

Rockets Online Campus



Where Every Student Can Learn,
Grow, and Succeed

2024-2025

Student & Parent Handbook

2024-2025 V2

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- The Rockets Online Campus 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 Rockets Online Campus goal of this handbook is to equip parents, guardians, and interested parties with valuable insights into the Rockets Online Campus, facilitating a deeper understanding of our educational framework. This comprehensive guide encompasses topics aimed at providing practical support and clarity. We assure you that the information within this handbook is presented in a concise and accessible format.

We appreciate your commitment to your child's education and eagerly anticipate collaborating with you. This handbook serves as a compass, offering both students and parents/guardians an overview of the Rockets Online Campus. It outlines our support systems, guidelines, expectations, and essential policies and procedures. It's important to note that while enrolled in the Rockets Online Campus, students remain affiliated with their respective brick-and-mortar school buildings.

The Rockets Online Campus (ROC) is an innovative cyber school opportunity catering to students from K4 through 12th grade. Our primary objective is to provide students with diverse educational pathways. Our dedicated faculty, staff, and administration are committed to supporting each student and family tirelessly. We offer personalized attention and support tailored specifically for our online ROC students, in addition to the guidance provided by our ROC teachers. All ROC students benefit from high-quality, locally-crafted curriculum across all subject areas.

With its flexible structure, the Rockets Online Campus fosters a collaborative partnership with families and students, empowering them to achieve success. Communication is paramount among students, families, teachers, and the Rockets Online Campus faculty and staff, serving as the linchpin for student progress, achievement, and overall success. Our aim is simple: to support and serve, enabling each student to thrive, grow, and succeed.

The Rockets Online Campus provides both asynchronous and synchronous learning platforms, ensuring flexibility and accessibility. Students can engage in learning anytime, anywhere, accommodating their unique schedules. Our teachers offer daily synchronous learning opportunities, including a tailored "Morning Meeting" format for elementary students and a comprehensive Support Line approach for secondary students. Additionally, academic coaching services are available from 8:00 AM until 7:00 PM daily, either scheduled or on-demand.

At the Rockets Online Campus, students benefit from the advantages of anytime, anywhere learning while maintaining the support similar of enrollment in a brick-and-mortar school building.

We, the Rockets Online Campus team, are excited to embark on this educational journey with each student and their parent(s)/guardian(s) this school year. Our commitment is unwavering, dedicated to supporting students and fostering their success. Please feel free to reach out to any Rockets Online Campus team member with questions or concerns. Thank you for choosing Rockets Online Campus. Let's embark on this transformative journey together.

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.

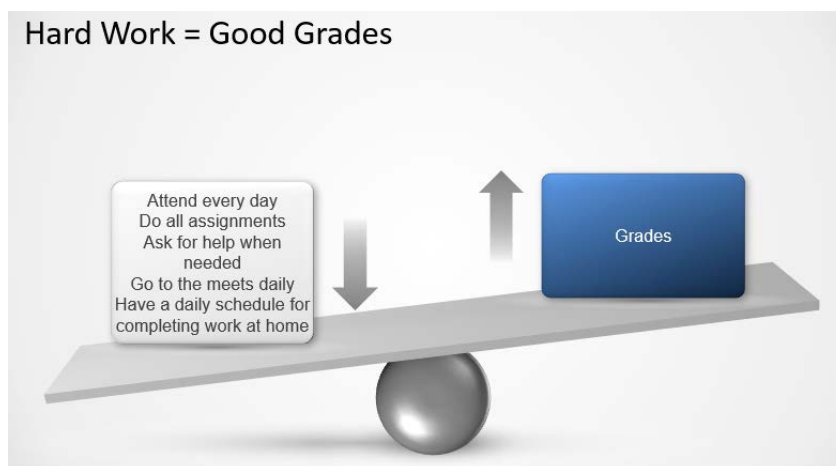
Full-Time Students

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 Students

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 remainder 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. A blended approach creates an endless number of possibilities for students and increased scheduling flexibility.

Keys to Success in the Rockets Online Campus!



Mastering Your Online Learning Journey with the Rockets Online Campus

In the digital age, the Rockets Online Campus offers a gateway to success for students seeking flexible yet rigorous education. Here are some key strategies to ensure your journey through online courses is not only fruitful but also rewarding:

1. **Treat Online Courses with the Same Dedication as In-Person Classes:** Approach each online course with the mindset of receiving face-to-face instruction. Discipline and dedication are paramount. Set aside focused time for your studies, and adhere to it diligently. While the flexibility of online learning allows you to manage your schedule, avoid procrastination by committing to regular study sessions.
2. **Hold Yourself Accountable:** At the outset of the quarter, establish clear goals and milestones. Regularly assess your progress and adjust your approach as needed. Without the prompts typical of a physical classroom, it's crucial to take ownership of your learning journey. By staying organized and self-aware, you can maximize the benefits of online education amidst life's inevitable chaos.
3. **Master Time Management:** Embrace the freedom to craft your own schedule, but do so responsibly. Develop effective time management skills to prevent last-minute rushes and subpar work. Create a weekly schedule, allocate specific time slots for coursework, and employ techniques like time-blocking to stay on track.
4. **Designate a Dedicated Study Space:** Cultivate a conducive environment for learning by establishing a consistent study space. Whether it's a quiet corner at home, a local library, or a favorite coffee shop, choose a setting that enhances focus and productivity. Maintain organization within your workspace to streamline access to resources and deadlines.
5. **Minimize Distractions:** Identify potential distractions and implement strategies to mitigate their impact. Whether it's disabling notifications, setting boundaries with family members, or utilizing noise-canceling headphones, tailor your approach to suit your preferences and circumstances. Prioritize concentration to optimize your learning experience.
6. **Identify Your Optimal Learning Mode:** Reflect on when and how you perform best academically. Whether you're an early riser or a night owl, align your study sessions with your natural rhythms. Experiment with different study techniques and environments to pinpoint what resonates most with your learning style.
7. **Engage Actively with Support Resources:** Leverage the ROC Support Line as a valuable resource for clarification and collaboration. Actively participate in discussions, seek clarification on assignments, and foster connections with your instructors.
8. **Seek Assistance When Needed:** Don't hesitate to reach out for assistance whenever you encounter challenges. Whether it's via phone or virtual meetings, the Rockets Online Campus offers comprehensive support avenues. Take advantage of resources like the Support Line and core teacher availability to address queries and refine your understanding.

Embark on your online learning journey with confidence, knowing that the Rockets Online Campus is dedicated to empowering your academic success. With commitment, organization, and proactive engagement, you'll unlock the full potential of online education and propel yourself towards your goals.

Elementary – Prekindergarten 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.

Recommended Kindergarten Online Schedule	Recommended First and Second Grade Online Schedule
<p>8:00-9:00: Wake up and eat breakfast.</p> <p>9:00-10:30: Log in to the ROC attendance, complete Language Arts, and attend the Morning Meeting.</p> <p>10:30-11:30: Complete the assignments for Math.</p> <p>11:30-12:30: Lunch and movement break (walk and stretch).</p> <p>12:30-2:00: Complete the remainder of your Math, Reading, and Language Arts assignments that you did not finish in the morning.</p>	<p>8:00-9:00: Wake up and eat breakfast.</p> <p>9:00-10:30: Log in to the ROC attendance, complete assignments in Reading and attend the Morning Meeting.</p> <p>10:30-12:00: Complete the assignments for Math and Language Arts.</p> <p>12:00-1:00: Lunch and movement break (walk and stretch).</p> <p>1:00-2:00: Complete the remainder of your Math, Reading, and Language Arts assignments that you did not finish in the morning.</p>
Recommended Third, Fourth, and Fifth Grade Online Schedule	
<p>8:00-9:00: Wake up and eat breakfast.</p> <p>9:00-11:00: Log in to ROC attendance, complete Language Arts, and attend the Check in and Chat.</p> <p>11:00-12:00: Complete the Math Assignments.</p> <p>12:00-1:00: Lunch and Movement break (walk, stretch).</p> <p>1:00-2:00: Complete Reading Assignments.</p> <p>2:00-2:30: Movement break.</p> <p>2:30-3:30: Complete Science/Social Studies Assignments.</p>	

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 Support 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.

Recommended Sixth Grade Online Schedule

8:00-9:00: Wake up and eat breakfast.

9:00-11:30: Log in to ROC attendance, complete Language Arts and Reading assignments, and attend the Check in and Chat.

11:30-12:30: Complete Math assignments.

12:30-1:30: Lunch and movement break.

1:30-2:30: Complete Science assignments.

2:30-3:30: Complete Social Studies 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 Support Line. This Support Line is open from 9:30 AM to 1:30 PM daily. English, Math, Science, and Social Studies teachers are on this support line 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 many 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.

Recommended Seventh through Twelfth Grade Online Schedule
8:00- 9:00: Wake up and eat breakfast.
9:00-9:45: Login to your Chromebook and complete the attendance form and set a timer for 45 minutes - work on Math.
9:45-10:30: Set a timer for 45 minutes - work on English.
10:30- 11:15- Set a timer for 45 minutes - work on Science.
11:15-12:00: Lunch- Set a timer for 45 minutes.
12-12:45- Set a timer for 45 minutes - work on Social Studies.
12:45-1:30: Set a timer for 45 minutes - work on PE.
1:30-2:15: Set a timer for 45 minutes - work on an Elective.
2:15-3:00: Set a timer for 45 minutes - work on an Elective.

*Students are expected to go into and work in every class every school day!

Parent Expectations

Role of the parents with the Rockets Online Campus students:

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. Parent(s)/guardian(s) are expected to help in the following ways:

- Make certain that all classes are accessed and worked on every school day.
- Ensure the completion of the homeroom Attendance Course daily.
- Monitor completion of assignments and projects. Answer questions and provide supports.
- Encourage the use of the Support Line when help is needed.
- Support daily attendance in the synchronous learning (Check in and Chat meetings, Support Line meetings)
- Assist the students in managing their student's daily and weekly academic schedule.
- Monitor progress and pacing.
- Communicate frequently with the Rockets Online Campus faculty and staff with any concerns or questions.
- Serve as a support system.

It is **STRONGLY ENCOURAGED** that each student at Rockets Online Campus has an adult monitor at home to ensure that the student is attending school and working on assignments.

What Are the Primary Responsibilities of the Rockets Online Campus Parents?

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 should:

- Attend both parts of the mandatory student orientation. The first part is with one of the Rockets Online Campus Team and the second is an Orientation Course that the student will do independently and then display proficiency in their ability to be successful online.
- 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 ROC 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).
- Parent/guardians agree to communicate with the student's teachers regularly as needed,

- and 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 Titusville Area School District Assistant Superintendent at (814) 827-0534.

Any member of the community, staff member or contractor who believes that the Rockets Online Campus 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 Titusville Area School District 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 the Rockets Online Campus school calendar.** Partner school districts may have a varied calendar, but all Rockets Online Campus students will follow the Rockets Online Campus School Calendar. Any variations to this calendar will be communicated to parents.

Each student is expected to open and work on each course each school day. Students will not achieve if they attempt to do all of the work for the week in one subject on one day. Students

are presented with 36 modules, one each week of the school year. Each module contains a lesson for each school day.

PowerSchool

With Power Parent Access, you'll have real-time access to your child's grades, assignments, attendance records, and more—all from the convenience of your computer or mobile device. Stay up-to-date on your child's progress, track their academic performance, and identify areas where additional support may be needed.

Here are just a few key features of Power Parent Access:

- **Gradebook:** View your child's grades for individual assignments, quizzes, and exams as soon as they're entered by their teachers.
- **Attendance Tracker:** Monitor your child's attendance record to ensure they're attending classes regularly and staying engaged in their learning.
- **Communication Tools:** Communicate directly with your child's teachers, counselors, or school administrators to address any concerns or questions you may have by clicking on the teacher's name and emailing them.

Power Parent Access strengthens this partnership by providing you with the information and resources you need to support your child's success in school and beyond. Information, such as the username and passwords, will be mailed to each parent. At any time, parents can call the ROC Center at 814-827-0565 to get help.

2024-2025 Rockets Online Campus Tentative School Calendar

First Day Students	August 27, 2024
Labor Day	September 2, 2024
Professional Day	October 4, 2024
Act 80 Days	October 7, 2024
Act 80 Days	November 7 (half PM) & 8, 2024
Thanksgiving Break	November 28-December 2, 2024
Christmas Break	December 23-31, 2024
New Year's Day	January 1, 2025
Professional Day (clerical)	January 17, 2025
Martin Luther King Day	January 20, 2025
Professional Day	February 14, 2025
President's Day	February 17, 2025
Act 80 Day	March 14, 2025
Easter Break	April 16-21, 2025
Professional Day & Prom	May 2, 2025
Memorial Day	May 26, 2025
Last Day of School	June 5, 2025
Snow Day Make-Ups: April 16, April 17, April 21, June 5	



Attendance Course

Rockets Online Campus requires students to submit attendance through the Attendance Course. Daily attendance is based upon the student's submitting attendance in the Attendance Course and that the student has also entered their courses each school day.

Attendance Procedures

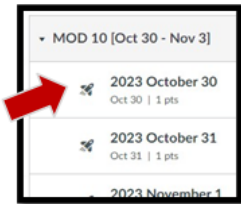
You must submit your attendance between 12:01 a.m. and 11:59 p.m. every school day.



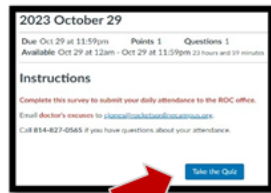
1. Click on the Attendance Course on your Class Link page.

This link will take you to your Attendance Course to take attendance.

Go to <https://watch.screencastify.com/v/T2KxheukPTmpSvv8UbBy> for a demonstration of the attendance procedures.



2. Click on the current date in the current MOD.



3. Read the instructions. Click on Take the Quiz.

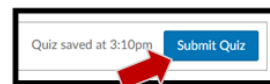
I am attending Rockets Online Campus classes today.

By selecting "Present" in this attendance box I am certifying that I will attend school for 5.5 hours today (secondary students) or 5 hours today (elementary students). I further acknowledge that I need to attend 180 school days this school year unless formally excused pursuant to ROC's absence policy and procedures.

☐ Present

☐ Absent

4. Read the information in the box and make the appropriate selection.



5. Submit the Quiz.

Importance of the Daily Attendance Course- All Rockets Online Campus students **MUST** 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 Course submission is like skipping a homeroom class in traditional school. **You must also do work in Canvas or SeeSaw for the day to count as a day of lawful attendance. Failure to do both the Attendance Course and failure to go into the Canvas or SeeSaw platform will result in an unlawful absence and truancy. You should be in all of your classes every school day!**

*****Remember*****

Doing the Attendance Course submission **DAILY** is mandatory. This is how the Rockets Online Campus reports your attendance.

If you have any issues with submitting your attendance, call 814-827-0565 for help.

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. 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 Course 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 four unlawful (unexcused or unverified) absences an administrator 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.

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 Course 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 the due date given by the teacher.** When students are not actively participating in their online classes by not submitting assignments or are not logging into the Attendance Course, 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 the 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@rocketsonlinecampus.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 given 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 is 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 may be excused. Please communicate the situation with the Rockets Online Campus team.
- **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@rocketsonlinecampus.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 (Any student under the age of 18) if there is not regular attendance.
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 administration 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 their parents must notify the ROC and complete a trip form. This form should be filled out by the parents or guardians and returned to 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.

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.

As a general rule all assignments for each academic module will be due by 5:00 P.M. on the last day of the module week.

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 average.

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.

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 the home school 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 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:

Subject	Grade
English Language Arts	3 - 8
Mathematics	3 - 8
Science	5, 8

All school districts are mandated by law to participate in English Language Arts, Mathematics and Science assessments 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 PSSA and Keystone Exams will be administered in person at the student's home/local school district.

Getting Started with the Rockets Online Campus

Rockets Online Campus Virtual Orientation

All students joining 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 ROC. Once the virtual orientation is complete the student will then take the Orientation Course. This course will provide additional strategies and expectations for success while participating in the Rockets Online Campus Programs.

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. We offer live support from 8:00 AM to 7:00 PM each school day.

Student Support / Academic Probation

The Rockets Online Campus team assists with monitoring student performance 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 Probation will require the student to attend academic coaching, join a meet for assistance, or 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. This will be provided through the SMART Futures content provided to each ROC student.

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.

Live Academic Support- Daily, each student should attend the daily virtual meetings with their teachers. Additional academic support is also available for each student upon request.

Students who attend these meetings do extremely well academically.

Grade Level	Type of Support	Details
Grades K4- K5 – 10:00 AM	Morning Meeting	The Morning Meeting is a daily virtual meeting with synchronous learning. The meet includes: sharing time, skills practices, story time, movement activities, and fluency drills. There is also a preview of the day's activities. More importantly, a sense of community is established through this meeting.
Grade 1 – 10:30 AM		
Grade 2 – 10:00 AM		

Grade 3 10:30 AM	Check in and Chat	The Check-in and Chat is a daily virtual meeting with synchronous learning. There is a greeting and chat time. Questions from the assigned lessons are reviewed with an opportunity to practice skills and get support. The daily lesson is also discussed. Students have an opportunity to interact with peers in a structured school setting.
Grade 4 11:00 AM		
Grade 5 11:00 AM		
Grade 6 11:30 AM	Support Line	Both 6 th grade teachers are available to support English Language Arts, Math, Science, and Social Studies courses.
Resource Room 1:30 PM – 2:30 PM	Support Line / Resource Room	The ROC Special Education Department hosts a daily virtual meeting space and resource room for our special education students. Support for all subjects are available during this time.
Grades 7-12 9:30 AM – 1:30 PM	Online Help	All four secondary teachers are available to support English Language Arts, Math, Science, and Social Studies courses. Additionally, help for all subjects can occur during this time. Help is just a click away with the Online Support Line!
On Demand Academic Coaching	Academic Coaching	Call 814-827-0565. Virtual academic coaching is available between 8:00 AM and 7:00 PM. You can ask 100 questions and we are just happy to help!

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 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 their 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 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. Any waste or misuse of these materials, equipment or furniture results in a loss that parents or guardians must pay for. Students that deface school property will be required to make restitution and may be assigned consequences, suspended from school, or face possible court action.

Classroom Online 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 group meeting 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

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:

- a. Willful giving or receiving of an unauthorized, unfair, dishonest or unscrupulous advantage in school work over other students.
- b. 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:

- a. Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- b. 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.
- c. 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:

- a. 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:

- a. 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:

1. Notify parents.
2. Assign a grade of zero for the assignment or test, with no opportunity to make up that work including extra credit.
3. Complete discipline that will be shared to the home district.
4. Assign any other consequences as deemed appropriate.

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

1. Institute the consequences listed above.
2. Assign additional academic consequences according to the severity of the incident.
3. Impose academic probation.
4. Consider and/or implement loss of credit for the course.
5. Impose loss of Rockets Online Campus privileges such as activities and trips.

Academic Coaching

- Individual Academic Coaching is available virtually **by appointment only from 8:00 AM until 7:00 PM every school day.**
- 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 these virtual meetings.

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 home 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 home school 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 home school 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 home school district to comply with the requirements of FERPA and this plan.
2. The home school district shall effectively notify parents and guardians of students identified with disabilities of their requirements.
 3. The home school 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 partners with your home school district to provide a full continuum of special education services for exceptional children from pre-school through age 21. These services 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 Rockets Online Campus and your home district realize their 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

Your home school district and local Intermediate Units 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.

Chapter 15 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 (PTE) 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 Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

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

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

Definitions

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

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

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

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

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

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

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

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

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

Obscene - any material or performance, if:

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

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

Authority

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

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

The Board declares that computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, receive or display on or over the district's Internet, computers or network resources, including personal files or any use of the district's Internet, computers or network resources. The district reserves the right to monitor, track, and log network access and use; monitor filespace utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources. [6][7][8]

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

The Board establishes the following materials, in addition to those stated in law and defined in this policy, that are inappropriate for access by minors:

1. Defamatory.

2. Lewd, vulgar, or profane.
3. Threatening.
4. Harassing or discriminatory.
5. Bullying.
6. Terroristic.
7. _____ (specify others).

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

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the disabling of Internet blocking/filtering software to enable access to material that is blocked through technology protection measures but is not prohibited by this policy.

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

Delegation of Responsibility

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

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

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of

this policy, and awareness that the district uses monitoring systems to monitor and detect inappropriate use and tracking systems to track and recover lost or stolen equipment.

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

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

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

Building administrators shall make initial determinations of whether inappropriate use has occurred.

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

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

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

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

Guidelines

Network accounts shall be used only by the authorized owner of the account for its approved purpose. Network users shall respect the privacy of other users on the system.

Safety

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

Internet safety measures shall effectively address the following:

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

Prohibitions

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

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.

4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd, or otherwise illegal materials, images or photographs.[18]
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Inappropriate language or profanity.
11. Transmission of material likely to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
13. Impersonation of another user, anonymity, and pseudonyms.
14. Fraudulent copying, communications, or modification of materials in violation of copyright laws. [19]
15. Loading or using of unauthorized games, programs, files, or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling or bypassing the Internet blocking/filtering software without authorization.

20. Accessing, sending, receiving, transferring, viewing, sharing or downloading confidential information without authorization.

Security

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

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

Copyright

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

District Website

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

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

Consequences for Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

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

General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy.

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

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

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@rocketsonlinecampus.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.

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 Learning Agreement

It is critical that the parents, guardians, and students 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. The Rockets Online Campus students and their parents and guardians will be required to sign this learning agreement each school year.

Parents and guardians agree to the following expectations:

- Parents and guardians accept the responsibility to supervise their student in using the digital tools and equipment that is provided by their home school district.
- Parents and guardians will regularly check on each students' grades, progress (pace), and missing work. All work will be submitted by 5:00 PM on the last day of the week.
- Parents and guardians will ensure that the student opens and works on all ROC courses each school day.
- Parents and guardians will directly supervise and ensure that their child spends 5 to 5.5 hours per school day on their school work.
- Parents and guardians agree to not complete or revise any portion of an assignment, activity, exam or project for the student.
- Parents and guardians understand that if a student does not complete the required assignments or is failing, they may be removed from the Rockets Online Campus.
- Parents and guardians agree to fully participate in all mandated state testing at their home school district. **Failure to attend the mandatory state assessments may result in removal from the Rockets Online Campus program.**
- Parents and guardians agree that their student enrolled in the Rockets Online Campus is considered a student of their home school district.
- Parents and guardians agree to read and respond to all emails and/or phone calls from the Rockets Online Campus team in a timely manner.
- Parents and guardians agree to comply with all attendance requirements.
- All students will complete the Attendance Course on each school day.
- The student agrees to enter and work in all courses each school day. **Failure to do both the Attendance Course and school work in the platform will result in an unlawful absence.**
- Parents and guardians agree to provide excuses for absences by submitting them to the Rockets Online Campus within three (3) days of the absence.

I agree with the Rockets Online Campus Learning Agreement.

Student Signature		Date	
Parent/ Guardian's Signature		Date	