



# **Secondary Transition Programs Handbook**

*Dear Parents and Students,*

*Welcome to the IU13 Secondary Transition Programs. We look forward to working together to provide a quality education to all our students. The staff are 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 Board Policies and program guidelines provided in this 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!*

## **Secondary Transition Programs Staff**

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## **Secondary Transition Programs**

- School-to-Work (STW) Program
- Project SEARCH Program (Penn Medicine LG Health)
- Masonic Village Work Immersion Program
- Moravian Manor Work Immersion Program
- Willow Valley Work Immersion Program

## **Secondary Transition Programs Contact Information**

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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.

## **Nondiscrimination/Discriminatory Harassment - Educational Programs/Services**

### **Board Policy 103**

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 IU13 programs and practices are free from discrimination against all qualified students with disabilities.

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.

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. Students and third parties who have been harassed are encouraged 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 because of good faith charges of harassment.

For full policy details see [www.iu13.org](http://www.iu13.org)

## **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 Secondary Transition Programs Handbook**

This student handbook is designed to inform the students and their parents/guardians of the policies and procedures established at the IU13 Secondary Transition 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](http://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 Programs**

#### **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 - begin by working 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 oneself 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 support 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. 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 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 Secondary Transition Programs curriculum address?***

**A.** Our Secondary Transition Programs focus on instruction and activities 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.

**Social Skills in the Workplace-** students will have the opportunity to receive instruction and participate in activities to assist in developing and growing interpersonal skills that help us to interact and communicate with others.

***Q. What specific programs make up the Secondary Transition Programs?***

**A.** Our Secondary Transition Program is comprised of our School-to-Work (STW) Program and our Work Immersion Program (WIP).

The School-to-Work program is a classroom-based program with various community-based outings/instruction. Our Work Immersion Programs are located within a business/organization and feature 3-4 internship rotations in that business/organization throughout the school year.

## **Considerations for Placement in IU13 Secondary Transition Programs**

In order to afford a student his/her best chance of success in Secondary Transition Programs, the following considerations should be discussed among the IEP team members prior to a student's placement.

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 Secondary Transition Program 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 or supported 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 Secondary Transition Programs 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.

## **Curriculum Review by Parents/Guardians and Students**

### **Board Policy 105.1**

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 Secondary Transition Programs 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 ensure the safety of all students and workers 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.
  - 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/cubbies 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 the dress code and safety policies of the worksite.** This includes having work items clean and prepared for each workday. 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 extensions 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.

## **Transportation**

### **Board Policy 810**

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.

## **Transportation Video/Audio Recording**

### **Board Policy 810.2**

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.

## **Student Wellness**

### **Board Policy 145**

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.

## **Food Services**

### **Board Policy 808**

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.

## **Food Allergy Management**

### **Board Policy 209.2**

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.

## **Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors**

### **Board Policy 210.1**

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.

## **HIV Infection**

### **Board Policy 203.1**

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

## **HIV Infection**

### **Board Policy 314.1**

#### **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.

## **Student Recruitment**

### **Board Policy 250**

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.

## **Student Expression/Distribution and Posting of Materials**

### **Board Policy 220**

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 words 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.

This policy addresses student expression in general, and distribution and posting of materials that are not part of school-sponsored activities. Materials sought to be distributed or posted as part of the curricular programs of the Intermediate Unit shall be regulated as part of the Intermediate Unit's educational program.

## **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.

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

### **Maintaining Professional Adult/Student Boundaries Board Policy824**

This policy applies to Intermediate Unit employees, volunteers, student teachers, and independent contractors and their employees who interact with students or are present on school grounds. For purposes of this policy, such individuals are referred to collectively as **adults**. The term **adults** as used in this policy, does not include Intermediate Unit students who perform services on a volunteer or compensated basis.

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.

### **Gifts**

#### **Board Policy 322**

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***



## **Attendance Policy**

### **Board Policy 204**

The Board recognizes that attendance is an important factor in educational success and supports a comprehensive approach to identify and address attendance issues.

The Intermediate Unit will report any attendance issues to the school district in which students are enrolled.

The resident school district shall be responsible for enforcing the compulsory attendance laws for its students.

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study, or career education program; or the student is receiving approved homebound instruction.

Attendance is required of all students enrolled in the Intermediate Unit programs during the days and hours that such programs are in session, except that authorized IU staff may excuse a student for temporary absences when receiving satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.

### **Excused/Lawful Absence**

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school or an Intermediate Unit program:

1. Illness, including if a student is dismissed by designated Intermediate Unit staff during school hours for health-related reasons.
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.

3. Quarantine.
4. Family emergency.
5. Recovery from an accident.
6. Required court attendance.
7. Death in family.
8. Non-school district sponsored educational tours and trips, for which:
  - a) The parent/guardian submits a written request for excusal prior to the absence.
  - b) The student's participation has been approved by the Executive Director and/or Superintendent of the student's district of residence, or their designee.
  - c) The adult directing and supervising the tour or trip is acceptable to the parents/guardians, the Executive Director and/or Superintendent of the student's district of residence, or their designee.
9. College or postsecondary institution visit, with prior approval.
10. Other urgent reasons. Urgent reasons shall be strictly construed and do not permit irregular attendance.

### **Parental Notice of Absence**

Absences shall be treated as unlawful/unexcused until the Intermediate Unit receives a written excuse explaining the absence, to be submitted **within three (3) days of the absence**. If the parent fails to provide a note after three unexcused absences, the Intermediate Unit shall report the unexcused absences to the school district of residence.

A maximum **of ten (10) days** of cumulative lawful absences **verified by parental notification** shall be permitted during a school year. All absences beyond ten (10) cumulative days may require an excuse from a licensed practitioner of the healing arts.

### **Unexcused/Unlawful Absence**

For purposes of this policy absences which do not meet the criteria indicated above shall be considered an unexcused/unlawful absence.

An out-of-school suspension may not be considered an unexcused absence.

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 can result in failure for the quarter or the year.

### **Leaving Early or Arriving Late to School**

Students who are to be dismissed before the end of the school day must present a note signed by their parent/guardian to school staff no later than 8:30 am on the day of the dismissal. (Exceptions can be made by the building Administrator).

No student will be permitted to leave the school building without parent/guardian and administration permission. The parent, or guardian, who is picking the student up, must come to the school office/building and present a valid photo ID. It will be at that time that the student is dismissed from school.

### **Leaving School Grounds**

Intermediate Unit 13 policy requires teachers to report students leaving school grounds to the parent/guardian or emergency contact and program supervisor. Leaving school grounds during school hours is considered truancy, local police **may** be contacted to aid in locating the student and return them to school.

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 School Attendance Improvement Plan (SAIP) 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**
- **Masonic Villages Work Immersion Program – Elizabethtown School District**
- **Moravian Manor Work Immersion Program- Warwick School District**

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 Board Policy 907**

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 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:

Lancaster Programs: 717-947-1720

### **Gang Affiliation**

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

### **Searches of School Property/Student Property Board Policy 226**

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.

## **Camera Surveillance**

### **Board Policy 709.1**

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.

## **Controlled Substances/Paraphernalia**

### **Board Policy 227**

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

### **Naloxone Administration**

#### **Board Policy 831**

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.

### **Tobacco Use**

#### **Board Policy 222**

Tobacco, nicotine and nicotine delivery products present a health and safety hazard that can have serious consequences for both users and nonusers, and the safety and environment of the Intermediate Unit and its programs. For purposes of this policy, **tobacco** includes a lighted or unlighted cigarette, cigar, cigarillo, little cigar, pipe or other smoking product or material and smokeless tobacco in any form including chewing tobacco, snuff, dip or dissolvable

tobacco pieces.

For purposes of this policy, **nicotine** shall mean a product that contains or consists of nicotine in a form that can be ingested by chewing, smoking, inhaling or through other means.

For purposes of this policy, a **nicotine delivery product** shall mean a product or device used, intended for use or designed for the purpose of ingesting nicotine or another substance. This definition includes but is not limited to, any device or associated product used for what is commonly referred to as vaping or juuling.

This policy prohibits possession, use or sale of tobacco, nicotine and nicotine delivery products by students at any time in an Intermediate Unit building and, on any property, buses, vans, and vehicles that are owned, leased, or controlled by the Intermediate Unit. And prohibits possession, use or sale of tobacco, nicotine and nicotine delivery products by students at Intermediate Unit-sponsored activities that are held off Intermediate Unit or school property.

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

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

## **Electronic Devices**

### **Board Policy 237**

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 at 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.

### **Bullying, Cyber-Bullying Board Policy 249**

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 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 students 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.

Students in an IU facility may be subject to random searches using hand-held or other metal detectors.

## **Terroristic Threats/Acts**

### **Board Policy 218.2**

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

**Terroristic threat** - shall mean a threat, communicated either directly or indirectly, to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly, or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

**Terroristic Acts** - shall mean an offense against property or involving danger or harm to another person, including any physical manifestation of the actions included in the terroristic threat definition.

### **Section 3**

#### ***Behavioral Expectations***

## **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.

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 Secondary Transition Programs 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 program.

**Mr. Matt Stem**

Executive Director

**Dr. Lynette Waller**

Assistant Executive Director

**Ms. Gina Brillhart**

Assistant to the Executive Director/  
Chief Financial Officer

**Mr. Flip Steinour**

Assistant to the Executive Director/  
Chief Operating Officer

**Dr. Peggy Anastasio**

Director, Special Education Services- School- Age Programs

**Mrs. Amanda Hann**

Director, Instructional Services

**Mr. Timothy Laubach**

Director, Technology Services

Lancaster-Lebanon Intermediate Unit 13 is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity or expression, disability, ethnicity, national origin or age. The IU13 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, 717-947-1313.