



School-to-Work/Work Immersion Handbook

**School-to-Work
At Burle
1020 New Holland Avenue
Lancaster, PA 17601
717-606-1867**

**Project SEARCH - Lancaster
554 North Duke Street
Lancaster, PA 17601
717-606-1976**

**Willow Valley Work Immersion Program
211 Willow Valley Square C-126
Lancaster, PA 17601
717-606-1600 ext. 107090**

**Basic Occupational Skills (BOS)
At Burle
1020 New Holland Avenue
Lancaster, PA 17601
717-606-1916**

**School-to-Work - Lebanon
720 Cumberland Street
Lebanon, PA 17046
717-279-7182**

**Project SEARCH - Lebanon
VA Medical Center
1700 South Lincoln Avenue
Lebanon, PA 17042
717-272-6621**

*Dear Parents and Student,
Welcome to the School-to-Work/Work Immersion Program (STW/WI/BOS) We look forward to working together to provide a quality education to all of our students. The STW/WI/BOS staff is committed to meeting the diverse, individual needs of our students. This is accomplished through a challenging and relevant curriculum, service learning, work experiences, and experiential learning programs.*

We are committed to providing a physically and emotionally safe learning environment so that our students can learn and demonstrate new behaviors and skills within an atmosphere of trust and mutual respect. To support the program goals and student success, we ask that you become familiar with the Code of Student Conduct and program guidelines provided in the STW/WI/BOS Handbook. Every student and parent/guardian will be asked to indicate that they have received a student handbook by completing the enclosed Acknowledgement Review Form.

We welcome student and parent input and involvement and are available to discuss any questions, concerns, or new ideas you may have regarding our program. Please contact any member of our staff at the numbers listed in this handbook.

Thanks for your support!

*Sincerely,
School-to-Work, Work Immersion, BOS Staff*

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Director, Human Resources

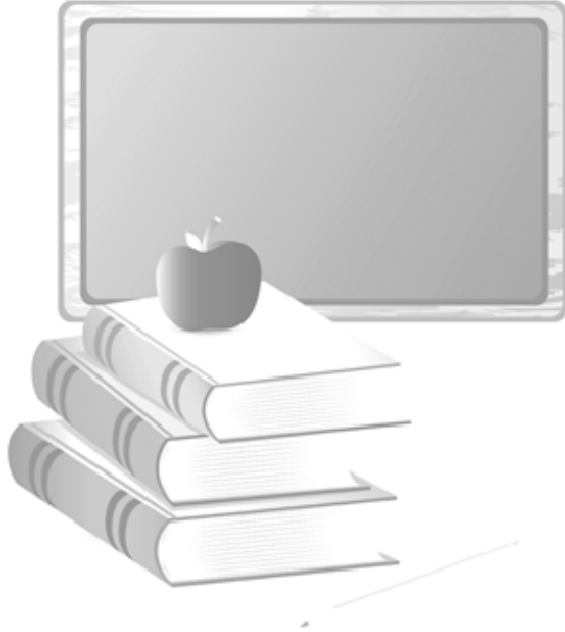
Ms. Pamela McCartney
Director, Instructional Services

Mr. Timothy Laubach
Director, Technology Services

Equal Rights and Opportunities Policy

Lancaster-Lebanon Intermediate Unit 13 is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin/ethnicity or handicap/disability. The Intermediate Unit will make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The Equal Rights and Opportunities Compliance Officer is responsible to make certain that all educational programs, services, activities and employment practices are free from illegal discrimination. For information regarding this policy and nondiscrimination procedures, contact: Equal Rights and Opportunities Compliance Officer, Human Resources Department, Lancaster-Lebanon Intermediate Unit 13, 1020 New Holland Avenue, Lancaster, PA 17601
717-606-1849.



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Lancaster-Lebanon IU13

Lancaster-Lebanon Intermediate Unit 13 (IU13), one of 29 intermediate units across Pennsylvania, is a regional educational agency whose mission is to assist local school districts to enhance educational opportunities by providing quality, cost-effective services. IU 13 is a leader in recognizing the needs of schools and in implementing programs to meet those needs.

Lancaster-Lebanon Intermediate Unit 13 regular workforce includes over 1,300 full-time and part-time employees plus approximately 300 substitutes and seasonal employees. It serves the 22 school districts in Lancaster and Lebanon counties as well as students in nonpublic schools, preschoolers, and adult learners.

Board Policies 103 and 103.1 Nondiscrimination in Educational Programs/Services and Qualified Students with Disabilities

The Intermediate Unit will provide an equal opportunity for all students to achieve their maximum potential through its programs regardless of race, color, age, creed, religion, gender sexual orientation, ancestry, national origin, marital status, pregnancy or disability, and without discrimination to all eligible students. The Board shall ensure that all IU 13 programs and practices are free from discrimination against all qualified students with disabilities. The Board recognizes its responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities.

An effective educational program requires a safe and orderly school environment. Student conduct is closely related to learning.

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students in IU programs during the time they are under the supervision of the IU including while: on school property; present at school-sponsored activities; and traveling to or from school-sponsored activities.

The Board shall approve a Code of Student Responsibilities and Conduct for IU programs to govern student discipline. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.

Disciplinary Action Procedure

Should a student violate any policies or procedures outlined in the School-to-Work/Work Immersion/BOS handbook, or conduct himself or herself in an inappropriate or compromising manner, they will be subject to program level consequences as per the building behavior support plan or center policies. More severe offenses may result in parent notification, suspension, district notification, and/or IEP team meeting to determine the student's capability to successfully participate in the School-to-Work/Work Immersion or BOS Programs.

Student Discipline (Board Policy 218)

All IU educational programs shall operate with the intent to prevent discipline problems and to use positive measures to promote appropriate student behavior. In an effort to keep order and to promote learning, proactive measures shall be used whenever possible, including but not limited to behavior support plans, in-class behavior management systems, Safe Crisis Management (SCM), and Nonviolent Crisis Prevention/Intervention (CPI). Should disciplinary action be necessary, any disciplinary action shall comply with all applicable laws and regulations.

Core Compelling Purpose

The core compelling purpose of the IU 13 is to **Improve Student Learning**.

Mission Statement

IU13 is an education service agency dedicated to delivering irresistible services and programs to our school districts and communities across the state.

Vision Statement

Lancaster-Lebanon IU 13 will be recognized as the leader among educational service agencies by providing irresistible services and essential products to our school districts, businesses, and community partners to increase student learning. We will:

- * Respond to the needs of our partners,
- * Maintain a strong financial position,
- * Provide enhanced services to our member school districts, and
- * Increase our sphere of influence among local, state, and national partners.

Belief Statements

- * We believe in being responsive to our clients' needs.
- * We believe that our employees are our greatest assets.
- * We believe in the benefits of collaboration and partnerships.
- * We believe service to education merits the highest degree of honesty, integrity, and quality.
- * We believe change is integral to the effective leadership and development of our organization.
- * We believe our organization makes a positive difference to education.

The School-to-Work/Work Immersion/BOS Handbook

This student handbook is designed to inform the students and their parents/guardians of the policies and procedures established at the School-to-Work/Work Immersion and BOS Programs. These policies are designed to ensure a productive educational environment. Excerpts of some Board Policies are found in this handbook. Complete and full Board policies of the Lancaster-Lebanon Intermediate Unit 13 can be found by accessing the Intermediate Unit's website at www.iu13.org

Transition and IU13 Services

Transition is a process occurring during the four to six years (or longer) before a student leaves school. Parents, students, and school personnel must determine what the educational system will do to make the move as "seamless" as possible. This process will involve developing transition goals and objectives as part of the Individualized Education Program for students in special education.

Transition and School-to-Work Services FAQs

Q. What is "transition"?

A. Transition is preparing students for adult life. It involves continually teaching and supporting a student's growth and ability to handle the demands of this complex world.

Q. What is the transition process?

A. Our staff - including teachers, paraeducators, social workers, psychologists and others - begins by working

Board Policy 218.2 Terroristic Threats/Acts

Terroristic threats and acts present danger to the safety and welfare of students, staff and community, and the Board acknowledges the need for an immediate and effective response to a situation involving such a threat.

Section 3

Behavioral Expectations

look alike of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.

A student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker or designated storage location; under the student's control while on Intermediate Unit property, on property being used by the IU, at any IU function or activity, at any IU event held away from the IU; or while the student is coming to or from the site of an IU program.

Subject to compliance with all applicable requirements relating to due process procedures and to children who are eligible for special education services, violations of this policy shall result in notification to the student's district of residence. Disciplinary actions are considered on a case-by-case basis in conjunction with school district administration and their weapons policy for appropriate discipline.

Depending on the location of the student's IU operated program, the school district or IU designee shall report discovery of any weapon prohibited by this policy to the student's parents/guardians and to local law enforcement officials.

Acts of violence or possession of a weapon on school property in violation of this policy shall be reported to the Office for Safe School on the required form once per year as required.

Random searches may occur to deter the possession of weapons in district and IU operated facilities. Students in a district operated IU class will follow district policy. Students in an IU facility may be subjected to searches using hand-held or other metal detectors.

with families to learn and understand the transition process. We strive to provide a systematic approach to academic and job preparation. A key to the whole concept is that while instruction is critical, it ultimately needs to be transferred into real-life settings in order to prepare the student for success beyond the classroom. We help students and families set long-range outcomes, which might include postsecondary education or a job following graduation. To help achieve these outcomes, we work with students and families to set shorter-term goals, which are steps to prepare students for what they want to do after graduation.

Q. What kinds of activities are involved in transition?

A. Each student's Individualized Education Plan (IEP) team takes the lead in the process. This team, which will include the student, teachers, parents and may include psychologists, social workers, other educators and therapists, collaborates throughout the student's school career to set goals and determine the activities which will help the student achieve them. These activities might include development of personal skills such as social skills, hygiene, acceptable behavior, handling one's self in different situations, communication skills, etc., as well as more targeted areas including content area instruction and job-related skills.

Q. When do transition activities begin?

A. Transition can begin in a student's elementary school years. So many critical skills are taught there including not only academic skills but "soft skills" such as social skills, teamwork, taking responsibility, following directions, attitude, and good attendance. Beginning at age 14, IEP teams must address transition planning, preparing the student for what he or she will do as an

adult. IU 13 offers an excellent continuum of training and supports toward this end.

Q. What role do parents play in the process?

A. Parents are central. It is critical that everyone is in this process together - the student, his/her family, the community, the educational system, and adult services. There is a true need for collaboration to help a student succeed as an adult. Parents are instrumental in determining the vision of what kind of outcome they want for their child, which determines what programs and services the child will receive throughout his/her schooling.

Q. Do all students receive employment training?

A. For students whose outcome is employment, intense job-related preparation is available. We have a staff of job trainers who work to assist students in developing job skills. We also provide opportunities such as classroom mini-businesses, job shadowing, a variety of paid and non-paid work crews, as well as volunteer positions and internships.

Q. What key items should people know about transition?

A. First, it's the law. The very first paragraph of the Individuals with Disabilities Education Act (IDEA) requires special education to prepare students for employment and independent living. Second, it's important to remember that transition is a long-range process. It takes many years of planning and training to prepare students for their adult life roles. We strive to take the process one step at a time. Third, students, families, educators, and the community all need to

The Board is committed to providing a safe, positive learning environment for students attending Intermediate Unit programs. Bullying or cyber bullying is unacceptable as it creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence.

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

1. Substantial interference with student's education.
2. Creation of a threatening environment
3. Substantial disruption of the orderly operation of the school

Bullying includes cyber-bullying and shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

The Board prohibits all forms of bullying by Intermediate Unit students.

Weapons (Board Policy 218.1)

Students assigned to Intermediate Unit programs are prohibited from possessing, carrying, attempting to purchase or sell, storing, using and bringing weapons and replicas of weapons into any school district buildings, IU operated facilities, onto IU property, to any IU sponsored activity, and onto any public conveyance providing transportation to or from the site of an IU program.

For purposes of this policy, the term weapon shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, blackjack, metal knuckles, firearm, shotgun, rifle, explosive, incendiary device, chemical agent, noxious substance, replica or

Board Policy 248

Harassment

The Intermediate Unit shall maintain an educational environment in which harassment in any form is not tolerated.

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

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

No reprisals or retaliation shall occur as a result of good faith charges of harassment.

For purposes of this policy, harassment shall be defined as verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, age, disability, sexual orientation, or religion when such conduct:

1. Is sufficiently severe, persistent, or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
3. Otherwise adversely affects an individual's learning opportunities.

Board Policy 249

Bullying, Cyber-Bullying

collaborate to help students develop the skills they need not just to succeed in school but to succeed in life.

Q. What areas does the STW curriculum address?

A. The School-to-Work program focuses IEP goals in the following areas:

Functional Academics- students will receive instruction skills related to employment and semi-independent living, such as banking/budgeting, reading/interpreting public transportation schedules, searching for a job, completing employment applications, and developing a student portfolio.

Community Experiences- students will have the opportunity to participate in the actual use of public transportation, voter registration process, scheduling and completing recreational activities, as well as investigating and accessing community resources.

Employment- students will create and maintain an updated resume, review and practice the interviewing process, participate in community-based vocational instruction including career exploration, job shadowing, job orientation, job coaching, performance evaluation, and possibly job shadowing.

Daily Living Skills- students will have the opportunity to manage a simulated bank account, review and compare community living options, schedule personal appointments, and plan/prepare healthy meals.

Self-Determination Skills- students will select their own preference of employability, taking into consideration their strengths/limitations, and identifying possible accommodations required for success. Also, students will practice self-advocacy and assertiveness skills.

Considerations for Placement in School-to-Work/Work Immersion Program

In order to afford a student his/her best chance of success in the STW/WI/BOS Program, the following considerations should be discussed among the IEP team members prior to a student's placement in a STW/WI/BOS classroom.

1. Ability to preserve the health, safety, and welfare of self and others
2. Ability to meet federal and state employability standards (possesses a social security card, state-issued ID, etc.)
3. Ability to navigate safely in the workplace
4. Ability to follow STW/WI/BOS policies and procedures, as well as that of prospective employers
5. Willingness to actively participate in programming designed to increase independence and self-advocacy
6. Willingness to actively participate in programming designed to obtain competitive employment
7. Willingness to maintain employment for a sustained period of time
8. Willingness to voluntarily submit to criminal background checks, as necessary and required, for employment purposes

The School-to-Work/Work Immersion and BOS staff believes that an effective, instructional program requires students, staff and parents to work together to maintain a safe, organized school environment where students learn the skills needed to be successful in the work environment and transition to adult life.

resources are utilized in an appropriate manner and for legitimate purposes.

Board Policy 237 Electronic Devices

Electronic devices - shall be defined as all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, smart phones, smart tablets, and laptop computers, as well as any new technology developed with similar capabilities. In addition, for the purpose of this policy, electronic devices shall also include laser pointers and attachments, and telephone paging devices/beepers.

Cell phones and other electronic devices, as listed above, must be given to school staff upon arrival and will be returned to the student as dismissal. The school is not responsible for preventing theft, loss, damage, or vandalism to cell phones or other electronic devices confiscated due to inappropriate use.

Students are only permitted to use the telephone with staff permission under special circumstances. Staff will be present in the room while students are on the telephone. Student use of the phone is limited to cases of emergencies which impact school performance, parent contacts, or contacts to student's employer.

Students may not use cellular phones to make calls, send or retrieve voice or text messages or video tape, photograph or audiotape others on the school grounds or school bus during school hours.

**Board Policy 815
Electronic Information Access/Acceptable
Use**

The Intermediate Unit provides its employees, students, and guests (“users”) access to technology resources including, but not limited to, electronic communications systems, devices, networks, networked devices, hardware, software, internet access, mobile devices, peripherals, copiers, and cameras.

The Board supports the use of the Intermediate Unit’s technology resources to facilitate teaching and learning, to provide access to information, to aid in research and collaboration, to foster the educational mission of the Intermediate Unit, and to carry out the legitimate business and operation of the Intermediate Unit.

The use of the Intermediate Unit’s technology resources is for appropriate school-related educational and operational purposes and for the performance of job duties consistent with the educational mission of the Intermediate Unit. Use for educational purposes is defined as use that is consistent with the curriculum adopted by the Intermediate Unit as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. All use for any purpose must comply with this policy and all other applicable codes of conduct, policies, procedures, and rules and must not cause damage to the Intermediate Unit’s technology resources.

All employees and students are responsible for the appropriate and lawful use of the Intermediate Unit’s technology resources. This policy is intended to ensure that all users continue to enjoy access to the Intermediate Unit’s technology resources and that such

**Board Policy 105.1
Curriculum Review by Parents/Guardians
and Students**

The Board shall ensure that parents/guardians and students have an opportunity to review instructional materials and have access to information about the curriculum, including standards to be achieved, instructional materials and assessment techniques.

SECTION 1

***Student
Responsibilities,
Rights
and Conduct***

Code of Student Responsibilities and Conduct

The School-to-Work/Work Immersion and BOS staff believes that an effective instructional program requires students, school staff, and parents to work together to maintain a structured, safe, organized school environment where students learn and practice the academic, behavioral, and social skills needed to be successful in school and the work environment.

Student's Responsibilities

In order to insure the safety of all students and workers in the School-to-Work/Work Immersion and BOS Programs, the following guidelines will be implemented. These guidelines will be enforced in the classroom, as well as in the work environment

1. ***Students must be dressed appropriately on a daily basis.*** Students who are not appropriately dressed will be asked to change clothes or will not be able to travel to work sites.
 - No T-shirts that advertise alcohol, tobacco or other potentially offensive subjects.
 - Clothing must be clean and free of holes.
 - No visible midriffs or waistlines.

possessed and used in accordance with the manufacturer's recommendations; (e) anabolic steroids; and (f) any substance which is represented as being, or which is thought to be by the person who possesses or used or distributes the substance, a drug, e.g. "look-alike-drugs"; (g) synthetic substance are those substances manufactured for the purposes of altering the consumers mood or physical condition, and depending on their composition, may or may not be currently illegal in accordance with the PA Crimes Code.

Board Policy 831

Naloxone Administration

The Lancaster-Lebanon IU13 wishes to prevent opiate-related overdose deaths by making naloxone available in its center-based schools and adult learning centers operated by the Community Education program. Naloxone is a medication found to reverse the effects of an opiate-related drug overdose. Consistent with Pennsylvania law, IU13 wishes to obtain authorization for IU13 personnel to administer naloxone in order to respond to suspected drug overdoses.

Board Policy 222

Tobacco Use

Per state law that took effect in February of 1997, the use of tobacco in schools is prohibited. Any student who possesses or uses tobacco in a school building, on a school bus or on school property may be subjected to prosecution and can be sentenced to pay a fine based on local District Justice and police policy.

Please be aware that if a student is in possession or is using any type of tobacco product, the staff at Community School will confiscate and destroy the products. Student will be subject to disciplinary action.

influence of, sell or use alcohol, drugs or drug-related paraphernalia in school buildings, on school grounds or leaving and then returning to school grounds, on vehicles used for school transportation, or during school sponsored events or activities. Violators of this regulation will receive disciplinary action and will be reported to the police. Such items will be confiscated and not returned regardless of age or ownership.

Controlled substances, imitation controlled substances, synthetic substances intended to alter one's mood or physical condition, marijuana, and/or prescription medications will be turned over to the police and the parent/guardian will be contacted.

Students who appear to be under the influence of drugs or alcohol during school hours, or at school event, shall be medically evaluated by IU13 staff and when deemed appropriate referred for professional medical care.

Parent/guardians shall be notified and the police may be contacted if necessary.

Definition of Terms

Drug means (a) any controlled substance in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) or as further defined by regulation at 21 CFR 1300.11 through 1300.15, including Opiates (e.g., heroin, morphine, codeine, methadone), cocaine and "crack", cannabinoids (e.g., marijuana, hashish), amphetamines, barbiturates, benzodiazepines (e.g., valium, and Librium) and other narcotics and hallucinogens (e.g., phencyclidine (PCP), methaqualone (Quaalude) and peyote (LSD)); (b) any substance which is misused for the purpose of affecting a person's emotional, mental or physical facilities (e.g., aerosols, glue, solvents, etc.); (c) any prescription drug unless the drug (i) is in the possession of the school nurse or the student for whom the prescription was issued and (ii) used in accordance with the physician's prescription; (d) any over-the-counter medication unless

- No sleeveless shirts, tank tops or "spaghetti straps".
- No shorts may be worn; skirts must be no more than 3 inches above the knee.
- No hats in the building unless required for safety/sanitation work

2. *Items not necessary for school/work should be left at home, if possible.* Non-essential items that are brought to school must be kept in student lockers or with the teacher until the end of the school day.

The school is not responsible for preventing theft, loss, damage or vandalism to cellular telephones, or other electronic devices brought onto its property, including any electronic devices confiscated due to inappropriate use. **Taking photographs, videotaping and audio taping by students is strictly prohibited in the school or on the school bus.**

4. *Language must be appropriate and respectful.* No cursing, threatening statements or argumentative dialogue will be tolerated.

5. *Students must follow dress code and safety policies of the worksite.* This includes having work items clean and prepared for each work day. Any company policies not in this guideline must be followed, unless they are less stringent than STW/WI/BOS conduct; in these cases, STW/WI/BOS conduct guidelines apply.

Cheating/Plagiarism

In an academic environment, it is essential that each student be responsible for his/her own work. Cheating, copying another student's work, sharing answers and plagiarism are unacceptable. Examples of unacceptable behavior include but are not limited to the following:

1. Using published works without giving credit to the author or publisher (plagiarism)
2. Copying another student's answers on a test
3. Talking or texting during a test
4. Copying another student's homework
5. Using written answers prepared before a test
6. Making work available for another student to copy
7. Changing answers on work being corrected without the consent of the teacher

Cheating/Plagiarism may result in a revised grade and other school discipline.

Transportation

The school bus and school bus stop are an extension of the school, **all school rules apply**. To help ensure a safe ride for all, bus behavior will be tied into the behavior system of the school. Transportation staff may provide the school with write-ups about behavior concerns. The staff will work with the bus company to determine the response. The parent/guardian will be contacted and repetitive misconduct may result in bus suspension. Buses may have concealed video cameras installed to ensure students' safety.

Board Policy 810

Transportation

Transportation of students to and from Intermediate Unit programs may be provided by the school district of residence or Intermediate Unit, as specified by the individual program.

Board Policy 810.2

Transportation Video/Audio Recording

The Intermediate Unit may, from time to time, place and use video cameras, or other recording devices, on Intermediate Unit property and/or school buses. In the event an allegation of inappropriate conduct is made, the images recorded by the video camera or other recording devices may be used to determine whether conduct occurred which is contrary to the rules of the Intermediate Unit, to determine the extent of such conduct, and to determine the identity or identities of particular students, employees, or visitors involved in such conduct.

The images recorded by the video camera or other recording devices shall be admissible into evidence at any disciplinary proceeding conducted by the Intermediate Unit.

The images recorded by the video camera or other recording devices unassociated with allegations or inappropriate conduct shall be subject to routine erasure through the normal iterative recording nature of the devices.

Valuables

Watches, jewelry, money, expensive clothing, etc. are brought to school at the risk of the parent and student. The school cannot be responsible for items lost, stolen, or damaged. Students are strongly discouraged from bringing valuables to school. Hats are not allowed to be worn in the school building and therefore, it is recommended that baseball and fitted caps remain at home. Students are not permitted to buy, sell or trade personal items in school.

Board Policy 227

Controlled Substances/Paraphernalia

Students are expected to be drug and alcohol free. Students are not permitted to possess, be under the

not sponsored by established agencies, or organizations not recognized by the IU 13 are strictly prohibited. Further, gang affiliation or gang membership has been found to be intimidating to the student body and disruptive to the education process. Affiliation with a gang, gang activities or claiming gang membership by students is strictly prohibited. *The use of hand signals, written or oral comments, stances, stares, graffiti or presence or use of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute indicates or implies membership or affiliation with a gang or group, whether real or implied, presents a clear and present danger to the school environment, its staff and students, and the education objectives of the community and the school and is strictly prohibited. It is at the discretion of the program supervisor or designee to determine what constitutes representation of gang affiliation.*

Board Policy 226

Searches of School Property/Student Property

IU School officials have the authority to require students or other persons under their jurisdiction to submit to a thorough search of shoes, clothing, handbags, wallets, and any other item defined to hold students' possessions. IU officials shall take possession of any illegal or unauthorized materials found as a result of such a search, pending its release to proper authorities or disposal.

Searches shall be conducted with an appropriate witness, which may be the student's parent, staff member, or police representative.

Board Policy 709.1

Camera Surveillance

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors, and others being transported on Intermediate Unit-owned, operated, or contracted school buses or school vehicles.

Board Policy 145

Student Wellness

Student wellness and proper nutrition are related to students' physical wellbeing, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

Board Policy 808

Food Services

The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

The Board shall provide food service that meets the standards required by state and federal school breakfast and lunch programs.

Board Policy 209.2

Food Allergy Management

The Intermediate Unit is committed to providing a safe and healthy environment for students with severe or life-threatening food allergies and shall establish policy

to address food allergy management in Intermediate Unit programs in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all programs and activities, including classroom parties and field trips.

The focus of food allergy management shall be on prevention, education, awareness, communication and emergency response.

Board Policy 210.1

Possession/Use of Asthma

Inhalers/Epinephrine Auto-Injectors

The Board shall permit students participating in Intermediate Unit programs to possess asthma inhalers and epinephrine auto-injectors, and to self-administer the prescribed medication in compliance with state law and Board policy.

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, he or she must adhere to the IU 13 policies and procedures related to prescription medication.

Board Policy 203.1

HIV Infection

The Board is committed to providing a safe, healthy environment for its students and employees, and to

for observation cannot be scheduled with the classroom teacher. Unless a meeting with the teacher is also arranged, these classroom observations do not include an opportunity for the visitor to converse with the teacher while the teacher has other duties.

3. The acceptable length of time for a visitation will vary and must be approved by the classroom teacher (prior to the visitation) based upon the activity. Observations, however, cannot exceed two hours in duration without a pre-identified, specific purpose that requires a need for an extended stay. An estimated length of stay will need to be identified when the observation is scheduled with the program supervisor; non-specified lengths of stay will not be approved. Visitors will not be permitted to stay and/or observe beyond the time agreed upon.

4. If a visitation or observation is deemed disruptive for any reason, the visitor(s) will be required to immediately leave the classroom and/or school building.

5. The use of videotaping/voice recording during a visitation and/or observation is not permitted out of respect to the privacy laws that serve to protect students and their families.

Phone Numbers to schedule a visit or meeting are as follows:

School-to-Work Burle -	717-606-1867
Project SEARCH Lancaster	717-606-1867
Willow Valley -	717-606-1867
BOS at Burle	717-606-1867
School-to-Work Lebanon	717-279-7182

Gang Affiliation

Gang Affiliation: Membership or affiliation in or with secret fraternities or sororities with other clubs or gangs

If your student's district closes, but your student's Program remains open and transportation is unavailable by any other safe means, students who ride the district buses will receive an excused absence. Snow days are made up as per the Program's calendar.

Classroom Visitation/Observation Procedure

Parents and guardians are welcome to visit/observe their child in the in the classroom. Expectations have been put into place in order to minimize the potential disruption to learning, both for the child being observed and for other children when a parent/guardian, or other visitor, fails to adhere to these expectations (or fails to adhere to the building rules and any applicable IU policies), IU 13 administration reserves the right to limit or deny a parent's/guardian's/visitor's access to a particular school and/or classroom.

The visitor expectations are identified as follows:

1. All visitors (including parents/guardians) must agree to sign an annual confidentiality agreement, valid for the duration of that school year. This agreement states that anything viewed during the visitation, not specific to their child (including the identification of other students served in the classroom), is considered confidential information and may not be disclosed.
2. All visitations must be scheduled in advance, not less than 24 hours prior to the event, with the classroom teacher. A visitation is defined as visiting the classroom to participate in a particular activity. All observations must be scheduled at least one week in advance with the program supervisor. An observation is defined as spending time in the classroom for the purpose of observing, or collecting data regarding a child in the educational setting. If a parent/guardian is unclear whom to contact, he/she is encouraged to ask the classroom teacher for that information. Requested times

safeguard the health and well-being of students and staff while protecting the rights of the individual. This policy is based on current evidence that HIV Infection is not normally transmissible by infected individuals, within the Intermediate Unit setting, except as noted in this policy.

314.1 HIV Infection

Confidentiality

All information relating to any employee or student who is infected with HIV/AIDS shall be maintained on a strictly confidential basis and shall not be disclosed except as required by law or as permitted by law and then only to those persons with a compelling need to know the information which is disclosed.[\[9\]](#)

Infection Control

Universal precautions shall be followed for exposure to bodily fluids. Employees shall treat all body fluids as hazardous and follow universal precautions.

The Intermediate Unit shall maintain reasonably accessible equipment and supplies necessary for infection control.

Employees shall notify the program supervisor and/or building administrator of all incidents of exposure to bodily fluids.

Board Policy 250 Student Recruitment

The Board shall permit, in accordance with law, disclosure of required student information about secondary students for student recruitment purposes. Equitable access to secondary students shall be granted to postsecondary education representatives, representatives of the Armed Forces of the United States, and prospective employers

Board Policy 220 Student Expression/Distribution and Posting of Materials (

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

Pennsylvania State Assessments

PA State Assessments are administered each fall and spring by the STW/WI/BOS staff with accommodations as per students' Individualized Education Plan and Pennsylvania Department of Education guidelines. All students are expected to participate in testing to the best of their ability.

Graduation Projects

Graduation project requirements will be determined with the student's home district representative.
Report Cards and Diplomas

Report Cards and Diplomas

Students will receive a report card and/or an IEP progress report quarterly.

Upon the completion of the senior year, and the recommendation of the school and the family, a high school diploma from the student's district of residence will be prepared and issued to the student in June of the

student arrives at school other than on the school bus, **A PARENT/GUARDIAN IS EXPECTED TO ACCOMPANY THE STUDENT INTO THE SCHOOL AND CHECK IN WITH THE SCHOOL OFFICE.**

Proper identification will be expected when picking up a student. Students who will be arriving late to school must call in to school by 8:30 a.m. if they would like to place a lunch order.

Students are to immediately enter the school upon arrival.

Leaving School Grounds

Intermediate Unit 13 policy requires teachers to report students leaving school grounds to the parent or emergency contact and program supervisor. Leaving school grounds during school hours is considered truancy and will result in consequences.

The school social worker and school staff are available to families who have questions or concerns about attendance and truancy. Schools are required to work collaboratively with students, parents and other community agencies to develop and implement a Truancy Elimination Plan for your child. Please contact us for assistance.

School Cancellations Due to Weather

IU 13 Programs follow snow and weather cancellations/delays for the districts they are located in, therefore students should follow:

**School-to-Work at Burle- School District of Lancaster
Project SEARCH Lancaster - School District of Lancaster**

Willow Valley Work Immersion Program - Lampeter-Strasburg School District

BOS at Burle - School District of Lancaster

School -to-Work Lebanon - Lebanon School District

unlawful or unexcused absence. If the student has been absent three consecutive days due to illness, a doctor's excuse is requested upon return to school. Students who establish a record of excessive absence or lateness to school may be required to present a doctor's note for all future absences and tardiness.

Unexcused absences include absence through parental neglect, illegal employment, truancy, leaving school grounds without authorization, and written excuse/excuse card not returned to the school.

If the pupil accumulates three illegal/unexcused absences, these are recorded and provided with notification to the school social worker. The school social worker will contact the family in an attempt to resolve or assist with any truancy problems that may be developing. Any illegal absences occurring after this notice are subject to a fine as prescribed by the Pennsylvania School Code and will be reported to the home school district.

Students are responsible to make up work missed when absent. Class participation and class attendance is calculated into the grading system, which makes it essential that students attend school and classes on a regular basis. Excessive absences from school and/or classes can result in failure for the quarter or for the year.

Leaving Early or Arriving Late to School

Students may leave school early **ONLY WITH PARENTAL/GUARDIAN WRITTEN PERMISSION and with authorized adults as per Emergency Cards/parental arrangements.**

Parents should come into the school building to pick up their student and check in with the school office. If a

senior year. Students may participate in graduation ceremonies in their district of residence.

Board Policy 824 Maintaining Professional Adult/Student Boundaries

Adults shall establish and maintain appropriate personal boundaries with students and not engage in any behavior that is prohibited by this policy or that creates the appearance of prohibited behavior.

Board Policy 322 Gifts

The acceptance of gifts by administrative, professional, and support employees is strongly discouraged.

A letter to the Board and/or the employee's supervisor commending the staff member is considered a more appropriate expression of gratitude than a gift to the employee.

SECTION 2

IU13 Board Policies and Procedures

Board Policy 204

Attendance Policy

School-age students enrolled in Intermediate Unit programs shall attend school regularly, in accordance with state laws. The educational programs offered by the IU are predicated upon the presence of the student, and require continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Excused absences include illness, family illness/emergencies, certified legal appointments, doctor and dentist appointments, pre-approved bona fide religious holidays, death in the family, and suspension. Pre-approval must be granted for educational experiences/vacation that exceeds two (2) days. Program supervisor and school district representatives will review requests for this type of absence.

The student is responsible to return a written excuse/excuse card within three days. Failure to do so may result in the student being charged with an