to abide by this law may result in a citation.”

**Seating on Rockwood Area School District Transportation:** The Contractor shall prepare seating charts for each transportation route and present the same to the District administration for approval no later than the fifth day of the school year. Once approved, it shall be the Contractor’s responsibility to maintain and enforce the seating chart while transporting passengers. Approved seating charts may be amended or modified from time to time in the sole discretion of District administration.

Seats will be assigned by the driver and approved by District administration. Students will be required to remain in their assigned seat. Failure to remain in the assigned seat; the driver will issue a documented verbal warning. The second offense will result in a new assigned seat closer to the front of the bus or stricter disciplinary



consequences. Ongoing infractions will be referred for possible bus suspension.

## SCHOOL BUS DRILL

The purpose of school bus evacuation drills is to have the bus driver and each student riding in the school bus know exactly what to do in case of an emergency. Emergencies may occur because of fires or accidents, and in every instance, the school bus driver shall give the evacuation instructions. If the bus driver is unable to carry out his duties, assigned students should assume the leadership to do so. Two evacuation drills are scheduled by the Superintendent as mandated by law. Drills take place in August and March.

## AUTOMOBILE PRIVILEGES

Driving an automobile to school is a privilege. In order to promote safety among students who drive to and from school (during regular school hours), the Board of Education of the Rockwood Area School District has established the following rules and regulations:

1. School bus transportation should be used whenever possible by all high school students.
2. Students who find it necessary to drive a car to school must have a "Request For Student Driving Privileges" form signed by their parent or guardian and approved by the Principal. Upon approval, students will receive a parking tag, which must be displayed at all times. If a student does not have a parking permit he/she will be warned to obtain one from the High School Office. Once all parking spaces are assigned, students will be permitted to park in the overflow lot behind the maintenance building or the multi-purpose blacktop area below the student parking lot, until a space becomes available. **Students will be expected to keep Parking Tags for the entire school year.** Students will be required to submit \$5.00 for their driver's pass. The \$5.00 will be refunded to the student upon returning their pass at the end of the school year. In the event a student loses his/her pass, a replacement tag is \$5.00. Students who drive their vehicle to school must ensure they are adhering to all PA laws related to a driver's license, car insurance, PA state inspection and vehicle registrations. All PA drivers license requirements are requirements to drive a vehicle to school.
3. No student will be allowed to use his/her car at any time during school hours without a special permit from the Principal.

4. This policy applies to all vehicles included under the PA State Transportation Law that can be legally registered.
5. Students must park cars in the lower student parking area and within the lined parking spaces. No students are permitted to park in the upper faculty parking area or on the grass. Once students arrive on school property, they are not permitted to leave until the end of the school day.
6. Upon arriving on school property, the student should immediately exit their vehicle and enter the school.
7. Students involved in extracurricular activities and athletics, are not permitted to move their cars. The car should remain in the same parking spot it was parked in during school hours.

Speeding or reckless driving on school property is prohibited. The police are authorized to enforce driving regulations on school property.

**Students may not go to the Student Parking Lot during the school day except when permission to do so has been obtained in the high school office.**

Minor infractions of driving regulations may result in the temporary suspension of the driving privilege and/or in other penalties as determined by the Principal. Major infractions of driving regulations can result in the permanent suspension of driving privileges and/or in other penalties as determined by the Principal.

The following steps to correct a minor infraction shall include:

1. First offense, documented verbal warning.
2. Second offense, documented verbal reprimand with a phone call home to the parent.
3. Third offense, loss of privileges 1 - 3 days.
4. Fourth offense, loss of privileges 1 - 3 weeks.
5. Fifth offense, loss of privileges for the remainder of the school year.

Major infractions. Including violations to PA State Law shall be determined based on the level of the violation. The safety of a student and/or others may have an immediate loss of privileges.

## DISTRIBUTION AND POSTING OF NONSCHOOL WRITTEN MATERIALS

### Student Expression/Dissemination of Materials

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

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

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

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

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

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

## **Limitation on Student Expression**

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

1. Violates federal, state or local laws, Board policy or district rules or procedures;
2. Is defamatory, obscene, lewd, vulgar or profane, [2]
3. Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/vaping products, alcohol or illegal drugs;
4. Incites violence, advocates use of force or threatens serious harm to the school or community;
5. Materially and substantially disrupts or interferes with the education process, such as school activities, school work, discipline, safety and order on school property or at school functions;
6. interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs; or
7. Violations written district procedures on the time, place and manner for dissemination of otherwise protected expression.

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

1. Incites violence, advocates use of force or otherwise threatens serious harm directed at students, staff or the school environment;
2. Materially and substantially disrupts or force otherwise threatens serious harm directed at students, staff or the school environment;
3. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.

## **Dissemination of Non School Materials**

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

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

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

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

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

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

## **Review of Student Expressions**

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

School officials shall not censor or restrict non-school materials or other students' expression for the sole reason that it is critical of the school or

its administration, or because the views espoused are unpopular or may make people uncomfortable.

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

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

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

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

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

## **ASSEMBLIES**

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

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

## **STUDENT WELLNESS**

Rockwood Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The school district is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. The wellness committee/cafeteria advisory board meets two times per school year.

## **HEALTH SERVICES**

The Rockwood Area School District is committed to providing for the health, safety, and welfare of each student.

The state of Pennsylvania mandates the following for all school-aged students:

All students must have the proper immunizations or written medical/religious exemptions on file to attend school. Please refer to the parent notification letter located in the appendix.

Growth screening – height and weight every year, K-12

Vision screening- every year, K-12

Hearing screening- grades K, 1, 2, 3, 7, and 11

Scoliosis screening- grades 6 and 7

Physical exams - Kindergarten, grades 6 and 11

Dental exams – Kindergarten, grades 3 and 7

Additional screenings or re-screenings are always available upon parent request.

## **OPT-OUT CLAUSE FOR EPINEPHRINE**

The Pennsylvania Public School Code, Section 1414.2(g) allows parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their student in the event of a life-threatening allergic reaction. In order to request this exemption,

please contact the school nurse to request a meeting to discuss this decision, review and sign the opt-out form.

## **ASTHMA INHALER AND EPINEPHRINE AUTO INJECTOR POLICY**

A written request for student use of an asthma inhaler and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the licensed physician, certified registered nurse practitioner or physician assistant shall update the written statement.

The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.

Students shall be prohibited from sharing, giving, selling and using an asthma inhaler or epinephrine auto-injector in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy and applicable procedural safeguards.

If the district denies a student's request to self-carry an asthma inhaler or epinephrine auto-injector or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student's prescribed medication shall be appropriately stored at a location in close proximity to the students. The school nurse, other designated school employees and the student's classroom teachers shall be informed where the medication is stored and the means to access the medicine.

## **MEDICATION POLICY**

For purposes of this policy, medication shall include all medicines prescribed by a licensed prescriber and any over-the-counter medicines.

### **Medication Administration**

***All district employees, contracted employees, and volunteers are required to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care.***



**All medications shall be administered to students by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN)**

- **Non-licensed individuals are prohibited from administering medication, including over-the-counter medication to students, unless in the event of an emergency.**
- ***Only in the event of an emergency, and in the absence of an available certified school nurse may a non-licensed individual administer medication when s/he believes, in good faith, that a student needs emergency care. Additionally, 911 should be called in a medical emergency.***
- ***The above directives do not include Stock epinephrine auto-injectors for only those employees who have completed the required training to administer it in the event of a student experiencing an anaphylactic reaction.***

**PRESCRIPTION MEDICATIONS**

- For those students required to take long-term daily medications or inhalers, a 'consent for prescription medication' form must be filled out by the parent and signed by the physician. This form is available in the nurse's office.
- All medications must be brought to school in the original prescription bottle or container by a parent or adult and given to the school nurse.
- If a student requires medication on field trips, additional parental consent will be required.

**NONPRESCRIPTION MEDICATIONS**

- The administration of non-prescription medication is discouraged and can usually be avoided by adjusting the time schedule around school hours. If it is necessary for a child to receive non-prescription medication during school hours, it will be administered by the school nurse or other authorized personnel under the following conditions:
- All medication must be sent in the original container and be clearly labeled.
- A written request by the parent/guardian must include the name of the student, name of the medication, dosage, and time of administration.
- Medication sent to school in envelopes or bags will not be accepted.
- Any medication to be administered during the school day must be taken to the nurse's office (or the main office if the nurse is not present) as soon as the student arrives at school.

- Students are not permitted to carry pills or any medication during school hours.

(Exceptions may be made for students needing to carry inhalers or epi-pens with written permission from the student's physician. If a student has asthma or allergies, it is the parents' responsibility to notify the nurse and teachers and provide the inhaler or epi-pen for their child for use at the school as needed each year along with the appropriate form which is available in the nurse's office.)

These regulations are for the safety and protection of all students in the district. Your cooperation with these regulations will be appreciated.

When a student becomes ill during the course of the school day, the nurse will make the appropriate contacts for the releasing and transportation home of the student. The parent/guardian will be notified if possible. If that contact is unable to be completed, the persons designated on the EMERGENCY INFORMATION FORM will be contacted. If the illness is of a non-threatening nature and the nurse is unable to make the appropriate contacts for student transportation and supervision, the student will remain in school under the supervision of the nurse.

In case of a serious illness or accident, all efforts will be made to contact and inform the parent/guardian and /or the designated persons. In the event that we can not contact anyone on the emergency form, the family physician may be contacted and their instructions will be followed.

When a student is dismissed from school due to illness, he/she must give the office a pass signed by the school nurse to be dismissed.

### **NO NIT POLICY**

Students found to have head lice or nits shall be excluded from school until they are absolutely free of both lice and nits. Upon exclusion, information for treatment will be provided by the school nurse. Students Will NOT be permitted back to school if they have nits in their hair, even if they have already been treated.

Upon return to school a parent/guardian must accompany the child to the nurse's office for a re-admission examination.

## DENTAL PROGRAM

The dental program for grades K-6 is available to all who return permission forms. This includes daily fluoride tablets, age/dose appropriate for grades K—6.

Dental examinations are required for Kindergarten, grades 3 and 7. If the exam is not completed by your family dentist, the school dentist may examine your child's teeth with signed permission and make a referral if appropriate.

## ATHLETIC PHYSICALS

Students participating in any sport must have a physical examination prior to the first mandatory practice to participate. The PIAA By-Laws states that each student who plays a sport must have a Comprehensive Initial Pre-Participation Physical Exam (CIPPE) for the first sport they participate in each school year. Following this, if students play another sport in the same year, they do not have to have a recertification physical unless the student "suffers an illness or injury which renders the student unable to participate in 25% or more of the regular season contests in the immediately preceding sports season and/or suffers an illness or injury which results in the absence from school for ten or more days and/or which requires surgery". This will be verified by a parent/guardian signature on a health history update form as well as information provided by coaches, the athletic trainer, the athletic director, school nurse, principal and attendance records. The district will offer sports physical exams one time per year at the school, performed by the school physician, for a predetermined cost to the student/parent. A student may also have their physical examination done by their own physician and turned in prior to the first mandatory practice. Fall sports physicals can not be done prior to June 1st of each year.

## CONCUSSION TESTING POLICY

The Board recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention, detection and treatment of concussions sustained by students while participating in an athletic activity.

**Appropriate Medical Professional** shall mean all of the following:

1. A licensed physical who is trained in the evaluation and management of concussions.
2. A licensed or certified health care professional trained in the evaluation and management of concussions and designated by a

licensed physician trained in the valuation and management of concussions, including the district's athletic trainer provided by Somerset Hospital.

3. A licensed psychologist neuro-psychologically trained in the evaluation and management of concussions or who has postdoctoral training in neuropsychology and specific training in the evaluation and management of concussions.

**Athletic Activity** shall mean all of the following:

1. Interscholastic athletics
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.
3. Noncompetitive cheerleading that is sponsored by or associated with the school
4. Practices, interschool practices, and scrimmages for all athletic activities.

Each school year, prior to participation in an athletic activity, every student athlete and his/her parent/guardian shall sign and return the acknowledgement of receipt and review of the Concussion and Traumatic Brain Injury Information Sheet.

The Superintendent or designee shall develop administrative regulations to implement this policy, which shall include protocols for concussions management. The school shall hold an informational meeting prior to the start of each athletic season for all competitors regarding concussions and other head injuries, the importance of proper concussion management, and how preseason baseline assessments can aid in the evaluation, management and recovery process. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, neuropsychologists, athletic trainers and physical therapists. **All students participating in athletic activities must have a baseline concussion test within two (2) years prior to participation. Testing will be monitored by the district's athletic trainer and Athletic Director.**

A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, licensed physical therapist or other official designated by the district, exhibits signs or symptoms of a concussion or traumatic brain injury while participation in an athletic activity shall be removed by the coach from participation at that time,

The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by an appropriate medical professional. The Board may designate a specific appropriate medical professional(s) to provide written clearance for return to participation. The district's athletic trainer may provide the written clearance, However, when it has been determined a student has sustained a concussion, or is suspected of sustaining a concussion, written clearance to return to participation must be obtained from a licensed physician who is trained in the evaluation and management of concussions.

All coaches shall annually, prior to coaching an athletic activity, complete a concussion management certification training course offered by the Centers of Disease Control and Prevention, the National Federation of State High School Associations or another provider approved by the Department of Health.

A coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following penalties:

1. For a **First** violation, suspension from coaching any athletic activity for the remainder of the season.
2. For a **Second** violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.
3. For a **Third** violation, permanent suspension from coaching any athletic activity.

### **CONCUSSION MANAGEMENT TEAM (CMT)**

The Rockwood Area School District is working with BrainSTEPS (Strategies Teaching Educators, Parents and Students) on returning students to academics following a concussion. The concussion management team will consist of the High School Principal/Assistant Principal, the Guidance Counselor and the Nurse. The High School Principal/Assistant Principal will oversee the concussion management team and share all concussion information with the academic monitor and the symptoms monitor. Once the school receives a written doctor's notification that a student has a concussion the following procedures will be followed.

The Guidance Counselor will be the academic monitor. The academic monitor is responsible for:

1. Sending a teacher concussion letter to all educators when CMT first learns of the student's concussion.

2. Sending the academic monitor tool worksheet to the child's teacher each week. The teacher will be responsible for filling out the academic monitoring tool for each child with a concussion.
3. Working with the symptoms monitor to keep a student concussion log.
4. Sending a follow up letter to the child's teacher after the CMT determines what accommodations need adjusted.

The School Nurse will be the symptoms monitor. The symptoms monitor is responsible for:

1. Recording the child's symptoms 3—5 days per week for the first two weeks, then 2—3 days per week. The symptoms will be recorded using the symptoms monitoring tool.
2. Working with the academic monitor to keep a student concussion log.

If your child has been diagnosed with a concussion it is important to share this information with the school as soon as possible. Provide any documentation on the concussion to the school. The school may schedule a parent meeting to discuss returning to academics depending on the child's individual needs.

Once the school has been notified of a concussion the following individuals will be notified: High School Principal/Assistant Principal, Guidance Counselor, School Nurse, Teachers, High School Office Administrative assistants, Guidance Office Administrative Assistants, Athletic Director, Athletic Trainer and Coach (\*if it involves a student athlete).

For students who have symptoms that are not resolved in four weeks, the student is referred to BrainSTEPS.

## **MAINTAINING PROFESSIONAL ADULT/STUDENT BOUNDARIES POLICY BEFORE MANDATORY REPORTING**

### **Authority**

This policy applies to district employees, volunteers, student teachers, and dependent 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 the 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. [2]

**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.

**Prohibited Conduct**

*Romantic or Sexual Relationships—*

Adults shall be prohibited from dating, courting or entering into an attempt 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, but is not limited to:

1. Sexual physical contact
2. Romantic flirtation, propositions or sexual
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 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 legitimated educational reason
8. Initialing 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 adults' 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 relationship. 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 states 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 Relationship" 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, regulation 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

## PART IV: DISCIPLINE INFORMATION

### OPEN CONTAINERS

Students are permitted to have/use water bottles during the school day. These bottles must be in re-sealable containers, and may only be consumed with permission of the classroom teachers. Open cups, cans or cartons are not permitted. When eating breakfast in 1st period, students are permitted to open beverages (other than water) and consume them. Coffee mugs, fountain drink cups, Camel/hydration packs, etc, are not permitted. \*\*\*Drinks containing caffeine should be consumed on a limited basis, children's brains are continuing to develop and their bodies are still growing. If the use of a water bottle appears to impact the student's level of performance the student will be referred to the Principal and/or nurse and parents will be contacted. The use of a water bottle is a privilege and can be restricted at any time.

### TOBACCO AND VAPING PRODUCTS

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

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

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.

3. Any product containing, made or derived from either:
  - a. Tobacco, whether in its natural or synthetic form; or
  - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

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

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

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

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

### **TOBACCO AND VAPING PRODUCTS AT SCHOOL EVENTS**

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

#### Tobacco and Vaping Products

The Board prohibits use of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, by any persons at any

time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; or on property owned, leased or controlled by the school district.[\[2\]\[7\]](#)

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

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

*Law Enforcement Incident Report –*

In accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies, the Superintendent or designee may report to the school police, School Resource Officer (SRO) or to the local police department that has jurisdiction over the school's property, the use or sale of tobacco or vaping products, including Juuls and other e-cigarettes, by any person in a school building; on a school bus or other vehicles that are owned, leased or controlled by the school district; or on any property owned leased or controlled by the school district.

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

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

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

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

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

## DRUG AND ALCOHOL POLICY

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

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

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

In accordance with the Board's concern for the prevention and intervention of drug and alcohol-related problems, the Administration is directed to develop and comply with those regulations designed to implement its commitment to healthy student growth and development. Therefore, this policy authorizes the establishment of a Student Assistance Program as coordinated and operated within the guidelines of a Student Support Team which will receive special training on a continuous and ongoing basis.

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

### ***DEFINITION OF TERMS:***

**Drug/Alcohol/Mood-Altering Substance**—shall include any alcoholic or malt beverage, any drug listed in Act 64 (1972) as a controlled substance, chemical, abused substance, or medication for which a



prescription is required under the law, and/or any substance which is intended to alter mood. Examples of the above include, but are not limited to, beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look-alike substances, and any capsules or pills not registered with the nurse, annotated within the student's health record, and/or taken in accordance with the School District policy for the administration of medication to students in school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Prohibition of any further violation of this policy.
- Prohibition of participation in athletic, extracurricular, social, or leadership activities. This may include exclusion from commencement activities.
- Reporting at stated periods to appropriate persons for counseling.
- Participating in after-school hours maintenance and/or rehabilitation programs.
- Other conditions reasonably related to ensuring a correction of the misbehavior or misconduct for which the probation was imposed.

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

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

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

guardian(s) and High School Principal. As per District policy, an appeal can be made to the District Superintendent.

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

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

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

\*When a student is suspended or expelled from RAHS, he/she is automatically suspended or expelled from Somerset County Area Vocational-Technical School. This is a reciprocal agreement.

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

## **CONTROLLED SUBSTANCE/PARAPHERNALIA**

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

### **Definitions**

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

1. Controlled substances prohibited by federal and state law.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.
7. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.

8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy. [3][4]

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

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

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

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

### **Off-Campus Activities**

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

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

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance provided transportation to or from school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state

law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

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

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

### **Anabolic Steroids**

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

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

### **Reasonable Suspicion/Testing**

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

## **HIGH SCHOOL STUDENTS AT RISK**

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

### **SIGNS OF DRUG USE**

#### Identification with Drug Culture

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

#### Dramatic Changes in School Performance

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

#### Changes in Behavior

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

### **FOR PARENTS OF HIGH SCHOOL STUDENTS**

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

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

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

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

## **STUDENT DISCIPLINE CODE**

### **On and Off-Campus Activities**

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

1. The conduct involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the school environment;
2. The conduct materially and substantially disrupts or interferes with the school environment or the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;

3. The conduct interferes with or threatens to interfere with the rights of students or school staff or the safe and orderly operation of the schools and their programs;
4. The conduct involves the theft or vandalism of school property; or
5. The proximity, timing or motive for the conduct in question or other factors pertaining to the conduct otherwise establish a direct connection to attendance at school, to the school community, or to a school-sponsored activity. This would include, for example, but not be limited to, conduct that would violate the Code of Student Conduct if it occurred in school that is committed in furtherance of a plan made or agreed to in school, or acts of vandalism directed at the property of school staff because of their status as school staff.

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

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

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

### **Referral to Law Enforcement and Reporting Requirements**

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

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed by students



on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall document attempts made to reach the parent/guardian.

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

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

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

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

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

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

- I. Minor misbehavior on the part of the student which impedes orderly classroom procedure or interferes with the orderly operation of the school.
- II. Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school.

- III. Acts, whether on or off school property, including but not limited to, attendance at school-sponsored events, extracurricular activities, field trips, transportation to and from school, and the like directed against persons or property but whose conduct does not seriously endanger or pose a direct threat to the health or safety of others in the school.
- IV. Acts, whether on or off school property, including but not limited to, attendance at school-sponsored events, extracurricular activities, field trips, transportation to and from school, and the like which result in violence to another's person or property or which pose a direct threat to the safety of others in the school.

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

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

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

### **ASSAULT ON SCHOOL EMPLOYEE**

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

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

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

**Definitions:**

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

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

**BULLYING/CYBERBULLYING**

The Rockwood Area School District, the School Board, administration, teachers, and professional staff take pride in providing an environment that is safe and accepting of all students. The District and its professionals define bullying as an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student’s education.
2. Creation of a threatening environment.
3. Substantial Disruption of the orderly operation of the school.

The School Board and Administration have taken steps to educate teachers and students on the different types of bullying and procedures taken if bullying is witnessed or reported to them.

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

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

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

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

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

Educational Programs:

1. Guest Speakers/Assemblies
2. Counseling Services through MH/MR and the Guidance Office.

The administration and faculty are aware of the emotional and physical toll that bullying can have on students. We will continue to take a proactive approach to prevent and intervene in bullying activities to help students feel safe within our walls.

## **REPORTING BULLYING “Bully Box”**

Students and staff can report bullying incidents anonymously by completing a bully report form. The “Bully Box” is a way for the students to report bullying anonymously. Forms can be submitted electronically on our website ([www.rockwoodschoools.org](http://www.rockwoodschoools.org)) or a form can be picked up in the High School Office or Guidance Office. The box will be located in the High School Library. Students can return the completed form to the box, the guidance office, high school office or electronically.

## **BULLYING PREVENTION TIPS FOR PARENTS**

As you begin to approach your child’s school, here’s what to look for as a response and how to ensure that it is being handled appropriately.  
The school’s responsibility:

All children are entitled to courteous and respectful treatment by students and staff at school. Educators have a duty to ensure that students have a safe learning environment. Ask for a copy of your school's policy and check the student handbook to see whether your school has policies that will help resolve the problem.

If your child tells you that he or she has been bullied or if you suspect your child is being bullied, what can you do?

Here are some things to do:

- **Keep a written record** of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- **Immediately ask to meet with your child's teacher or guidance counselor.** Explain your concerns in a friendly, non-confrontational way.
- **Ask the teacher or guidance counselor about his or her observations.** Has he or she noticed or suspected bullying? How is your child getting along with others in class? Has he or she noticed that your child is isolated, excluded from activities with students? Ask the teacher or guidance counselor what he or she intends to do to investigate and help to stop the bullying.
- **Relieve the stress.** If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school.-base mental health professional.
- **Set up a follow-up appointment with the teacher or guidance counselor to discuss progress.** If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- **Keep notes.** Keep an organized file of notes from your meeting with the teacher and administrators.
- **If bullying continues, write to the school's principal or administrator and include evidence from your notes to back up your complaint.** Putting a complaint in writing is important so there is a record of your concern.
- **Give the school reasonable time to investigate and hear both sides of the story.** Sometimes, a child who bullies will make false allegations about a child as an additional way of bullying them. Educator's should not jump to conclusions and assign blame without a thorough assessment of the situation. This entire process should not take longer than a week.

This material was organized by Shirley Pritts, Center for Health Promotion and Disease Prevention at the Windber Research Institute. It was resourced from Take a Stand, Lend a Hand Stop Bullying Now! U.S. Dept. of Health and Human Services Health Resources and Services

## STUDENT HEARING PROCESS

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

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

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

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

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

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

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

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

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

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

## ADMINISTRATIVE GUIDELINES

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

### **DEFINITION OF TERMS:**

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

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

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

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

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

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

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

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

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

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

bodily injury has occurred and which is deemed appropriate for police intervention.

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

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

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

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

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

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

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

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

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

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

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

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

**Sexual Harassment**—unwanted or uninvited sexually oriented words or actions that hurt or humiliate someone and/or behavior which causes a person to feel uncomfortable or offended. Sexual harassment may be



physical, verbal, and/or nonverbal and is illegal in schools and work places because it violates federal and state laws.

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

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

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

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

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

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

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

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

## AFTER-SCHOOL DETENTION

Detention Hall will be held Monday through Friday from 3:10 until 3:40 p.m. **Detention will not be held on early dismissal days.** Students assigned to the Detention Hall are required to arrive on time and to spend the detention time doing schoolwork under the supervision of a faculty member. Failure to serve a detention will result in additional discipline by the Administration. In addition, any student with an outstanding detention will report to the designated detention room during the activity period until the detention is served.

When detention has been assigned, the student will have a six-day period to complete the detention. From the time the student receives the

detention until the detention is served, the student will be denied hall pass privileges, participation in sports including practices, and attendance at all assemblies and extra-curricular activities. If a student fails to serve the detention within the six-day period, another detention will be assigned. If the two detentions are not served in the additional six-day period, in-school suspension will be assigned.

A detention list will be posted daily showing those students who are denied privileges.

There is no morning detention. Students will be informed of the Detention Policy at the beginning of the school year.

When a student has attained five detentions, a conference will be held with the student and the parent. Additionally, there will be a three-day suspension.

When a student has attained seven detentions, a second parent conference is held. Additionally, there will be a five-day suspension.

When a student receives any additional detention, a pre-hearing will be scheduled with the Superintendent. Further disciplinary action will be discussed and expulsion may be recommended. The parent/student will be required to attend.

## **SATURDAY DETENTION**

Students must report to Saturday Detention no later than 8:00 a.m. and no one will be dismissed prior to 12:00 noon. At 8:05 a.m. the doors will be locked and attendance will be taken. Students are required to see their respective teachers in order to come prepared to do school-related work.

Parents will be notified at least twenty-four (24) hours in advance of assignment. Transportation to school and home again will be the responsibility of the student and the parents. Missing a Saturday Detention without prior Administrative approval will result in an additional Saturday Detention being administered. Students will be suspended one day and will not be readmitted until parents and students meet with the Principal. Saturday Detention may only be rescheduled with prior Administrative approval. Job requirements or commitments will of themselves not be justification for missing Saturday Detention.

Students receiving a Saturday detention will have their names appear for at least one week on the detention list or until Saturday detention is served, and thus lose privileges as stated previously.

## **7th & 8th GRADE STUDENTS—ACADEMIC DETENTION**

Students who fail to complete academic assignments may be issued an academic detention. This detention falls under the same guidelines as a regular detention. A separate academic detention referral must be completed by the teacher and forwarded to the High School Office.

## **IN-SCHOOL SUSPENSION RULES AND REGULATIONS**

In-School Suspension students will report to the High School Office upon entering school. The student will remain in the Rockwood Alternative Education (RAP) room during their suspension.

1. Student must report to the high school office by 8:05 a.m.
2. Student must bring to the office all books, notebooks, and other materials needed for assignments. Daily assignments must be completed on time.
3. Student must stay in the designated area and not leave unless permission is given.
4. Student may not visit with other students at any time.
5. Student will not be allowed to participate in any extra-curricular activities during the time of the suspension.

## **SUSPENSION AND EXPULSION**

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without the process. The Board shall define and publish the types of offenses that would lead to exclusion from school.

Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.

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

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

No student may be suspended without notice of the reasons for which the student is suspended and an opportunity to be heard on their own

behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period.

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

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

### **Purpose of Informal Hearing**

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

### **Due Process Requirements for Informal Hearings**

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

### **Exclusion From Class - In-School Suspension**

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

Should the in-school suspension exceed ten (10) consecutive school days, the parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day

of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspension.

### **Expulsion**

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

### **Expulsion Hearings**

A formal hearing shall be required in all expulsion actions.

The formal hearing shall observe the due process requirements of:

1. Notification of the charges in writing by certified mail to the student's parent/guardian
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
  - a. The need for laboratory reports from law enforcement agencies.

- b. Evaluations or other court or administrative proceedings are pending due to a student invoking their rights under the Individuals with Disabilities Education Act (IDEA).
  - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

## **Adjudication**

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

### **Attendance/School Work During Suspension and Prior to Expulsion**

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

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

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

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

### **Attendance/School Work After Expulsion**

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

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are

unable to do so. If the parent/guardian is unable for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

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

### **Student With Disabilities**

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

## **STUDENT COOPERATION WITH SUBSTITUTE TEACHER POLICY**

From time to time it becomes necessary for a teacher to be absent from school because of illness or for personal reasons. When this occurs, a substitute teacher is called upon to come into our school to continue the program as outlined by the absent teacher. The substitute teachers called into our school are well qualified and experienced in their fields.

With complete cooperation in class, a substitute teacher may continue the regular instructional program. If a student is sent out of the class by any substitute for not cooperating (e.g.; class disruption, rudeness or defiance), he/she may be assigned a Saturday Detention or be suspended from school. Parents may be asked to come to school to take their child home.

## **EXPRESSIONS OF AFFECTION**

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

## **VANDALISM**

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

Use of the computer is a privilege. Any student who vandalizes any system will be responsible for that system's repair. Vandalism shall include but is not limited to: physical abuse/damage to equipment, unauthorized introduction of software to the network system, introduction

of virus-related programs, and deliberate erasure or manipulation of files found on the system. Vandalism will be determined by the administration. Repair costs will be billed to the student at the current rate for on-site service (\$100+ per hour). Upon occurrence of vandalism, a student may be banned from any network system and may use only single stand-alone computers.

### **CLASSROOM DISRUPTIONS**

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



## **PART V: ATHLETICS/EXTRA-CURRICULAR ACTIVITIES**

### **CO-CURRICULAR CODE**

All participants in both interscholastic athletics and extracurricular non-athletic activities are subject to the rules and regulations of the Co-Curricular Code in addition to the Discipline Code of Rockwood Area School District. By voluntary participation in co-curricular activities, the student agrees to comply with the general rules and regulations, training rules, and other rules common to his or her particular sport or activity.

It is only proper that all students uphold the rules and regulations of the school. Those in leadership positions are expected to uphold the highest standards of student citizenship. Should the occasion arise wherein a student leader places himself/herself in jeopardy by violating school rules and regulations, he/she can expect to be asked to resign his/her leadership position. The school administration will support this policy.

### **GENERAL REGULATIONS**

The rules of the Pennsylvania Interscholastic Athletic Association and any other organization governing specific activities must be followed in all cases of eligibility, transfer, physical examinations, insurance coverage, starting dates, use of school equipment, etc. Each sponsor, supervisor, or coach has the responsibility to know, to inform members and parents, and to enforce school and parent organization of P.I.A.A. regulations in matters during the activity season. Out-of-season activity monitoring of regulations is the responsibility of the Athletic Director and the Principal.

The Board recognizes the need for insurance coverage for unforeseen accidents that may occur to students in the course of attendance at school or participation in the athletic and extracurricular programs of the schools. The Board shall provide parents/guardians the opportunity to purchase insurance coverage, at no cost to the Board, for injury to the students resulting from accidents in any activity during school hours and in any activity round-the-clock. All student-athletes must show proof of accident insurance prior to participating in a PIAA sport.

Any criminal law infraction or conduct by a student occurring during that season that is determined by the sponsor or coach and school administration to be detrimental to the activities program, school, or school district will result in counseling by the coach or sponsor and a school official, with possible suspension from the team with approval of the sponsor, coach, and Principal.

No student may quit one sport or activity and turn out for another after the season has started without the consent of both coaches or sponsors and the Athletic Director or Principal.

Participants in athletics and activities must travel to and from contests away from Rockwood Area High School in transportation provided by the school. The only exceptions are:

- Injury to a participant which would require alternate transportation.
- Arrangements made in writing between the participant's parents/guardian and the sponsor/coach, Principal or Athletic Director.

A display of unsportsmanlike conduct towards an opponent, official, or other school official, or use of profanity during an activity will result in counseling with the coach or sponsor and possible suspension from the activity with consultation with the Principal.

Unexcused absences from scheduled practices, contests, or activities may, after counseling from the coach or sponsor, result in suspension, formal conference with the Athletic Director and/or parents or guardian, and possible dismissal from the activity for the remainder of the season.

Participation in a school sponsored activity requires that the student must be in attendance at school for at least 1/2 day or present a Doctor's excuse upon returning on the day of the activity. Athletes are reminded this is in accordance with PIAA requirements. Attendance/tardiness will be addressed by the coach/sponsor and/or Principal. The student must be in attendance the day before a holiday if the activity falls on a holiday or the following day. Exceptions to this procedure may be presented to the Principal for review on a case-by-case basis. Whenever possible, pre-approval for an absence from school on a school activity day should be requested.

Violations of the Discipline Code which require administrative action will be handled in accordance with the provisions of the specific sections as outlined in the code.

- For example, if a violation involves a three (3) day suspension, then said participant will be suspended from practice/contests activities of that activity for those days.
- It should be clearly understood that the same standard of behavior and discipline for the regular day student shall also apply to the co-curricular student and any violation of the

discipline code may result in forfeiture of the privilege to participate in a Rockwood Area School District program.

Theft or failure to return equipment or school property will exclude a student from participating in a future school activity until all obligations have been met. Detention may be issued for failure to return equipment.

A student found to have damaged school/community property denotes "poor" school citizenship and the student involved will be referred to the Principal's Office for disciplinary action. This student may be suspended from the activity for a period of time determined by the Principal.

The school district does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist or engage in any hazing activity. The district will investigate all complaints of hazing and will administer appropriate discipline to any individual who violates this policy. If a student has been subjected to hazing, the student should promptly report the incidents to the building principal.

A student found to be selling, providing, in possession of, or under the influence of drugs, alcohol, or narcotics within the school authority, on a school trip or school sponsored activity, following a conference with that particular program and referral to the Student Support Team.

Completion of the activity including all related activities is required in order for the student to be eligible for a letter or other team or individual award (exception - injury which limits participation). This requirement may be waived through agreement with the sponsor and administration.

A student who has been injured and requires treatment from an emergency room, sports medicine clinic, or physician's office is not permitted to play until the coach is in receipt of written permission from a physician.

Before any suspension provided for under these rules shall take effect, the student shall be verbally advised by the sponsor of the alleged violation and the student will have an opportunity to explain or justify the behavior. Notes of this meeting must be kept by the sponsor. If, after such a conference, the sponsor is satisfied that a suspension from the activity is justified, the Principal will be consulted before the student shall be notified. The parents or guardians will be notified by the Principal.

Additional rules or regulations from the sponsor must be approved by the Principal prior to the program. Any additional rules and regulations must

be in writing and on file in the Principal's Office and participants must be made aware of the rules.

## **ATHLETIC PRELIMINARY REQUIREMENTS**

Prior to participation in any practice or contest, the following requirements must be met:

- The student must satisfy all P.I.A.A. age, residency, attendance and scholastic requirements.
- The student must have a physical examination prior to the first day of practice to participate. The new PIAA By-laws states that each student who plays a sport must have a Comprehensive Initial Pre-Participation Exam (CIPPE) for the first sport they participate in each school year. Following this, if students play another sport in the same year, they do not have to have a recertification physical unless the student "suffers an illness or injury which renders the student unable to participate in 25% or more of the regular season contests in the immediately preceding sports season and/or suffers an illness or injury which results in the absence from school for ten or more days and/or which requires surgery". This will be verified by a parent/guardian signature on a health history update form as well as information proved by the coaches, the athletic trainer, the athletic director, school nurse, principal, and attendance records. The district will offer sports physical exams prior to the fall sports season at the school, performed by the school physician, for a predetermined cost to the student/parent. A student may also have their physical examination done by their own physician and turned in prior to the first practice. Fall sports physicals can not be done prior to May 1st of each year.
- The student must have purchased school insurance or presented a signed parental waiver of responsibility.
- The student must satisfy all rules and regulations as set forth by the Rockwood Area School District.

The school administration may revoke the privilege of participation in athletics at any time for disciplinary reasons, flagrant misconduct or poor sportsmanship, excessive absenteeism, and the failure to meet minimum scholastic eligibility standards. P.I.A.A. eligibility rules govern all interscholastic sports and include such regulations as:

1. The Principal and the Athletic Director shall have the power to exclude any contestant who, because of improper conduct would not represent the school in a becoming manner,
2. Improper conduct includes, among other offenses, appropriation of athletic equipment or supplies issued by high school

authorities of that or other schools which may host Rockwood High School, defacing of school property, language or behavior unbecoming a school athlete.

## CO-CURRICULAR ELIGIBILITY

To be eligible to participate in activities and/or athletics, a student must be passing five (5) full-credit subjects or their equivalent. Eligibility is cumulative, beginning with a grading period, and is examined weekly, by Weekly Academic Report period, and quarterly. Students are ineligible for one (1) week or until eligibility is approved by the High School Office or Principal. To regain eligibility, a student must provide written proof that he/she is now passing five (5) or more full-credit classes or their equivalent. Teachers' signatures are required. If a student is declared ineligible at the end of a grading period or semester, then the student is ineligible for a period of twenty (20) school days.

## P.I.A.A. BY-LAWS

**Section 1:** To be eligible for interscholastic athletic competition, a student must pursue a curriculum defined and approved by the Principal as a full-time curriculum. Where required, this curriculum or its equivalent must be approved by, and conform to, the regulations of the State Board of Education and the Pennsylvania School Code, as well as any local policies established by the local school board. The student must maintain an acceptable grade in such an approved curriculum, be passing at least five (5) full-credit subjects, or the equivalent as certified by the Principal. Except as provided in Section 5, eligibility shall be cumulative from the beginning of the grading period, and shall be reported on a weekly basis. In cases where a student's cumulative work from the beginning of the grading period does not, as of any Friday, meet the standards provided for in this section, he shall be ineligible from the immediate following Monday through the next following Monday.

**Section 2:** In order to be eligible for interscholastic athletics, a student must have passed at least five (5) full-credit subjects, or the equivalent, during the previous grading period, except as provided in Section 5. Back work may be made up, providing it is in accordance with the regular rules of the school.

**Section 3:** In cases where a student's work in any preceding grading period does not meet the standard provided for in (this article) Section 2, said student shall be ineligible to participate in interscholastic athletics for the first twenty (20) school days of the next grading period, except as provided in Section 5.

**Section 4:** Students who are enrolled for the first time must comply with the requirements of the curriculum rules. The standing required for the

preceding week, the preceding grading period, or the preceding year shall be obtained from the records of the last school which the student attended.

**Section 5:** At the end of the school year, the student's final grades and credits in his subjects rather than his grades and credits for the last grading period shall be used to determine his eligibility for the next grading period.

**THE RULES AND REGULATIONS IN THIS CODE SHALL APPLY TO ANY VIOLATIONS ON AND OFF SCHOOL PREMISES DURING THE STUDENT'S PARTICIPATION IN THE PROGRAM.**

**CODE OF CONDUCT FOR ATHLETIC EVENTS**

In the interest of continued good relationships and sportsmanship in the field of athletics, RASD has developed the following code. All spectators are to:

- Show respect for the American Flag and the National Anthem.
- Show respect by standing for the Alma Maters of both schools.
- Conduct themselves as ladies and gentlemen at all times, showing respect for visiting players and injured athletes. Boing is not recognized as positive spectator behavior.
- Show respect for the game officials and their decisions.
- Refrain from using vulgarity, indecent gestures, and inappropriate behavior.
- Cheer under the organized guidance of cheerleaders. Cheers to interfere with opponents' cheering are unacceptable.
- Refrain from using noisemakers and signs in any gymnasium or indoor contests.
- Refrain from littering premises, throwing confetti or paper, and tossing objects onto the playing areas.

**FREE ADMITTANCE**

The Rockwood Area School Board has eliminated all admission fees for any Athletic event held in the District.

**SERVICE ANIMALS**

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

## INTERSCHOLASTIC SPORTS TEAMS

### FALL SPORTS

#### **CHEER (co-op w/Berlin)**

Varsity - Girls (9 - 12)

#### **FOOTBALL (Co-op w/Berlin)**

Varsity - Boys (9 - 12)

Junior High - Boys (7 - 8)

#### **GOLF (Co-op w/Turkeyfoot/Salisbury)**

Varsity - Mixed (9 - 12)

Junior High - Mixed (7 - 8)

#### **SOCCER (Co-op w/Turkeyfoot/Salisbury)**

Varsity - Boys (9 - 12)

Junior High - Boys (7 - 9)

Varsity - Girls (9 - 12)

Junior High - Girls (7 - 9)

#### **VOLLEYBALL**

Varsity - Girls (9 - 12)

Junior High - Girls (7 - 9)

### WINTER SPORTS

#### **BASKETBALL**

Varsity - Boys (9 - 12)

Junior High - Boys (7 - 9)

Varsity - Girls (9 - 12)

Junior High - Girls (7 - 8)

#### **CHEERLEADING**

Varsity - Girls (9 - 12)

Junior High - Girls (7 - 8)

#### **RIFLE**

Varsity - Mixed (9 - 12)

#### **WRESTLING (Co-op w/Berlin)**

Varsity - Boys (9 - 12)

Junior High - Boys (7 - 9)

## **SPRING SPORTS**

### **BASEBALL**

- Varsity - Boys (9 - 12)
- Junior High - Boys (7 - 9)

### **SOFTBALL**

- Varsity - Girls (9 - 12)
- Junior High - Girls (7 -9)

### **TRACK (Co-op w/Turkeyfoot)**

- Varsity - Boys (9 - 12)
- Varsity - Girls (9 - 12)
- Junior High - Mixed (7 - 8)

## **FORENSICS**

- Varsity Speech
- Junior High Speech
- Varsity Student Congress

## **GUIDELINES FOR THE JR—SR PROM**

The below guidelines must be followed for the Jr.—Sr. Prom:

- Guests of Rockwood students must be under the age of 21 to attend the Prom. A copy of the photo ID must be submitted with the permission slip. Any guest on probation and/or has criminal charges pending will not be permitted to attend.
- Guests of Rockwood students must obtain a form from the High School Office to be filled out by their home school.
- Students who are no longer in school must provide a photo ID prior to being admitted to dance,
- Any Rockwood student who is under 18 years of age must have written permission to attend the prom with a guest who is 18 years of age or older.
- Students who arrive at school after 11:30 a.m. the day of the prom or the Friday before the prom, when the Prom is on Saturday, will not be permitted to attend the prom without a doctor's excuse, unless approved by the High School Principal.
- Students are under Rockwood's Rules and Code of Conduct while attending the prom and are subject to disciplinary action by security, teachers, chaperones, and the administration.
- Security and teacher chaperones are required for all dances.



## GUIDELINES FOR SCHOOL DANCES

The below guidelines must be followed for all school dances:

- Only enrolled students of Rockwood may attend club/activity/school sponsored dances.
- No guests will be permitted unless approved by the building principal and superintendent.
- Security and teacher chaperones are required for all school sponsored dances.
- Security and booster club leadership chaperones are required for all booster club sponsored dances.
- Students are under Rockwood's Rules and Code of Conduct while attending dances and are subject to disciplinary action by security, teachers, chaperones, and the administration.
- Students in grades 7—9 wishing to leave a dance prior to the end of the dance, must be signed out by a parent, or other responsible adult with written permission from the parent.
- Students will not be permitted to re-enter a dance after leaving.

## SENIOR TRIP ELIGIBILITY REQUIREMENTS

In order to qualify for the "Senior Trip" students must fulfill one of the two responsibilities:

**Eligibility Requirement #1**—The student must participate in the fundraiser during their Junior year, and sell the number of items determined by the Junior Class.

OR

**Eligibility Requirement #2**—The student who does not participate in the fundraiser may qualify by completing the following:

- The student must complete 6 hours of school community service during the summer between their Junior and Senior years
- The student must set up the school service with the principal before the end of their Junior year.
- The student must pay the full amount of the trip expenses since they did not participate in the Junior fundraiser.

NOTE: The only exception is for students who are new to the district. These students will be given the opportunity to qualify by participating in the fundraiser during their Senior year, or qualify by fulfilling requirement #2 above.