

**2023-2024
ROCHESTER
ELEMENTARY SCHOOL**



**STUDENT-PARENT
HANDBOOK**

Revised 6/21/23

MESSAGE FROM THE PRINCIPAL

Welcome back, little Rams!

It has been an eventful summer getting ready for all of our students to start the 2023-2024 school year! I am looking forward to a year of continuing to build relationships with the students and community of Rochester. In order to have the successful year that we all hope for, it is so important that we partner - families and school - to support our students to become the individuals and learners we want them to be.

Please feel free to contact the Elementary School Office at x1302 if you have any questions or concerns.

Respectfully,

Rachael Cipolla

Rachael Cipolla
Elementary Principal
cipollar@rasd.org

Rochester Area School District ... where great things are happening!



Mission Statement

The mission of the Rochester Area School District is to utilize a unique K-12 educational complex by providing all students the opportunity to realize their maximum academic potential in a rapidly changing world.

Mission Statement of Appropriate Conduct

The Rochester Area School District exists for the education of its citizens. District officials will not tolerate the actions of any individual, regardless of creed, national origin, race, religion or sex, who in any way will interrupt the educational program and jeopardize the health, safety, and well-being of those who attend this school. Every member of the Rochester Area School District will be responsible for building a safe, disciplined environment. Self-discipline, accountability, and mutual respect will be the cornerstones for a safe school. This is the responsibility of parents, students, staff, administrators, and the school board working together, mutually supportive and of common purpose. Those who dare to jeopardize the rights and safety of others will be dealt with in a consistent and timely manner.

The handbook was prepared by the School Administration and a Faculty Committee of the Rochester Area Education Association.

Administration

SuperintendentDr. Jane W. Bovalino (x1550)
Assistant to the Superintendent..... Dr. Amanda Cwynar (x1945)
Middle/High PrincipalMichael S. Damon (x1820)
Elementary PrincipalRachael Cipolla (x1301)
Athletic DirectorBrad Verrico (x1805)
Business ManagerKathleen Onuska (x1813)
Director of Student Services.....Nathan Leeman (x1947)
Director of Maintenance & FacilitiesLouis (Paul) Campisi (x1803)
Director of TechnologyRodney Bobin (x1703)
Technology Supervisor.....Ryan Herstine (x1704)

Office Personnel

Superintendent’s Secretary.....Leslie King (x1809)
Elementary Secretary.....Kim Pratte (x1302)
School Counselor.....Benita Lambert (x1303)
Assistant Business Manager.....Krystle Campbell (x1815)
Accounts Payable.....Matthew Yunt (x1816)
Technology Secretary.....Daryll Deever (x1702)

Board of Education

PresidentMarian Acon
Vice PresidentMichelle Hubbard
Treasurer.....Floyd Tame

School Board Members

Randall Bacon
Lawrence Blackwell
Dale Daman
Jocelyn Haskins
Christine Kronk
Tom Majors

Solicitor: Santicola, Steele and Fedeles
Sharmane Campisi, Secretary

Rochester Elementary School Faculty

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Mrs. Bachman	Kindergarten	Ext. 1104	bachmanh@rasd.org
Mrs. Barsic	Nurse	Ext. 1942	barsicc@rasd.org
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Mrs. Best	Grade 3	Ext. 1402	bestk@rasd.org
Ms. Brasko	ES	Ext. 1212	braskos@rasd.org
Mrs. Carr	Grade 1	Ext. 1203	carrd@rasd.org
Mrs. Catanzarite	Grade 4	Ext. 1406	catanzaritej@rasd.org
Ms. Cepull	Grade 1	Ext. 1211	cepullk@rasd.org
Mrs. Choma	Grade 4	Ext. 1405	chomal@rasd.org
Mrs. Denes	Reading Specialist	Ext. 1712	denesh@rasd.org
Mr. Dixon	Physical Education	Ext. 1519	dixonl@rasd.org
Mrs. Eisenbrown	Grade 1	Ext. 1208	eisenbrownd@rasd.org
Mrs. George	STEAM	Ext. 1413	georges@rasd.org
Ms. Gilarno	Speech	Ext. 1602	gilarnoj@rasd.org
Mrs. Gorman	Art	Ext. 1306	gormane@rasd.org
Mr. Gorman	Life Skills	Ext. 1411	gormaned@rasd.org
Ms. Greco	Grade 4-5 LS	Ext. 1412	grecot@rasd.org
Ms. Becca Hansen	Grades 2-3 LS	Ext. 1213	hansenr@rasd.org
Mrs. Tracy Hansen	Grade 5	Ext. 1408	hansent@rasd.org
Mrs. Huchko	Grade 2	Ext. 1209	huchkom@rasd.org
Ms. Javens	Life Skills	Ext. 1207	javensa@rasd.org
Mrs. Kanzleiter	Grade 1	Ext. 1205	kanzleiterh@rasd.org
Mrs. Keith	Grade 2	Ext. 1210	keithd@rasd.org
Mrs. Lambert	Guidance	Ext. 1303	lambertb@rasd.org
Mrs. Lyons	Library	Ext. 1706	lyonsd@rasd.org
Mrs. Majors	Title I/Curriculum	Ext. 1711	majorsr@rasd.org
Mrs. McCoy	Nurse	Ext. 1943	mccoыр@rasd.org
Ms. Nichols	Reading Center	Ext. 1712	nicholss@rasd.org
Mr. O'Brien	Grade 4	Ext. 1407	obriend@rasd.org
Mrs. Onuska	RCA/Dean of Students	Ext. 1819	onuskat@rasd.org
Mrs. Robles	Grade 3	Ext. 1404	roblesd@rasd.org
Mrs. Skelton	Grade 3	Ext. 1403	skeltonb@rasd.org
Mrs. Spiker	Grade K-1 LS	Ext. 1204	spikert@rasd.org
Mr. Kibble	Music	Ext. 1903	kibblek@rasd.org
Mrs. Tomasko	Grade 5	Ext. 1409	tomaskon@rasd.org
Mr. Brad Verrico	ES	Ext. 1202	verricobrad@rasd.org
Mr. Brian Verrico	Dean of Students/MTSS	Ext. 1200	verricob@rasd.org
Mrs. White	Reading Center	Ext. 1712	whiter@rasd.org

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ACADEMICS

GRADING POLICY AND SCALE

The school year is divided into four (9-week) grading periods. A letter grade is issued in all subjects at the end of each grading period. In addition, a final grade for each subject is assigned. Final Grades shall be calculated by adding the percentage totals from each grading period.

Grading Scale in percentages:

A=	90-100
B=	80-89
C=	70-79
D=	60-69
F=	59- below
M=	Medical Excuse from Gym

GRADE REPORTS

Mid-Grading Period Reports and Report Cards will be issued at a designated day in each grading period to all students. Parents should contact the Guidance Office, the student's teacher, or the **CSIU On-line Gradebook** to monitor your child's grades. Progress Reports may be done at any point throughout the year upon parent request.

The **CSIU On-line Gradebook** is a service for parents and students at RASD to monitor the student's academic progress. Please call the technology department to register for the gradebook and to receive a pass code. The technology department can be reached at Ext. 1702.

(Kindergarten students will earn badges throughout the school year and will have three parent conferences throughout the school school year).

HONOR ROLL

Honor roll status is determined by a student's GPA and shall be as follows:

- Highest Honors = **All A's**
- High Honors = **A's & B's**
- Honors = **A/C B/B**

Students who earn a "D" or "F" or fail any subject are not eligible for honor roll status.

PROMOTION POLICY

Promotion is based on the developmental profile of a student's growth throughout the year. Basic skills must be mastered for future academic growth. Academic achievement, attitude, effort, work habits, behavior, attendance and other factors related to learning shall be evaluated regularly and communicated to students and parents in advance. This is completed through various means including teacher telephone calls, conferences, progress reports and report cards. A recommendation from the classroom

teacher is required for retention of a student, but the final decision about retention rests with the principal. A letter advising the child's parent/guardian about the possibility of retention must be sent by the teacher.

SUMMER SCHOOL

Summer school may be offered/provided in order to help the students to successfully move to the next level.

PSSA ASSESSMENTS

The Pennsylvania State Student Assessment Tests will be conducted during the time period that the state recommends the assessments be given. Grades 3, 4 and 5 will be assessed in reading and math and Grade 4 in science.

STUDENT RECORDS (FERPA)

Rochester Area School District has adopted a procedure for protecting the confidentiality of student records. This procedure also protects the confidentiality of personally identifiable information regarding its exceptional and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws. Parents/Guardians may have access to all records including recent standardized test scores upon request. Call the elementary office to schedule an appointment.

TRANSCRIPTS

Requests for transcripts can be made by contacting the guidance office and completing a transcript request form. Please allow 10 business days for processing.

WITHDRAWALS

When a student requests to withdraw, he/she and his/her parent/guardian should arrange an appointment with the guidance counselor and/or Principal. A complete package of forms must be completed at that time.

STUDENT PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAMS

The Rochester Area School District offers a full continuum of special education programs and services to all students eligible for such services. Services for eligible students of school entry age through 21 years of age may also be requested by contacting the Rochester Area School District. Special Education programs are available for students who are identified as: Intellectually Disabled (ID), Learning Disabled, Autistic/Pervasive Development Disorder, Visual Impairment, Hearing Impaired, Mentally Gifted, Multi-handicapped, Neurologically Impaired, Other Health

Impairments, Physically Impaired, Emotionally Disturbed, Speech and Language Impaired.

The Rochester Area School District conducts ongoing identification activities to determine if students are in need of special education services. **Child Find** refers to the activities performed by district personnel to identify, locate, evaluate, children residing in the district, including children attending private schools, who are suspected of needing special education services. Special services include the entire spectrum of special education services from specifically designed instruction in order to be academically successful to specially designed instruction for the gifted and talented. We offer the following programs for eligible students: Transition Services, Learning Support, Emotional Support, Gifted Support, Life Skills Support, Autistic Support, Speech and Language Impaired, Occupational & Physical Therapy.

In addition to teachers and school counselors, parents or guardians may request their child be screened or evaluated for special education services. Requests for screening or evaluation should be made in writing to your child's school counselor or to Mr. Nathan Leeman, Director of Student Services.

All information collected as part of an individual student referral or evaluation is treated in a confidential manner and does not become a part of the student's permanent record file.

For answers to specific questions about special education services, the screening or evaluation process, or any other information, please contact your child's school counselor.

SECTION 504 OF THE REHABILITATION ACT OF 1973

It is the policy of Rochester Area School District not to discriminate against any person on the basis of handicap in its educational programs, activities, or employment policies as required by the Rehabilitation Act of 1973, Section 504. Students, employees, applicants for admission, and applicants for employment who have complaints or parents who have inquiries about Section 504 should address them to: Principal, Rochester Area School District, 540 Reno Street, Rochester, PA 15074, telephone (724) 775-7500 Ext. 1302.

ESL PROGRAM

The Rochester Area School District has developed a program for instructing English as a Second Language. ESL students will have access to all extracurricular activities and all curricular programs and the right to an interpreter or translator if needed. For explanation of the services provided by the District or questions regarding the program, contact Mr. Nathan Leeman, Director of Student Services.

STUDENT ASSISTANCE PROGRAM (SAP)

The Rochester Area School District has a Student Assistance Program (SAP) which is intended to assist students with any barriers to their learning or to their success in school. Students can refer themselves, or express concern about a friend. Parents may also refer their child, or express concern about a friend. Please call Mr. Steve Proctor, SAP Coordinator, at Ext. 1636 to refer your child to or learn more about SAP.

GIFTED AND TALENTED EDUCATION (GATE)

The Rochester GATE Program provides educational experiences through regular classroom placement and out of classroom opportunities. Within the regular classroom, children are encouraged to pursue academic excellence. Outside of the regular education setting the gifted student are challenged to utilize the knowledge and skills gained in higher level thinking and problem solving application.

ROCHESTER CYBER ACADEMY (RCA)

Rochester Area School District offers asynchronous learning through Compass in grades K-4 and Edgenuity in grade 5. This program offers both full time online or hybrid learning. Student grades and class information can be monitored online using the parent portal as well in CSIU. For more information, contact the RCA Coordinator at Ext. 1819.

ATTENDANCE

Compulsory attendance is stated in the School Code, S.C. 1326, R11, 13 as follows. "Compulsory school age is defined as that period of a child's life from the time the child's parents elect to have him/her enter school, which shall be no later than the age of 6 up to 18 years of age."

Since there is a positive correlation between regular school attendance and achievement, it is imperative that students are in school as well as in all of their assigned classes daily. Regular and consistent attendance at school by all students is a continuing priority objective for the Faculty and Administration.

EXCUSED ABSENCES

The school laws of Pennsylvania classify all absences as unexcused except those for the following reasons:

- *Student illness*
- *Medical and dental appointments*
- *Death in the immediate family*
- *Religious holidays*
- *Required court attendance*
- *Any other absence approved by the Administration*

In addition, the Rochester Area School Board of Education will classify an absence as excused for the following reasons:

Educational trips- A parent must notify the school in writing of such a planned trip at least two weeks in advance. The letter must include a detailed description of the trip before a determination will be made whether or not a trip will be considered excused or unexcused. If the trip is approved it will be the student's responsibility to make-up work missed while on an educational trip within one week after returning. It is not recommended to take a trip during the school year especially during PSSA / Keystone Testing, midterms or finals.

1. **PARENT/GUARDIAN PROCEDURE**- **Board policy states that when a child is absent, parent/guardians are required to submit an excuse to the Office stating the reason for the child's absence. Parents/Guardians are requested to call school upon their student's illness. If an excuse is not received by the third day of the student's return to school, the absence will be deemed "unexcused". Any absence after the tenth absence not accompanied by a doctor's excuse will be automatically considered "unexcused". Major medical cases will be reviewed by the Administration on a case by case basis.**
2. **EXCUSED ABSENCE/MAKE-UP WORK POLICY**- It is the responsibility of the student, on the day he or she returns to school, to make arrangements with his/her teachers to secure missed assignments and missed tests. Students will be permitted two days per excused absence to complete missed assignments. It is the teacher's decision in accordance with district policy and procedures as to when a missed test will be administered to the student who has been absent. Teachers may allow for more time due to extenuating circumstances.

UNEXCUSED ABSENCES

Any absence not classified as an excused absence will be considered as an illegal and unexcused absence. Illegal and unexcused absences will be dealt with accordingly. If deemed truant, it will result in discipline. Please observe the State Truancy Law:

- Fine plus court costs.
- Required parenting course.
- Optional community service at the enrolled school.
- If the parent or guardian shows a reasonable effort to ensure attendance, the magistrate may suspend in whole or part sentence on the parent or guardian and order the student to pay a fine or attend an adjudicated alternative program.
- Any student who defaults on a sentence may be alleged dependent. Any student age 13 or older found truant may lose his/her driver's license or have his/her driver's permit delayed.

If a parent did not write an excuse because of oversight, they will be personally informed of the state's compulsory attendance laws. The forgery of any notes related to attendance matters is an offense for which a student may be suspended. Students who have unexcused absences may receive a failing grade in each class for the day of the unexcused absence.

1. **CONSEQUENCES**- "Unexcused absence" is unlawful absence for all pupils under seventeen years of age. PDE suggests that after (3) days of unlawful absence that legal action can be taken. After the third day of unlawful absence, the district has the right to notify the parent in writing that on the fourth day of unlawful absence, charges will be filed with the local magistrate. Such charges may result in fines and/or being referred to a truancy

prevention program through Children and Youth Services as recommended by the local magistrate.

Students who are absent from school cannot take part in any activities on the day of the absence. This includes practice, games, plays, concerts, etc. Any student with (20) or more unexcused absences will not be permitted to participate in any field trips, extracurricular activities or sporting events for the remainder of the semester. The Administration may waive this due to unforeseen circumstances or pre-approved absences/legal absences.

EARLY DISMISSALS

Students are encouraged to schedule appointments with doctors and dentists after school hours if possible. Early dismissal from school will be granted for the same reasons allowed for excused absences. A written request from a parent for early dismissal should be presented to the office Secretary. This written request for an early dismissal must include the date the request was written, date of the appointment, the reason for dismissal, giving the name of the doctor, if possible, and the signature of parent or guardian. **All early dismissals are subject to the review by the Principal. If the early dismissal is verified, the student's name will appear on the absentee sheet.**

STUDENT PROCEDURE- For an early dismissal a student must sign out with security and exit the building.

EXCUSED SCHOOL TARDIES

Excused tardies will be granted for the same reasons allowed for excused absences. All doctor's excuses must include the doctor's name and phone number for verification. Exceptions will be made for students on a case-by-case basis with the principal's approval.

UNEXCUSED SCHOOL TARDIES

If a student arrives at homeroom **AFTER 8:55 a.m.**, they will be counted as *Tardy*. If a student comes in **AFTER the beginning of first lunch at 11:15 a.m.**, they will be counted as *One-Half Day Absent*. Exceptions will be made for students on a case-by-case basis with the principal's approval.

1. ***STUDENT PROCEDURE-*** *If a student arrives late to school, the student will receive a late slip. The student must give the late slip to the classroom teacher upon entering the room. If a student is in the building but late to homeroom, they must report to the office Secretary to receive an admittance to class slip.*

HOMELESS STUDENTS

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success.

Who is considered homeless—Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney Vento.

Where can students experiencing homelessness attend school?—The law indicates that homeless students have the right to remain in their school origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest. If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What supports can school districts provide to homeless students?—Homeless students are eligible for supports and services to remove barriers to educational success. This may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations and assistance to participate in school activities including parent engagement opportunities, sports, club, etc.

Homeless Dispute Process—If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the

ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney Vento?—If you think you are eligible to receive services, please contact Mr. Nathan Leeman, Director of Student Services, leemann@rasd.org, 724-775-7500, ext 1947.

STUDENT BEHAVIOR

CODE OF STUDENT CONDUCT

As members of this school, students are expected to follow the rules that are established for the welfare of the entire building. The Rochester Area School District maintains high standards for all students. The Code of Student Conduct was created to provide students and parents with a clear understanding of the school's expectations. While the majority of students consistently demonstrate acceptable behavior, there remains a need to define acceptable behavior.

Certain behaviors are unacceptable in public life and our mission is to provide students with guidance and a clear set of expectations for their behavior before, during, and after school (including school sponsored events). All possible means will be utilized to improve student behavior; however the student needs to recognize that he/she is responsible for his/her own actions.

School Wide Positive Behavioral Interventions and Supports

The goals of a positive behavior approach to discipline are to:

- teach students to make responsible decisions
- assist students in taking responsibility for actions when appropriate
- teach students to learn to communicate positively
- help students work cooperatively with others

Rochester Elementary has implemented School Wide Positive Behavior

Interventions and Supports which will focus on our school-wide behavioral expectations: R.A.M.S. (**Respectful, Accountable, Make a Difference, Success**). The SWPBIS program is a proactive approach to school-wide discipline and will focus on creating and maintaining an environment for achieving social and learning outcomes while preventing problem behaviors through a collaborative team approach. The SWPBIS team will also be analyzing discipline related behavioral patterns and will respond to them by teaching the positive behaviors expected by our students.

Elementary Discipline Overview

Student Responsibilities

- Become familiar with building classroom rules and behave accordingly utilizing the R.A.M.S. (**Respectful, Accountable, Make a Difference, Success**) Rules.
- Attend school and classes regularly and arrive at school on time.
- Understand and observe the rules of the school.

Parent/Guardian Responsibilities

- Send the child to school regularly, on time, and prepared to work.
- Communicate with the school regarding your child.
- Work as a team with the school staff in solving behavioral problems.
- Read the handbook to understand the school rules and policies.

Administration, Faculty, and Staff Responsibilities

- Each teacher has their own set of rules designed to ensure that the delivery of instruction takes place in an orderly and safe environment.
- Help students realize the importance of being responsible to himself/herself and others.
- Encourage and help the student to understand the rules of the school and to understand his/her role in the school community.
- Know and enforce consistently and fairly the rules and policies of the school and/or classroom.
- Use procedures appropriate for age, background, and level of maturity in dealing with students.
- Seek communication and work as a team with parents and other personnel in an effort to help students who present behavioral concerns.

Restorative Practices

Restorative discipline is rooted in the core assumption that everyone wants to be in a good relationship with others and themselves. Everyone wants to feel respected, to have a sense of dignity, to feel as if they matter to others, to feel that they are valued. Building strong and positive relationships within a school community is key to using restorative discipline when students and adults make mistakes. Establishing a school culture where all members of the community are cared for and respected forms the foundation. As a disciplinary team we reserve the right to determine if and when the use of restorative practices as a disciplinary approach is warranted and beneficial to all parties involved.

Along with office level discipline consequences, students will also receive tiered behavioral interventions and supports that will focus on creating and maintaining an environment for achieving social and learning outcomes while preventing problem behaviors through a collaborative team approach. The Building level administration and SWPBIS team will also analyze discipline related behavioral patterns and will respond to them by teaching the positive behaviors expected of our students.

Progressive Discipline

Progressive Discipline is a system that gradually incorporates disciplinary steps as the student grows (i.e. student conferences, detentions, office detentions, SAP referrals/intervention referrals, parent conferences, etc.). In addition to this progressive system are disciplinary actions that are more severe, such as suspensions, hearings, expulsions, etc. These are in place for infractions that call for stronger actions, all of which are described in this handbook. The following action plan is in place for disruptions occurring at the Rochester Elementary School and is handled in a manner that preserves a quality educational environment.

Descriptions of Disciplinary Incidents

Classroom Managed Incidents: These offenses are the type that disrupt normal operation of the school. In most cases, discipline will be handled by the teacher and consequences set forth by the teacher will be enforced. These infractions, including contacting the parent/guardian, will be addressed by the teacher. If the student's misbehavior is chronic and/or does not cease in accordance with the teacher's corrective instructions, the teacher may send the student to the office for a conference.

Examples of Classroom Managed Consequences include, but are not limited to:

- Conference
- Verbal or written reprimand
- Parental notification (email or phone call)
- Confiscation of non-instructional item (returned at the end of the school day)
- Special Assignments (Reflective in nature)
- Loss of privileges
- Change seating
- Detention
- Time out at designated area in or out of the classroom
- Conversation/consultation with counselor
- Time out with a Peer Buddy

Office Managed Incidents: These offenses are more serious than classroom managed incidents. The misbehavior is frequent or serious enough that it disrupts the learning climate of the school and/or endangers the health or safety of others. These infractions require the intervention of office personnel because the prior consequences have failed to modify the behavior. The student's parents will be notified by the office personnel handling the situation.

There are cases of disciplinary incidents that are frequent or serious in nature that disrupt the learning environment of the school or acts that pose a threat or danger to the health, safety, or welfare of others in the school. **These offenses include the following, but are not limited to:**

- Open Defiance - Major Insubordination/Disrespect
- Harassment/Bullying
- Assault
- Fighting
- Verbal or Physical Threats
- Ethnic or racial slurs
- Aggressive language
- Sexual harassment
- Vandalism
- Destruction of property
- Possession of a weapon
- Possession of drugs or alcohol
- Other violation of federal, state, or local laws

- Bus Behavior (Major)

Examples of Office Managed Consequences include, but are not limited to:

- Administrative Conference
- Parental Conference
- Behavior Intervention
- Require students to write an explanation of why actions taken were wrong and/or a plan for problem solving to address misbehavior from occurring again.
- Lunch Detention
- Office Detention
- Saturday Detention
- Suspension
- Parental Contact or Conference
- Removal from school for the remainder of the day
- Restitution
- Police Contact
- Suspension
- Informal Hearing
- Referral to outside agency
- Referral to policy or district magistrate

Note: Each behavior infraction carries with it a disciplinary action. Our philosophy in matters of discipline is that the student is ultimately responsible for his/her behavior; therefore, with a good balance of consequences and counseling, the student will be expected to improve his/her decision-making process that may have led to discipline referrals in the past. Over a reasonable period of time, behavior problems and poor decision-making by the student should lessen significantly. With parent involvement throughout this process, we hope to support and encourage the student, as well as provide consequences when necessary.

Office Detention/Saturday Detention Information

Office Detentions and Saturday Detentions require students to be at school during non-class hours for disciplinary purposes. Students will be supervised and will have to work on their studies. Students who do not conduct themselves properly while in detention may not receive credit for the time and may be reassigned additional disciplinary consequences. Parents/Guardians are responsible for student transportation home after detention has been completed. Failure to serve detention may also result in additional disciplinary consequences. Detentions will be scheduled on an as needed basis.

DETENTION POLICY

For disciplinary infractions, students at Rochester Area School District may be assigned a Teacher, Office or Saturday Detention:

- **TEACHER DETENTION**- Teacher detentions may be given for minor disciplinary infractions **either before or after school** according to the teacher's discretion.

Once a student has been assigned teacher detention and given a (24) hour notice, the student must serve that time on that day if in attendance at school. If a student is assigned detention and is absent that day, he/she will report for detention the first day he/she returns back to school. If a student does not show up for a teacher detention, he/she will be assigned an Office Detention. Any student assigned to detention must serve the detention on any given day before reporting to practice or any extracurricular activity.

- OFFICE/In-School DETENTION- Office Detention may be assigned by an administrator and can take place any time throughout the school day.
- SATURDAY DETENTION- A Saturday Detention may be assigned by an administrator and will take place on Saturdays from 8:00-11:00am. **Students are to report to the Virginia Avenue entrance on time to be let into the building.** Failure to report to a Saturday Detention will result in an In-School Suspension. Any student assigned to detention **MUST** serve the detention on any given day before reporting to practice or any extracurricular activity.

SUSPENSION POLICY

For disciplinary infractions, students at Rochester Area School District may be assigned In-School Suspension (ISS) or Out-of-School Suspension (OSS):

- IN-SCHOOL SUSPENSION- **Students assigned to ISS are to report directly to the ES Office after homeroom.** No talking or sleeping will be permitted. Any disruption in the ISS will result in one (1) additional day of ISS. A second disruption and any subsequent disruptions of ISS will result in OSS. No eating or drinking is permitted with the exception of lunch. Lunch will be eaten at a designated time in the ISS room. Students will receive a bag lunch with minimal choices. ISS students are not permitted to purchase a normal school lunch.

Students who refuse to serve ISS will be issued three (3) days of OSS. If a student is absent the day he/she is to serve ISS, arrives late, or leaves school early, the missed time will be made up immediately upon the student's return to school. **Homework is expected to be completed for class upon the day of return from a suspension.**

- OUT-OF-SCHOOL SUSPENSION- Students who receive OSS are responsible for completing their assignments. Parents may call the ES Office at Ext. 1302 in order to make arrangements to pick up the school work. **Homework is expected to be completed for class upon the day of return from a suspension.**
- SUSPENSION HEARINGS- A hearing with the parents and the student will be held with the Superintendent when a student has been suspended for ten (10) days due to a major discipline violation. The following is the procedure the Administration will adhere to for this type of suspension:

1. The Elementary School Principal will suspend the student for a period not to exceed 10 days.
2. The Elementary School Principal will then notify the Superintendent's Office of the violation within 48 hours of the time of the offense. A hearing will then be scheduled prior to the completion of the 10 day suspension.
3. An informal hearing will be provided for the student and parents. Present at the meeting will be the principal, the superintendent, the student and the parents. The purpose of the hearing will be: (a) to continue the suspension or expel the student from school or (b) to provide fair warning to the student and parents of the seriousness of the actions and to serve that a formal board hearing for possible expulsion may be scheduled.

ASSAULT AND BATTERY

In the case of an assault and a victim is clearly identified, the aggressor will face more severe consequences. The school reserves the right to call local authorities. All assaults will result in the summoning of police. This action may result in a fine and / or a suspension or expulsion.

The charge of "possession of a weapon" shall not be limited to assault situations, but shall be treated as an offense under the Board policies.

BULLYING/ CYBERBULLYING

This policy, including the rules, regulations, and guidelines, is an effort to provide a safe, positive learning environment for all district students. Bullying is an intentional electronic, written, verbal, or physical act or series of acts directed at another student or students occurring in a school setting which is severe, persistent or pervasive and has the effect of doing any of the following:

- Creates a substantial interference with a student's education
- Creates a threatening environment
- Creates a substantial disruption of the orderly operation of the school

The Administration and Board encourage students who have been bullied to promptly report such incidents to the teacher and or building principals. A student who violates this policy shall be subject to appropriate disciplinary action.

BUS CONDUCT

School bus transportation is provided for your safety and convenience. Students are expected to act appropriately and help maintain the condition of the bus they ride.

1. Students are expected to demonstrate proper respect for the position represented by the bus driver and to obey all rules, regulations, and/or instructions of the bus driver.
2. Be on time at the designated school bus stops and walk in front of the bus when crossing the road.
3. Students shall file onto buses, be seated immediately, conduct themselves properly and exit from buses in an orderly and well-disciplined manner. Seats will be assigned by each driver.

4. Students shall always remain seated when the bus is in operation. Students shall not extend their hands or head out of the windows.
5. Voice volume on the bus must be maintained at a moderate level.
6. Emergency doors at the rear of the buses are to be operated only when it is necessary to vacate the bus during emergencies.
7. Throwing objects, while at bus stops or on buses, is strictly forbidden.
8. Possession of any device that can impair the safety of the riders and /or the safe operation of the bus is strictly prohibited.
9. Fighting, profane, or obscene language, immoral conduct and/or insubordination to the authority of the bus driver is prohibited.
10. When buses stop to discharge passengers, students shall remain in the bus unless otherwise directed by the driver.
11. In case of a road emergency, students are to remain in the bus unless otherwise directed by the driver.
12. **Students who desire to get off the bus at any stop other than their regular designated bus stop must have a written request from the parents and approved by the building principal.**
13. Food and beverages can be carried but not opened or eaten. Possession and/or use of illegal substances or tobacco of any type is prohibited.
14. No weapons or look-a-like weapons are permitted to be transported by bus.
15. Loosening or removing screws, bolts and other hardware is strictly forbidden. Tampering with bus controls or the emergency door is strictly prohibited.
16. Students must refrain from littering inside the bus with paper and other refuse.
17. Marking or writing on any part of the bus is prohibited.
18. **Transportation by school bus is a privilege and not a right. Students may be suspended from the bus-riding privilege for violation of rules.**

DRESS CODE

The Rochester Area Administration reserves the right to question any mode of student dress/jewelry/hair or make-up styles (no Halloween makeup), that is beyond current school accepted standards or in any manner jeopardizes the health, welfare, or safety of the student or other students. **Any clothing judged to be a disruptive influence in class, or interfering with the educational rights of others, is considered improper dress. Administration will determine if the clothing is improper.** Certain types of clothing and hairstyles may be required for physical education classes or for extracurricular activities such as band, football, etc.

The following are specifics to the student dress code for the Rochester Area School District:

The Board authorizes the building principal or designee to monitor student dress and grooming and enforce school rules prohibiting student dress or grooming practices which:

1. Present a hazard to the health or safety of the student or to others in the school.
2. Materially interfere with school work, create disorder, or disrupt the educational
3. program.
4. Prevent the student from achieving educational objectives because of blocked vision or restricted movement.

Staff members shall be instructed to demonstrate, by example, positive attitudes and compliance with Board policy and school rules related to dress and grooming.

General

1. Torn or ripped clothing is not permitted.
2. Spandex or skin-tight outfits of any type or material are not permitted.
3. Excessively baggy pants or clothing that can conceal items and/or pose a safety hazard are not permitted.
4. Undergarments should not be exposed in any way.
5. Pants may not have one leg rolled up or uneven with the other.
6. Emerging trends will be evaluated by administration

Tops

1. Tops may not be low cut or exposing. Bare midriffs and bare backs are not permitted.
2. The following are unacceptable school attire:
 - a. Tank tops/muscle shirts.
 - b. Spaghetti strap/halter/mesh tops.
 - c. See-through blouses or shirts.
 - d. Tube tops/crop tops.
3. Any top that is skin-tight or allows the midriff, cleavage or undergarments to be exposed is not permitted.
4. Coats, jackets or garments designed for protection from the outside weather, including blankets, are not to be worn in school.

Pants/Shorts/Skirts/Skort

1. Pants, shorts, and skorts must be secured and worn no lower than the hip. Low riding/sag style is not permitted.
2. Length of pants should not extend beyond the bottom of the shoe and should not drag on the floor.
3. Tear-away pants (snap pants) and boxer shorts worn as outerwear are not permitted.
4. All shorts, skirts, skorts and slits in skirts must be at least fingertip length or longer.
5. If a student wears inappropriate clothing and s/he does not fall within the established guidelines, the student will need to call home for a change of clothes and assigned detention time equal to the class time missed. Repeated offenses shall result in disciplinary action.

Offensive Dress

1. Clothing, patches, buttons, pins, jewelry, backpacks are not permitted if they:
 - a. Have sexually suggestive writing/pictures.
 - b. Advocate violence.
 - c. Advertise or promote the use of tobacco, alcohol or drugs.
 - d. Have double meaning wording or obscene language.
 - e. Are disrespectful.
 - f. Are gang related.
2. A tattoo must be covered if it:

- a. Has sexually suggestive writing/pictures.
- b. Advocates violence.
- c. Advertises or promotes the use of tobacco, alcohol or drugs.
- d. Has double meaning wording or obscene language.
- e. Is disrespectful.
- f. Gang related.

Footwear

1. Appropriate footwear must be worn at all times. See student handbook for particulars.
2. Any shoe that poses a safety hazard is not permitted.
3. Shoes with laces must be tied.
4. For Physical Education classes, athletic shoes are required.

Jewelry

1. Spiked jewelry, chains, or any jewelry that could cause injury or constitute a hazard are not permitted.

Head Wear

1. Hats, caps, bandanas, hoods, sunglasses, visors, and sweatbands are not permitted.

Health and Hygiene

1. Any apparel that is judged to be unhealthy or unsanitary (e.g., clothing that is dirty and/or gives off a foul odor) is not permitted.
2. Each student is expected to maintain good personal hygiene.

DRUG AND ALCOHOL POLICY

Disciplinary actions are in accordance with the following Rochester Area School District Drug, Controlled Substances and Alcohol Beverages Policy and Administration Guidelines. **NOTE: Students who are required to take prescription drugs during the school day must register with the school nurse. All non-prescription drugs, including aspirin/Tylenol/digestive supplements must also be registered with the school nurse.**

Preface: The policy, including the rules, regulations, and guidelines is a concerted effort by the Rochester Area School District to openly and effectively respond to the current uses and abuses of drugs, alcohol and mood-altering substances by members of our entire student population.

State of Policy: Through the use of an up-to-date curriculum, classroom activities, community support and resources, a strong and consistent administrative and faculty effort, and rehabilitative and disciplinary procedures. Rochester Area School District will work to educate, prevent and intervene in the use and abuse of drug, alcohol, and mood-altering substances by the entire student population.

Definition of Terms:

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

Cooperative Behavior- shall be defined as the willingness of a student to work with staff and school personnel in a reasonable and helpful manner complying with reasonable requests and recommendations by the staff and school.

Uncooperative Behavior - shall be defined as any resistance or refusal verbal, physical or passive on the part of a student to comply with the reasonable requests or recommendations of school personnel. Defiance, assault, deceit and truancy shall constitute examples of uncooperative behavior. Uncooperative behavior shall also include the refusal to comply with the recommendations of a licensed drug and alcohol facility.

Distribution - Deliver, sell, pass, share or give any alcohol, other drug, or mood altering substance, determined to be illegal or as defined by this policy.

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

Drug Paraphernalia - Includes any utensil or item that in the school's judgment can be associated with the use of alcohol, other drugs, or mood altering substances. Examples included but are not limited to, roach clips, pipes and bowls.

Assessment – Is a process by which a referral agency determines the need for, and/or level of care or treatment and determines the child and family's willingness, recognition and motivations.

Intervention- Is any level of involvement with the student and family designed to interrupt the potentially destructive/harmful behavior/attitudes of the student and his/her family.

Crisis Intervention- Is to provide immediate assistance/aid in order to lessen the severity of a crisis situation.

School Property - Shall include not only actual buildings and facilities on the school grounds, but also school buses, school bus stops, school parking areas, and any facility being used for a school function.

Early identification and referral of students evidencing a problem with chemical abuse or dependence will be a primary goal. Disciplinary procedures will be administered with the best interests of the student and the student body in mind. This can include but not limited to suspensions, expulsions, hearings, legal action and/or counseling. Searches of lockers/possessions and confiscation of substances may occur during investigations. Due consideration has been given to the legal rights and responsibilities of the school administration, staff, students, and parents. The School Board reserves the right to authorize the use of any measure deemed necessary to control chemical use in accordance with the Immunity Bill (Act 67 of 1984, 42 PA. C.S.A. Section 8337, eff. 6/30.84) passed by the General Assembly of Pennsylvania.

DUE PROCESS

If disciplinary action is pending, a student has a right to know what the accusation is, who made the accusation, and what punishment is being proposed. He/she may refute the charge. If it is a violation of rules which may involve exclusion for more than 3 days, or possible expulsion, he/she is entitled to a hearing. A student should always ask the administrators to discuss his/her rights whenever there is a question. A student is always entitled to due process. Due process means knowing the accusation and being able to refute it before disciplinary action is taken.

ELECTRONIC DEVICES

Electronic devices, including but not limited to cell phones, laser pointers, earbuds, smart watches, digital cameras, and non-instructional items are prohibited due to the potential disruption of the educational environment. **Students are not permitted to use these devices during school hours.**

Section 1317.1 of the Public School Code prohibits student possession of portable telecommunication equipment on school grounds. Any cell phone that rings, buzzes due to a call, makes a low battery sound, receives a text message, or is being used to make a call, take a picture, text a message, and/or listen to music will give cause for punishment. **(See update below)**

If an emergency occurs, students may use the office phone or seek a counselor or an administrator to use their phone in the administrator's office. If a parent needs to contact his/her child, the parent should call the office. We will immediately summon your child to give him/her the message.

Elementary School Electronic Devices Updates

Electronic Devices: Cell Phone/Earbuds

1st Level - Warning

Any student who has a cell phone/earbuds out and visible, or in use during undesignated times, will be asked to turn their cell phone/electronic device over to the teacher. If the student cooperates, a warning is issued, and the device will be returned at the end of the day. The teacher will notify the parents and document this information in CSIU.

2nd Level - Cell Phone Restriction

If a student receives another violation after their in-school suspension in the same school year, the student will be on cell phone/earbuds restriction. The student will have to turn their cell phone/earbuds into the Elementary Office each morning prior to 1st period and may pick up their cell phone/earbuds at the end of the school day.

NOTE: If a student is found to be in violation of the electronic device policy, for example using their cell phone to inappropriately record another student and/or staff member, the student will receive Out of School Suspension.

Smart watches may be included in this policy if they are used as a cell phone or a messaging tool.

HARASSMENT

Statement of Policy- Rochester Area School District believes that all employees and students should enjoy a working and learning environment free from all forms of discrimination including sexual/racial, bullying and extortion harassment. Therefore, the Rochester Area School District maintains a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment of any student or employee by another student or employee is sexual discrimination. All persons are to be treated with respect and dignity. It shall be a violation of this policy for any employee or student of the Rochester Area School District to make sexual advances or other forms of personal harassment towards another person, male or female, which creates an intimidating, hostile or offensive learning or work environment. The School District will act to investigate all complaints formal or informal, verbal or written, of sexual, racial, hazing, bullying, web based, or extortion harassment and discipline any employee or student who harasses a person, or violates this policy.

Definition And Authority- Sexual harassment is a form of sex discrimination that violates Sections 703 of Title VII of the Civil Rights Acts of 1964, as amended, 42 U.S.C. 200e, et. Seq.

For Students:

Unwelcomed sexual advances, requests for sexual favors, and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student constitutes sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education;
2. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Examples of sexual harassment include, but are not limited to:

1. Verbal harassment or abuse
2. Subtle pressure for sexual activity
3. Inappropriate patting or pinching
4. Intentional brushing against another person
5. Demanding sexual favors accompanied by implied or overt threats or promises concerning a student's educational status

6. Any unwelcome sexually motivated touching
7. Comments regarding physical or personality characteristics of a sexual nature
8. Sexually oriented “kidding”, “teasing” double entendres, and jokes
9. The use of a computer, web page, email, cyber or other electronic device during school time to harass another
10. The use of a cell phone or other electronic device for pictures, messages, or recording

Procedures- The Rochester Area School District has developed the following system to address, investigate and resolve complaints involving sexual harassment of students and employees.

Step 1- Student Harassment

- A. Any student who believes that he/she has been subjected to sexual harassment shall report all incidents of such conduct verbally or in writing to a Guidance Counselor or Principal. In making a complaint, the complaining party has the right to request that his/her name not be revealed. In addition, the student may request that another be present while the report is being filed.
- B. The school Principal will investigate the complaint. The investigations may include an interview with both parties to provide the complainant and accused with the opportunity to discuss the charges made. The Principal will attempt to remedy the situation by reaching mutual agreement at a conciliation meeting. The Principal shall make a written record of the conciliation meeting, the subject of the meeting and who is present. Parents will be notified immediately and asked if they would like to be the third party’s advocate.
- C. Whether present or not, the parent will be sent a copy of the complete sexual harassment policy.

Step 2 – Student Complaints

- A. If the complaint is not resolved to the satisfaction of both parties at Step 1, the complainant and the accused will submit a detailed written statement of account to the appropriate administrator who will inform both parties of the date of the administrative conference. The notice will be given to both parties at least 3 working days before the date of the conference. The notice shall include place and time of the conference and the subject of the conference.
- B. Should the appropriate administrator be the complainant or the accused the Superintendent shall conduct the conference.
- C. Should the administrative conference be resolved in the favor of the accused, no further action will be necessary except that the charges and resolution may be placed in the accused personnel file, if the accused so requests. Otherwise, the charges and the transcript will be sealed and impounded.
If the conference is resolved against the accused employee, appropriate disciplinary action will follow ranging from a formal letter of warning to be placed in the accused personnel file to discharge. Student infractions may result in detention, Isolation Classroom Environment, out-of-school suspension, legal action or expulsion. Any disciplinary action taken will be appropriate to the infraction involved and will include the right of the employee or student to reply,

in writing, to any charges or discipline taken against him/her and to include such reply in his/her personnel or cumulative file.

- D. Both parties shall receive written notice of the decision rendered within ten working days of the administrative conference

INTERNET/ NETWORK ACCEPTABLE USE POLICY

The following procedures shall govern the use of Internet and computer technology in the Rochester Area School District.

1. All use of Internet and computer technology must be in support of educational purposes.
2. The Internet will be used to support the district's curriculum, the educational community, projects between schools, communication and research for district students, teachers, administrators and residents.
3. The Internet and computer technology will not be used for illegal activity, for profit purposes, lobbying, advertising, transmitting offensive materials, hate mail, discriminating remarks or obtaining obscene or pornographic material.
4. Users shall not intentionally seek information, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users in the network.
5. Use of school technology or Internet for fraudulent or illegal copying, communication, taking or modification of material in violation of law is prohibited and will be referred to federal authorities.
6. Uploading or use of unauthorized games, programs, files, or other electronic media is prohibited.
7. The illegal use of copyrighted software is prohibited.
8. The network shall not be used to disrupt the work of others; hardware or software shall not be destroyed, modified or abused in any way.
9. The user shall be responsible for damages to the provider's equipment, systems, and software resulting from deliberate or willful acts.
10. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
11. All communication and information accessible via the network should be assumed to be private property of the user and school district and not to be disclosed unless in violation of the outlined procedures.
12. Diligent effort must be made to delete mail daily from the personal mail directory to avoid use of file server hard disk space.
13. The Rochester Area School District may terminate the availability of Internet accessibility at its sole discretion.
14. From time to time, the Rochester Area School District will make determinations on whether specific uses of the network are consistent with the acceptable use practice.
15. The Rochester Area School District reserves the right to log Internet use and to monitor file server space utilized by users while respecting the privacy of user accounts.
16. The Rochester Area School District reserves the right to remove a user account on the network to prevent further unauthorized activity as specified in this document.

17. Limitation of Liability: In no event shall the Rochester Area School District be liable for any damages, whether direct, indirect, special, or consequential, arising out of the use of the Internet, accuracy or correctness of data bases or information contained therein or related, directly or indirectly, to any failure or delay of access to the Internet.
18. Parents and guardians of users under the age of 18, have the right to revoke their child's user accounts.

Students must abide by the district's Network Acceptable Use Policy. Failure to follow procedures listed above will result in suspension or loss of the right to access the Internet, to use Rochester Area School District's technology, and to be subject to other disciplinary action.

RESTROOM PRIVILEGES

Restrooms are to be used only for the purpose intended. Any other usage such as smoking, loitering, purposeful meeting, or hiding from school personnel will not be tolerated and appropriate disciplinary action will result. Students will only use the restroom on the floor/area in which they are located. **Students may be placed on hall pass restriction for violating restroom privileges.**

SCHOOL EVENTS

Students will do their utmost to exercise the best behavior possible at all school events. All school rules must be adhered to during the event. If violations occur, the discipline policy will be followed. A student could be excluded from all Rochester Area School District events for inappropriate conduct. Courtesy must be shown toward all opponents and officials. If a student leaves early from an event, he/she cannot re-enter.

STUDENT SEARCHES

Students enter through a secured area every morning and proceed through metal detectors. Should the metal detector sound off, the student and his/her possessions will be searched. With reasonable suspicion or in the case of an emergency, the Administration reserves the right to search a student and his/her belongings, which may include, but are not limited to, a backpack, a locker, clothing, a purse and any other belongings during school or any school related event. This will include a student vehicle if the vehicle is parked on school property. A student who refuses a reasonable search will be disciplined for insubordination, suspended and/or recommended for an expulsion hearing.

THREATS TO SCHOOLS OR SCHOOL EMPLOYEES

Threats of any kind, physical, verbal, written, via phone, computer or any electrical device, made to any student, district employee, faculty or administrator are very serious and will be dealt with on a case-by-case basis. Types of threats can include the following:

1. Direct: identifies a specific act against a specific target and is delivered in a straightforward, clear and explicit manner.
2. Indirect: can be vague, unclear and ambiguous, the plan, the intended victim, the motivation and other aspects of the threats are masked or equivocal.
3. Veiled: Strongly implies but does not explicitly threaten violence.
4. Conditional-seen in cases of extortion.

TOBACCO

USE OR POSSESSION OF TOBACCO/ PARAPHERNALIA IN SCHOOL OR AT SCHOOL EVENTS IS PROHIBITED

(ACT 145 OF 1996, SECTION 6306.1)

- (A) Offense defined- A pupil who possesses or uses tobacco in a school building, a school bus or on school property owned by, leased by or under the control of a school district commits a summary offense.
- (B) Grading- A pupil who commits an offense under this section shall be subject to prosecution initiated by the local school district and shall upon conviction, be sentenced to pay a fine of not more than \$50 for the benefit of the school district in which such offending pupil resides, and to pay court costs. When a pupil is charged with violating subsection (A), the court may admit the offender to an adjudication alternative as authorized under 24 PA.C.S. Section 1520 (relating to adjudication alternative program) in lieu of imposing a fine.
- (C) Nature of Offense- A summary offense under this section shall not be a criminal offense of record, shall not be reportable as a criminal offense of record, shall not be reportable as a criminal act and, shall not be placed on the criminal record of the offending school-age person if any such record exists.
- (D) Definitions- As used in this section, the following words and phrases shall have the meanings given to them in this subsection:
- “Pupil”- A person between the ages of 5 and 21 years who is enrolled in school.

“School”- A school operated by a joint board, board of directors or school board where pupils are enrolled in compliance with the Act of March 10, 1949 (P.L.30, No.14) known as the Public School Code of 1949, including area vocational-technical schools and intermediate units.

“Tobacco”- A lighted or unlighted cigarette, e-cigarette, cigar, pipe, or other lighted smoking product and smokeless in any form. Also, any smoking paraphernalia including, but not limited to lighters, matches, and rolling papers.

These products are not permitted on school grounds or any school activity. If they are observed on a person (i.e. pocket, in a purse, or a backpack), they will be confiscated. Again, DO NOT BRING THESE PRODUCTS ON SCHOOL PROPERTY.

- **First offense for paraphernalia= One (1) Day Suspension**
- **First offense for tobacco= Three (3) Days Suspension and fine**
- **Second offense for tobacco= Five (5) Days Suspension and a fine**
- **Third offense for tobacco= Ten (10) Days Suspension, fine and/or possible expulsion**

WEAPONS POLICY

In order to ensure that all of our children can attend a safe school environment, any student found in possession of or transporting a weapon during school hours or activities on school property, regardless of intent will immediately be reported. The United States Congress passed a law entitled the “Gun-Free Schools Act of 1994”. This law requires every state to have in effect a state law requiring local educational agencies to expel from school for a period of not less than one calendar year any student who is determined to have brought a weapon to school. The state laws may also permit the local district's School Board to modify the expulsion requirement on a case-by-case basis.

Weapons refer to:

1. Loaded/unloaded firearms (including but not limited to the below list)
 - a. Pellet guns, B.B. guns, air guns, paint guns, look alike firearms
2. Any explosive device
3. Knives: (including but not limited to the below list)
 - a. Bowie, Dirk, Lock-Blade, Hunting, Pen, Roofer’s, look alike Knives
4. Any tool or instrument that is not reasonably related to education such as chains, brass knuckles, night sticks, ax handles, iron pegs, electrical devices or rods.

A student is in possession of illegal and/or banned item(s) under this section when such item(s) is found on the person of the student, or under his/her control, on property being used by the school or at any school function or activity, or any school event held away from the school, or while the student is on his/her way to or from school.

Notification Procedures For Illegal Material

Any professional staff member or school employee shall immediately inform the Principal who will conduct the complete investigation. Upon confiscation, the principal must immediately notify and/or summon: The local police, the Superintendent, the parents of any and all students involved in the incident. Upon just cause for suspicion of possession of a weapon, the Principal will request the student to volunteer to be

searched by a school official in the presence of a witness. If the student resists being searched, the Principal will immediately summon the police and request assistance in this matter from the local police. Parents should be notified as soon as possible. The principal will collaborate with the Superintendent and develop a public statement as well as determine the most effective method for informing school personnel. The Superintendent will inform the School Board as soon as measures have been taken to eliminate any immediate danger associated with the incident.

GENERAL INFORMATION

ANNOUNCEMENTS AND BULLETINS

If you wish to have a morning announcement read your request must be on the provided form and given to the Principal by 3:00pm the day before you wish for the announcement to be read. Additional afternoon announcements will be given over the public address system before dismissal as needed.

Any bulletin or advertisement posted around the school must be first approved by the Principal. For information on placing information on the RASD webpage please see the Principal.

ASSEMBLY PROCEDURES

The purpose of assemblies is to provide students with information or an enjoyable educational experience. The student's responsibility is to enjoy the presentation, applaud, laugh at appropriate times and show respect to those people making the presentation. The procedure for reporting to assemblies will be announced before the assembly. Review seating assignments in the homeroom periodically throughout the school year; homeroom seating charts will be adhered to at all times.

BOOKBAGS

Students may carry book bags to and from school. Upon arrival at school, students will empty book bags and leave the book bags in the designated area. **Book bags ARE NOT to be taken to class.** They are considered a safety hazard. Students will be asked to immediately return their book bag to the designated area if they are brought to class.

BREAKFAST

Breakfast will be served from 8:20 a.m. to 8:55 a.m. in the lunchroom.

CAFETERIA

Students are expected to behave properly in the cafeteria. Violation of the rules below may result in disciplinary action. In order to provide for efficient operation of the cafeteria, the following rules will be observed by all students:

1. **Walk to the lunch line. When entering the lunch line, please walk to the back of the line and do not cut in front of someone already in line.**
2. **All food and beverages must be consumed in the cafeteria.**
3. **Respect cafeteria supervisors' authority.**
4. **All students will abide by the seating assignments given by the lunch monitors during the lunch periods.**
5. **All students are responsible for removal of garbage from his/her table.**
6. **The number of students per table will not exceed the number of seats at the table.**
7. **No loud disruptions will be permitted and may result in disciplinary action.**

FREE BREAKFAST, LUNCH, & DINNER FOR ALL ELEMENTARY STUDENTS

The Rochester Elementary School will serve breakfast, lunch, and dinner at NO COST to students enrolled in Kindergarten through 12th Grade for the 2022-2023 school year as part of the National School Lunch and School Breakfast Programs.

CHANGE OF ADDRESS/ TELEPHONE NUMBER

Students are to inform the office if you change your address or phone number. It may be necessary to contact a parent/guardian during the school day and the school can only do this if/when it has a current, operable telephone number. If we do not have a correct address, important school documents may not be deliverable. If you do not live in the district, you could be charged tuition for each illegal day of attendance.

NURSE'S OFFICE

If a student becomes ill during the school day, he/she should ask the teacher for a medical pass and report to the nurse for treatment. **All students reporting to the nurse must have a pass.** If there is a necessity to go home, the nurse will inform the parent. If a student leaves without permission, the student will be considered truant. The nurse is permitted to administer medication that is sent to her by the parent. The medication policy, which is distributed on the first day of school each year, will be followed. **Loitering in the nurse's room is prohibited.**

PEST MANAGEMENT

The Rochester Area School District uses an Integrated Pest Management (IPM) approach for managing insects, rodents, and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school building and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office staff, and teaching staff and includes the Terminix Corporation. Pest sightings are reported to our IPM coordinator who evaluates the "pest problem" and determines the appropriate pest management techniques to address the problem. The technique can include increased sanitation, modifying storage practices, sealing entry points, physically removing pest, etc.

From time to time it may be necessary to use chemicals to manage a pest problem. Chemicals will be only used when necessary, and will not be routinely applied. When chemicals are used, the school will try to use the least toxic products when possible. Applications will be made only when unauthorized persons do not have access to the areas being treated. Notices will be posted in these areas (72) hours prior to application and for (48) hours following the application.

Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification, you must be placed on the school's notification registry. **If you would like to be placed**

on this registry, please contact the Director of Maintenance and Facilities at Ext. 1803

If a chemical application must be made to control an emergency pest problem, the area will not be accessible to students for at least (8) hours. Notice will be provided by telephone to any parent or guardian who has requested such notification in writing.

Exemptions to this notification include disinfectants and antimicrobial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, crevices or voids.

PRESS RELEASE

Throughout the year, students achieve many honors. Names of students are periodically released to the local newspapers, radio and television stations. These may include honor roll, graduation, academic honors, athletics, etc. **Please complete the *Signature Page* in the handbook and return it to the office if you do not want your child's name released.**

SCHOOL DELAYS/CANCELLATIONS

The radio stations WBVP and KDKA will broadcast news cancellations or delays if they occur, along with the television stations KDKA, WTAE and WPXI. **This information will also be posted on our district website and all households will be notified through the school messenger system.**

SCHOOL PROPERTY

Students are responsible for the proper care of all books, supplies and furniture supplied by the school. Students shall not mark school furniture, walls, ceilings, floors or equipment with pen, pencil, paint or any other instrument. They may not tamper with fire alarms, fire extinguishers, or any electrical systems. Anyone who willfully destroys school property through vandalism, arson, or larceny or creates a hazard to the safety of our students will be disciplined and may be turned over to the proper law enforcement agency.

Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage incurred and will be disciplined.

If a textbook is misused, a fine will be imposed. If a textbook is lost, the cost of a replacement will be charged. Failure to pay will result in the amount being applied to his/her senior bill.

All athletic equipment and uniforms are the property of the school. Therefore, any student who does not return any equipment or uniforms at the end of the season will be charged the full amount on their senior bill.

STUDENT INSURANCE

The school district has authorized an insurance agency to provide student accident insurance at a reasonable rate. Policy literature and premium collection procedures will be posted on the District website within the first two weeks of the school year. Insurance may however be purchased at any time during the school year. All

policies will continue until the same date of the following year. Claims will be made on forms available through the insurance agency.

School Time Coverage (excluding sports)- \$28 per year

24-Hour Coverage (excluding sports)- \$124 per year

VISITORS

All visitors will report to the Security Entrance off of Virginia Avenue. No visitor is permitted beyond the security area without proper identification (picture ID) or a security pass. The District reserves the right to check containers, bags, etc. Student-arranged visitations are not permitted. No children of students are permitted in the school during normal operating hours.

BIRTHDAY PARTIES/TREATS

A birthday is an important event in the life of an elementary school child and many children wish to share this event with their classmates. Students may distribute an individually wrapped, store bought treat that would not conflict with lunch. Parents/guardians should feel free to make arrangements with their child's teacher. Birthday invitations are not permitted to be distributed in school **UNLESS** everyone in the classroom is to be invited.

NALOXONE

Naloxone, commonly known by the brand name Narcan, is a safe and effective medication that can reverse the effects of opioid overdose. It is injected, often through the nasal passages, into a person experiencing an overdose and blocks the opioid and can reverse respiratory depression that could otherwise lead to death. Symptoms of an opioid overdose may include severe physical illness, coma, mania, or hysteria. Those who believe someone is experiencing an opioid overdose, or may be presently using an opioid, should immediately report this to an administrator, nurse, or teacher. If you believe someone is experiencing an overdose, the law provides for protection from criminal prosecution for anyone who reports a suspected overdose, uses their real name, and remains with the person who is overdosing until help has arrived. Additionally, anyone reporting an overdose and/or administering Naloxone to someone suspected of overdosing is protected from civil liability as provided by law. The District now has Naloxone stocked in the High School Nurse's Office for use in the event of an emergency. If you have any additional questions please contact the school nurse. Refer to *District Policy #823* for further information.

ROCHESTER AREA SCHOOL DISTRICT

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

2022/2023

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[1][2]

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:[1]

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.[3]
3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:
 - a. Distributed in writing to all parents and family members.
 - b. Incorporated into the district's Title I Plan.[3]
 - c. Posted to the district's publicly accessible website.[4]
 - d. Evaluated annually with parent and family involvement.
4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[1][5]

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[1][3]

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.
2. Posting information for parents and family members on the district's website.
3. Including a telephone number for parents and family members to call with questions.
4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.
5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.[5]

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and expectations to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.[1]

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:[1]

1. Volunteer in their child's classroom.[6]
2. Support their child's learning.
3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[1]

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family

member attendance at meetings through payment of transportation, child care costs or home visits.[1]

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[1][3]

At these meetings, parents and family members shall be provided:[1]

1. Timely information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

1. Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
4. Analyze and share the results of the Title I Parent/Family Survey.
5. Post school performance data on the district's website.
6. Distribute and discuss the School-Parent and Family Compact.
7. Host various parent and family nights at each school building with a Title I program.
8. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.
9. Actively recruit parents and family members to participate in school review and improvement planning.
10. Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.
11. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[1][3]

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[1]

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.[2][7]
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.[8]
 - c. Providing information, resources and materials in a user-friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.[9]
4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.[1][5][11][12][13][14][15][16]
5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Train parents and family members to enhance the involvement of other parents and family members.
7. Adopt and implement model approaches to improving parent and family engagement.
8. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
9. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[\[1\]](#)[\[5\]](#)[\[11\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[\[1\]](#)

The evaluation shall identify:[\[1\]](#)

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

1. Establishment of a schedule and process for the policy review and revision by parents and family members.
2. An evaluation of the effectiveness of the content and communication methods through a variety of methods.
3. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.
4. Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.
5. Documentation of parent and family member input regarding Title I programs and activities from throughout the year.
6. A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[\[1\]](#)

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:[1]

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.[6]
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.[6]

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[1]

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[1]

Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.[9][10]

Supporting programs that reach parents and family members at home, in the community, and at school.

Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences;

schedules, training and informational materials; communications and brochures; and meeting notes.

Legal

1. 20 U.S.C. 6318 2. Pol. 102
3. 20 U.S.C. 6312 4. 24 P.S. 510.2 5. Pol. 138
6. Pol. 916
7. Pol. 127
8. Pol. 814
9. Pol. 333
10. Pol. 433
11. 20 U.S.C. 7845
12. 29 U.S.C. 3271 et seq 13. 29 U.S.C. 701 et seq 14. 42 U.S.C. 11301 et seq 15. 42 U.S.C. 9831 et seq 16. Pol. 212

Reviewed/Revised: 12/2022

**ROCHESTER ELEMENTARY
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
ROCHESTER AREA SCHOOL DISTRICT
2022/2023**

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Rochester Elementary in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy.
2. Convene an annual meeting, at a convenient time:
 - To which all parents and family members of participating children shall be invited, and encouraged to attend;
 - To inform parents and family members of their school's participation as a Title I school;

and

- To explain the requirements and the rights of parents and family members to be involved
3. Offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.
 4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program.
 5. Provide parents and family members of participating children with timely information about the Title I program.
 6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards.
 7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions.
 8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law.
 9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:
 - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
 - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
 - o Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - o Frequent reports to parents and family members on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - o Ensuring regular two-way, meaningful communication between parents and family

members and school staff, in a language that parents and family members can understand.

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children.
11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement.
12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.
13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children.
14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand.
15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).
16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program.

Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

17.



Rochester Elementary School

Rachael Cipolla, Elementary Principal

540 Reno Street

Rochester, PA 15074

724-775-7500

724-775-9266 - fax

www.rasd.org

August 24, 2023

Title I Parents Right-to-Know Letter

Dear Parent/Guardian,

At the Rochester Area School District, we are very proud of our teachers and their ability to give your child high-quality education. As a Schoolwide Title I school, we must meet federal rules related to teacher qualifications. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me at 724-775-7500.

Sincerely,

Rachael Cipolla
Elementary Principal

Cc: Dr. Jane Bovalino, Superintendent

ROCHESTER AREA SCHOOL DISTRICT
Rochester Elementary

Title I School/Parent Compact

2022/2023

Rochester Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2022-2023 school year.

School Responsibilities

Rochester Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- *Teach concepts to your child which will enable them to attain the necessary benchmarks in order to be proficient on the Reading Pennsylvania Standards or making progress towards them.*
- *Continually progress monitor the major skills and concepts in Reading to adjust supplementary instruction in order to target areas of need for each student.*

- 2. Hold parent-teacher conferences, during which this compact will be discussed as it relates to the individual child's achievement.**

Specifically, those conferences will be held:

- *Parent-Teacher Conferences will be held in October*

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

- *Report cards will be distributed 4 times a year.*
- *As needed, progress reports will be issued. The progress reports will be constructive in content and provide areas of improvement.*
- *As needed, students will be referred to the Title I Team for developing added intervention strategies.*

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
- *Teachers will initiate parent phone calls or meetings with parents to discuss specific student's progress in a timely manner in order to constructively solve learning concerns or applaud a student's progress.*
 - *Parents are invited to initiate phone calls to our school office or Title I staff in order to express concerns about their child.*

5. **Provide parents opportunities to participate in their child's education, and to observe classroom activities,** as follows:

- *Parents will have opportunities to observe classroom management routines during Open House.*
- *Title I staff will plan an annual parent event each year to outline in further detail the Title I program.*
- *Parents have the opportunity to obtain practical strategies for assisting their children in learning experiences through a Title I Parent Events.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitor my child's attendance.*
- *Make sure my child's homework is completed.*
- *Participate, as appropriate, in decisions relating to my children's education.*
- *Promote positive use of my child's extracurricular time.*
- *Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*

□ □

Student's Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Do my class work on time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Rochester Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way.
2. Hold an annual meeting to inform parents of the school's participation in Title I, Part

A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental engagement meetings, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of all students within the school.

3. Provide to parents of all children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
4. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
5. Provide to each parent an individual student report about the performance of their child on the State assessment in language arts and reading.

VIRTUAL LEARNING EXPECTATIONS AND GUIDELINES

As the District embraces a 1:1 technology environment our classroom environment will be at least partially virtual. We expect that all students, families, and staff will exhibit appropriate behavior while utilizing our various technology resources. We remind families to review our Acceptable Use Policy, found in our handbooks and on our website. Additionally, all students and families are agreeing to abide by the following rules:

Academic integrity and quality of work:

Learners in a virtual classroom or who are participating in video chats, live streaming, video class groups, or similar online video based educational opportunities will be expected to turn in their own work. The teachers have a number of technologies to check that student work is unique and their own.

With that in mind, students and families agree that:

- Videos, pictures, or copies of either student generated or teacher work should never be shared as posts on social media, gaming networks, or elsewhere online.
- Learners should not use or attempt to access files or content that do not belong to them, or that they have no educational reason to access.
- Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the internet is cheating, and students may suffer the same consequences.
- Collaboration with other students is prohibited unless directed to do so by the teacher. In addition, guardians, parents, or acquaintances of the learner may not log in to a student account and complete coursework on behalf of the student.
- Students should not use excessive "slang", written abbreviations, or language that they might use in other environments for completion of online work and graded tasks.

Digital citizenship and appropriate use of technology:

It is important to not only teach content, but also have students be aware of their actions in a virtual environment. Students and staff have rights to their own privacy that cannot be violated.

Students and families agree that:

- Students and families must respect the privacy of others online, and on all devices accessed or used.

- The sites and tools approved by the New Brighton Area School District will not request private information from students or families. At no time should private information be given to programs of outside access. If you are ever unsure, stop and ask a teacher for assistance.
- Hurtful, harassing, or threatening messages, or inappropriate photos and/or videos are in no way permissible through online content or while participating in videos, live streaming, or chats of lesson.
- No pictures or videos should be taken, sent, or shared of anyone without that person's permission. This includes teachers or any other students or staff.
- No comment, whether written or spoken, should be made unless you are completely comfortable with your Principal and/or Family seeing or knowing about it. This includes any profile pictures.
- As a virtual learner, your communication with your teacher will be slightly different than in a traditional setting. As such, the student's school email account must be checked on every date of virtual instruction, and responses should be sent to instructor questions or comments in a timely manner.
- Violations of some rules in this section may also result in violations of the Family Educational Rights Privacy Act (or FERPA), the school's anti-bullying policy, or the school's academic integrity policy, and may be subject to disciplinary action.
- If you witness anything in your virtual classroom that appears to violate any rule stated on this virtual learner code of conduct, please notify your teacher immediately.

Additional disciplinary information:

In any classroom, there is always the potential for actions that detract from the learning experience. Adding in the virtual component to our traditional classroom will cause some differences in expectations.

We wanted to reassert the following:

- Being intentionally disruptive to a live class with an online account is not acceptable and may result in the same consequences as being disruptive in the classroom.
- Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the internet is cheating, and students may suffer the same consequences.
- Disciplinary action of students in a virtual environment will be done in the same manner as students violating school rules in a traditional setting.
- Students are subject to all local, state, and federal laws governing the internet. As such, district administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through internet access.

STUDENT IPAD POLICY

Section	800 Operations
Title	iPad Care and Use
Code	815.5
Status	Approved
Adopted	July 29, 2019

STUDENT IPAD POLICY

The Rochester Area Board of Education is committed to providing teachers and students the tools and resources necessary to provide high quality standards-based education. Given the infusion of technology in today's society and the workplace, Rochester Area Schools must keep pace ensuring our students are prepared to be college, career, and workplace ready. As such, Rochester Area Schools will provide students with access to a classroom environment, which uses technology to enhance teaching and learning and opportunities for personalized learning.

The privilege of using the technology resources by Rochester Area Schools is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in Rochester Area Schools. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of the iPad. If a person violates any of the User Terms and Conditions named in this policy; privileges may be terminated, access to the school district technology resources may be denied, and appropriate disciplinary action may be applicable. Accordingly, this policy establishes the expectations for students and parents regarding the utilization of technology devices provided by the district for educational purposes in school and at home.

Receiving and Returning Your iPad

Students' iPads are and will remain the property of Rochester Area Schools and all users shall adhere to this policy and the district acceptable use policy for technology.

iPads will be distributed at the beginning of each school year during "iPad Orientation". Parents and students must sign and return the iPad Agreement document and the Acceptable Use Policy before the iPad can be issued to the student.

Individual school iPads, iPad cases and accessories must be returned at the end of each year.

Students who withdraw from Rochester Area Schools for any other reason must return their individual school iPad on the date of termination.

If a student fails to return the iPad at the end of the school year or upon termination of enrollment in Rochester Area Schools, the student, and/or parent/guardian will be subject to fines, criminal prosecution or civil liability. The student, and/or parent/guardian will also pay the replacement cost of the iPad. Failure to return the iPad will result in a theft report filed with appropriate law enforcement.

Random inspections of student iPads, which can be done in person or remotely, will be conducted to ensure compliance with provisions of this policy.

Student Transfers

In the event a student transfers out of a Rochester Area School during the school year, the iPad will be returned to the school at the time of checkout.

Lost or Stolen Devices

iPads that are lost or stolen must be reported immediately to the principal's office. A parent or guardian must report a lost or stolen iPad to the school. iPads issued by the district include internal tracking software. iPads are enrolled in Apple DEP and are only usable while enrolled in Rochester Area School District. A work order will be completed immediately upon knowledge of a lost or stolen device.

Damaged or Malfunctioning Devices

There is a need/responsibility to protect the iPad investment by the district, student and parent. Students are responsible for the general care of the iPad issued to them by the district. Issues with iPads that are broken or failing to work properly must be taken to the office for an evaluation of the equipment. iPads that malfunction or are damaged must be reported to the Technology Office within 24 hours.

From time to time, iPads may experience factory defects; accordingly, the district will address all warranty repairs. In the event there are repeated incidents of damages to the iPad, the school, parent, and student will develop an action plan to identify appropriate strategies to ensure the device is maintained and utilized in a safe manner. iPads that have been damaged will be evaluated on a case by case basis and may be subject to replacement. Damages will be assessed, and charges can be applied to the parent based on the age and/or replacement cost of the device. Extenuating circumstances will be taken into consideration. Until the device is paid for, the student will not be allowed to take another iPad home and may result in other loss of privileges.

In the event that a student's iPad needs repair, a replacement device will be provided as soon as possible while the device is being repaired.

Each student will be provided one charger with his or her device. If said charger is lost, stolen, or damaged a replacement will be the responsibility of the parent. **Apple certified chargers and USB cables are the only accessories to be used to charge or connect the District issued iPad.** Those accessories can be purchased at your child's school, through My School Bucks or the Rochester Technology Office.

Upkeep and Care of the Device

Students are...

- to only use a clean, soft cloth to clean the screen, no cleansers of any type.
- to clean the screen with a soft, dry cloth or anti-static cloth.
- to insert cords and cables into the iPad carefully to prevent damage.
- to keep their iPad free of any writing, drawing, stickers, or labels.
- to keep their iPad in a secure location and never left in an unlocked locker, unlocked car or in any unsupervised or unsecure location.
- responsible for keeping their iPad battery charged for each school day.
- not to leave your iPad in a place that is experiencing hot or cold conditions (i.e. a car in summer or winter). Extreme heat will damage the unit and extreme cold will cause severe screen damage.
- not to remove the protective case for the iPad provided by the district to protect the iPad and provide a suitable means for carrying the device.
- to prevent the iPad screens from damage at all times. The iPad screen is particularly sensitive to damage from excessive pressure on the screen.
- avoid putting unnecessary pressure on the top of the iPad.
- avoid putting anything near the iPad that could put pressure on the screen.
- avoid putting anything in the carrying case that will press against the cover.
- avoid "bumping" the iPad against lockers, walls, car doors, floors, etc. as it may result in a cracked or broken screen.
- not permitted to remove the asset inventory tag from the iPad. iPads are identified and inventoried based on a serial number listed on the asset tag.
- not to change iPad settings (exceptions include personal settings such as font size, brightness, etc.)

Expected Utilization

iPads are intended for use at school each day. In addition to teacher expectations for iPad use, school messages, announcements, calendars, and schedules may be accessed using the iPad.

The utilization of an iPad at school is not optional and is considered part of the instructional process.

If a student leaves his/her iPad at home, it is their responsibility for the completion of all course work as if their iPad were present at school. Reasonable accommodations will be made by the teacher of record to ensure the student has the necessary resources to complete his or her coursework in the absence of the device being available at home or school. If a student repeatedly leaves his/her iPad at home, they will be subject to appropriate disciplinary action.

iPads should be charged to full capacity each day before they are brought to school.

Students are expected to mute their device at all times unless permission is obtained from the teacher.

Appropriate music is allowed on the iPad. Earbuds/headphones may be used in the classroom based upon administrative approval.

Students are permitted to set up additional wireless networks on their iPads. This will be necessary to use web-based services outside of the school setting. Printing at home can only be facilitated with a wireless printer, proper settings on the iPad, an eprint compatible printer or software on your home computer/printer. Students are not required to have printing capability at home.

Originally Installed Software and/or Apps

The apps, profiles, and operating system originally installed by Rochester Area Schools must remain on the iPad in usable condition and be easily accessible at all times. From time to time, the school may add additional apps and Operating System upgrades. The licenses for this software may require that the software be deleted at the end of the course.

Periodic checks of iPads will be made to ensure that students have not removed required apps, profiles, or installed inappropriate material. Rochester Area Schools reserves the right to restrict content to be installed on the device.

In the event that significant or irreparable technical difficulties occur, the iPad will be restored from a backup or will be reset to factory settings in the event a home computer

is not available. The district does not accept responsibility for the loss of any apps or documents deleted due to the necessity of a re-format and/or re-image.

Technology devices will be filtered at school and outside the school environment. Administrators, and other Rochester Area Employees, will provide staff guidance in order to aid students in doing research and help assure student compliance of the Acceptable Use Policy.

Student Responsibilities are...

- Students will use their iPad device in a responsible and ethical manner.
- Social media websites are prohibited unless otherwise specified by the district. Students will obey school rules concerning behavior and communication that apply to iPad/computer use.
- Students will use all technology resources in an appropriate manner so as not to damage school equipment. This “damage” includes, but is not limited to, the loss of data resulting from delays, nondeliveries, miss-deliveries or service interruptions caused by the student’s own negligence, errors or omissions. Use any information obtained via Rochester Area School District’s designated Internet system is at your own risk. Rochester Area School District specifically denies any responsibility for the accuracy or quality of information obtained through its service.
- Students will help the Rochester Area School District protect its computer system/devices by contacting an administrator about any security problems they may encounter.
- Students will monitor all activity on their account(s).
- Students should always secure their iPad after they are done working to protect their work and information.
- Student(s) who receive email containing inappropriate, abusive language or questionable subject matter shall immediately report the incident to the school personnel.
- Students shall comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If students are unsure, they are to ask a teacher or parent for guidance.

Attachment A

Rochester Area School's iPad Agreement

Parent Requirements

Rochester Area School has issued your child an iPad to improve and personalize his/her education while integrating technologies into the classrooms. It is essential that the following guidelines be followed to ensure the safe, efficient, and proper operation of your child's iPad. Failure to comply with any of the following guidelines will constitute a breach of contract and may be subject to consequences as outlined in school procedures,

- I understand that I must supervise my child's use of the computer at home.
- I understand the importance of discussing family/school's expectations regarding the use of the Internet at home and will supervise my child's use of the internet.
- I understand that I should not attempt to clean or repair the iPad. I will make sure my child recharges the iPad when brought home.
- I understand that if my child comes to school without his/her computer, he/she will be responsible for completing all course work.
- I understand that I must sign and return the Rochester Area School's AUP before my child can access the Internet at school or at home using the iPad.
- I understand that my child will return the iPad to the school at the end of the school year or upon leaving the school during the school year.
- I understand that any international damages to the iPad at home or school will be subject to disciplinary action.
- I have read the Rochester Area iPad Policy and agree to the terms.

Student Requirements

Your iPad is an important learning tool and is for educational purposes. In order to take your iPad home each day, you must be willing to accept the following responsibilities. The failure to obey any of the following requirements will result in a breach of contract and may be subject to consequences as outlined in school procedures.

- I will follow the policies outlined in the iPad Policy and the Acceptable Use Policy while at school and outside of school.
- I will treat my iPad with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
- I understand that my iPad is subject to inspection at any time without notice and remains the property of Rochester Area Schools.
- I will not loan my iPad to my friends. It will stay in my possession at all times. I will not remove county installed apps or files from my iPad.
- I will sign and follow the Rochester Area School's Acceptable Use Policy.
- I will not attempt to repair or clean my iPad screen with any liquid, only a soft dry cloth.
- I will recharge my iPad each night.
- I will bring my iPad to school every day.
- I will keep my iPad in the case provided by Rochester Area Schools at all times.
- I will not deface the iPad in any way, stickers, markings, etc.

Print Name Date

Print Name Date

Parent/Guardian Signature

Student's Signature

Report Cards/Mid QT Dates

1st Nine Weeks Midterm	September 23, 2023
End of 1st Nine Weeks	November 2, 2023
2nd Nine Weeks Midterm	December 6, 2023
End of 2nd Nine Weeks	January 24, 2024
3rd Nine Weeks Midterm	February 20, 2024
End of 3rd Nine Weeks	April 2, 2024
4th Nine Weeks Midterm	May 1, 2023
End of 4th Nine Weeks	June 7, 2024

2023-2024 PSSA Testing Dates

APRIL 22-26, 2024 - PSSA ENGLISH LANGUAGE ARTS
(GRADES 3-8)

APRIL 29 - May 3, 2024 - PSSA MATHEMATICS AND
SCIENCE (GRADES 3-8)

ALMA MATER

Where the hills of Pennsylvania
Stand like sentinels round
Nestling fondly in the valley
Lies our high school town.

High school days will soon be over
Far from thee we'll roam
But we'll think of thee dear Rochy,
Ever as our home.

CHORUS

Rochy High, our alma mater
Thee we'll always praise
Sons and daughters ever loyal
Songs to thee we'll raise

ROCHESTER AREA SCHOOL DISTRICT

EXCUSE FOR ABSENCE

_____, a student in the
_____ elementary _____ middle/ high school (check one) Grade _____

Was absent on the following dates:

Reason for absence:

Signature of Parent/Guardian:

ROCHESTER AREA SCHOOL DISTRICT
EXCUSE FOR ABSENCE

_____, a student in the
_____ elementary _____ middle/ high school (check one) Grade _____

Was absent on the following dates:

Reason for absence:

Signature of Parent/Guardian:

ROCHESTER AREA SCHOOL DISTRICT

EARLY DISMISSAL REQUEST

_____, a student in the
_____ elementary _____ middle/high school (check one) Grade _____
has an early dismissal request scheduled for _____ at _____

The early dismissal is for:

Please list the physician's name and telephone number for verification:

Doctor's name: _____

Telephone number: _____

Signature of Parent/Guardian: _____

**ROCHESTER AREA SCHOOL DISTRICT
EARLY DISMISSAL REQUEST**

_____, a student in the
_____ elementary _____ middle/ high school (check one) Grade _____
has an early dismissal request scheduled for _____ at _____

The early dismissal is for:

Please list the physician's name and telephone number for verification:

Doctor's name: _____

Telephone number: _____

Signature of Parent/Guardian: _____

**2023-2024 ROCHESTER SCHOOL DISTRICT
HANDBOOK SIGNATURE PAGE**

Student's Name: _____ Homeroom _____
(Please print)

Please check ALL appropriate boxes.

STUDENT HANDBOOK

I acknowledge receipt of the Rochester School District Student Handbook.

TO BE COMPLETED BY THE STUDENT
INTERNET USE AGREEMENT

I understand and will abide by the Internet Use Agreement found in the Student Handbook. I further understand that any violations of the regulations are unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken. I also understand that this policy includes Internet correspondences from outside the Rochester Area School District as well.

TO BE COMPLETED BY THE PARENT/GUARDIAN
INTERNET USE AGREEMENT (Check one box)

As the parent or guardian of this student, I have read the Student Handbook and the Internet Use Agreement. I understand that Internet access is designed for educational purposes. I recognize it is impossible for the Rochester Area School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I hereby **give permission** to issue an account for my child and certify the information contained on this form is correct. I understand that off-campus activities on the Internet may be the subject of discipline if the communications have the potential to create a serious threat of harm or serve to create a material and substantial disruption to the school program.

I **do not** give permission for my son/daughter to use the Internet in the Rochester Area School District; however, I understand that off-campus activities on the Internet may be the subject of discipline if the communications have the potential to create a serious threat of harm or serve to create a material and substantial disruption to the school program.

TO BE COMPLETED BY THE PARENT/GUARDIAN
PERMISSION TO USE STUDENT NAMES AND PICTURES

The Rochester Area School District will periodically use names and pictures of students in the district publications and/or the district's webpage.

IF YOU DO NOT WANT THE DISTRICT TO USE YOUR SON/ DAUGHTER'S NAME OR PICTURE IN ANY DISTRICT PUBLICATION YOU MUST NOTIFY THE DISTRICT IN WRITING.

Parent or Guardian's Name: _____ Date: _____
(Please print)

Parent or Guardian's Signature: _____

Parent or Guardian's Email: _____

Student's Signature (User's Signature): _____ Date: _____

Disclosure: The following policies may be updated and approved at the August 23, 2022 Board Meeting: 218, 220, 227