

Rockets Online Campus



Where Every Student Can Learn,
Grow, and Succeed

2022-2023

Student & Parent Handbook

2022-2023 V3

Rockets Online Campus



Rockets Online Campus Mission Statement – The Rockets Online Campus will empower all participating students and their families to become active participants in their own learning and equip them with skills for the future.

Rockets Online Campus Vision Statement- The Rockets Online Campus will inspire our students to be leaders who learn, grow, and succeed.

Rockets Online Campus Values

- Content- Provide engaging, varied, and relevant content to our students delivered by innovative teaching in a caring culture.
- Integrity- The Rockets Online Campus will act with transparency, honesty, and accountability as we strive for exemplary work and student achievement.
- Innovation- The Rockets Online Campus will encourage new ideas and practices that will foster student growth and achievement.
- Service- The Rockets Online Campus will strive to ensure that all students and their families are provided with positive experiences with our programming being responsive to the student's and their family's needs.
- Excellence- The Rockets Online Campus will challenge our students to excel to their highest level of achievement.
- Professionalism- The Rockets Online Campus will place value on all stakeholders. All students and families will be treated with respect, courtesy, and professionalism.

Introduction

The purpose of this handbook is to provide parents, guardians and other interested parties with information that will assist in better understanding the Rockets Online Campus. We have included topics that parents may find to be helpful information. We trust that the information contained in this publication is presented in a clear, understandable format. Thank you for your interest in your child's education and we look forward to working with you.

This handbook has been developed to provide the student and parent / guardian with an overview of the Rockets Online Campus, its support systems, guidelines, expectations, and important policies and procedures. Rockets Online Campus students remain enrolled in their respective brick-and-mortar home building and will use the school as a resource.

The Rockets Online Campus (ROC) is an exciting cyber school opportunity for students in grades K4 through 12th grade. The ROC's main goal is to provide students with choices for their educational path. Our dedicated and highly-qualified faculty, staff, and administration will work endlessly to support each and every student and their family. Dedicated faculty and staff are available to focus on and support all online ROC students. This is in addition to the support that students receive from our ROC teachers. All ROC students will be provided with high-quality and locally-created curriculum. This curriculum has been implemented in all subject areas to provide a variety of superior offerings to our students.

With the unique structure of the Rockets Online Campus, we can partner with families and students to achieve success. The program is built to allow for individual differences and circumstances. Communication between students, families, teachers, and the Rockets Online Campus faculty and staff is the key to student progress, achievement, and overall student success. The Rockets Online Campus goal is to simply support and serve, which in turn will allow for greater achievement by each and every student as they learn, grow, and succeed.

Rockets Online Campus provides both an asynchronous and synchronous learning platform. The asynchronous platform allows for learning to occur anytime and anywhere in order to best accommodate the student's schedule. Flexibility is the key aspect of the ROC. Our teachers also provide a synchronous learning opportunity daily for all students. For the elementary grade level students, a "Morning Meeting" format is provided to each student. During this "Morning Meeting" activities are provided that introduce new concepts from the asynchronous platform and provide remediation and enrichment for all participants. For the secondary level, a help line approach is provided that allows for all four of the core subjects, English/Language Arts, Math, Science and Social Studies supports to be available. Even though this is a group meet opportunity, individual break out rooms can occur for tailored supports. Overall, the ROC also provides tutoring daily from 7:45 AM until 3:45 PM daily. This can be scheduled or on-demand.

The Rockets Online Campus students enjoy all of the benefits of anytime, anywhere learning without sacrificing the advantages of enrollment in one brick-and-mortar school building.

The Rockets Online Campus team looks forward to working with each student and their parent(s)/guardian(s) this school year. The Rockets Online Campus team is here to support students and their success, and is dedicated to achieving that goal together. Please do not hesitate to contact a Rockets Online Campus team member to discuss any questions you may have.

Who are Rockets Online Campus Students?

The Rockets Online Campus provides students the flexibility they need to meet various academic and personal needs. The learn anytime and anywhere philosophy provides students in grades K4-12 a learning alternative to the traditional school day.

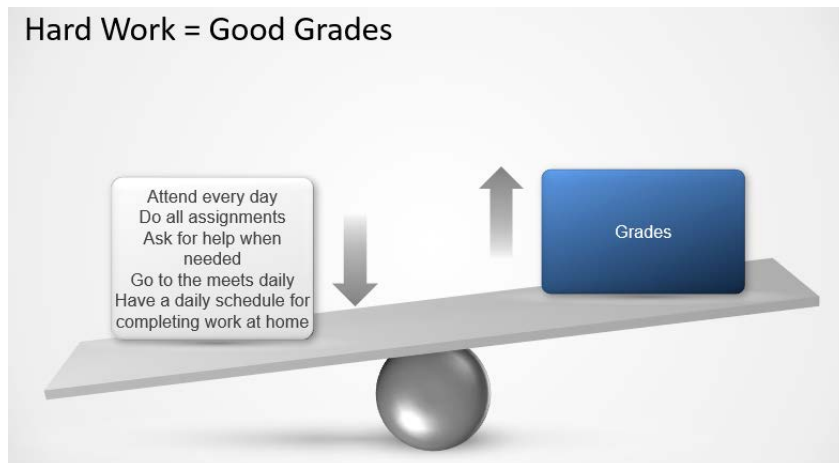
Full-Time

A full-time Rockets Online Campus student is enrolled 100% in our cyber school program. This option is available to all students in **Grades K4-12**.

Blended

This option allows students to take a combination of classes in the traditional brick-and-mortar setting and online via the Rockets Online Campus. This option could include a high school student attending the Vo-Tech Center for half of the day and doing the remaining of the academics online with the Rockets Online Campus. This could also mean that all core academics are provided online with the Rockets Online Campus and the encore classes (Physical Education, Music, and Art) are provided in person. This approach creates an endless number of possibilities for students and increased scheduling flexibility.

Keys to Success in the Rockets Online Campus!



How to be a successful online with the Rockets Online Campus

Consider each of your online courses the same as if you were receiving face-to-face instruction.	When it comes to online classes, you need to have the discipline to sit down and say, “I am going to work on this,” as well as the dedication to actually follow through. Though you can be flexible as to when you choose to complete your work during the week, you can’t put it off indefinitely.
Hold yourself accountable	Set goals at the beginning of the semester, and check in with yourself weekly. In a traditional classroom setting, you’ll often receive verbal or visual reminders of an assignment’s upcoming due date. But without a teacher actively reminding you, it’s up to you to make sure you’ve allotted enough time to complete the work so you’re not starting an assignment the day before it’s due. By being organized, proactive, and self-aware, you can get the most from your online class even when life outside of school becomes chaotic.
Practice time management	<p>The flexibility to create your own schedule is often one of the biggest appeals of taking online classes. But that freedom can also be detrimental if you do not have solid time management skills. Without them, you might easily find yourself cramming before classes or handing in subpar assignments.</p> <ul style="list-style-type: none">• Create a weekly schedule that you follow. Commit to making your online coursework part of your daily routine, and set reminders for yourself to complete these tasks.• When working on your assignments, try time-blocking, allotting yourself a certain amount of time for each task before moving on to the next one and setting a timer to keep you accountable.

<p>Create a regular study space and stay organized.</p>	<p>Set up a dedicated learning environment for studying. By completing your work there repeatedly, you'll begin to establish a routine. Whether your workspace is at your kitchen table, a library, or the corner booth in a local coffee shop, it's important to determine what type of environment will work best for you. Setting up a regular workspace will also help you to stay organized. Knowing exactly where important dates, books, and assignments live will help keep you on track towards hitting your goals.</p>
<p>Eliminate distractions.</p>	<p>From Netflix to social media to dishes piling up in the sink, you'll be faced with many distractions that can easily derail your studies. The best online students know how to lessen these distractions and set aside time to focus.</p> <p>Exactly how much of a challenge these distractions may prove to be will depend on your own unique personality and situation. Some might find that they can tune out a noisy home by listening to music. Ultimately, you will need to find a strategy that works best for you. Regardless of where you choose to work, consider turning your cell phone off to avoid losing focus every time a text message or notification pops up.</p>
<p>Figure out how you learn best.</p>	<p>Once you've established where you'll learn, think about when and how you accomplish your best work. If you're a morning person, make time to study first thing. More of a night owl? Set aside an hour or two after dinner to cozy up to your computer.</p>
<p>Actively participate.</p>	<p>Participate in the Rockets Online Campus Help Line. Using this support will allow you to better understand course materials and engage with fellow classmates. This might involve asking a question about a project you're working on or confirming your response to a question.</p>

	And if you do feel yourself falling behind, speak up. Don't wait until an assignment is almost due to ask questions or report issues. Be proactive and ask early and often for help.
Get help when you need it!	If you do not know what to do on an assignment or don't understand the assignment, help is available! Call 814-827-0565 and our team will get you help by phone or on a meet. You can also jump on the Help Line from 9:30 AM to 1:30 PM any school day and all four core teachers (Science, Math, English, and Social Studies) are there to help. The Check in and Chat or Morning Meetings are available daily to get help. Help is just one call or click away!

Elementary – K4 to 5th Grades

Elementary school establishes the educational foundation for young learners. At this stage of their educational journey, students begin to think critically, problem-solve, and manage their learning time; all skills that will help foster future academic success.

Families with elementary-level students should expect to partner with the Rockets Online Campus (ROC) faculty and staff to assist their child. The Rockets Online Campus faculty will work directly with each student, as well as assist the families, to provide strategies to coach the elementary students. The combination of synchronous and asynchronous learning will allow each elementary student to make educational gains. The daily morning meetings and “Check in and Chat” sessions provide the students with live lesson introductions, redirection, and enrichment opportunities. Additionally, ROC tutoring and virtual remediation sessions can be scheduled and provide the necessary additional supports that allow all students to be academically successful.

Students are expected to spend approximately 5 ½ hours working on their assignments each school day.

Middle Level – 6th – 8th Grades

ROC middle school curriculum continues to build on the existing educational foundations of students. At this stage of each student's educational journey, students continue to hone their critical-thinking and problem-solving skills. Middle school students engage and participate in classes under the supervision of their teachers. Lessons use discussion boards, podcasts, videos, webcams, and other forms of communication to engage each student in learning. Students become more independent and begin to actively and independently manage their learning time, taking ownership of their education. Instruction is comprised of instructor-led classes and independent asynchronous work guided by the ROC faculty. In addition, a synchronous secondary opportunity is provided to all middle level students in the Secondary Help Line. This support is managed by our middle level core teachers and students are encouraged to do their work during this window of time. Additional independent supports are available and are based on a student's individual needs.

Parents should expect their middle school student to spend 5 ½ hours per day doing their assignments.

High School Level – 9th – 12th Grades

Rockets Online Campus high school students prepare for their future journey to work and post-secondary education. Students learn techniques to manage their time, solve problems, take personal responsibility, properly use information and communication technology, and gain global awareness. All high school students need to take at least 6 credits to maintain their path to graduation. Students should plan to spend at least 5 ½ hours of time with their studies. Students are provided with an asynchronous learning approach for their course work. In addition, synchronous learning opportunities are available to all high school students through the Secondary Help Line. This help line is open from 9:30 AM to 1:30 PM daily. English, Math, Science, and Social Studies teachers are on this support system during this time. Questions can be answered, reteaching can occur, and remediation can be provided with a live teacher to enhance all asynchronous learning opportunities. All high school students are encouraged to do their work during this window of time and have the four core teachers available to support their learning. Additional individual tutoring and supports are available and are based on a student's individual needs.

High school students have the opportunity to select from up to nineteen different electives with the Rockets Online Campus. Each year, ROC develops additional elective courses available to each student. Each student is encouraged to take at least one elective per year. Electives are constantly being developed in the Rockets Online Campus and range from Studio Arts, Spanish and French, to Personal Finance.

Parent Expectations

Parents / Guardians of Rockets Online Campus students play a critical role in their child's education as their in-home coach. Parents / Guardians must partner with the Rockets Online Campus' student(s) and make a strong commitment to the online learning environment as this shows them that their education is a top priority. As the parent(s) / guardian(s) or Academic Coach, you can expect to do the following:

- Regularly assist their child with the completion of assignments and projects. Answer questions and provide supports.
- Assist the students in managing their students daily and weekly schedule.
- Monitor their student's progress and pacing.
- Frequently communicate with the Rockets Online Campus if they notice that the student is becoming frustrated. Remember, our Rockets Online Campus teachers are not with them day in and day out and you, as the parent, have information that may help us help your child.
- Serve as your child's cheerleader and support system. These needs should also be shared with the Rockets Online Campus and will allow our team to provide the necessary supports for each individual student.

Role of the parents with the Rockets Online Campus students:

Each student at Rockets Online Campus is required to have an adult at home to partner with the school to ensure that the student is attending school and assignments are completed on time. This person may be a parent/legal guardian or someone the parent/legal guardian designates as a facilitator. In the event the parent/legal guardian or designated adult is unable to fulfill the responsibilities as outlined below, the parent/legal guardian is responsible for assigning a new adult as soon as possible. The in-home adult is an integral part of each student's success.

Without the full commitment of the in-home adult, at all grade levels, a student's academic success will suffer.

What Are the Primary Responsibilities of the Rockets Online Campus Parents or in-home adults?

The In-Home Adult is the essential link between the teacher and the student. The in-home adult agrees to the following responsibilities. ROC staff and teachers will make every effort to support the in-home adult and answer any questions.

Parent/guardian must:

- Attend a mandatory orientation.
- Arrange for the Internet, high speed when possible, to be connected before enrollment and ensure sufficient amount of time on the Internet to complete a day of school work.
- Supervise student when using Rockets Online Campus equipment.
- Review student daily activities (ex: Parent Portal in PowerSchool).

- The parent/guardian must agree to have their student participate in all required activities, including, but not limited to assessments (district assessment; state mandated PSSA/Keystone testing and WIDA/Access for EL students. The parent/guardian MUST provide transportation for district/state mandated testing for their child.
- Parent/guardians agree to communicate with the student’s teachers regularly, as needed, and to respond to email requests for information from the teacher within 48 hours.
- Parent/guardians are welcome to schedule an appointment to meet with the teachers. Please schedule in advance by phone or email.
- Parents/guardians agree not to log into the student’s account without the student present.
- Parents/guardians agree not to do any of the student’s school work.
- Parents/guardians agree that in the event of non-compliance with the Attendance Policy, the parent/guardian and student will be required to attend a mandatory attendance improvement plan meeting.

Non-Discrimination Policy

The Rockets Online Campus does not discriminate in the operation of any of its programs, services, or facilities on the basis of race, color, age, religion, gender, sex/sexual orientation, marital status, pregnancy, ancestry, handicap/disability, creed, (including the ability to speak English). Discrimination can, under certain circumstances, include harassment on the basis of race, gender, disability, creed or national origin by District employees, contractors, directors, or students.

Any student or third party who believes they or others have been subject to discrimination may report, either directly or through his or her parent or guardian, to the principal of the building where he or she attends school. If the building principal is the party whom the child or his parents or guardian believe is responsible for an act or acts of discrimination, or if the child does not attend public school, the child or his or her parents or guardian may complain to the Special Education Director at (814) 827-2715.

Any member of the community, staff member or contractor who believes that the District has discriminated against him or her on the basis of race, gender, disability, creed, or national origin in the operation of any program, service or facility, may complain to the Superintendent of Schools at (814) 827-2715. Any person complaining of discrimination will be requested to submit their complaint in writing, unless they are unable to do so.

Curriculum and Instruction

It is the student’s responsibility to make sure they complete the required amount of assignments each week. The number of assignments will fluctuate depending on the amount of time school is in session week-to-week based upon the Rockets Online Campus Academic Calendar. All Rockets Online Campus students will follow this school calendar.



Rockets Online Campus
316 North Drake Street Titusville, PA 16354
(814) 827-0565

Tentative School Year Calendar 2022-2023

First Day Students	August 30, 2022
Labor Day	September 5, 2022
Professional Day	October 7, 2022
Act 80 Days	November 10 & 11,
Thanksgiving Break	November 24-28,
Christmas Break	December 23-30, 2022
New Year's Day	January 2, 2023
Martin Luther King	January 16, 2023
Professional Day	January 20, 2023
Professional Day	February 17, 2023
President's Day	February 20, 2023
Act 80 Day	March 17, 2023
Easter Break	April 6-11, 2023
Professional Day &	May 5, 2023
Memorial Day	May 29, 2023
Last Day of School	June 7, 2023
Professional Day	June 8, 2023
Graduation	June 9, 2023

Power School

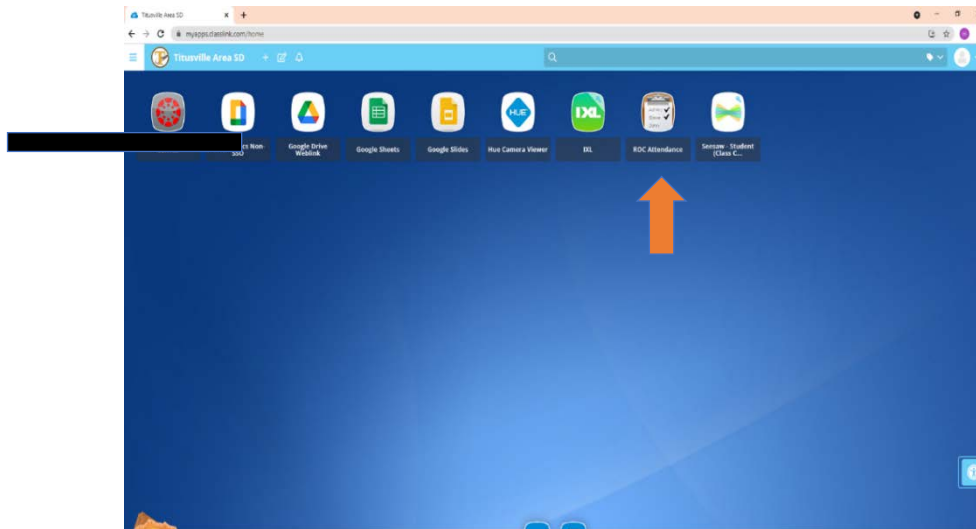
The student and his or her parent(s) / guardian(s) can review progress within the respective gradebook through Power School / Power Parent to ensure that a student has met his or her goal for the entire week. Power School is a web-based program which allows parents to get more involved in their child's day-to-day education. It gives parents timely information about their child's progress in school. With a click of the mouse parents will have access to grades, attendance, assignments, and even their child's teacher. Parents can receive their password by the Rockets Online Campus at 814-827-0565. This password allows them to log-on and view timely student information in a secure, user-friendly environment.

Attendance

The Rockets Online Campus attendance is based upon the daily submission of the Attendance App. Parent(s) / Guardian(s) should be prepared to motivate their student throughout his or her commitment to the Rockets Online Campus to ensure they are meeting the expectations and requirements that have been established for both academics and attendance.

When you turn on your computer and log into Google, the screen will have Class Link appear. Class Link is a single sign on function that we have added to your computer. All apps and links that you will need will appear. Your Attendance App (shown with the arrow) is on your Class Link home page.

All Rockets Online Campus students **MUST** click this and complete the form daily for attendance. This submission will also serve as a daily communication system for our students and the ROC Center faculty and staff. Again, **ALL STUDENTS ARE REQUIRED TO DO THIS DAILY.** Skipping the attendance app submission is like skipping a homeroom class in traditional school.



Rockets Online Campus Daily Attendance Homeroom

Each day you need to go into Homeroom and declare your attendance. You can also get help from the ROC Center by submitting a request or by calling 814-827-0565. Mrs. Garrett will get back to you ASAP!

hdodd@tasd.gorockets.org [Switch account](#)

* Required

Email *

Your email

Student Name-First and Last *

Your answer

What is today's date? *

Date

mm/dd/yyyy

Do you need help today from our Rockets Online Campus faculty and/or staff? *

Yes

No

Maybe

Type in your email address.

Type your first and last name.

Type today's date.

Click if you need help. Then, click submit and you are set to begin your day's work.

Regular attendance and promptness are vital to student success. Frequent absences result in poor achievement, even if a student is conscientious about making up work.

All students may be legally absent from school due to sickness or for "urgent reasons" such as a doctor's appointment, quarantine, or death in the family. Most absences for other reasons are unexcused and classified as parental neglect. Hunting has been and will continue to be an unexcused absence. An absence becomes an excused absence only when the proper school officials classify it as such. Any unexcused absence may be subject to discipline.

All Rockets Online Campus students are expected to complete the attendance app every school day. **Failure to complete this daily process will result in an unlawful absence.**

Since the ROC is a cyber program, the student can work at their own time during the day. It is the student's responsibility to check with their teacher for all missed work.

The Rockets Online Campus takes a proactive approach to student attendance. Parents/Guardians are notified of each unlawful (unexcused or unverified) absence. Upon the instance of three unlawful (unexcused or unverified) absences building principals will offer to have a Student Attendance Improvement Conference (SAIC). The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services. The outcome of the SAIC is a written School Attendance Improvement Plan (SAIP). Further unlawful absences may result in citation filed against the student or parent with the District Magistrate and/or recommendations for services.

All truancy procedures are dealt with at the local/ home school district level.

Attendance

State law requires that Rockets Online Campus be open 180 days a year and in operation for at least 990 hours. Due to the nature of Rockets Online Campus there is a great deal of student flexibility regarding participation in the academic program. In many cases, students will access the program beyond the traditional Monday to Friday academic schedule.

Daily Attendance Requirement is met by the following:

- **Logging into Attendance App each school day as listed in the academic calendar**
- **Remaining current with all assignments**

"Current" is defined by actively participating and submitting all work assignments no later than **5 days past due date given by the teacher. Late work will not be accepted by teachers past the 10 day mark unless approved by the Rockets Online Campus administration.** When students are not actively participating in their online classes by not submitting assignments or are not logging into the Attendance App, they will be considered absent. These accumulated absences will be recorded as unexcused absences unless or until information is provided to establish the approved need for an absence.

Excused Absences

Parents are responsible for providing school with verification of the reason for each absence. **The parent must call the Rockets Online Campus at 814-827-0565 and leave a full message including student's name, grade and reason for absence. This can also be emailed to ROC@gorockets.org.**

The reasons listed below may be designated as valid excuses for absence of a student from school provided satisfactory evidence or documentation for the excuse is provided to the Rockets Online Campus program.

- **Death in the Immediate Family:** Any absence resulting from the death of a member of the student's immediate family will be excused. The immediate family of a student includes, but not necessarily limited to, parents, grandparents, brothers and sisters.
- **Medical or Dental Appointments:** Any absence resulting from a medical or dental appointment that cannot be scheduled outside of regularly scheduled academic calendar days will be excused. Notice should be given to the Attendance Coordinator prior to the absence, except in the case of an emergency.
- **Illness or Injury:** Any absence resulting from illness or injury which prevents the student from being physically able to attend school will be excused. Any student missing more than one school day will require a note from a physician.
- **Quarantine:** Any absence that is ordered by the local health office or by the State Board of Health will be excused.
- **Court or Administrative Proceedings:** Any absence resulting from the attendance of a student at the proceedings of a court or an administrative tribunal, and if the student is a party to the action or under subpoena as a witness to an action will be excused.
- **Observance of a Religious Holiday:** Any absence may be considered excused if the tenets of a religion, to which a student, his/her parent, or guardian adhere, require observance of a religious event. Whenever possible, the school should be notified in advance of the date and need for an expected absence.
- **Educational Opportunities or Family Educational Trips:** Any absence may be excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity. Approval for such an absence must be granted prior to the absence in accordance with the Student Educational Leave of Absence Policy.

Unexcused/Illegal Absences

A student is considered to be absent for a full day if he/she fails to report to school for the day.

- One unexcused absence is incurred by the student not logging into school and the parent not submitting a valid excuse within three (3) days of the absence.
- Any missed day of logging in to school that is not deemed legal or excused will be documented as unexcused/illegal.

Excuses

1. After an absence a student, regardless of age, must present upon his return to school a written or emailed excuse signed by his parent or guardian to the Rockets Online Campus. These can be emailed to ROC@gorockets.org .
2. The excuse must clearly explain why and when the absence occurred. General statements that do not give a valid reason for absence (i.e., personal reasons, or out of town) are not acceptable and will be recorded as unexcused absences.
3. All student absences are considered to be unverified (UNV) until a valid written excuse is submitted to the attendance secretary within three days after returning to school. If the excuse is not submitted within that time the absence will be recorded as illegal. Through the age of 18, steps will be taken to file truancy. Students missing more than three consecutive days will have the same number of days, not to exceed ten days, to make up the work missed during the absence. For example: seven consecutive days of absence would permit the student seven days to make up work.
4. Your home/local school is required by law to bring legal action, including notification of the Children and Youth Agency, against the parent/guardian and the student if there is not regular attendance. (Any student under the age of 18)
5. Any student with a consecutive absence of five days or more will be required to present a doctor's excuse for that absence. A doctor's excuse will also be required for any accumulated absences over 10 days.

Once an unlawful absence has been recorded, the Student Attendance Improvement Plan will be implemented. Parents/guardians will be contacted by the building principal regarding the Student Attendance Improvement Conference (SAIC). In the event the parent/guardian cannot attend, the SAIC, the conference will be held with the student and a copy of the SAIP will be sent home to parent/guardian for review.

Student Trips and/or Vacations

Any student wishing to go on vacation, attend an educational or religious experience, or make a college visitation with his parents must notify the ROC and complete a trip form. This form should be filled out by the parents and returned to the ROC at least (3) days in advance of the trip for approval. Both parents and students alike should be aware that any trip/vacation beyond (5) days will be recorded as illegal/unexcused absences. Trips will be approved at the discretion of the ROC Administration dependent on grades and attendance. Trips that take the student past (10) days total absences for the year will not be approved.

Parents must fill out a trip form for each child in the Rockets Online Campus. Prior to the trip, it is the student's responsibility for make-up work to be completed within the specified period of time given for absences.

If a student leaves on a trip and misses a final exam, and fails to make it up by the end of the semester, the grade will automatically become a zero. The final exam grade will be included when calculating the final grade for the course.

Academic Standards

The State Board of Education passed Chapter 4 of the Pennsylvania Code with purpose of establishing rigorous standards and assessments to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined.

Chapter 4 defines the purpose of public education; delineates academic standards; defines requirements for strategic planning; provides requirements for instruction at primary, intermediate, middle and high school levels as well as for vocational and special education; delineates graduation requirements; establishes certificates of proficiency; and describes profiles for school performance.

Our curriculum, a series of planned instruction, is aligned with the academic standards in each subject so that it is coordinated, articulated, and implemented in a manner designed to result in the achievement at the proficient level by all students.

Grading

The grading scale will follow your local district's grading system. Report cards are marked with percentages. All Rockets Online Campus teachers will follow these established grading guidelines.

All work for each academic module will be due by 5 P.M. on the last day of the module.

An incomplete is given when a student has not been able to complete the required work in a given grading period due to illness or a medical excuse. Failure to complete assignments within 10 school days after the date the grading period ends will result in a failing grade.

Students who have been legally absent up to three consecutive days will have three days to make-up the work missed during the absence. Students missing more than three consecutive days will have the same number of days, not to exceed ten days, to make up the work missed during the absence. For example: seven consecutive days of absence would permit the student seven days to make up work. It is the responsibility of the student for communicating with the teacher for making up missed work. Any assignment not completed during this time frame may result in a failing grade for that assignment. Any assignment made prior to the date of the absence should be completed immediately upon returning to school.

Under unusual circumstances, the ROC Administration may extend the make-up period.

Any student withdrawing from a course must do so before the third week of a one-credit course or second week of a one-half credit course. Withdrawal after the third week of a one-credit course or second week of a one-half credit course will receive a W.F. (withdraw fail) on their records and the failing grade will be tabulated in their grade point average. Student initiated changes must be accompanied by parental and teacher consent.

Cheating or attempted cheating will not be tolerated. The student may receive a zero (0) for the assignment, or for the nine-week grading period, the semester, or the year. This will include plagiarism.

The final grade for all courses will be determined by averaging all nine weeks' grades (weighted at 25%).

District Assessments

The Rockets Online Campus believes that the primary purpose of assessment is to provide information in order to improve instruction. The district has developed its assessment program that follows the principles set by the National Center for Fair and Open Testing. Those principles are as follows:

Assessment systems are fair to all students in order not to limit students' present education and future opportunities. Assessment results are a means to reflect a student's knowledge, understanding and achievement.

Assessments are designed to minimize the impact of biases on the student's performance, including: biases of persons developing or conducting the assessment, evaluating the performance, or interpreting or using the results; biases caused by basing assessments on the perspectives or experiences of one particular group; and biased format or content, including offensive language or stereotypes.

Educators and assessment and content experts construct assessment systems that support learning by all students in a diverse population with variety of learning styles.

Assessment systems allow for multiple methods to assess students' progress toward meeting learning goals and for multiple but equivalent ways for students to express knowledge and understanding.

Assessment systems require the participation of every student.

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA) (Subject to change dependent upon PDE regulation)

The PSSA will be administered in person at the Rockets Online Campus student's home/local school.

The PSSA is continually being evaluated and refined. The state assessments are conducted in the English language in the following areas:

<u>Subject</u>	<u>Grade</u>
English Language Arts	3 - 8
Mathematics	3 - 8
Science	4, 8

All school districts are mandated by law to participate in English Language Arts, Mathematics and Science assessment each year. As part of each assessment in English Language Arts, Mathematics and Science, students are asked to respond to multiple-choice questions. They are also asked to respond in writing to items about reading passages and to explain in writing how they determined the answers to mathematical problems. Such performance assessment items focus on students' understanding and problem-solving skills. The English Language Arts assessment requires students to respond to topics in different types of writing: narrative, persuasive, or informational.

These different assessment tools serve to measure performance and help districts to develop curriculum or plan academic programs. Student assessment results for the PSSA are reported based on four performance levels. The four levels of performance are as follows: advanced, proficient, basic and below basic.

Students caught cheating on the PSSA test will face consequences for cheating as outlined in the Student Behavior section of this handbook.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in various subjects. The following Keystone Exams are required: Algebra I, Literature and Biology. Keystone Exams will be administered upon completion of the course or on a retest.

The Keystone Exams are one component of Pennsylvania's proposed system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

The Keystone Exams will be administered in person at the Rockets Online Campus student's home/local school.

Getting Started with the Rockets Online Campus

Rockets Online Campus Virtual Orientation

All students starting the Rockets Online Campus will be provided with a virtual orientation. For this process to work, the student/family must receive all items for the ROC prior to the orientation. During the orientation each student will complete the ROC orientation course. The expectations, strategies to be a successful online learner, and the program overview will be reviewed. In addition, all equipment and the ROC programming will be reviewed to ensure that every student is able to immediately start online on ROC.

Academic Guidance

The faculty and staff at the Rockets Online Campus will assist students with their course selection, determine appropriate placement, monitor the student's progress and assist the classroom teacher with matching various styles of learning to appropriate instruction. At any time during the school day, a student can call 814-827-0565 for assistance from ROC.

Student Support / Academic Probation

The Rockets Online Campus team assists with monitoring student performance and progress and developing a plan when a particular individual is experiencing frustration and academic failure. Every two (2) weeks, the program reviews student efforts and achievement. If a student is struggling, the ROC faculty and staff will reach out to the student and offer help. If the student continues to struggle academically, the program will consider this student to be on Academic Probation. Being on Academic Program will require the student to attend tutoring sessions, join a meet for assistance, or just have increased one-on-one assistance with a ROC team member.

Attendance Monitoring

The Rockets Online Campus will review student attendance patterns. Regular student attendance is encouraged and reinforced. If non-attendance becomes an issue, appropriate intervention and possible referrals are made.

Career Development

Comprehensive career development includes awareness, exploration and planning in order to make appropriate post-secondary plans. Competencies are developed in the areas of self-knowledge, career planning, and educational/vocational development. The school counselor will assist in accomplishing these goals through individual or group counseling and instruction in the use of technology-assisted career exploration and planning.

Career Education Program

The students in the Rockets Online Campus will be provided with a career education program. This program engages students in an interactive process that builds self-knowledge, encourages

them to explore occupations and schools, and helps them plan for the future. Each student will have a documented participation in this Career Education programming. Most activities will be embedded within the student's curriculum. This may occur as classroom presentations on various topics of interest, including study skills, interviewing techniques, scholarship information, and making post-high school plans. The Rockets Online Campus has developed a comprehensive Chapter 339 Plan in accordance with state guidelines. The Chapter 339 Plan outlines the planned activities for students in grades K4-12.

Counseling

Counseling of individuals and groups occurs in a variety of contexts. Examples are personal and social development, educational planning, and coping with specific life situations as they arise.

Involvement with a school counselor will occur in each individual district.

Record Maintenance

An accurate set of school records is kept for all students. The Rockets Online Campus will monitor, collect, maintain, and disseminate student records as well as protect the confidentiality of the records.

Student Rights and Responsibilities

The Rockets Online Campus has the authority and responsibility to establish reasonable rules and guidelines for the conduct and deportment of students of the district. At the same time, no student shall be deprived equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines. Each student has the responsibility to respect for the rights of others, obey properly constituted school authority, and comply with the rules and guidelines of this district. No student shall be required, as a part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political or religious affiliations.
2. Mental and psychological problems potentially embarrassing to the student or his/her family.
3. Sexual behavior and attitudes.
4. Illegal, antisocial, self-incriminating and demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged and comparable relationships, such as those with lawyers, physicians, and ministers.
7. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Student expression/dissemination of materials

The right of public-school students to freedom of speech is guaranteed by the Constitution of the United States. The Rockets Online Campus respects the right of students to express themselves in word or symbol and to distribute and post materials in areas designated for posting as a part of that expression. The school board also recognizes that exercise of that right must be limited by the district's responsibility to maintain an orderly school environment and to protect the rights of all members of the school community.

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

The Rockets Online Campus reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others or where such expression is likely to or does materially or substantially interfere with school activities, school work, or discipline and order on school property or at school functions including but not limited to:

1. Libel of any specific person or persons.
2. Advocating the use or advertising 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.
3. Using obscene, lewd, vulgar or profane language – whether verbal, written or symbolic.
4. Inciting violence; advocating use of force; or encouraging violation of federal, state or municipal law, Board policy or district rules or guidelines.
5. Is likely to do materially or substantially interfere with the educational process, including school activities, school work, or discipline and order on school property or at school functions; threaten serious harm to the school or community; encourage unlawful activity; or interfere with another's rights.
6. Violating written school district administrative guidelines or procedures on time, place and manner for posting and distribution of otherwise protected expression.

Care of School Property

The books, working materials, equipment, and furniture that the students of this school need to use daily are the property of the Rockets Online Campus. They are purchased with public funds. Your parents pay taxes to provide these funds. Be assured that any waste or misuse of these materials, equipment and furniture results in a loss that your own parents must pay for. Students that deface school property will be required to make restitution and may be assigned consequences, suspended from school and face possible court action.

Classroom Conduct

Throughout every Rockets Online Campus work submission and all meetings, students will be constantly supervised by the Rockets Online Campus faculty and/or staff. They are trained for your betterment. Students will obey the faculty or staff's directions at all times. Opposing or badgering any faculty and/or staff in any manner that would discredit them will not be tolerated.

Complaints will be made privately and directly to the teacher. If you are not satisfied, then submit the complaint to the Rockets Online Campus Administration (Mike McGaughey) at 814-827-0534. You will not use class time to voice your complaints.

Use and care of books and materials

Each student should make every effort to care for their books and other materials. Students will be assessed for a book lost or returned in damaged condition. For this reason, be sure to report to your teacher any defects or damage to a book when it is issued to you.

Student Fees

Each student should make every effort to care for their books and other materials. A student fee will be assessed for a lost book or a book returned in damaged condition. For this reason, any damage or defect in a book should be reported at the time it is issued to the student. Other fees may be assessed according to course or programming needs. Course fees at the secondary level will be advertised in the course description booklet for review prior to registering for the course.

The Rockets Online Campus reserves the right to subject all returned checks to a \$30.00 service charge payable by the responsible party/parties.

Honor Code

The honor code of Rockets Online Campus addresses cheating, plagiarizing, lying and stealing and will be rigorously enforced at all levels.

1. Cheating encompasses, but is not limited to, the following:

- Willful giving or receiving of an unauthorized, unfair, dishonest or unscrupulous advantage in school work over other students.
- Attempted cheating: Some examples: deception; copying from another student or allowing the copying of an individual assignment; passing test or quiz information; illegally exceeding time limits on timed tests, quizzes or assignments; unauthorized use of study aids, notes, books, data or other information; computer fraud; sabotaging the projects or experiments of other students.

2. Plagiarizing encompasses, but is not limited to, the following:

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials or the pattern of thought of someone else without proper acknowledgement. Some examples: having a parent or another person write an essay or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.
- Plagiarism will be determined at the teacher's discretion based on the information and evidence presented. Teachers shall make every effort to be impartial and objective.

3. Lying encompasses, but is not limited to, the following:

- Willful and knowledgeable telling of an untruth or falsehood as well as any form of deceit, attempted deception or fraud in an oral or written statement. Some examples: lying or failing to give complete information to a teacher; feigning illness to gain extra preparation time for tests, quizzes or assignments due.

4. Stealing encompasses, but is not limited to, the following:

- Taking or appropriating, without the right or permission to do so and with the intent to keep or make use of wrongfully, the school work or materials of another student or the instructional materials of a teacher. Some examples: stealing copies of tests or quizzes; illegitimately accessing the teacher's answer key for tests or quizzes; stealing the teacher's edition of the textbook; stealing another student's homework, notes or handouts.

Responsibilities

Students will:

1. Avoid situations which might contribute to cheating, plagiarizing, lying and stealing.
2. Avoid unauthorized assistance on all school work.
3. Document borrowed materials by citing sources.
4. Avoid plagiarizing by:
 - a. Using quotation marks for statements taken from others.
 - b. Acknowledging information, ideas or patterns of thought borrowed from any source.
 - c. Consulting faculty about any questionable situations.
5. In addition, students are encouraged to speak to any student they observe violating the Honor Code about the seriousness of the infraction.

Parents will:

1. Have knowledge of the Rockets Online Campus Honor Code and its consequences.
2. Provide a positive example for adhering to the Honor Code.
3. Support faculty and administration in enforcing the Honor Code.

Consequences

Upon the first offense at Rockets Online Campus, the administrator and teacher will:

- notify parents.
- assign a grade of zero for the assignment or test, with no opportunity to make up that work including extra credit.
- complete discipline that will be shared to the home district.
- assign any other consequences as deemed appropriate.

Upon the second offense and subsequent offenses, the administrator and teacher may:

- institute the consequences listed above.
- assign additional academic consequences according to the severity of the incident.
- impose academic probation.
- consider and/or implement loss of credit for the course.
- impose loss of Rockets Online Campus privileges such as activities and trips.

Academic Tutoring

- Individual tutoring is done virtually Monday through Friday **by appointment only**.
- You can schedule an appointment by contacting the Rockets Online Campus at 814-827-0565.
- Student dress code and rules of conduct policies are strictly enforced during the meeting.

If, prior to taking disciplinary measures against the child, the Rockets Online Campus does not have knowledge that a child is a child with a disability the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the Rockets Online Campus and information provided by the parents, the Rockets Online Campus must provide special education and related services in accordance with Part B of the Individuals with a Disability Education Act.

Limited English Proficiency Program

The Rockets Online Campus provides an appropriate planned instructional program for identified students whose dominant language is not English.

The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.

The school district provides a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program includes bilingual-bicultural or English as a Second Language instruction. The program meets the three-pronged test of program compliance:

- sound research-based education theory
- sufficient resources and staffed by appropriate prepared personnel
- periodic program evaluation

The district has established procedures for identification of students whose dominant language is not English. The Home Language Survey is completed for every student in the district and filed in the student's permanent record folder through graduation. For students whose dominant language is not English, assessment of the student's English proficiency level is completed to determine the need for English as a Second Language instruction.

Students have access to and should be encouraged to participate in all academic and extracurricular activities available in the district. Communication with parents includes information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.

Student Confidentiality and Records

Annual Notification of Rights

1. The District shall give parents or eligible students an annual notice to inform them of their rights and procedures to:
 - a) Inspect and review the student's educational records;
 - b) Seek amendment of the student's educational records that the parents or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
 - c) Consent to disclosures of personally identifiable information contained in the student's educational record, except to the extent that FERPA authorizes disclosure without consent;
 - d) File with the Pennsylvania Department of Education a complaint concerning alleged failures by the District to comply with the requirements of FERPA and this plan.

2. The District shall effectively notify parents and guardians of students identified with disabilities of their requirements.
3. The District shall effectively notify parents who have a primary or home language other than English of their rights.
4. State where copies of the annual notice may be obtained.
5. Rockets Online Campus Policy provides authority relevant to student records.
6. Rockets Online Campus gathers student data through representational consent as defined in the Pennsylvania guidelines.

Special Education

The Rockets Online Campus provides a full continuum of special education services for exceptional children from pre-school through age 21. These services would include: autism support, emotional support, learning support, hearing support, multi-handicap support, gifted support, life skills support, vision support, speech and language support and physical support. The district realizes its responsibility to provide each exceptional child with a free appropriate public education (FAPE) to meet his/her unique learning needs in the least restrictive environment possible. The Rockets Online Campus will work collaboratively with each student's local/home district to ensure that FAPE occurs.

Each school district provides appropriate special education programs and related services, and early intervention programs that are:

- a. Provided at no cost to parents
- b. Provided under the authority of a school entity, directly, by referral or by contract
- c. Individualized to meet the educational or early intervention needs of the child
- d. Reasonably calculated to yield meaningful educational or early education benefits and progress
- e. Designed to conform to an Individual Education Program (IEP)

Special education is designed to meet the needs of each student with a disability, including "specifically designed instruction" conducted in the classroom, home community settings, hospitals, institutions or other settings. Instruction also is provided in skill areas, such as physical education, speech and vocational education.

Early Intervention programs are "appropriate programs of educational development, specially designed to meet the needs of eligible young children and address the strengths and needs of the family." Programs are provided to children with needs in any of the following developmental areas: physical, sensory, cognitive, language and speech, social/emotional, fine/gross motor and self-help. Related services available to students include transportation, developmental and other supportive services that help a student benefit from special education. Examples include: speech pathology and audiology, psychological services, physical and occupational therapy, social work services, school health services, early identification and assessment, medical services for diagnosis or evaluation, parent counseling and education, rehabilitation counseling services and assistive technology services.

Children Served in Special Education Programs

Special education services are available to children who;

1. Have one or more of the following physical or mental disabilities:
 - a. autism
 - b. emotional disturbance
 - c. deafness
 - d. deaf-blindness
 - e. hearing impairment
 - f. specific learning disability
 - g. mental retardation
 - h. multiple disabilities
 - i. other health impairment
 - j. orthopedic impairment
 - k. speech/language impairment
 - l. visual impairment
 - m. traumatic brain injury; and
2. Have been determined in a multidisciplinary evaluation to need special education.

Referral of Children for Screening and Evaluation

Local school districts and the Riverview Intermediate Unit have procedures to identify children needing special education. Those procedures are “screening” and “evaluation”. If a disability is suspected, teachers, other personnel or parents may refer a child for screening or evaluation. Parents suspecting that a child may have a disability and need special education or early intervention services can request a screening or an evaluation by contacting the special education office or building principal in their local school district.

Screening of Children

Screening of children, “using immediately available data sources such as health records, cumulative records, enrollment records and report cards, “is conducted for hearing, vision, motor skills and speech and language. Screening may lead to intervention by the Child Study Team (CST), made up of the building principal, regular classroom teacher, support teacher and others as appropriate. The team will communicate with the parents about the child’s needs and the instructional support services that will meet those needs.

Evaluation of Children

Before evaluation, parents are told the following information:

- a. Who referred the child for evaluation
- b. Why the child was referred
- c. How to review the child's school records
- d. What procedures and types of evaluation will be used
- e. The schedule for the evaluation process
- f. The rights of the parent regarding consent for evaluation

Evaluations are conducted by a group of qualified professionals to determine such things as the child's learning ability, behavior patterns, physical abilities and communication skills. The team is made up of the parents, a teacher, school administrator and school psychologist. The team may include a special education teacher, supervisor, speech therapist, counselor and other staff as necessary. Methods used in the evaluation include observation, review of records and group and individual testing. Information is gathered from school personnel, child study team, medical personnel and parents.

Results of the evaluation are reviewed by the team to determine if special education services are needed. If special education placement is recommended, parents and the team develop an Individual Education Program (IEP) for the child. No evaluation may be conducted without written parental permission. Parents who do not consent to an evaluation may be asked to attend a conference with the teacher, principal, psychologist and possibly other special education staff.

Student Records and Confidentiality

School districts are required by law to keep records of all students receiving special education and early intervention services. These records also include all school-age persons in detention homes, state schools and hospitals and private residential rehabilitative institutions. Included in these records are:

- a. birth date, address, telephone number and other general information
- b. achievement test results
- c. psychological test results
- d. teacher progress reports
- e. comprehensive evaluation reports; and
- f. routine medical records

As a child is reevaluated every three years, information is added to his or her file. The school districts have developed policies to ensure that all records are confidential. Only identified

school personnel are permitted to see the child's file. One exception allows the disclosure of special education records without consent to official of another school in which a student is enrolled or intends to enroll. Anyone else must have written approval of the parent to see the file or to receive copies of information in the file.

Parents can review the child's file and challenge the validity of any record or report, or challenge the maintenance of information on file. Records are reviewed periodically by school personnel, and any records that are no longer needed to plan for the child's education program are destroyed. However, parents are notified first and permitted to review or copy this information. Federal guidelines give both natural parents access to their child's education records unless there is a court order, state statute or legally binding document prohibiting access.

Confidentiality of Special Education Student Information

Detailed printed information about special education services and programs and school district policies are available from all schools upon request. Anyone interested should contact the principal of the child's school, special education office or the school district superintendent's office.

Information and communications are in English, but will be provided in the native language or other mode of communication used by the parents, if appropriate. Questions regarding services for special needs children can be addressed to the Special Education Director at your local school district.

Discipline of Exceptional Students

Discipline of exceptional students in the Rockets Online Campus follows existing district policy except where Pennsylvania Special Education Standards and Guidelines concerning corporal punishment use of aversive, suspension/expulsion, etc. are in question. In those situations, each district will follow procedures outlined in Section 342.36 and Chapter 14.35 of the State Guidelines and Standards. A district Behavior Management Policy that emphasizes positive techniques and parent involvement has been developed and may be accessed upon request.

Section 504

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria for special education services under the Individuals with Disabilities Education Act might nevertheless be eligible for special protections and for adaptations in and modifications to their school program or the physical environment of school buildings, grounds, vehicles, and equipment, when such adaptations or modifications are required to enable the student to access or participate meaningfully in academic or nonacademic programming or extracurricular activities.

Children are entitled to such protections, adaptations, and modifications if they have a physical or mental disability that substantially limits participation in or access to an aspect of the school program or facilities, whether academic or non-academic in nature. Parents are

entitled to a written plan describing the adaptations and modifications that the public school is proposing to implement for their child. This written plan is called a “service agreement” or “accommodation plan.” It is based on a pre-placement evaluation that the public school must conduct free of charge to determine whether a child has a disability and, if so, the educational needs of the child. Parents of children with disabilities and who are thought to have disabilities are entitled to receive written notice prior to implementation of any proposed evaluation, program, or placement, or prior to any change thereto.

Parents who have reason to believe that their school-age child might have a disability have the right to request a pre-placement evaluation of their child at any time, even if their child is not currently attending public school. Parents who have complaints concerning the evaluation, identification, program, placement, or provision of services to a student, or any change thereto, may request an informal conference with the public school and, if that conference fails to resolve the dispute, a due process hearing. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witnesses disclosed to the public school, to confront evidence and testimony presented by the public school, to review their child’s complete educational record on request before the hearing, to receive a written decision from the hearing officer, and to be represented by counsel of their choice. An appeal may be taken from the decision of the hearing officer to a court of competent jurisdiction.

Gifted Education

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students. The district shall develop and implement a gifted education plan every six (6) years, as required by law and guidelines. Prior to approval by the Board, the gifted education plan shall be made available for public inspection and comment in the district’s administrative offices and the nearest public library for a minimum of twenty-eight (28) days. The Board may enter into a cooperative agreement with other educational institutions to provide gifted education services and programs. The Board directs that the district’s gifted education program shall provide the following:

1. System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.
2. Screening and evaluation process that meets state requirements, to determine students’ educational needs.
3. Procedures to determine whether a student is mentally gifted.
4. Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).
5. Safeguards for the due process rights of gifted students.
6. Notification to teachers of their responsibilities to each of their identified gifted

students, as provided in the student's Gifted Individualized Education Plan (GIEP).

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.

The district shall make the Permission to Evaluate Form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.

Network and Internet Acceptable Use

Purpose

The purpose of computer network use, including Internet access, shall be to support education and academic research in and among the schools in the Rockets Online Campus by providing unique resources and the opportunity for collaborative work.

Network facilities shall be used to support the district's curriculum and to support communications and research for students, teachers, administrators, and support staff.

Authority

The Rockets Online Campus reserves the right to monitor and log network use and fileserver space utilization by district users. It is often necessary to access user accounts in order to perform routine maintenance and security tasks. User accounts are therefore the property of the school district. The students and staff should have no expectation of privacy or confidentiality in the content of electronic communications, Internet access, or other computer files sent and received on the school computer network or stored in his/her directory.

The school computer network's system operator, or other authorized school employee, may, at any time, review the subject, content, and appropriateness of electronic communications, Internet access or other computer files and remove them if warranted, reporting any violation of rules to the school administration or law enforcement officials. The district reserves the right to remove a user account from the network to prevent further unauthorized or illegal activity if this activity is discovered.

The district recognizes the importance of teaching acceptable use and online safety to students. The district curriculum shall include instruction for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms as well as cyberbullying awareness and response.

Definitions

The Rockets Online Campus computer network includes all local area networking and wide area networking within the school community as well as all online and direct-wired networking such as Internet to which the school network may be linked.

Digital technology shall mean all forms of digital technology, including software, hardware, and digital services of any nature and kind, that is based on digital technology which is:

1. Owned, leased, or licensed to the school district.
2. Provided directly or indirectly by the school district to its employees or students.
3. Accessed by or through digital technology that is owned, leased, or licensed to the school district.

Digital technology includes computers; servers; networks; programs; software; digital files, folders, data and records of any nature; the Internet; mobile devices; voicemail; email; wikis; blogs; and such similar technologies.

User I.D. shall mean the identification number(s) or letter(s) that is unique and that is assigned to the individual student or employee.

Guidelines

Users of computer networks and other digital technology have certain privileges, rights, and responsibilities. General guidelines for use are provided within this policy, and specific guidelines for use are provided within the user agreement which shall be signed by all students and staff members who use the network. In general, these require efficient, ethical, and legal utilization of the network resources. The use of network resources, including the Internet, is a privilege, not a right, and inappropriate use shall result in a cancelation of those privileges.

The district understands the importance of teachers and students engaging, collaborating, learning, and sharing in digital environments. Students are required to demonstrate proficiency in several Pennsylvania Academic Standards for Science and Technology that relate to digital literacy skills and the use of current technology tools to design and apply advanced multimedia techniques. The district has developed the Rockets Online Campus Guidelines for Using Web 2.0 Online Collaborative Media Tools to provide direction for teachers, students, and the school district community when using online media tools such as wikis, blogs, glogs, podcasts, video conferencing, or other online interactive media tools commonly referred to as Web 2.0 applications. Online media tools should be used only to support the curriculum and enhance teaching and learning. By accessing, creating, or contributing to any blogs, wikis, glogs, podcasts, or other media for classroom or district use, teachers and students agree to abide by the district's acceptable use policies and these guidelines.

The school district is not, through digital technology that is being made available to administrators, teachers, or students, creating a public forum, an open public forum, or a limited

public forum. Digital technology may not be used by administrators, teachers, or students for speech or expressive conduct:

1. That materially and substantially interferes with the education process.
2. That threatens immediate harm to the welfare of the school community, or to any individual(s).
3. That is lewd, vulgar, indecent or obscene or which contains sexual innuendo, metaphor or simile.
4. That encourages unlawful activity.
5. That interferes with another individual's rights.
6. That constitutes liable, slander, or defamation.
7. That is sexually, racially, or ethnically related; that is offensive, threatening, or an affront to the sensibilities of others; and that is unlawful under the standards of the antidiscrimination laws of the United States.

All expressive conduct or material (whether verbal, written, or graphic) created; downloaded; maintained; copied; pasted; harvested; or otherwise obtained; used; or transmitted by, to, from, or with the district's digital technology is required to be related to the adopted curriculum, assigned classroom activities, or school programs, such as the development of writing skills, the learning of legal, moral, and ethical restrictions imposed upon speech and the acceptance of criticism. Consequently, all expressive conduct by administrators, teachers, or students shall be:

1. Age appropriate.
2. Consistent with the rules of grammar, spelling, sentence structure, and format being taught by the district.
3. Consistent with the abilities of the student.

Communication by employees reflects on the school district. Consequently, expressive activity through digital technology shall exhibit good grammar, proper style, and good spelling. Any and all emails by an employee to any parent/guardian or student that is sent by the employee in his/her capacity as a school district employee shall be sent on and through the email account assigned by the school district. Employees are prohibited from using personal email accounts for school district business.

Employees and approved volunteers may not represent that they are communicating the views of the Rockets Online Campus unless authorized by administration. Employees and approved volunteers may not act in any manner which creates the false impression that they are communicating on behalf of or as a representative of the Rockets Online Campus.

Employees and approved volunteers must abide by the established school district policies regarding confidentiality and record release information of any kind when using any digital technology. This applies even if the organization, Board of School Directors, students, parents/guardians, and all current and former employees are not identified by name, but the disclosed information may enable someone to identify the individual.

This policy applies to employees and approved volunteers using digital technology while at work within the Rockets Online Campus and while using digital technology when away from work. This policy does not apply to content that is unrelated to the Rockets Online Campus, its Board of School Directors, students, parents/guardians, vendors, and all current and former employees. Employees and approved volunteers are not permitted to use the Rockets Online Campus letterhead in any Internet posting unless authorized by the administration.

Employees and approved volunteers are personally responsible for what they post.

Employees and approved volunteers may not establish a Rockets Online Campus social media site without permission.

Use of Personal Electronic Devices

The Board adopts this policy in order to maintain an educational environment that is safe and secure for district students and employees. Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device. The confiscated item may not be returned until a conference has been held with a parent/guardian.

Mobile Devices

The policy and guidelines in this section apply in its entirety to students in grades 9-12 only. For students in grades K4 – 8, mobile devices can be used with the exception of cell phones. Cell phones are not permitted to be used by these students during school hours. Cell phones must remain in their lockers or backpacks and are to be shut off. Other mobile devices such as personal digital e-readers, tablets and laptops may be used in school for instructional purposes only.

Mobile devices are powerful communication tools. They have the ability to not only enable voice-to-voice conversations, but they allow us to communicate via text messaging, email, and on many devices via the world-wide web. To completely ban mobile devices from the classroom is to cut students off from the very world for which we are preparing them. However, for the very same reasons mobile devices can be considered a classroom distraction. Therefore, the following guidelines have been created to support educators who choose to empower students to use their devices for instructional purposes:

1. Have an instructional objective. Using technology in the classroom is typically very engaging for students. However, technology should be more than just engaging. It should empower teachers and students to meet objectives they cannot otherwise meet.
2. Communicate with parents/guardians. Even though this language is now a part of the Student Handbook, parents/guardians may not remember signing or they may wish to change their permission selection once they know how the cell phones are being used in class. For example, most cell phones that students carry are paid for and belong to their parents/guardians. Prior to students using their cell phones as a classroom tool, teachers will notify parents/guardians in this regard.

3. Teachers may check student accounts on the public drive to see if permission for the use of mobile devices was granted by parents/guardians.
4. Rules for the use of mobile devices are made to ensure the devices are being used for instructional purposes. Devices that are being used in any other way are in violation of the district policy regarding the use of electronic devices.
5. Rules are:
 - a. When using mobile devices to access the Internet, students are required to connect using the T ASD network.
 - b. Mobile devices need to be on vibrate.
 - c. Mobile devices need to be in pockets or backpacks until it is time to use the devices.
 - d. Mobile devices can only be used in class for academic/learning purposes.
 - e. Any activity conducted on mobile devices in class cannot be published without permission of teacher and/or students who are involved in the text/image/video/audio file (e.g., no publishing a photo of a class project on any social networking site without permission).
 - f. Students will use appropriate mobile device etiquette by respecting the privacy of others' device numbers and using appropriate language with their mobile communication.

Acceptable Use

The use of the computer network and other digital technology must be in support of education and research and consistent with the educational objectives of the Rockets Online Campus. Use of network and computer resources must comply with rules appropriate for that network. Network accounts are to be used only by the authorized owner of the account for authorized purposes. Use of any district computer or other digital technology, unless and until the individual has signed an acknowledgement in the form prescribed by the district attesting to the individual's understanding of the rules governing acceptable use of computers and other digital technology, is prohibited.

Students are required to submit an acceptable use agreement signed by the student and a parent/guardian at the beginning of each school year. As long as the student remains in the same school building, the acceptable use agreement shall remain in effect until September 30 of the following year to provide ample time for students to return a new signed agreement. Any student who moves from one building to another at the end of the school year must submit a signed agreement prior to being allowed to use the district's computer network.

The determination as to whether a use is appropriate lies solely within the discretion of the school district. The use of the computer network for illegal, inappropriate, or unethical purposes by students or employees is prohibited. More specifically, the following uses are prohibited:

1. Use of the network to facilitate illegal activity.
2. Use of the network for commercial or for-profit purposes.
3. Use of the network for non-work or non-school related work.
4. Use of the network for product advertisement or political lobbying.

5. Use of the network for hate mail, discriminatory remarks, and offensive or inflammatory communication.
6. Unauthorized use of network facilities or digital technology for fraudulent reproduction, installation, distribution, communications, or modification of materials in violation of copyright laws.
7. Use of the network to access obscene, sexually explicit or pornographic material, or failure to report (to a teacher for students and to the network administrator for district employees) any time when s/he inadvertently visits or accesses a pornographic site.
8. Use of inappropriate language or profanity on the network.
9. Use of the network to transmit material likely to be offensive or objectionable to recipients.
10. Use of the network to intentionally “hack” into anyone else’s computer and willfully, maliciously, or through reckless indifference obtain or modify files, passwords, and data belonging to other users.
11. Impersonation of another user, anonymity, and pseudonyms.
12. Loading or use of unauthorized games, screensavers, programs, files, or other electronic media.
13. Use of the network to disrupt the work of other users.
14. Destruction, modification, or abuse of network hardware and software.
15. Quoting personal communications in a public forum without the original author's prior consent.
16. Use of any district computer unless and until a confidential user I.D. and password has been assigned to the student or employee.
17. Use of any district computer without using his/her user I.D. and password.
18. Terminating use of any district computer without logging off the computer.
19. Attempting to bypass any blocking software that may be used or installed by the district.
20. Violating the district’s Code of Student Conduct or any other applicable policy of the district.
21. Intentionally entering any secure or confidential area of the district’s systems, network(s), computers or other digital technology without proper authority.
22. Violating the legal rights of others.
23. Knowingly infecting or planting any virus, pornography, or other prohibited content or software on anyone’s computer or other digital technology.
24. Use of any software or Internet site in violation of any applicable licensing agreement or applicable terms of use.
25. Use of any data mining or similar data gathering and extraction methods in violation of any person’s or entity’s rights.
26. Use of digital technology to violate any applicable law, including the Wiretap and Electronic Surveillance Control Act.
27. Deleting or removing any program, application, security feature, or virus protection from any district computer or other digital technology.
28. Violating any applicable criminal statute pertaining to computers, property, or electronic devices, including Chapter 76 of the Crimes Code, relating to computer offenses (18 Pa. C.S.A. §7601 et seq)

Security

System security is protected through the use of user I.D.'s and passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Employees or students shall not use the user I.D. and/or password belonging to or assigned to any other individual, or impersonate, in any manner, any other person. Users are not to use a computer that has been logged in under another student's or teacher's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Password Policy

Students will be assigned a password protected account for access to the computer network and Internet. However, all passwords will be static and will remain the same throughout the school year unless a breach in security warrants the network administrator to change the password.

Safety and Protection of Personal Information

All staff and students in grades 6-12 are given a district email address. When sending electronic messages, students and staff shall not include personal information such as addresses and phone numbers that could identify themselves or other students and staff. Internet I.D. and passwords are provided only for personal use. Students and staff shall not share their password or use anyone else's password, regardless of how the password was obtained. Those who suspect that someone has discovered their password shall change it immediately. Students and staff shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication.

1. Any network user who receives threatening or unwelcome communications shall immediately bring these to the attention of a teacher or administrator.
2. Network users shall not reveal personal addresses or telephone numbers to other users on the network.

Copyright Infringement

Students and staff shall not:

1. Copy and forward.
2. Copy and download.
3. Copy and upload to the network or Internet server any copyrighted material without approval by the computer system operator, a teacher, or other school administrator.

Copyrighted material is anything written by someone else including but not limited to a game, a story, an encyclopedia entry, or software.

Commercial Use

Students and staff shall not use the school district's computer network to solicit sales or conduct business (e.g., by posting an advertisement to a news group or by setting up web pages to advertise or sell a service without the approval of the Board of School Directors).

Consequences for Inappropriate Use:

1. The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.
2. Failure to follow the procedures and prohibited uses previously listed in this policy may result in loss of network access. Other appropriate disciplinary action may also follow.
3. Illegal use of the network; intentional deletion or damage to files of data belonging to others; and/or copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution.
4. Violations of this policy by an employee or student may result in corrective action up to and including:
 - a. Suspension or termination of employment for employees.
 - b. Suspension or expulsion for students.

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.

Cyberbullying

Cyberbullying is bullying which is carried out through an online service such as email, chat room, discussion group or instant messaging; or through mobile phone technologies such as short message services (SMS). It may also include inappropriate use or distribution of images, videos or audios of another person. Any form of cyberbullying will not be tolerated under any circumstances. If a student accidentally accesses inappropriate content, he/she should move on without drawing unnecessary attention, and inform your teacher quietly if needed. Students should not access chat-rooms or social networking sites that are not moderated or approved by the District and should never give out any personal details over the Internet.

No Expectation of Privacy

Students have no expectation of confidentiality or privacy with respect to use of any district technology, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The District may, without prior notice or consent, log, supervise,

access, view, monitor and record use of student technology at any time for any reasons related to the operation of the district.

1. Monitoring Software
2. Teachers, school administrators, and the district technology services department staff may use monitoring software that allows them to view the screens and activity on student mobile devices.

Content Filter

The District utilizes an Internet content filter that follows the federally mandated Children's Internet Protection Act (CIPA). All mobile devices, regardless of physical location at school, will have all Internet activity filtered and monitored by the district.

Appropriate Uses and Digital Citizenship

School-issued mobile devices should be used for educational purposes, and students are to adhere to the Titusville School District Technology Use Agreement and all corresponding administrative procedures at all times.

While working in a digital and collaborative environment, students should always conduct themselves as good citizens by adhering to the following:

1. Respect Yourself: I will show respect for myself through my actions. If necessary, I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider any personal information about my life, experiences or relationships I post. I will not be obscene. I will act with integrity.
2. Protect Yourself: I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule or location of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
3. Respect Others: I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites: I will not visit sites that are degrading to others, racist, or inappropriate. I will not enter other people's private spaces or areas.
4. Protect Others: I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
5. Respect Intellectual Property: I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
6. Protect Intellectual Property: I will request to use the software and media others produce. I will purchase, license, and register all software or use available free and open source alternatives rather than pirating software. I will purchase my music

and media and refrain from distributing these in a manner that violates their licenses.

Violations of the Acceptable Use policy may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved. Who's on the Internet?

The global information networks on the Internet are "public places". You must always remember that you are sharing this space with many other users. Millions of individuals may be interacting across the Internet at the same time; your actions can be "seen" by others on the Internet. If you use a particular service on the Internet, it is likely that someone knows the connections that you are making, knows about the computer shareware that you are using, and knows what you looked at while you were in the system. Because these connections are granted to you as part of the larger scope of the curriculum, the Rockets Online Campus has the right to monitor what you do on the Internet to make sure that it continues to function properly for all of its users.

Netiquette

All Rockets Online Campus students are expected to follow basic netiquette guidelines while participating in or on any virtual meeting. These guidelines include, but are not limited to:

- Be respectful and courteous to their teachers or staff.
- Use proper grammar and type in complete sentences.
- Avoid using slang or abbreviations in all communications.
- Address adults using proper titles: Dr. or Mr. / Mrs.
- Treat everyone on the virtual meeting with kindness and cooperation.
- Use only school appropriate language.
- Take turns while talking.
- Ensure that your camera background is school appropriate.
- Ask permission prior to sharing a screen.

CONSEQUENCES FOR NOT DISPLAYING PROPER NETIQUETTE

- Possible removal from the virtual meeting.
- Parent / Guardian notification.
- Referral to district administration for additional consequences.

Discrimination/ Title IX Sexual Harassment affecting students

Authority

The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs 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 guidelines 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 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. This policy prohibits individuals from knowingly making false statements or knowingly submitting false information during the Title IX grievance process outlined in Attachment 3 and during other grievance processes established by Board policy and procedures and/or the Student Code of Conduct. A violation of this prohibition by district students may lead to discipline up to and including referral for expulsion.

The Board directs that the foregoing statement of Board policy be included in all student and staff handbooks, and that this policy and related attachments be posted to the district's website.

The Board requires a notice stating that the district does not discriminate in any manner, including Title IX sexual harassment, in any district education program or activity, to be issued to all students, parents/guardians, employment applicants, employees and all unions or professional organizations holding collective bargaining or professional agreements with the district. All discrimination notices and information shall include the title, office address, telephone number and email address of the individual(s) designated as the Compliance officer and Title IX Coordinator.

This Policy 103 references two documents, entitled "103 Attachment 2, Discrimination Complaint Procedures," and "Attachment 3, Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints." The Board intends these two attachments to be substantive components of the Policy and incorporates them by reference into this Policy as if fully set forth herein.

Reports of Title IX Sexual Harassment and Other Discrimination and Retaliation

The Board encourages 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 or Title IX Coordinator, 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/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal or Title IX Coordinator.

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 or Title IX Coordinator, as well as properly making any mandatory policy or child protective services reports required by law.

If the building principal is the subject of a complaint, the student, third party or a reporting employee shall report the incident directly to the Title IX Coordinator.

The complainant or the individual making the report may use the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form attached to this policy for purposes of reporting an incident or incidents in writing; however, verbal reports of an incident or incidents shall be accepted, documented and the procedures of this policy and the relevant attachments followed.

The building principal or any other employee of the district who received the report 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 and, if deemed to be necessary, the reporter if not the complainant, regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures for the complainant. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

The Title IX Coordinator shall conduct an assessment of the information supplied by the reporter and/or complainant to determine whether the reported circumstances, if presumed to be true, could constitute Title IX sexual harassment or retaliation. If they do not, they may be addressed through the Discrimination Complaint Procedures prescribed in Attachment 2 to this policy. If the reported circumstances, if presumed to be true at this point in the process, meet the definition of Title IX sexual harassment, they shall be addressed through the Title IX Sexual Harassment Procedures and Grievance Process for Formal Complaints in Attachment 3. (Also refer to Attachment 3 on how to proceed if/when the complainant refuses to sign a Title IX formal complaint and is requesting that a formal complaint under Title IX not be filed by the Title IX Coordinator.) If the reported circumstances, presumed to be true, do not constitute either Title IX sexual harassment or retaliation nor conduct otherwise prohibited in this Policy 103 and

Attachment 2, the Title IX Coordinator shall refer the report for follow-up under any other applicable Board policies and/or the Student Code of Conduct.

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.

If possible, the district will refrain from pursuing disciplinary action pursuant to the Student Code of Conduct until such time the Title IX grievance process has concluded. This means suspensions and expulsion referrals may be temporarily postponed until the conclusion of the Title IX grievance process when/if the district, in consultation with the Title IX Coordinator, determines that supportive measures and other non-punitive actions agreed to by the parties (ex. complainant and respondent voluntarily agree to stay away from each other; respondent voluntarily participates in the school district's online/virtual education program or other alternative setting during the grievance process, etc.) result in there being no immediate threat to the physical health or safety of any student or other individual arising from the allegations during the grievance process period.

The respondent shall be provided with notice and provided an opportunity for due process, in accordance with law, guidelines and Board policy. When expulsion is necessary because continuation of educational services is not feasible, if, however, the district, in consultation with the Title IX Coordinator, after having taken an initial individualized safety and risk analysis, believes the respondent must be removed from the district's education program or activity on an emergency basis during the Title IX grievance process in order to address an immediate threat to the physical health or safety of an individual, the process outlined in detail in Attachment 3 shall be followed.

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.

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, guidelines, 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:

1. Reporting or making a formal complaint of any form of discrimination or retaliation, including Title IX sexual harassment.
2. Testifying, assisting, participating or refusing to participate in a related investigation, process or other proceeding or hearing.
3. 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, but not necessarily limited to, 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:

1. Sufficiently severe, persistent or pervasive; and
2. 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.

Supportive measures shall mean non-disciplinary, non-punitive 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.

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:

1. Counseling.
2. Extensions of deadlines or other course-related adjustments.
3. Modifications of work or class schedules.
4. Campus escort services.
5. Mutual restrictions on contact between the parties.
6. Changes in work or housing locations.
7. Leaves of absence.
8. Increased security.
9. Monitoring of certain areas of the campus.
10. Assistance from domestic violence or rape crisis programs.
11. 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, guidelines or Board policy.

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. 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.
2. 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.
3. Sexual assault, dating violence, domestic violence or stalking.
 - a. 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:
 - i. Length of relationship.
 - ii. Type of relationship.
 - iii. Frequency of interaction between the persons involved in the relationship.
 - b. 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.
 - c. Sexual assault means a sexual offense under state or federal law that is classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - d. 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:
 - i. Fear for their safety or the safety of others.
 - ii. Suffer substantial emotional distress.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment under Title IX. An education program or activity includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the

harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and guidelines, the Board designates the Assistant Superintendent as the district's Compliance Officer and Title IX Coordinator. The Compliance Officer/Title IX Coordinator can be contacted at:

Address: 301 East Spruce Street, Titusville, PA 16354 Email: mmcgaughey@gorockets.org
Phone Number: (814) 827-2715, ext. 3481

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:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.[33]
6. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. 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:

1. Definition of sexual harassment.
2. Scope of the district's education program or activity, as it pertains to what is subject to Title IX guidelines.
3. 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.
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.
5. Use of relevant technology.
6. Issues of relevance including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
7. Issues of relevance, weight of evidence and application of standard of proof and drafting investigative reports that fairly summarize relevant evidence.
8. 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:

1. Loss of school privileges.
2. Temporary or permanent transfer to another school building, classroom or school bus.
3. Exclusion from school-sponsored activities.

4. Detention.
5. Suspension.
6. Expulsion.
7. 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 in Attachment 2 to this policy.

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.

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 and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer/Title IX Coordinator. If, in the course of a hazing investigation, potential issues of discrimination or discriminatory harassment are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged hazing.

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers, and district employees shall be alert to incidents of hazing and shall report such conduct to the building principal or designee.

Guidelines

In addition to posting this policy on the district's publicly accessible website, the district shall inform students, parents/guardians, sponsors, volunteers and district employees of the district's

policy prohibiting hazing, including district rules, penalties for violations of the policy, and the program established by the district for enforcement of the policy by means of publication in handbooks, presentation at an assembly, and/or verbal instructions by the coach or sponsor at the start of the season or program.

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 annually, prior to coaching an athletic activity or serving as a responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization together with a notice that they are expected to read and abide by the policies, procedures and Codes of Conduct.

Complaint Procedure

A student who believes that they have been subject to hazing is encouraged to promptly report the incident to the building principal or designee.

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

The Board directs that verbal and written complaints of hazing shall be provided to the building principal or designee, who shall promptly notify the Superintendent or designee of the allegations and determine who shall conduct the investigation. Allegations of hazing shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of hazing brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be hazing under this policy but merits review and possible action under other Board policies.

Interim Measures/Police

Upon receipt of a complaint of hazing, the building principal or designee, in consultation with the Superintendent or designee, shall determine what, if any interim measures should be put in place to protect students from further hazing, bullying, discrimination or retaliatory conduct related to the alleged incident and report. Such interim measures may include, but not be limited to, the suspension of an adult who is involved, the separation of alleged victims and perpetrators, and the determination of what the complaining student needs or wants through questioning.

Those receiving the initial report and conducting or overseeing the investigation will assess whether the complaint, if proven, would constitute hazing, aggravated hazing or organizational hazing and shall report it to the police consistent with district practice and, as appropriate, consult with legal counsel about whether to report the matter to the police at every stage of the proceeding. The decision to report a matter to the police should not involve an analysis by

district personnel of whether safe harbor provisions might apply to the person being reported, but information on the facts can be shared with the police in this regard.

Referral to Law Enforcement and Safe Schools Reporting Requirements

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

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

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

In accordance with state law, the Superintendent shall annually, by July 31, report all new incidents to the Office for Safe Schools on the required form.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, guidelines, 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 the individual complies with the requirements under law, subject to the limitations set forth in law.

Students

If the investigation results in a substantiated finding of hazing, the investigator shall recommend appropriate disciplinary action, up to and including expulsion, as circumstances warrant, in accordance with the Student Code of Conduct. The Compliance Officer/Title IX Coordinator will inform the Board of any incidents of hazing within the District. Additionally, the student may be subject to disciplinary action by the administration, coach or sponsor, up to and including removal from the activity or organization. The fact of whether a student qualified for and received safe harbor under a criminal investigation shall be considered in assigning discipline.

In addition to other authorized discipline, building principals shall have the authority, after providing the student or students an informal hearing, to impose a fine of up to fifty dollars (\$50) on each student determined to have engaged in hazing in violation of this policy.

When recommended disciplinary action results in a formal hearing before the Board, in addition to other authorized disciplinary consequences, the Board may also impose a fine of up to one hundred fifty dollars (\$150) on each student determined to have engaged in hazing in violation of this policy.

When fines have not been paid, the Superintendent shall have the authority to direct that student diplomas and/or transcripts be withheld until payment in full is made or a payment plan is agreed upon. In cases of economic hardship, the Superintendent shall consider whether diplomas and/or transcripts should be released despite an unpaid fine.

Non-Student Violators/Organizational Hazing

If the investigation results in a substantiated finding that a coach or sponsor or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, the coach, sponsor, or volunteer will be disciplined in accordance with Board policy and applicable laws and guidelines. Discipline could include, but is not limited to, dismissal from the position as coach or 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 who causes or participates in hazing may also be subject to criminal prosecution.

Hazing is any action or situation, which recklessly or intentionally endangers the mental or physical health or safety of a student, is strictly prohibited. All complaints of possible hazing shall be made immediately to school administrators. Upon notification, an investigation will be conducted. The harassment policy and procedures will be followed with the Title IX coordinator also being notified, if warranted by the investigation. Consequences will follow in accordance with Title IX regulation in the Handbook Agenda of the Titusville Middle and High Schools. If

you have any questions you may contact the Title IX Coordinator at the following address and telephone number: Assistant Superintendent Rockets Online Campus 301 East Spruce Street Titusville, PA 16354 / Phone: 814-827-2715

Peer mistreatment, harassment, and bullying behavior

Rockets Online Campus accepts the responsibility of ensuring an environment that is conducive to learning and fosters a sense of belonging and respect for all students. Students are expected to treat each other with kindness, courtesy and respect. Our school staff holds meetings regularly with students to discuss appropriate ways to treat fellow students. Class meetings with building principals and/or classroom lessons emphasize acceptable ways to treat each other.

Students who need to report peer mistreatment, harassment, or bullying behavior can do so by speaking with any adult in the building or by completing a Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form as per board policy. In addition to completing this form, elementary students may use any of the following methods for anonymous reporting: Counselor Lock Box, student bullying survey, and short statements on the bottom of a quiz or test. Secondary students may use the Safe2Say anonymous reporting system or short statements on the bottom of a quiz or test.

Bullying and cyberbullying

Purpose

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

Definitions

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

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

Bullying, as defined in this policy, includes cyberbullying.

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

Authority

The Board prohibits all forms of bullying by district students.

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

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

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

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 and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer/Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer/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, guidelines, this policy and the district's legal and investigative obligations.

Retaliation

Reprisals or retaliation 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 guidelines to implement this policy. The Superintendent or designee shall ensure that this policy and guidelines 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 Student Code of 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 Student Code of 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.

The Rockets Online Campus Compliance Officer:

Michael McGaughey, Assistant Superintendent
301 East Spruce Street
Titusville, PA 16354
(814) 827-2715 ext. 3481
mmcgaughey@gorockets.org

The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

The Board prohibits all forms of harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

Neither reprisal nor retaliation shall occur as a result of good faith charges of harassment.

Definitions

Harassment - Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, and handicap/disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by the offensive conduct may file a report of harassment on his/her own behalf.

For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name calling, ridicule or mockery, insults or put downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual or to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or

adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment - Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

Federal law declares sexual violence a form of sexual harassment. Sexual violence means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Delegation of Responsibility

In order to maintain an educational environment that discourages and prohibits harassment, the Board designates the Superintendent as the district's Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and

the public. The publication shall include the position, office address and telephone number of the Compliance Officer.

The Superintendent shall be responsible to provide training for students and employees regarding all aspects of harassment. Each staff member shall be responsible to maintain an educational environment free from all forms of harassment.

Each student shall be responsible to respect the rights of their fellow students and district employees and to ensure an atmosphere free from all forms of harassment.

The building principal or designee shall be responsible to complete the following duties when receiving a complaint of harassment:

1. Inform the student or third party of the right to file a complaint and the complaint procedure.
2. Inform parents/guardians and students, who are complainants or accused of violating this policy, that s/he may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Provide relevant information on resources available in addition to the school complaint procedure, such as making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation.
5. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the complainant and others as necessary from violation of this policy during the course of the investigation.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or a district employee.

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.

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

Step 2 – Investigation

Upon receiving a complaint of harassment, the building principal shall immediately notify the Compliance Officer. The Compliance Officer shall authorize the building principal to investigate the complaint, unless the building principal is the subject of the complaint or is unable to conduct the investigation in which case the Compliance Officer will conduct the investigation.

All building principals must have received basic training on the applicable law, this policy and how to conduct a proper investigation.

There shall be an adequate, reliable and impartial investigation. The complainant and the accused shall be provided the opportunity to present witnesses and other evidence during the course of the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the allegations. The investigation may involve the review of 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 building principal.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the building principal 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 incident 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 building principal shall prepare and submit a written report to the Compliance Officer within twenty (20) days of the initial report of alleged harassment, unless the nature of the allegations,

anticipated extent of the investigation or the availability of witnesses requires the building principal and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further district action, and a recommended disposition of the complaint.

The complainant and the accused shall be informed of the outcome of the investigation, including the recommended disposition within a reasonable time of the submission of the written report. The accused shall not be notified of the individual remedies offered or provided to the complainant.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, if not prohibited by law, inform the complainant.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and district procedures, applicable collective bargaining agreements, and state and federal laws, and may include educational activities and/or counseling services.

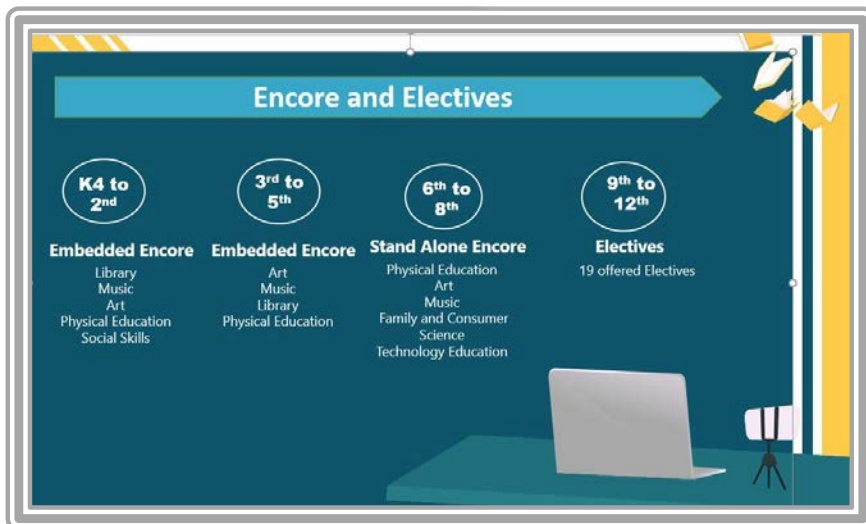
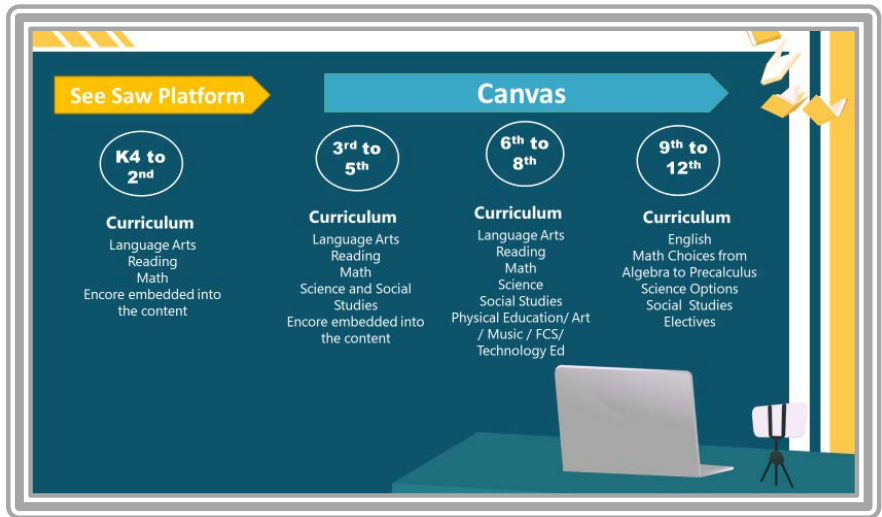
If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Appeal Procedure

1. If the complainant or the accused is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days. If the Compliance Officer investigated the complaint, such appeal shall be made to the district solicitor.
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.

Rockets Online Campus Student Scheduling

Student scheduling for the Rockets Online Campus varies because of a student's grade level and / or needs.



Secondary Core and Elective Options

High School Math Options	2022 -2023 High School Electives	
Algebra 1	Child Development 1	Personal Finance
Algebra 1A	Child Development 2	AP European History
Algebra 1B	Spanish 1	Studio Arts
Algebra 2	Spanish 2	Photography
Geometry	Spanish 3	Marketing
Precalculus	French 1	Accounting
Trigonometry and Statistics	French 2	Creative Writing
High School Science Options	French 3	Special Education Options
Physical Science	Criminal Justice	High School Learning Support English 9-12
Comprehensive Science	Computer Science	High School Learning Support Math 9-12
Biology	Wellness 9-12	
Chemistry	Psychology	
Ecology/ Environmental Science		

2022-2023 ROCKETS ONLINE CAMPUS COURSE OFFERINGS

Course Offering	Description
Elementary Courses Grade K4 – Grade 5	
K4 Language Arts	In the K4 Language Arts class students will work towards recognizing all 26 capital and lowercase letters, learning all 26 letter sounds, and also learning the correct writing formation of each capital and lowercase letter. By the end of the course students will recognize colors, participate in phonemic awareness activities (such as rhyming words, syllables, and counting the number of words in sentences). Students will also work to write their first name correctly by the end of the course.
K4 Math	In the K4 math course, students will be recognizing and writing the numbers 0-10. Students will work towards rote counting over 20 and recognizing 2D and 3D shapes. Students will also sort sets of objects, make patterns, and learn about greater than and less than. The beginning steps to addition and subtraction will be introduced.
K4 – K5 Social Skills	In this course students will explore the behaviors that are part of being a successful student, peer, and friend. Students will learn and practice how to be good listeners, ask a question, and other skills used in a classroom. Students will then learn and practice sharing, playing games, and other skills needed to make friends. Students will even look at and explore the emotions they will experience and how to notice what emotions other students are feeling.
K4 Library	K4 Library - Students will jump into learning the alphabet one story at a time. Each story includes a letter of the alphabet in its title. The stories are written by children’s authors including Mo Willems, Greg Pizzoli, Eric Carle, Dr. Seuss, and more.
K5 Language Arts	In the K5 Language Arts course students will learn letter formation, recognition, and the sound each letter makes. The K5 student will be able to blend sounds to begin reading and writing CVC words. The first sound fluency, letter naming fluency, and phonemic segmentation will be taught and practiced in lessons and activities. The students will be introduced to concepts of print with leveled readers as well as picture books. Writing sentences will be modeled using sight and color words that are taught weekly.
K5 Math	In the K5 Math course the students will use the Envision Math series. The students will be counting to 100 and writing the numbers from zero to twenty-five. Number and shape recognition are practiced in daily lessons. Students will learn many strategies for adding and subtracting.
K5 Library	K5 Library - Students will connect authors with their work while the librarian reads stories in ALPHABETICAL order. Each story contains the next letter of the alphabet somewhere in its title. Authors include Mo Willems, John Lennon, Jory John, Jonathan London, and more.
K4-K5 Art	The K4 and K5 art projects focus on important artistic skills the students need in order to grow and build upon their artistic abilities that they already have. We will focus on color mixing and theory through the use of paint, sculpting, practicing observation skills, and showing their own unique creativity.

K4-K5 Physical Education	Physical Education class is designed for K4 and K5 students to practice and develop skills in activities that will help students maintain fitness throughout their life. This class will focus on strength, flexibility, speed, endurance, skill, motor planning, and balance.
K4-K5 Music	This course is designed to expose students to basic music skills and concepts. Students will be introduced to music ideas such as fast and slow, loud and quiet, steady beat, spatial awareness, body percussion, etc. These skills will be the foundation to various music skills, and will be expanded throughout his or her music education.
Grade 1 Language Arts	Students in the first grade will learn the appropriate way to formulate letters, both upper and lower case, in the print form. They will be exposed to types of sentences, proper use of punctuation, and parts of a sentence, including grammar. With the use of various graphic organizational tools and pre-writing instruction, the students will learn beginning writing skills in narrative, opinion, and informational form.
Grade 1 Reading	With a phonics-based curriculum, students will progressively build their phonemic awareness throughout the program. In conjunction with word study, comprehension and reading skills, vocabulary, spelling, and exposure to various genres of literature and non-fiction text, the students will begin to build their fluency to create a solid reading foundation, build their reading confidence, and enhance their enjoyment of reading.
Grade 1 Math	In Grade 1 Math, students learn the fundamentals of Mathematics. The course focuses on building an understanding of how numbers are related and the basic rules of addition and subtraction, extending the counting sequence to 120, using linear measurement, working on creating and recognizing shapes, interpreting data, and telling time.
Grade 1 Art	In this course students will learn how to create art using a variety of different materials. They will learn about painting, drawing, collage, printmaking, and sculpting while making both two dimensional and three-dimensional artworks. Students will also learn vocabulary describing different colors, art terms and other types of art making skills.
Grade 1 Music	Students in first grade music will be exposed to a variety of musical topics and music theory. Students will be able to sing and perform using rhythm sticks. The students will learn about the percussion family and the ensemble STOMP.
Grade 1 Library	Students will discover the basics about libraries and books, explore typing and internet safety skills, and be exposed to a variety of authors and illustrators. They will be encouraged to use proper book manners and become familiar with the Caldecott Award.
Grade 1 and 2 Physical Education	Physical Education class is designed for Grades 1 and 2 students to practice and develop skills in activities that will help students maintain fitness throughout their life. This class will focus on strength, flexibility, speed, endurance, skill, motor planning, and balance.
Grade 2 Language Arts	Students in the second grade will learn the appropriate ways to formulate letters, both upper and lower case, beginning with slant print and ending with cursive writing. Students will use the writing process to create opinion and narrative essays, and informational paragraphs. They will focus on correct sentence formation, and the correct use of punctuation, including the various parts of speech.

Grade 2 Reading	Students in the second-grade curriculum will continue to build their confidence and fluency of reading to develop into life-long readers. With the use of comprehension and reading skills, vocabulary, word study, spelling, more in depth phonemic awareness, and exposure to a wide variety of grade-level fiction and nonfiction texts, the students will gain the skills necessary to become independent readers.
Grade 2 Math	In Grade 2 Math, students are introduced to working with larger numbers within 1,000, extending the fundamentals of addition and subtraction to three-digit numbers, and begin working with equal groups to form a foundation for multiplication. They also continue to learn and work more in-depth with time, money, measurement, and data.
Grade 2 Art	In this course students will learn how to create art using a variety of different materials. They will learn how to work with the tools and materials for drawing, painting, and sculpting. Students in this course will create both two dimensional and three-dimensional projects using a variety of materials. Students will also learn different art vocabulary terms when creating a variety of art projects during the school year.
Grade 2 Music	Students in second grade music will be exposed to a variety of musical topics and music theory that builds upon their previous knowledge. Students will be able to sing and perform using kazoos. The students will learn about the brass family, marching band ensembles, and composer John Phillip Sousa.
Grade 2 Library	Students will be introduced to the various parts of a book. They will explore different types of libraries and be exposed to a variety of children's authors and illustrators. They will also continue to practice their typing skills and dive deeper into how to be safe internet users.
Grade 3 Language Arts	In third grade language arts, the students will develop their spelling, grammar, and writing skills. The students will know and apply grade-level phonics and word analysis skills and read irregularly spelled words. Additionally, the students will write for different purposes and audiences. They will write a clear and focused text to convey a well-defined perspective and appropriate content. In their writings, the students will use proper grammar, usage, capitalization, punctuation, and spelling. Ultimately, they will learn to draw evidence from literary or informational texts to support analysis in their writings.
Grade 3 Reading	In this third-grade reading course, students will read grade-level text with appropriate pace, accuracy, expression, and understanding. They will learn to read multi-syllable and grade-appropriate, irregularly spelled words. The students will use the text and context clues to determine the meaning of vocabulary words. Furthermore, the students will analyze and answer comprehension questions by using specific examples from the text. Throughout the year, the students will read a variety of fiction and non-fiction texts and will analyze the texts to determine main ideas and supporting details, draw conclusions, compare and contrast, understand characters, and determine the author's purpose.
Grade 3 Math	In third grade your child will refine their skills with addition and subtraction and then move on to an understanding of multiplication and division, and the relationship between the two. By the end of third grade they should know their multiplication and division facts fluently. Your child will learn how to apply this knowledge of the four operations to real world and two step problems. They will also be learning the basics

	of fractions and geometry. Additionally, they will be spending time gaining knowledge about measurement and data. They will study telling time to the nearest minute, understanding capacity and mass, recognizing and understanding money, area, perimeter, and graphing data.
Grade 3 Science and Social Studies	Grade 3 Social Studies curriculum and content is driven by the Pennsylvania State Academic Standards in Economics, Geography, History, Civics and Government. The primary level of the standards describes what students in Pre-K through Grade 3 should know and be able to do. At the Third-Grade level students will continue upon a journey starting internally and spiraling out to their neighborhoods, communities, city, state and nation. Examples of what students should know and be able to do are identify the difference between past, present and future using timelines and/or other graphic representations, identify and describe historical documents, artifacts, and places critical to United States history, identify the physical characteristics of places and regions and identify the effect of people on the physical systems within a community. This course was designed to meet these standards.
Grade 3 Music	Students in third grade music will be exposed to a variety of musical topics and music theory that builds upon their previous knowledge. Students will be able to sing and perform using bucket drums. The students will learn about the woodwind family, chamber music ensembles, and composer John Williams.
Grade 3 Library	Students will study proper typing skills, safe internet practices, and basic programming. They will be exposed to different genres of literature and their call numbers in a library. They will gain an understanding of plagiarism and conduct a book study on a Roald Dahl novel.
Grade 3 and 4 Physical Education	Physical Education class is designed for Grades 3 and 4 students to practice and develop skills in activities that will help students maintain fitness throughout their life. This class will focus on strength, flexibility, speed, endurance, skill, motor planning, and balance.
Grades 3 and 4 Art	Grades 3 and 4 Art will focus on optical illusions using one point perspective adding depth to their drawings, sculpting, weaving, stop motion animation, blending and shading colors using paint, using technology and nature to share their own unique artistic abilities.
Grade 4 Language Arts	In fourth grade language arts, the students will develop their spelling, grammar, and writing skills. Throughout the course, the students will demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. The students will write informative and explanatory texts to examine a topic and convey ideas and information clearly. The students will learn to draw evidence from literary or informational texts to support analysis, reflection, and research in their writings. In this class, fourth graders will learn to read, discuss, and write about complicated stories, rich poems, plays, informational books, and articles.
Grade 4 Reading	In this fourth-grade reading course, students will read grade-level texts with accurate comprehension, pacing, and expression. The students will use previous knowledge to read unfamiliar multisyllabic words. They will use the context of a text to determine the meaning of words. Additionally, the students will identify, compare, and contrast different perspectives from which texts are written (first vs. third person). The students will learn to interpret and connect information from text and graphic

	features. Throughout the year, the students will use specific examples from the text to explain characters' motivations, main events, central themes, and ideas about a text.
Grade 4 Math	In fourth grade, students focus most on using all four operations - addition, subtraction, multiplication, and division - to solve multi-step word problems involving multi-digit numbers. They also extend their understanding of fractions to include finding equivalent fractions, ordering fractions, multiplying whole numbers by unit fractions, and understanding the relationship between fractions and decimals. In geometry they will learn about symmetry and classifications of 2D figures. They will also spend time solving real world and multi-step problems that involve time, money, measurement, volume, mass, area, perimeter, and graphs. Fourth graders also begin to understand the metric system.
Grade 4 Science and Social Studies	Grade 4 Science -Students will discover the wonders of earth and other planets, weather, and physical landforms and regions. They will also see how natural disasters affect our environment. Grade 4 Social Studies- Students will study the land and regions of the United States. The students will broaden their awareness of our country's history, geographic features, and cultural heritage.
Grade 4 Music	Students in fourth grade music will be exposed to a variety of musical topics and music theory that builds upon their previous knowledge. Students will be able to sing and perform using recorders. The students will review all instrument families, learn about the jazz ensemble, and composer Louis Armstrong.
Grade 4 Library	Students will discover new ways to research through a biography project. They will continue to hone their typing skills, safe internet practices, and programming abilities. Through a book study of a Roald Dahl novel, they will gain an appreciation for literature and continue to delve into genres and how to find items in a library.
Grades 4 and 5 Physical Education	Physical Education class is designed for Grades 4 and 5 students to practice and develop skills in activities that will help students maintain fitness throughout their life. This class will focus on strength, flexibility, speed, endurance, skill, motor planning, and balance.
Grade 5 Language Arts	Fifth Grade ELA will focus on increasing the students' knowledge and understanding of the English language. We will study grammar and word usage. The students will have Spelling tests each week. We will also work on improving the writing skills of students through citing evidence from the text and making connections.
Grade 5 Reading	Fifth Grade Reading will focus on making connections and developing comprehension skills using grade-level texts. There will be targeted vocabulary each week as well as routine writing. Novels are also incorporated into the course to recall relevant information and discuss.
Grade 5 Math	Fifth Grade Math focuses on advancing the students' math knowledge from previous years. We extend their understanding of how to apply prior knowledge in problem solving and understanding the relationship between fractions and decimals. Students will also learn how to apply the four operations to fractions and mixed numbers. They will expand their knowledge to find the volume of cubes and prisms as well as converting customary units of length, weight, and capacity.

Grade 5 Science and Social Studies	<p>Grade 5 Science-Students will take a close look at the structure of matter and organisms, simple machines, force and motion, energy, electricity, and plants.</p> <p>Grade 5 Social Studies- Students will study the history of America from the early inhabitants of North America through the American Revolution. They will learn about life in Colonial America and the events that led up to the Revolutionary War. Students will also be introduced to states and capitals in preparation for 6th-grade.</p>
Grade 5 Art	In this course students will learn about a variety of techniques to create and make through many different materials. Students will learn how to work with rulers, patterns, paintings, digital art and creating optical illusions. Students will also learn more about different art terms through each project. Students will have some directions to follow, but given the choice depending on the material or design.
Grade 5 Music	Students in fifth grade music will be exposed to a variety of musical topics and music theory that builds upon their previous knowledge. Students will be able to sing and perform using ukuleles. The students will review all instrument families, learn about the orchestra, and composers Mozart, Beethoven, and other classical composers.
Grade 5 Library	Students will become proficient in their use of technology including typing skills, safe internet practices, and programming. They will become proficient in their knowledge of book genres and the use of the Dewey Decimal System. They will also gain an understanding of encyclopedias, thesauruses, dictionaries, and copyright.

Secondary Courses Grades 6 -12

Grade 6 Language Arts	This course is designed to deepen students' understanding of grammar, mechanics, and writing through practice and essay prompt responses. In addition, students will be expected to read a chapter book of their own choosing monthly which is a shared requirement of Reading 6. The primary goal of the course encourages the continued development of the students as independent writers and thinkers.
Grade 6 Reading	This course is designed to focus on both literature and nonfiction text. A variety of strategies will be used to enhance comprehension, vocabulary, critical thinking, and writing through all genres of literature including nonfiction. Students will also be asked to analyze and respond to text. In addition, students will be expected to independently read chapter books of their own choosing monthly and to respond to their reading through journaling. This chapter book is a shared requirement of Language Arts 6. The primary goal of the course is the continued development of the students as independent readers, writers, and thinkers.
Grade 6 Math	This course covers the 6th Grade Common Core Math Standards with a focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
Grade 6 Science	Science 6 is an integrated science course aligned to PSSA science standards designed for middle school students. Science 6 is centered around physical science concepts with a focus on basic science skills and measurement in the natural world. Students

	will investigate matter and energy while they explore heat, electricity, chemistry and motion. Students will be given hands-on activities each quarter that will help them model and explore various concepts related to class work.
Grade 6 Social Studies	<p>Pennsylvania and the World</p> <p>The first semester of sixth-grade social studies focuses on map and globe skills. Students will concentrate on learning the names and locations of the countries around the world. This section of the course will culminate with a novel unit based on the Jerry Spinelli book, <i>Maniac Magee</i>. During the second semester, students will concentrate on Pennsylvania History. The students will use Pat Hughes's book, <i>Breaker Boys</i>, to make connections to the PA coal mining industry. Both 6th-grade Reading and PA and the World courses are linked together, allowing for assignments to be graded and evaluated by both teachers.</p>
Grade 6 Physical Education	This introductory middle school course is all about sports and movement. Students enrolled in this course will be introduced to information which they can utilize to develop a healthy, active lifestyle. Students are introduced to a wide range of sports and athletics, including winter sports, team sports, individual sports, motor sports, and more. The course includes activity logs with an expectation of 150 minutes of documented physical activity per week.
Grade 6 Library	Library Science is an introductory course to research where we become quasi expert Googlers and masters of information. You will learn to search different databases using effective internet strategies while learning how to identify credible sources. We will discuss Intellectual Property Rights and how the internet has changed these laws for the betterment of creativity, we will also delve into coding and the potential dangers of being connected to the internet.
Grade 6 Music	Music - 6 is an overview of different topics in music broken down into six modules. The first module focuses on the classical composer "Beethoven." The second module looks at different composers from different eras: Handel, Debussy, Berlin, Sousa, and Whitacre. The third module focuses on music theater by looking at "Into the Woods," "Newsies," and "Hamilton." The fourth module reviews basic note reading skills to prepare for module five. Module five is a brief unit on composition using the "Chrome Song Maker" application in Google. The last module (six) introduces five careers in music outside of performing or teaching.
Grade 6 Art	6th Grade ROC Art explores the elements of art, the basic compositions of traditional and digital art forms. Students will explore one-point perspectives, pop art, color techniques, and use their skill set to create a final project they are proud of. Students have the ability to use digital or traditional methods for creation.
Grade 7 Language Arts	<p>The overall goal in Language Arts is to help you become stronger readers, writers & thinkers. We will work closely with your READING course to create lessons that will help you in both classes. The primary purpose of this course is to enable students to communicate effectively in English. Students will learn English through an integrated approach incorporating writing, reading, vocabulary, grammar, spelling, and speech. Using the <i>Prentice Hall Literature Volume II</i> book, seventh grade Language Arts will read drama, poetry, and folk tales. Some of the reading this year will be done in class, although some outside reading will be required.</p> <p>Using the <i>IXL</i> and other online sources, students will review the parts of speech and be expected to apply the skills they learn in class to their writing. These exercises will help</p>

	<p>them learn to apply specific spelling and grammar proofreading skills that are expected across the curriculum areas when they write. They will also write formal and informal compositions to correspond with many of these cross-curricular writing & reading units. Some of the writing will be done in class, although some outside work will be required. All formal compositions will emphasize the writing process and will include lessons on our newest writing format, the Text Dependent Analysis.</p>
Grade 7 Reading	<p>This course focuses on reading comprehension and reading strategies. Students will benefit from a wide variety of fiction and non-fiction literature from magazines, newspapers, novels, websites, and the Prentiss-Hall Literature book. Assignments will be dedicated to practicing and mastering skills in reading comprehension, vocabulary, writing, and analysis of text.</p>
Grade 7 Math	<p>This course covers the 7th Grade Common Core Math Standards with a focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.</p>
Grade 7 Science	<p>In this course students will be introduced to basic concepts in ecology and life science. Some of the ecology topics that students will be instructed on include: how energy moves through an ecosystem, water testing, point source and non-point source pollution and biotic and abiotic factors that affect an ecosystem. Some life science topics include cell structure, cell processes classification of life.</p>
Grade 7 Social Studies	<p>Ancient World begins with the dawn of humanity with the study of prehistoric man and archaeology. The course then moves into the earliest farming villages and the development of civilization. Students will learn about the early river valley civilizations of Mesopotamia, Ancient Egypt, and China. The course will also cover early Judaism, Christianity, Hinduism, and Buddhism. Finally, the course wraps up with the great classical civilizations of Greece, Rome, Carthage, and Persia.</p>
Grade 7 Physical Education	<p>In this course, middle school students will learn information which they can use to help them develop an active, healthy lifestyle. Topics covered include assessing personal physical fitness, skill-related fitness, health, sports practice and participation, the Physical Activity Pyramid, safe physical activity, and aerobic and muscular fitness. The course includes activity logs with an expectation of 150 minutes of documented physical activity per week.</p>
Grade 7 Technology Education	<p>The seventh grade ROC technology education class will give students an introduction into technology, technology education and engineering. These concepts will be reinforced by implementing them into a bridge component where students will learn about forces, loads and shapes that engineers must consider when creating structures such as bridges. Students will engage in a number of assessments in the form of quizzes, videos, hands on assignments and traditional assignments.</p>
Grade 7 Family and Consumer Science	<p>During this 30-day course students will be exploring their personal development and relationships. They will be able to gain an understanding of themselves in relation to their surroundings and others. Three main topics will be covered: personal development, families, and developing communication skills.</p>
Grade 7 Music	<p>Music 7 is a general music class focused on music literacy and theory as well as the history of rock in America. Students discover the basic building blocks of the music</p>

	we listen to enabling them to read, compose, and potentially learn to play music. The history sections cover the emergence of rock n' roll in America through the British Invasion of The Beatles.
Grade 8 Language Arts	The primary purpose of Language Arts 8 is to help students improve students' understanding of poetry, drama, and mythology and the way these types of writing relate to other works of literature. This course also aims to improve the stylistic elements of students' writing. This will be accomplished through the study of figurative language, various poetry, plays, instruction on the writing process, and completion of several essays.
Grade 8 Reading	This course focuses on building upon student's ability to analyze what they have read. Students will read a variety of fiction and nonfiction texts. There will also be a focus on reading comprehension strategies, as well as written expression. Students will respond to texts and will receive instruction designed to improve fluency, comprehension, grammar, and writing. There are projects scattered throughout the course to give students the opportunity to demonstrate their mastery of skills. A few projects and units will be shared between the Reading 8 course and the Western Civilizations course. For these projects students will receive a grade in both courses.
Grade 8 Math	Students will be introduced to the abstract concepts of algebra as they continue to build on the concrete concepts of basic mathematics. Grade 8 Math deeply explores the concepts of geometry, exponents, transformations, measures of central tendency, and number theory. Students will learn to solve multi-variable equations and direct/inverse variation problems. The course will introduce new concepts including graphing linear functions, slope-intercept equations, applications of the Pythagorean Theorem, and properties of circles, arcs, and sectors.
Grade 8 Science	Science 8 is an integrated science course aligned to PSSA science standards designed for middle school students. These activities will guide students as they learn about our natural world, space and the natural events that shape our lives. Students will be given hands-on activities each quarter that will help them model and explore various concepts related to class work.
Grade 8 Social Studies or Western Civilizations	As a continuation from Ancient World, 8th grade begins with a focus on the European Dark Ages. Students learn how the Germanic nations struggled with the help of the Catholic Church to remake civilization in the Middle Ages. Medieval topics include the crusades, the Mongol invasions, and the rise of trade and industry. The course finishes up with the Renaissance, the Reformation, and the establishment of the 13 colonies in the Americas. Throughout this course, students will read five different novels connected to the content.
Grade 8 Physical Education	In this course, middle school students will learn information which they can use to help them develop an active, healthy lifestyle. Topics covered include assessing personal physical fitness, sports and recreation, muscular fitness, health, the Physical Activity Pyramid, body composition, nutrition, and setting fitness goals. The course includes activity logs with an expectation of 150 minutes of documented physical activity per week.
Grade 8 Technology Education	The eighth grade ROC technology education class is the continuation of the seventh grade Technology Education class. This course will provide students with additional exposure to technology and engineering. Students will engage in a number of

	activities and hands on assignments in this course that will serve as a gateway to high school technology education courses.
Grade 8 Computer Applications	Students are introduced to basic touch keyboarding, data entry, and basic business skills as they create documents, presentations, drawings, and spreadsheets. Modern digital health concepts are also discussed, including digital emotional intelligence, digital dependency, online privacy, and evaluating content for accuracy and perspective. Students will also be introduced to basic computer programming through block coding concepts.
Grade 8 Art	8th Grade ROC Art builds on the elements of art foundation and explores the principles of art and design. Students will take an in depth look at painting styles, artists, and time periods that are significant to art movements. Students will use historical information to shape their own art projects and develop their voice as an artist. This course will conclude with a final choice project, allowing students to showcase their work and efforts.
Academic English 9	This introductory level course is designed to transition students from middle school reading and language arts to the expectations of a high school English classroom. Studies will focus on the reading of many forms of literature, various styles of writing, vocabulary, and grammar skills. Additionally, this course helps students develop research skills. Students will read short stories, a novel, drama and poetry. Students will compose creative writing pieces, as well as informative, and persuasive pieces.
Academic English 10	This course focuses on literature by authors from around the world. However, it is also designed to help students master writing, speaking, reading comprehension, listening, and research skills. Academic English 10 includes a variety of elements that will help you function in the college and working worlds AND help you make sense of the world around you. We will read classic academic novels, short stories, poetry, and nonfiction as a class and discuss their significance to our world. Students will complete various types of formal essay writing and creative writing assignments, including a research paper.
Academic English 11	The ROC 11th Grade English course focuses on the chronological study of American literature beginning with Pre-Colonial literature and ending with contemporary literature. Students will improve their writing, reading, and analytical skills as they progress through a variety of texts including <i>The Crucible</i> and <i>The Great Gatsby</i> . Students will continue to improve their writing skills by composing a variety of texts for a variety of purposes. Students will expand their research capabilities through an independent research study.
Academic English 12	In this course, students will read and analyze various pieces of British literature. By the end of the year, students should be able to demonstrate knowledge of British literature, the origins and progression of British writing, and the various periods in history that affected British authors. Students will do this in several ways, including writing essays and creative assignments, writing research papers, and producing computer-generated projects. We will read classic academic novels, short stories, poetry, and nonfiction as a class and discuss their significance to our world. Students will complete various types of formal essay writing and creative writing assignments, including a research paper.

Grade 9 Academic American Cultures I	American Cultures is a study of the United States and its people. It covers colonization, the American Revolution, the constitution, the presidents, slavery, the Civil War, and reconstruction. Skills emphasized are map reading, notetaking, cartoon analysis, creative writing, and critical reading.
Grade 10 Academic American Cultures II	Students will analyze and discuss America's achievements and mistakes in both foreign and domestic policy from the western movement through World War II. A major goal of this course is to develop within students a working knowledge and appreciation of our past and present American culture. While achieving this goal, students will also become aware of the evolution of their individual rights and freedoms as American citizens.
Grade 11 Academic US and the World	The third course in the American historical sequence begins with a post-World War II era and continues to the present. The emphasis of the course is on the role of the United States as a world leader and its interaction with other regions of the globe. Both domestic and foreign affairs will be studied in this context. Intertwined with the American emphasis, the course will be an overview of significant Western and non-Western cultures and how they interact with the United States.
Grade 12 Academic American Government and Economics	The first half of the year students will learn about basic constitutional principles that affect all levels of government and, ultimately, the people of the nation. Considerable time will be spent on the organizational structure of the federal, state and local government and how each level affects the lives of the American people. The rights and responsibilities of a citizen within the system will be heavily emphasized. Current events, as related to the study of government, will be an integral part of the course. During the second half of the year the focus of the course changes to economics and the student's role as a consumer. Heavy emphasis will be given to the concepts of capitalism in a market economy: basic principles, the role of resources, the role of government, and the role of the consumer. Much of the course will be devoted to consumer economics: wise consumption, budgeting, wise use of credit, banking, and the role of taxation. Emphasis will be given to the problems facing our economic system.
Grade 9 -12 Wellness	Students are introduced to a broad range of topics, issues and information as they explore personal health and wellness. The importance of knowledge, attitudes, and behavior are emphasized as students reflect on their current lifestyle practices and explore models of behavior change to implement strategies and techniques promoting lifelong healthy lifestyle choices. Students are encouraged to take responsibility for personal wellness as they investigate topics in physical fitness, healthy eating, weight management, psychosocial components of health, stress management, sexual health, disease awareness and prevention, substance use, misuse, and abuse, personal safety and social media awareness.
Algebra 1	Algebra 1 topics include operations with real numbers, solving equations and inequalities, graphing and solving linear equations and inequalities, operations with polynomials, evaluating exponential expressions, factoring, simplifying rational expressions, and solving/graphing systems of equations. There will be a focus on problem-solving and word problems as well. At the end of this course, students will be taking the state standardized test, the PA Keystone Exam.
Algebra 1A	Algebra 1A covers the prerequisite skills and problem-solving skills necessary to ensure students are ready to successfully master the content of Algebra 1. Once these

	skills are masters, students will begin to learn the basic Algebra 1 concepts. The pacing of the course enables for more time to practice skills and concepts. Topics include operations with real numbers, simplifying algebraic expressions, solving equations and inequalities, graphing and solving linear equations and inequalities, and basic statistics and probability.
Algebra 1B	Students who have completed Algebra 1A will enroll in Algebra 1B, which is a continuation of the Algebra 1 concepts learned. With a focus on problem-solving, topics include solving equations and inequalities, graphing and solving linear equations and inequalities, performing operations with polynomials, evaluating exponential expressions, factoring, understanding rational expressions, and solving/graphing systems of equations. By the end of this course, students will be prepared to take the state standardized test (PA Keystone).
Algebra 2	The topics covered in Algebra II are functions - linear, radical, quadratic, exponential, and logarithmic - and their graphs, rational expressions and equations, linear and compound inequalities, rational exponents, solving systems of linear and quadratic equations, and systems of linear and quadratic inequalities. The content of algebra II is organized around families of functions which will be represented in multiple ways - as verbal descriptions, equations, tables, and graphs. Real world applications using functions will be modelled and problems arising from those situations will be studied.
Geometry	In this course students will learn the following topics: Essentials of Geometry, Basic Geometric Proof Writing, Parallel and Perpendicular Lines, Congruent Triangles, Relationships within Triangles, Similarity, Right Triangles and Trigonometry, Quadrilaterals, Properties of Circles, Measuring Length and Area, and Surface Area and Volume of Solids. Students will learn geometric properties and theorems and how to apply them to solve problems. Logical thinking and problem-solving skills will be developed by working through various geometry problems.
Precalculus	The topics covered in Precalculus weave together previous study of algebra, geometry and functions as a preparatory course for calculus. The course focuses on a more complete mastery of skills necessary for subsequent math courses at the college level. The topics included are: intermediate algebra, systems of equations and inequalities, functions and graphs, polynomial functions, rational functions, inverse functions, logarithmic and exponential functions, trigonometry, and an introduction to limit concepts. This course will develop skills both in traditional calculation and the use of technology to advance understanding. Text: Precalculus with Limits, 2nd Edition, Larson.
Physical Science	This course is designed to introduce students to the coursework that they may encounter as they progress through the high school science curriculum. This course will closely match the content of the traditional brick and mortar Physical Science 9 course. The major topics covered will include scientific method, physics, chemistry and environmental science.
Comprehensive Science	This high school science elective course is designed to review both life science and physical science concepts to upperclassmen. In this course students will review the major themes of Biology with more of a macroscopic, human centric focus than the first-year biology course. The course will also review physical science topics with

	chemistry and physics being the main focus. As the students review these topics, they will also be challenged to develop problem solving skills along the way.
Biology	This high school course is designed to introduce and review the science discipline of biology. In this course students will learn about the Characteristics of Life, The Basic Chemistry of Biology, Cell Biology (structures and functions), Genetics, Evolution, and Ecology. The goal of this course is to develop a better understanding of the living world and our place in it. This is also a Keystone Tested Subject that will prepare students for a cumulative assessment at the end of the course.
Chemistry	This is an introductory chemistry course. A strong background in algebra and biology is recommended. Units of measurement, temperature, conversions, and structure of the atom will first be reviewed. Students will then learn about current atomic theory, chemical bonding and chemical nomenclature. Knowledge of nomenclature will then be applied to write, balance, and classify chemical equations. Mathematical skills will then be applied to the study of composition and reaction stoichiometry. Problem solving skills are heavily emphasized.
Child Development 1	After studying Child Development, I, you will be able to explain how social and economic changes will increase the need for child care services and early childhood teachers. You will also be able to describe career opportunities in the early childhood field and determine personal characteristics that can help early childhood teachers care for and educate young children. You will be exposed to the various types of early childhood programs available to parents and be able to assess the advantages and disadvantages of each type of program. You will also be able to recognize licensing rules and guidelines that help keep centers safe and list the components of center accreditation. During this course you will also learn about the physical, cognitive, emotional, and social development of children up through the age of 12. You will be able to chart, describe, and explain how children from birth to age 12 grow in all four areas of development and what milestones you can identify to help assess their progress. You will learn about the purpose and importance of assessment and be able to compare and contrast each method of assessment appropriate in the early childhood classroom. Last but not least you will be able to summarize how theories about development can be used as practical guides to early care and education. This will include contrasting the developmental theories of Erikson, Piaget, Vygotsky, and Gardner. This course is designed to help prepare you for the Child Development Associate Credential and a possible career in the early childhood field.
AP European History	The European history elective reviews modern political, economic, and cultural events of Western and Eastern Europe from the medieval era to the present day. Advance placement (AP) students will experience college level skills of lecture, reading, document analysis, and free response essay writing. Students may use the AP title on their college applications, even if they do not receive the necessary college credits. Those receiving a higher score of the AP test may be able to apply for college credits depending on their future university. Taking the AP exam at the end of the year is strongly recommended. There is an exam fee. However, for students have an economic need, the test is free.
Spanish 1	The primary goal of this course is to introduce students to the Spanish language and culture. We will focus on 4 skills to help students achieve the goal of Spanish

	<p>proficiency at the beginner level. These skills include: reading, writing, listening, and speaking. Students will be introduced to vocabulary on basic greetings, numbers, school, families, activities/hobbies. Students will learn to converse in the present tense. Culture and customs will be introduced to help students make a connection between the USA and other countries.</p>
Spanish 2	<p>The goal of Spanish 2 will be to build upon the fundamental language elements taught in Spanish 1 and continue to focus on the language skills of reading, writing, listening, and speaking in Spanish. Students will continue to develop vocabulary with units on food, celebrations, music, clothing, weather and activities. Students will continue to develop cultural awareness by discussing the vocabulary themes. Students will expand their concept of grammar by learning the past tense.</p>
French 1	<p>During this French I course students will learn new knowledge about the French language and culture. They will practice skills in pronunciation, grammar structures, and vocabulary. Oral practice, homework assignments, games, songs, watching videos and DVDs, quizzes, tests, projects, and class activities, etc. will be used to accomplish this goal. The different cultures of the French-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages. Students will be able to talk about themselves, their family and their hobbies by year-end.</p>
French 2	<p>During this French II course students will expand on the knowledge gained from French I and further develop their skills in pronunciation, grammar structures, and vocabulary. Oral practice, homework assignments, games, songs, watching videos and DVDs, quizzes, tests, projects, and class activities, etc. will be used to accomplish this goal. The different cultures of the French-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages.</p>
Studio Arts	<p>This course is designed to acquaint you with basic techniques of art. It is a project-based class where you will be creating in several mediums, such as drawing, painting, computers, sculpting, and more. There is an emphasis on good craftsmanship and improvement. Several of the projects will have an art history component as a take-off point for the lesson. This class is designed for you to be successful at many levels of skill. You should plan to successfully complete all of the projects and document your progress. The documentation will allow for feedback as you complete your assignments and make improvements as needed to complete your work successfully. All work must meet class standards and be completed by the due dates. All supplies will be provided by the school as needed.</p>
Photography	<p>Digital Photography is a yearlong course that offers students an opportunity to learn the elements of art and photography. Students will learn the basics of photographic composition and lighting, the basics of using a digital camera and how to digitally manipulate their photographs to enhance the final image. Students will also learn basic color theory and the fundamentals of image processing. This course is designed for the student who has no background in photography. Students must have access to a digital camera. Digital cameras that can be used for this course are: cell phone cameras, point and shoot digital cameras, prosumer digital cameras or DSLR digital</p>

	cameras. Students will also have the opportunity to apply the concepts they learn with the goal of building a photography portfolio at the end of the course.
Marketing	This course is an introduction to the basic principles of marketing. Topics include the Marketing Mix (product, place, price, promotion), Marketing functions and utilities, SWOT analysis, Marketing research and segmentation, and branding. Students will prepare a Marketing Plan as a final project.
Accounting	In this course, you will learn introductory concepts and practices that form the foundation for further study of accounting, or to better manage your own personal finances. Students interested in careers in business, especially management, finance, or entrepreneurship, should complete at least one accounting course. Truthfully, accounting is the language of business. Without accounting information, stakeholders would not be able to make sound business decisions, and leave their business's future up to chance.

New Electives for the 2022-2023 School Year

Child Development 2	The Child Development 2 course offered through ROC will be a continuation of the Child Development 1 course currently offered. In Child Development 2 we will discuss how to develop guidance skills to help children through their development years and establish classroom limits. Students will have the opportunity to participate in an on-line mandated reporter training and receive a certification stating that they successfully completed the course. Students will also learn about the early childhood learning standards established by the state of Pennsylvania and the effect they have on the curriculum. Students will be required to create lesson plans throughout the course keeping in mind the PA standards. We will continue by working through multiple chapters and learning how to teach early childhood students about science, social studies, art, block-building and creating effective lessons along the way. Throughout this course, students will have the opportunity to receive multiple certifications/credentials to help establish a successful path to graduation.
Computer Science	Prerequisite--in order to be successful in this course, students must have completed an Algebra I course with at least an 80% grade. Students enrolled in this course can expect to learn the introductory concepts of coding using Carnegie Mellon University's CS Academy. CMU CS Academy is an online, graphics-based computer science curriculum taught in Python. This course will challenge the student's problem-solving and math reasoning skills while gaining confidence in computer science concepts.
Creative Writing	This course will focus on expressive writing in many different forms. Students will explore several different types of poetry and prose styles by reading a variety of existing literature samples. They will analyze these works to better understand the authors' meanings and what makes literature appealing to read. Students will be encouraged to discover who they are as individuals and as authors and poets. They will be encouraged to be themselves in their writing and let their personalities shine through. Originality and creative thought will be the focus of writing activities. Students in Creative Writing will write poems, short stories, plays, children's

	books, a memoir and other types of writing that express creativity. Peer discussions and editing sessions will be an essential part of the course.
Criminal Justice	Criminal Justice is presented as a practical, inquiry base course that is combined with competency building activities to help promote critical thinking and problem-solving skills. Students will progress through four modules; each module is devoted to a different area of our current justice system. Beginning with learning the basics of law, the legal system, and proceedings in a courtroom, students will have the opportunity to learn about and participate in activities that develop their knowledge of the foundation of the law and legal system in America. This is followed by the history of crime in the United States, a detailed examination of the ancient beginnings of law through the present day. Additionally, students will develop critical thinking skills as they dive into the unit on criminals and types of crime, where they learn to classify and analyze criminals based on their criminal behaviors. Finally, students will combine all of their content knowledge for a two-part research paper and project detailing the criminal justice process of a famous criminal. They will detail the crime and process through the criminal justice system along with creating a brochure for a famous prison that they will present to the class.
Ecology/ Environmental Science	<p>Ecology is the study of organisms and how they interact with the environment around them. This course will include all the topics of Ecology regarding populations, communities, ecosystems and biosphere. The overall theme will be recognizing connections, interactions, impacts, and relationships.</p> <p>This ROC course will use real stories from curated sources to learn more about the larger connected environment of our world. In this course we will stretch our boundaries and learn from real stories and connect those stories to what it means to be part of the population of Earth. Storytelling is one of the most impactful ways to gain perspective about things not personally experienced. The stories will come from a variety of reputable sources such as children's books, excerpts from published works, magazines, and websites. The stories will be the starting point for exploration, resulting in a deeper knowledge of ecology, biology, species relationships, energy, and other topics based on where the stories lead.</p>
French 3	During this French III course students will expand on the knowledge gained from French I and II. Students will further develop their skills in pronunciation, grammar structures, and vocabulary. Oral practice, homework assignments, games, songs, watching videos and DVDs, quizzes, tests, projects, and class activities will be used to accomplish this goal. The different cultures of the French-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages. Students will be able to talk about themselves, their family and their hobbies by year-end in several tenses.
LS HS English	Students in this English course will be given an adapted curriculum based on their Individualized Education Plan. This course will include vocabulary terms of common prefixes, suffixes and root words, high interest novels with activities that will guide their reading, aspects of plot, figurative language and creative writing styles. This English course will prepare students for the Language Arts Keystones Exam.
LS HS Math	Students in this Math course will be given an adapted curriculum based on their Individualized Education Plan. This course will focus on helping the student achieve

	in math and obtain proficiency on the Algebra 1 Keystones Exam. The content of the course will be completely driven by the needs of the individual student ranging from basic math through Algebra 1 concepts. This course can be taken for multiple years in attempt to obtain proficiency and to comply with the expectations outlined in a student's Individual Education Plan.
Personal Finance	This course covers all of the essential personal finance topics necessary to become a financially capable student and young adult. Topics include: taxes, banking, saving, credit, investing, insurance, budgeting, and more. The course concludes with a simulation that showcases a family working with their teenage child to create a spending plan. Students identify the family's values, needs, and wants to make major expenditure decisions and create a spending plan.
Psychology	Psychology is the study of human behavior and mental processes. This class is a survey course that covers the history, modern debates, and some of the major principles of psychology. The topics include; the history of psychology and its major schools of thought, influential psychologists, nature vs nurture, personality, abnormal behavior, conditioning and learning, consciousness, sleep and dreams, memory, perception and sensation, and research methodologies, and experimental psychology. There is an emphasis on the practical application of psychological principles.
Spanish 3	The student will expand listening, reading, writing, and speaking skills, through oral and written work. The key components of communicating in the Spanish language and application of culture to real-life situations will be emphasized. The student will use the Spanish language to facilitate daily activities, communicate about self and others, adapt to a foreign speaking environment and explore the components of the target culture. Emphasis of everyday useful vocabulary, grammar review, reading and discussions of short, humorous stories, essays, composition, conversation, and magazine articles.
Trigonometry and Statistics	This is a semester course. The prerequisite for this course is to pass Algebra 2. The beginning of trigonometry reviews skills from prior courses to help students be more successful; such topics include: Pythagorean Theorem, Simplifying Radicals, Special Right Triangles. The first chapter focuses on the unit circle and students will learn: how to convert from degree to radian measure (and vice versa), how to use special right triangles to find the 6 trigonometric functions, The next chapter focuses on identifying odd and even functions along with graphing the trigonometric functions and their transformations. The last portion of this course focuses on solving trigonometric equations and using/verifying fundamental trig identities. Statistics is a semester course. The pre-requisite for this course is to pass Algebra 2. In this course we explore data analysis, we find variance and standard deviation of data sets; we find z scores of data and identify percentiles using z tables; we discuss normal distribution and its applications. We use technology and formulas to determine linear regression of scatterplots. We also explore probability concepts such as fundamental counting principle, sampling, Venn diagrams, permutations and combinations, odds, and conditional probabilities. We also calculate binomial expansions and apply the binomial theorem to probability.

Rockets Online Campus Learning Agreement

It is critical that parent(s) / guardian(s) and student(s) understand and abide by the expectations of the Rockets Online Campus. Failure to abide by the expectations of the Rockets Online Campus may result in consequences up to and including termination of the student's enrollment and return to traditional school. Rocket Online Campus students and their parent(s) / guardian(s) will be required to sign this learning agreement each school year.

Parent(s) / guardian(s) giving their student(s) permission to enroll in the Rockets Online Campus agree to the following:

Academic Expectations

- Parent(s) / Guardian(s) accept the responsibility to supervise their student in using the academic digital tools provided by their home school.
- Parent(s) / Guardian(s) are expected to regularly check on each students' grades, progress (pace), and missing work, a minimum of once each week.
- Parent(s) / Guardian(s) and student(s) understand that student work completion, as well as academic progress, is an expected part of the Rockets Online Campus and coincides with meeting the attendance requirements of the Rockets Online Campus.
- Parent(s) / Guardian(s) and student(s) understand that tutoring is available at the Rockets Online Campus.
- Parent(s) / Guardian(s) and student(s) understand that no one other than the enrolled student can complete or revise any portion of an assignment, activity, exam or project.
- Parent(s) / Guardian(s) and student(s) accept the responsibility to see that all coursework is completed by 5:00 PM on the last day of the Module each week. Parent(s) / guardian(s) and student(s) understand that extensions may be granted on a case-by-case basis by the Rockets Online Campus team.
- Parent(s) / Guardian(s) and student(s) understand that if a student does not complete the required assignments or is failing, he/she may be removed from the Rockets Online Campus.

Expectations for Enrollment

- Parent(s) / Guardian(s) and student(s) understand that a student enrolled in the Rockets Online Campus is considered a student in their home school and is subject to all of the responsibilities of any other District student.
- Parent(s) / Guardian(s) and student(s) understand that students must read and respond to emails and phone calls from the Rockets Online Campus team in a timely manner.
- Parent(s) / Guardian(s) and student(s) understand that the parent(s) / guardian(s) will inform the Rockets Online Campus in a timely manner if the student's phone number, address, or emergency contacts change.

Attendance Expectations

- Parent(s) / Guardian(s) understand that they are enrolling their student in a public school with attendance requirements that he/she is expected to meet.
- All students will complete the Attendance App on each school day.

- Parent(s) / Guardian(s) and student(s) understand that attendance is measured by the percentage of assignments completed each work week.
- Parent(s) / Guardian(s) and student(s) accept the responsibility to see that excuse notes/cards for absences are submitted to the Rockets Online Campus within three (3) days of the absence.

Expectations for Participation in Standardized Testing

- Parent(s) / Guardian(s) and student(s) understand that full participation in all mandated state testing is expected on the required dates and at the required location. If district transportation is needed to transport the student to the building on one or more of the required testing dates, parents / guardians are responsible for contacting the Rockets Online Campus to make arrangements for this. Arrangements for what the student does at the conclusion of testing will also be discussed at this time.
- Parent(s) / Guardian(s) and student(s) understand that some state testing sessions, as mandated by the state of Pennsylvania, may require that the student be present for up to one week at a time.

Expectations for Students with Special Services

- If the student is eligible for special services, the parent(s) / guardian(s) understand(s) that regular communication with his/her child’s case manager, as well as attendance at scheduled IEP/eligibility or other meetings, are essential components of his/her child’s education and success in this learning environment.
- If the student is eligible for special services, the parent(s) / guardian(s) understand(s) that regular communication with his/her child’s related service provider(s) (i.e. occupational therapist, speech-language pathologist, behavior therapist, gifted support teacher, English Language teacher, etc.) is an essential component of his/her child’s education and success in this learning environment.
- Each student enrolled in the Rockets Online Campus and receiving special services will have a case manager assigned to him or her. This special case manager should be the primary point of contact for students who encounter difficulties with coursework in the Rockets Online Campus.

I agree with the Rockets Online Campus Learning Agreement

Student Signature		Date	
Parent/ Guardian’s Signature		Date	