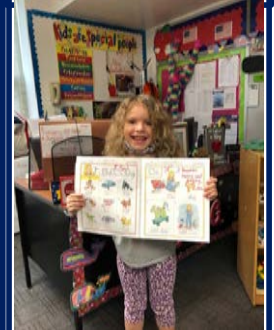
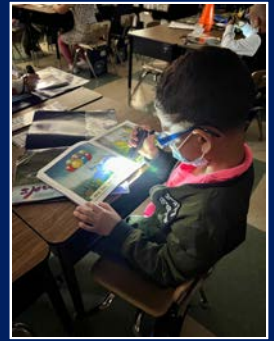




Lebanon School District Parent and Student Guidebook

2022-2023 School Year





H.O.P.E.
Help One Person Everyday

Lebanon School District
Parent and Student Guidebook



Reviewed and Approved by:

Dr. Arthur Abrom
Superintendent of Schools
Date Revised: June 2022

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July 7, 2022

Dear Lebanon School District Families and Friends,

I hope this message finds you and your family well as we begin the 2022-2023 school year together. If you were with us last year, there were many things to celebrate. New records were established in athletics, students soared to new heights academically, and both the high school and middle school displayed their students' talents through their school musicals.

Though last year marked a return to a more normal school environment in comparison to previous years, we still had to navigate the impact of the COVID-19 pandemic. I am truly proud of grit and determination that our students demonstrated through their work efforts, and I want to thank every parent or guardian who supported their children throughout the year.

Despite making positive academic strides in 2021-2022, the pandemic did cause us some losses, which we must overcome going forward. Because of this, the School Board and I have determined to keep our Five Educational priorities the same. We will need to recapture some of the learning loss due to the pandemic. We need to re-establish the importance of school and ensure all students attend in-person every single day.

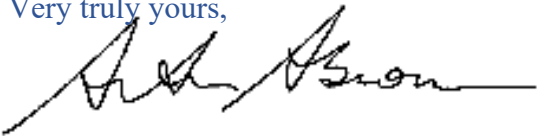
In 2022-2023 we will continue our Mobile Learning Initiative, where all students have a technological device. We will continue to build our relentless culture of reading, ensuring all students can read on grade level. We will continue to expand our high school pathways, so all students graduate ready for college, military, or the work force. We will introduce a new Math curriculum in grades K5 – 5th. Finally, we will continue our Positive Behavior Interventions Support at all grade levels ensuring students meet our behavioral as well as our academic expectations for success.

Looking towards the future, we are excited to start the journey to build a new middle school, slated to open in August of 2024. The new building will house our 7th and 8th graders. We will also be updating our fields for track and baseball. Upon completion, we will begin the process of renovating our current middle school into an intermediate school, to house our 5th and 6th graders.

Finally, one of the many strengths at Lebanon School District is the diversity of our student population. We are committed to serve all our students in a fair and equal way. If you have questions or concerns, please contact your student's school building for information. It is important for you to stay connected with your child's education.

On behalf of the Board of School Directors, welcome back Cedars!

Very truly yours,

A handwritten signature in black ink, appearing to read "Arthur W. C. Abrom". The signature is fluid and cursive, with a long horizontal line extending to the right.

Arthur W. C. Abrom, Ed.D.
Superintendent of Schools

Mission Statement:

Building on our tradition of educational excellence, the mission of the Lebanon School District is to challenge students to continually develop their skills as lifelong learners and responsible citizens.

Vision Statement:

The Lebanon School District will provide an educational experience that will optimize success for all students. We will honor best practices in teaching and learning so that all students learn at high levels including technology to enhance learning beyond the classroom. Our graduates will rely on the foundation of their K-12 education as they set their own goals. Our children will become confident, skilled communicators who are prepared to compete academically and socially in the world beyond high school. They will be active citizens who contribute in both local and global communities. Lebanon School District graduates will rely on their strong sense of character, enabling them to make ethical decisions in an every-changing world.

Lebanon School District
Five Educational Priorities
2022 - 2027

01 Data/Evidence Driven Culture

02 Relentless Culture of Reading

03 Student Centered Culture

04 College and Career Readiness

05 Culture of Community Connections

Mission Statement
The Mission of the Lebanon School District is to challenge students to continually develop their skills as lifelong learners and responsible citizens.

H. O. P. E.
Help One Person Every Day

WWW.LEBANONSD.ORG

District Goals:

H.O.P.E. – Help One Person Every Day

Student achievement is our goal. Our number one indicator is for all students to have the necessary experiences to develop the knowledge and skills for their chosen career path.

Shared Values

The shared values of the Lebanon School District community are:

- We believe all students should be able to demonstrate at least a year's academic growth in a year's time, evident through ongoing assessment data.
- We believe that all students can achieve, reaching proficiency or advanced level on annual state assessments.
- We believe that it is our shared responsibility as a community to provide the necessary time and resources to ensure that all students achieve.
- We believe in education of the whole child, understanding that the development of intellect and character are essential to our community and country.
- We believe in the importance of ongoing training and coaching for all staff. Such training should reflect current research and best practices.
- We believe in teamwork and collaboration among staff.
- We believe in accountability for all staff, evident through clear performance expectations, and regular feedback.
- We believe that our schools should be welcoming places that encourage family and community involvement.
- We believe that the community and our schools share the responsibility of building the developmental assets in our children and that working together we can positively impact the future.
- We believe that stakeholders in our learning community will conduct themselves with respect and with the students' best interests in mind.



Board of Directors

Mr. Robert Okonak, Board President

Mrs. Debra Bowman, Vice President

Mr. Scott Barry

Ms. Heather Eggert

Ms. Janice Falk

Mr. Matthew Hershey

Mrs. Tracy Johnsen

Mr. Cedric Jordan

Mr. Joshua Spalding

Central Office Administration

Dr. Arthur Abrom, Superintendent of Schools

Mr. Joshua Coatsworth	Acting Director of HR and Operations
Ms. Dawn Connelly	Elementary Director of Teaching and Learning
Dr. Nicole Malinowski	Secondary Director of Teaching and Learning
Ms. Jessica Evans	Acting Director of Special Education
Ms. Kelly Herr	Business Manager
Mrs. Amber Abreu	Director of English Language Development
Mr. Shawn Canady	Chief Information Officer
Mr. Brian Hartman	Director of Buildings and Grounds

Lebanon School District

1000 South 8th Street, Lebanon, PA 17042

Telephone: (717)-273-9391

Fax: (717)-270-6778

School Building Administration

<p>Lebanon High School 1000 South 8th Street Lebanon, PA 17042</p> <p>Mr. William Giovino, Principal Mr. David Bentz, Assistant Principal Mr. Robert Nordall, Assistant Principal Mr. Carlos Sanchez, Athletic Director</p>	<p>Lebanon Middle School 350 North 8th Street Lebanon, PA 17042</p> <p>Mr. Nicholas Bullock, Principal Ms. Staci O’Byle, Assistant Principal Mr. Corey Wenger, Assistant Principal Mr. Dan Rau, Assistant Principal</p>
<p>Southeast Elementary 499 E Pershing Ave Lebanon, PA 17042</p> <p>Mr. Michael Habecker, Principal Mr. Kyle Bensing</p>	<p>Southwest Elementary 1500 Woodland Avenue Lebanon, PA 17042</p> <p>Mr. Craig Coletti, Principal Mr. Kyle Bensing</p>
<p>Northwest Elementary 1315 Old Forge Road Lebanon, PA 17046</p> <p>Mr. Neil Young, Principal Mrs. Jennifer Nordall, Assistant Principal</p>	<p>Henry Houck Elementary 315 East Lehman Street Lebanon, PA 17046</p> <p>Mr. Pedro Cruz, Principal</p>
<p>Harding Elementary 600 Chestnut Street Lebanon, PA 17042</p> <p>Mr. Michael Reager, Principal Mr. Jeff Albright</p>	

School Hours

Building	Start Time	Dismissal Time
Elementary School	9:00	3:30
Middle School	8:00	2:40
High School	7:55	2:45

District Website: www.lebanonsd.org

District Volunteers:

Our volunteers are busy people with the passion to help our students achieve great things! You can find our volunteers helping in classrooms, in booster clubs, speaking in classes, and even on the playground! There is a volunteer opportunity for everyone; just let us know what your interests are and we'll match you with the perfect job!

In accordance with Pennsylvania law, each volunteer must complete clearances and obtain a TB (Tuberculosis) test. It is recommended that you obtain your clearances and TB test as a first step to enable you to move forward in the process.

Required Clearances/TB test locations:

Below you will find the links to obtain clearances. All clearances must be uploaded when completing the Request to Volunteer form.

- 1) PA State Police Clearance - Link: <https://epatch.state.pa.us/Home.jsp>
- 2) Child Abuse Clearance - Link: <https://www.compass.state.pa.us/CWIS>
 - The online Child Abuse Clearance site requires you to create an account by creating your own Keystone ID).
- 3) FBI Clearance – Needed only if you have lived in a State other than Pennsylvania, in the past 10 years.
https://cdn5ss5.sharpscool.com/UserFiles/Servers/Server_70151114/File/District%20Offices/Human%20Resources/Employee%20Resources/FBI-PA-Service-Code-School-Districts.pdfh
- 4) TB Locations -your test results must be uploaded when completing the Request to Volunteer form.

Volunteer Documents:

- Complete the Request to Volunteer form at <https://www.applitrack.com/lebanonsd/onlineapp/default.aspx?Category=Volunteers> and select “Apply”.

Please contact the District Office Receptionist at (717)-273-9391 extension 6500 if you have questions.

Section 1:

School Enrollment

Right to a Free Public Education:

All persons in the Commonwealth of Pennsylvania, between the ages of 6 and 21 years, are entitled to a free and full education in the public School District where they reside. Parents or guardians of all children between the ages of 6 and 18 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused.

Students who have not graduated may not be asked to leave school merely because they have reached 18 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools or from extracurricular activities because:

- The student is married.
- The student is pregnant.
- The student has a disability as identified by Chapter 15 (relating to protected handicapped students).
- The student is an eligible student identified under Chapter 14 (relating to special education services and programs).

Right to Enroll in a Public School:

(Based on Board Policies #200 and #201)

Students have a right to enroll in the public-school district in which they reside. The Lebanon School District will require the following:

- Proof of the child's date of birth: (acceptable documentation includes birth certificate)
- An immunization record or assurance from the former School District or a medical office that the required immunizations have been done (or a required series began) with a record to be sent
- Completion of a Parent Registration Statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs or alcohol, weapons or violence per 24 P.S. §13-1304-A and the Home Language Survey
- Proof of residency (copy of lease or mortgage, utility bill for the home, or a completed and notarized residency affidavit).
- The school district reserves the right to verify the residency if deemed necessary.

Child Registration:

You can begin the enrollment process by calling the Child Registration Office at (717) 273-9391 ext. 6603 or 6823. We will assist with enrollment or any questions you may have.

McKinney-Vento Act:

(Based on Board Policy #251)

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness from either the School District in which their person or the shelter is located or the School District of origin. They are not required to submit proof of residency or certain contact information.

Basic Education Circulars (BEC) outlines procedures for deciding school placement, enrolling students, and determining responsibility. With the increased number of children experiencing homelessness currently attending The Lebanon School District must provide proper educational support and services.

Who may be considered homeless?

Children or youth living in a shelter, transitional housing, motel, vehicle, campground, on the street, or doubled up due to lack of housing.

Homeless Liaisons / Family Engagement Coordinators:

Ms. Kim Briggs

Phone: (717)-821-5459

Email : kbriggs@lebanon.k12.pa.us

Ms. Rebecca Dunlop

Phone: (717)-821-5460

Email: rdunlop@lebanon.k12.pa.us

Ms. Ana Marquez Pauleus

Phone: (717)-675-4837

Email: amarquezpauleus@lebanon.k12.pa.us

For more information you can visit:

<https://www.education.pa.gov/K-12/Homeless%20Education/Pages/default.aspx>

Custody Issues:

It is the responsibility of the parents or guardians to notify the building principal and provide a copy of the appropriate legal documents regarding custody issues. This must be done on a yearly basis.

Foster

The Lebanon School District fully supports students in foster care. We participate in care team and best interest determination meetings to ensure that students who are in care have a safe and stable access to the most consistent education possible. If you have any questions regarding foster care, please contact the District's Foster Care Point of Contact – Ms. Kim Briggs at (717)-821-5459, or Lebanon County Children and Youth.

Lebanon Virtual Academy (LVA):

The Lebanon Virtual Academy (LVA) is the district's K5 – 12th grade online learning option. In partnership with the Lancaster-Lebanon IU13, LVA provides students with engaging self-paced courses using a variety of curriculum vendors to best meet the needs of all learners. Full-time students in the program are provided with an IU13 issued laptop to complete their coursework. Students in LVA are eligible to participate in school activities, clubs, and sports. For more information, please contact Ms. Amy O'Byle at 717-273-9391 ext. 1621 or aobyle@lebanon.k12.pa.us.

Home Education:

The Pennsylvania School Code provides for a home education program designed to permit a parent, guardian or legal custodian who has a high school diploma or its equivalent to conduct a home education

program for his or her child or children. The parent/guardian is responsible to research and select an approved program of their choice for their child. The information and specifics required by the state can be located on the Department of Education website. (www.education.pa.gov) If you are interested in the Home Education program please contact Mr. Pedro Cruz, the district administrator who oversees the Home School Students, at (717) - 273 – 9391, Ext. 4510.

Alternative Education for Disruptive Youth Program

Lebanon School District provides an Alternative Education for Disruptive Youth (AEDY) program located at the Lebanon High School. The district's program is approved by the Pennsylvania Department of Education and provides a temporary educational placement for students grades 6 through 12.

Prior to placement in an AEDY program, students are provided a formal review to address the event(s) leading to discipline and to discuss potential outcomes. Students are placed into the program utilizing six placement criteria. During the initial 5 days in placement, students receive a behavior assessment and initial meeting identifying targeted goals. A Formal Periodic Review (FPR) is developed by the core team including the student, guardian, AEDY representative, home district representative, teachers, counselors, and other appropriate individuals.

While participating in the AEDY program, students continue to receive 990 hours of instruction and accrue credits towards graduation. Additionally, students receive a minimum of 2.5 hours per week of counseling focusing on social emotional learning, life skills and post-secondary planning. Other components may include positive behavior support, restorative practices, trauma-informed practices, and mental health support. Students exit the AEDY program when required behavioral goals are met. This is determined by the core team during the FPR meeting. A transition/exit plan is then developed identifying supports that will be provided during the transition process.

For further information regarding the District's AEDY program, please contact Mrs. Brooke Coatsworth at (717)-273-9391 ext. 1110 or bcoatsworth@lebanon.k12.pa.us.

Health Services / Medication:

The school nurse supports the educational process by promoting wellness and providing care for acute illness and injury. The school health program provides for assessment and evaluation of health care needs by performing health screenings annually. Height, weight, and vision are performed on every student every year. Hearing is evaluated depending on grade level or for students those with suspected or identified hearing deficits.

Barring signs of obvious symptoms of illness, the school nurse presumes that if the child is sent to school, the parent considers him or her well enough to attend. The American Academy of Pediatrics offers three general guidelines on when to keep kids home from school: fever, the child is not well enough to participate in class, or you think he/she may be contagious. Parents with concerns over whether to send their child to school can always contact the school nurse with questions or concerns.

Quick Notes on Medication Administration by a School Nurse:

It is recommended that parents refrain from sending medication to school whenever possible. Administer required medication to children before and after school and at bedtime, whenever possible.

Students are not permitted to carry any form of prescription or over the counter medication on their person unless they have a written order from their physician. Students found to be carrying medication in school could face disciplinary action.

For a student to receive a prescription or over the counter (OTC) medication from the school nurse, the following items need to be on file with the school nurse:

- Medication in original container and labeled with student's name
- Order from physician for any prescription or OTC medication which shall include the dosage, time to be given, dates of administration, and purpose of medication
- Parent/guardian permission slip
- Arrangements will be made for a parent/guardian or licensed nurse to administer medications or medical treatments to a student while on a field trip. Proper documentation for medication administration needs to be on file with the school nurse before the student can participate in the field trip.

PowerSchool:

PowerSchool allows parents to view their child's school progress in the areas of class assignments, grades, discipline, and attendance. The Parent/Guardian Access is found within www.lebanonsd.org under the Parent Corner menu; simply enter your username and password to access your child's scholastic progress.

PowerSchool is available to all Lebanon School District students. If you have questions about this site, email support will be available at powerschool@lebanon.k12.pa.us. Any questions about attendance and grades should be directed to the school office and your child's teacher, respectively.

Section 2:

School Attendance

School Attendance Policy:

(Based on Board Policy #204)

The Lebanon School District recognizes that attendance is an important factor in educational success. Attendance shall be required of all students enrolled during the days and hours that school is in session. School attendance matters. Parents or guardians of all children between the ages of six until 18 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused (i.e., doctor's excuse, bereavement, etc.) Students who have not graduated may not be asked to leave school merely because they have reached 18 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public school or from extracurricular activities because they are married, pregnant, or have a disability.

All students have a responsibility to attend school regularly and promptly in order that they may receive the full benefit of the educational programs offered by the Lebanon School District. The attendance policies of the Lebanon School District are designed to comply with the Pennsylvania School Code and in addition, to assist the students and families in resolving problems which may contribute to poor attendance (PA School Code Section 1327 and 1330).

Compulsory School Law:

The attendance law requires children to attend a public or state-accredited private school. The period of a child's life from the time the child's parent/guardian elects to have the child enter school, which shall be no later than 6 years of age, until the child reaches 18 years of age.

Chronic Absenteeism:

Chronic absenteeism is defined as students who are absent 10% or more and are enrolled in the district at least 90 school days. A student is considered absent if they are not physically participating in instruction or instruction-related activities. This includes students who are absent regardless of whether absences are excused or unlawful, including out-of-school suspensions. A student missing 50% or more of a school day (excused, unlawful, OSS) will result in a full day absence.

Excused:

Parents/guardians are required to turn in a written excuse within three days of an absence. A maximum of 10 days of cumulative lawful absences verified by parental notification shall be permitted during a school year. Excused absences include illness, quarantine, recovery from accident, observance of a religious holiday, participation in a project sponsored by a statewide or countywide group, college visit (three-day max), family emergency, non-school sponsored trips/family trips, court/legal appointments, and death in the family. All absences beyond 10 cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unlawful:

Absences shall be treated as unlawful until the school receives a written excuse explaining an acceptable absence, to be submitted within three days of the absence. If an unacceptable absence is received, the absence will remain as unlawful.

Tardy to School and Early Dismissal:

Students who arrive late to school and/or leave early will be coded as unlawful unless the absence has a written excuse from a licensed doctor. A student missing 50% or more of a school day will result in a full day absence.

Truant:

A student is truant when they have three or more unlawful absences in one school year. The person in parental relation will receive a letter within 10 school days of the student's third unlawful absence with the scheduled School Attendance Improvement Conference.

Habitually Truant:

A child is habitually truant when they have six or more unlawful absences in one school year.

School Attendance Improvement Conference (SAIC)/School Attendance Improvement Plan (SAIP):

The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences to improve attendance with or without additional services. The following individuals shall be invited to the conference: the student, the student's parent/guardian, other individuals identified by the parent/guardian who may be a resource, appropriate school personnel, and recommended service providers.

When a student under 15 years of age is habitually truant, the district shall refer the student to a school-based attendance improvement program and local children and youth agency. If attendance does not improve, a citation may be filed against the person in parental relation who resides in the same household as the student.

When a student 15 years of age up to 18 years of age is habitually truant, district staff shall refer the student to school-based attendance improvement following the law. If attendance does not improve or a student refuses to participate, a citation may be filed against the student or person in parental relation who resides in the same household as the student. A referral to Children and Youth may also be made.

The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The plan shall be retained in the student's file. A copy of the plan shall be provided to the parent/ guardian, the student, and appropriate District personnel.

Special Education Services:

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education or designee shall be notified and shall take action to address the student's needs in accordance with the applicable law, regulations, and Board policy.

Responsibilities for Attendance:

Classroom Teacher Responsibility:

1. Report accurately and timely into the school management system any student's absence from class as well as follow-up with the student about an attendance note for excusal.
2. Provide make-up work for all students who have excused absences from class, including excuses for approved school activities and assure that there is no academic penalty if work is completed.

Student Attendance Responsibility:

1. All student absences are either excused or unexcused.
2. Students who meet distance/cyber daily requirements remotely will be considered in attendance for the day(s).
3. It is the responsibility of the student to request make-up work from the teacher and to submit the work according to pre-established school and classroom guidelines.
4. On the day you return to school, bring in an excuse for the absence signed by parent/guardian.

Parent/Guardian Responsibility:

1. The Commonwealth of Pennsylvania requires all children between the ages of 6 and 18 to attend school unless legally excused. Parents/Guardians are responsible for their child's attendance at school. As part of their responsibility, parents/guardians are expected to provide the school with a written excuse for their child's absence within three days of returning to school.
2. The parent/guardian should contact the school if extenuating circumstances regarding a child's absence exists.
3. An excuse must be presented to the attendance office for any absence. Failure to submit an excuse within three school days upon return to school will result in the absence being marked unexcused and/or unlawful. The excuse may be provided in writing or via email.

Written excuses, signed by the parent or guardian, are required for all absences. Medical/Legal excuses may be required at any time when a student's absences become too frequent and regular and will be required for all absences after the of total 10 parental excused and/or unlawful absences. Extenuating circumstances will be reviewed.

Excused Absences:

Excused absences are prescribed by law in the Pennsylvania School Code. The following reasons will be considered an excused absence from school:

- A student's illness or physical injury as verified by parent or physician
- Death in the immediate family
- Quarantined
- Observance of a bona-fide religious holiday in accordance with the student's religious beliefs
- Healthcare from a licensed practitioner when it is not practical or possible to receive such care outside of school hours (verification required from the health care provider)
- Family educational trips and tours (approved in advance)
- Other urgent reasons that are approved by the school administration
- Court appearance (verification required)
- School sanctioned educational tours or trips
- Suspension from school

- A student whose absence is excused will have the opportunity to make up work assigned during the period of his/her absence. If a student missed one day, they will have one day to make up work, if the student misses two days, they will have two days to make up work, etc. It is primarily the responsibility of the student/parent to arrange make up work missed during his/her absence.

Unexcused/Unlawful Absences:

- Absences for shopping, hair appointments and reasons other than those listed are considered unexcused.
- Missing the bus and oversleeping are also examples of unexcused absences.
- Unexcused absences include days missed because of parental neglect, personal reasons, illegal employment or a student being willfully truant (absent from school without the permission of a parent/guardian and school officials).
- An unexcused absence is an unlawful absence. Excuses must be submitted by the end of the third school day following a student's return. Excuses will not be accepted after that time. If an excuse is not received, the absence will turn to an "unexcused" absence. Once an absence has been marked as unexcused, it cannot be changed to an excused absence.

Early Dismissals:

Early dismissals from school are considered absence from school and will follow the same guidelines for classification of excused/unexcused. Students are responsible for making up all work missed in a timely fashion while being dismissed from school for excused reasons. Students, especially those involved in extracurricular activities, are not to sign out of school and return before dismissal, except in cases of family emergency or medical/dental appointments. If a student wishes to be dismissed early from school, he/she is required to submit to the Attendance Office/Main Office a written statement, signed by a parent or guardian that contains the following: (Request forms may be obtained in the Attendance Office/Main Office)

- Student's name (first/last)
- Grade level
- Day and date for dismissal
- Reason for early dismissal; if medical appointment, name of doctor and time of appointment must be included
- Signature of parent or guardian
- Phone number where parent/guardian may be contacted during the day.

No early dismissal will be granted without a parent/guardian available unless verification via phone has been given along with the written notification. Procedures for early dismissals:

1. Requests must be presented to the attendance secretary in the Attendance Office for approval. At that time, the student will receive a pass to leave class and report to the Attendance Office at the time of their dismissal.
2. All students leaving for early dismissals must be signed out at the time of dismissal by a parent/guardian or designated school official.
3. Students returning from an early dismissal are to report to the Attendance Office and sign in. If returning from an appointment, verification must be submitted at that time. A pass to class will be issued by the Attendance Office.

4. A student who becomes ill or injured during school must report to the nurse. A parent will be contacted, and the pupil will be dismissed if necessary. Students signed out without being seen by the nurse will be considered unexcused for the remainder of the school day.
5. No student is permitted to leave the school building for any reason without the knowledge and permission of the appropriate school officials.

Tardy Policy:

Excessive tardiness to school is not acceptable. Students are expected to be in their class when the late bell rings unless they enter with a written excuse from a school official verifying legitimate reasons for the lateness. Excessive tardiness could result in discipline. A student who arrives at school after the school’s start time should report directly to the Office. A student who arrives to school after the school’s start time will be marked tardy. A written excuse which includes a contact phone number and is signed by a parent must be submitted to the attendance secretary. If no excuse is presented at the time of entry, the tardy will be unexcused. Doctor appointments must be verified by written notification from the doctor. Sleeping in, alarm not going off, car trouble, and like excuses are not considered acceptable reasons for being tardy and will be considered unexcused.

1. Students who are tardy to school will have to have an excuse upon arrival to school. Failure to turn in a note upon arrival will result in the tardiness being unexcused.
2. After the sixth unexcused tardy, a letter will be sent home.
3. Further unexcused tardies will result in possible referral to the magistrate.
4. Any student who is tardy (Excused or Unexcused) ten (10) days without proper medical documentation will be required to submit a doctor’s note for subsequent tardies.

Emergency Information: “Student Information Cards/Sheets”:

Please complete all information requested on the information sheet. Keep the information up to date. Inform the school office of any changes needed to be made throughout the school year. If persons whose names listed as the emergency contacts live at a distance from the school, list the name of a close neighbor acceptable to you where your child can be sent in the event of an emergency early dismissal. Unlisted numbers will be kept confidential but must be provided.

Inclement Weather Information:

Notification of closings, late openings or early dismissals will be broadcast over the following radio, TV stations, social media, and district website:

<u>Radio Stations</u>		<u>Television Stations</u>	
WFVY - Lebanon	100.1 FM	ABC – Harrisburg	Channel 27
WLBR – Lebanon	1270 AM	WHP-CBS 21 Harrisburg	Channel 15 and 21
WWSM – Lebanon	1510 Am	WHTM – Harrisburg	Channel 27
WHP – Harrisburg	580 Am	WGAL – Lancaster	Channel 8
WRVV – Harrisburg	97.3 FM	WPMT Fox 43 – York	Channel 43

Section 3:

Grading, Achievement, and Assessment

Academic Progress and Reporting

Kindergarten:

Parents of students in four and five-year-old kindergarten will receive written evaluations of their child's progress at the parent-teacher conference and at the end of the school term.

First Grade:

Individual grades for first grade students are reported as follows:

Letter Grade	Percentage Equivalent
O - Outstanding	90-100%
VG – Very Good	80-89%
S - Satisfactory	70-79%
ED – Experiencing Difficulty	60-69%
U - Unsatisfactory	< 50%
X – Does not apply	

Grading for elementary art, music, physical education, and library will use a four-point scale:

Letter Grade	Explanation of grade
E - Excellent	Student work is of the highest quality
S - Satisfactory	Student work meets expectations
N – Needs Improvement	Student work does not meet expectations, although the student puts forth effort and is making progress
U - Unsatisfactory	Student work does not meet expectations; student does not demonstrate good work habits or effort in class.

Grades 2 - 8:

Individual grades are reported as follows:

Grade	Percentage	Proficiency Level
A	90-100%	Advanced
B	80-89%	High Proficient
C	70-79%	Proficient
D	60-69%	Basic
F	< 60%	Below Basic
I	Incomplete	

Grades 9-12:

Individual grades are reported as follows:

Grade	Percentage
A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	< 59%

Progress Reports and Report Cards:

Progress reports and report cards are completed as outlined below. These reports are completed for all students. Progress reports will be sent home and are also available on the District Parent Portal.

Level	Interim Reports	Report Cards
Elementary School	3 progress reports each year at mid-trimester	3 report cards per year at the end of each trimester
Middle School	Completed on an individual basis	6 report cards per year
High School	Completed on an individual basis	6 report cards per year

Grade Placement:

Each student will be moved forward in a continuous pattern of achievement and growth that corresponds with the student's development, the system of grade levels, and the attainment of academic standards established for each grade.

A student shall be promoted when s/he has successfully completed the curriculum / credit requirements and has achieved the academic standards established for the present level, based on the professional judgment of the teachers and the results of assessments. A student shall earn the right to advance to the next grade by demonstrating mastery of the required skills and knowledge.

Students who have Individualized Education Plans (IEPs) are expected to progress according to the goals stated in their IEPs. Such goals correspond to standards in the general curriculum at an appropriate level for the student.

Similarly, students who receive ELD services (English Language Development) are expected to attain proficiency of the standards, although the curriculum may have accommodations to meet student needs.

Parent Portal:

As parents subscribe to the District Parent Portal service, a student's grades, attendance, assignments, etc. may be accessed via the portal at https://www.lebanonsd.org/for_parents. Parents have been provided with a username and password. If you have difficulty logging onto the Parent Portal, please contact your son/daughter's school counselor.

Assessment and Testing:

Five types of standardized assessment testing are completed in the district. These tests use the same standards for all students and measure student performance when compared with other groups of students. The four types of standardized assessments are:

- The Keystone Exam is administered to students after the completion of Algebra, Literature, and Biology. This is a requirement for graduation.
- The Pennsylvania System of School Assessment (PSSA) provides information about how students compare to other students in the same grade in schools across Pennsylvania. It is administered in grades 3-8 for English Language Arts and Math and in grades 4 and 8 for Science.
- The Pennsylvania Alternate System of Assessment (PASA) was developed to meet the needs of students with the most significant cognitive disabilities who are not able to participate in the general assessment even with accommodations. The PASA is aligned with Pennsylvania's academic content standards with a reduction in depth and breadth evidenced by the Alternate Eligible Content, and measures the attainment of knowledge and skills of children with significant cognitive disabilities through performance tasks.
- ACCESS test is an assessment to measure students' progress in acquiring academic and social English in the domains of speaking, listening, reading and writing. It is administered to English Learners in grades K5 through 12 every winter until they meet the state-defined criteria for reclassification from the ELD program.
- The CDT Assessment (Classroom Diagnostic Tool) is an adaptive computer test. This test specifically gives information about the student's performance on the Pennsylvania Assessment Anchors and Eligible Content and the Keystone Exams, Assessment Anchors, and Eligible Content. This test uses the student's responses to determine the next question.

Assignments:

All students are required to be prepared for class. This includes having materials such as pencils, notebooks, textbooks, and completed homework assignments.

21st Century Program:

The Lebanon School District 21st Century Program is a federally funded out-of-school time program funded through the Nita M. Lowery 21st Century Community Learning Centers grant program, as competitively awarded by the Pennsylvania Department of Education. The Lebanon School District offers programming Monday – Thursday before and after-school throughout the year.

The Lebanon School District 21st Century Program currently serves over 300 students annually, in all seven schools within the district and provides:

- Academic Enrichment (English, Math, STEM, Arts, Wellness)
- Social & Emotional Learning Opportunities
- Health & Wellness Activities
- Family Engagement Activities
- Academic Remediation & Credit Recovery*
- Connection to Community Partners & Resources

Our Mission:

The 21st Century Program is focused on helping students and families grow into life-long learners by building strong partnerships between families, the school and the community.

Our Goals:

- Increase student achievement through high-quality and innovative academic enrichment activities
- Increase student achievement, behavior and attendance through strengthened relationships with students and families
- Connect families with community services and learning opportunities

Families may enroll students in the 21st Century program each year. Enrollment forms may be provided by your child's teacher, principal, counselor or community advocate, or, you may request a form from your child's teacher or the program director.

Ms. Michelle J. Norman, Director of 21st CCLC Programming

21Century@lebanon.k12.pa.us

717-273-9391 x 1247



Section 4:

Student Dress Code

Uniform Dress Code:

Dress Code: Kindergarten through 12th Grade

(Based on Board Policy #221)

In Lebanon School District there are expectations of appropriate attire for all kindergarten (K5) through 12th grade students. This standard of dress provides a non-judgmental environment where students learn to express their creativity through means other than by the clothes they wear.

The Dress Code includes the following:

The Lebanon School District believes that the responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. We expect students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate without posing a risk to the health or safety of any student or school district personnel.

- Students must wear clothing, including a shirt with sleeves, bottoms, that do not expose skin above mid-thigh, and practical sensible shoes.
- Pajamas, slippers, and pants worn below the waist are examples of attire that are prohibited.
- Hats, hoods, and other head coverings are not permitted to be worn on the head on school grounds, except when prescribed by the student's physician, as an expression of religious beliefs, or when the principal determines that a special situation warrants it.
- Clothing must cover the chest, torso, and lower extremities to at least the fingertips of the student's outstretched hands when arms are put down against his/her side.
- Clothing must cover undergarments and must not be see-through or contain rips, tears, or holes.
- Attire or grooming depicting or advocating violence, criminal activity, gang-related activity, use of alcohol or drugs, pornography, obscene or vulgar language, or hate speech are prohibited.

Additionally, attire, accessories, and grooming should not depict or advocate violence, criminal activity, gang-related activity, use of drugs or alcohol, pornography, obscene or vulgar language, or hate speech. Administration and enforcement of the dress code is gender neutral and consistent. Students who are out of dress code will be asked to change or have clothes delivered from home to change to the appropriate attire. Consequences for dress code infractions will follow the PBIS framework for the building.

Section 5:

Pupil Rights and District Behavioral Expectations

Student Rights and Responsibilities

Chapter 12 of 22 PA Code provides rights and responsibilities for students and gives the authority for school boards to make reasonable and necessary rules governing the conduct of students in school.

Standards of Conduct

Lebanon School District takes pride creating and maintaining a responsible, respectful, and safe environment in all settings.

Model Responsibility and Integrity

- Be honest at all times
- Be responsible for your own work and behavior
- Develop positive relationships.
- Accept responsibility for your own actions
- Attend school regularly and on time
- Believe that you can and will learn; produce quality work that meets the highest classroom standards
- Commit to remain in school with the objective of graduating on time

Respect Self, Others, and Property

- Value diversity and respect the views and opinions of others.
- Treat all persons fairly and with dignity; seek peaceful resolutions to disagreements.
- Choose appropriate, non-offensive language to express one's thoughts, opinions, and feelings.
- Respect the rights and privileges of students, teachers, and other District staff and volunteers.

Create a Positive, Safe, and Drug Free Learning Environment

- Conduct yourself in a safe and responsible manner that focuses on academic success while in the school environment or on school property.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Obey laws and School Board Policies against possessing or concealing any substance or objects which are prohibited or which may disrupt the educational process and/or school sponsored activities.
- Conduct yourself in a safe and responsible manner to and from school with other students, with members of the community and within the community.

Standards and Expectations of Behavior:

(Based on Board Policy #218)

All standards and expectations are expected to be followed. Lebanon School District operates with a Positive Behavioral Intervention and Supports (PBIS) model in place. All efforts will be made to ensure a positive learning environment that is Respectful, Responsible, and Safe.

When students violate the positive behavioral expectations, they are faced with the associated responses, as shown on the following chart that illustrates common disciplinary offenses. Some violations are very serious and could result in a temporary removal from school. If so, the principal or assistant principal must tell the student the reasons why he or she is being suspended and must give the student an opportunity to be heard. The principal or assistant principal's decision is made considering the student's response.

Some violations may result in suspension, and a fine. For example, fighting results in suspension, and depending on the age of the student, charges may be pressed for disorderly conduct, resulting in a fine. In addition, if a student brings a weapon to school (or a look-alike weapon), or uses an object as a weapon, criminal charges will be pursued for having a weapon on school property, resulting in a fine. In addition, a formal hearing before a committee of the Board of Directors will be held. This could result in expulsion from school for up to one year unless the Superintendent waives the expulsion.

Students who have re-occurring problems with discipline, need to be aware that they could be expelled from school for up to one year, depending on the age of the student and the nature and severity of the misconduct. Our goal is to avoid this, and to redirect the student so that he or she will be successful.

School personnel will make a concerted effort to help students who have difficulty controlling their behavior. However, if student behavior does not change, and they have received three in-school or out-of-school suspensions within the first half of the year, the student's case will be reviewed by a central office administrator in an Administrative Review Hearing.

At an Administrative Review Hearing, the Central Office Administrator, principal or assistant principal, parents or guardians, and student will be present to review the student's discipline record as well as the interventions put into place with the behavior plan. The Central Office Administrator and/or principal will make recommendations for the student. The Central Office Administrator and/or principal will also warn the student that any further violations may result in a Formal Hearing of the Board for a determination of an appropriate educational placement of the student.

A Formal Hearing of the Board, held at the student's expense unless the student is found innocent against the charges made against him or her, will be held in accordance with due process requirements. Results of such a hearing could be reinstatement in the regular education environment, placement in an alternative program, expulsion for an extended period of time, permanent expulsion, or other appropriate educational placement requirements. (Please refer to Policies #'s 218 and 233, which can be found on our website www.lebanonsd.org for more information.)

Depending upon the nature and severity of the student's misconduct, the building principal may immediately submit a student's case for an Administrative Review Hearing or for a Formal Hearing by the Board. In such cases, the building principal can submit the case without complying with the progressive disciplinary procedural steps established by these guidelines.

Formal Hearings:

A formal hearing or an expulsion waiver agreement is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. The Hearing Officer will make the decision of expulsion based on

evidence presented at the hearing. The following due process requirements shall be observed regarding the formal hearing:

- Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- At least three days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student, and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- The hearing shall be held in private unless the student or parent requests a public hearing.
- The student may be represented by counsel, at the expense of the parents or guardians, and must have a parent or guardian attend the hearing.
- The student has the right to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses.
- The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The student has the right to testify and present witnesses.

A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is impoverished. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

- Laboratory reports are needed from law enforcement agencies.
- Evaluations or other court or administrative proceedings are pending due to a student invoking rights under the Individuals with Disabilities Education Act (20 U.S.C.A. §§ 1400-1482).
- In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decisions.

Informal Hearings:

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways in which future offenses might be avoided.

The following due process requirements shall be observed regarding the informal hearing:

- Notification of the reasons for the hearing shall be given in writing to the parents or guardians and to the student.
- Sufficient notice of the time and place of the informal hearing shall be given.
- A student has the right to question any witnesses present at the hearing.
- A student has the right to speak and produce witnesses.
- The school entity shall offer to hold the informal hearing within the first five days of the suspension.

Disciplinary Structure: Student Behavior and Response:

Minor Behaviors	Examples	Possible Disciplinary Responses	
Defiance, Disrespect, or Non-compliance	Non-defiant failure to complete assignments or carry out directions	<ul style="list-style-type: none"> • Staff Intervention/ Staff Detention • Parent/teacher conference • Verbal reprimand • Counseling Referral • Behavior Support Plans • Special assignment such as a reflection paper • Withdrawal of privileges • Detention 	
Disruption	Calling out or yelling in class		
Dress Code Violation	Maintaining appropriate attire		
Electronics / Technology Violation	Playing game or texting during class		
Exclusion, Teasing, or Taunting	Refusing to allow a peer to join a group Spreading rumors to hurt feelings Name-calling		
Inappropriate Language	Cursing not directed at staff or students		
Late to Class	Arrives late without a pass		
Physical Contact / Horseplay	Unwanted public display of affection Wrestling Engaging in slap boxing		
Property Misuse	Misuse of hall pass Writing on desk or textbook		
Unprepared for Class	Failing to bring book, pencil, paper to class Not wearing appropriate attire to PE class		
Major Behaviors	Examples		Possible Disciplinary Responses
Inappropriate Language / Profanity	Inappropriate language directed at staff or peers		<ul style="list-style-type: none"> • Temporary removal from class • Instruction in the home • Alternative education • In-school suspension • Out-of-school suspension • Risk Assessment • Administrative hearing • Board hearing • Expulsion • Restitution • Counseling/referral for Psychological evaluation / rehabilitation • Behavioral Support Plans • Charges under PA Civil / Criminal Code • Removal of bus privileges
Threat of Dangerous Materials / Objects / Weapons	Setting off fire alarm Bomb Threat in school		
Non-attendance or class refusal	Skipping class		
Harassment	Directed sexualized comments Ethnic slurs Obscene Gestures / pictures / notes		
Harassment using Technology / Electronics	Texting or using social media to relay negative messages Taking or passing infringing photos designed to embarrass or humiliate.		
Inappropriate Sexual Conduct	Touching another's private areas Touching own private areas in a sexualized manner in front of others.		
Insubordination	Continue to disrupt class Continue to be in an undesignated area		
Lying / Cheating	Forged notes Failure to provide correct name		
Physical Altercation / Aggression	Hitting with fist / punching Kicking Pulling hair Scratching		

	Biting	
	Deliberate tripping	
Theft	Taking / passing on items of value (cell phone, jewelry, school property, etc.)	
	Taking / passing items of high sentimental value (student-owned)	
	Taking / passing of testing materials or students completed work	
Use / Possession of Alcohol / Tobacco / Vaping / Other Drugs	Student possession of substances / look-alike	
	Student under influence of substances / look-alike	
Use / Possession of Dangerous Object / Firearm / Knife / Combustible	Stabbing another with a pencil	
	Throwing a chemical on another student	
	Possessing a look-alike weapon	
	Arson in a school setting	
	Possession of fireworks	
	Bomb Threat	
Vandalism / Property Damage	Taking keys off of a computer keyboard	
	Writing on lockers, bathroom stalls, hallway walls	
Verbal / Written Altercation / Aggression	Verbal or written intimidating statements or threats	
Serious Information and Other Electronics Technology Violation	Using others passwords	
	Introducing a computer virus	
	Audio / video recording including photos without permission	

Behaviors and Behavioral Policies:

Cheating/Plagiarism/Falsification:

Cheating, plagiarism, or falsifying documents (forgery or counterfeiting by verbal, written, or electronic transmission; this act also includes school forms, hall passes, notes from parents, etc.) is prohibited.

Illegal gambling

Betting money or other things of value, whether it is online, with cards or dice, betting on sporting events, or through other methods or forms, is prohibited.

Stealing

Stealing, theft, extortion (attempting to obtain something of value by threat or force) is an unlawful offense and can be prosecuted under state law.

Use of Electronic Resources

(Based on Policies #237 and #815/815A)

The use of the district's technology resources, including the district assigned iPads for all students is for appropriate school-related educational and operational purposes consistent with the educational mission of the district. Use for educational purposes is defined as use that is consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities and developmental levels of students. All use must comply with District policy and all other applicable codes of conduct, procedures, and rules. All students are responsible for the appropriate, legitimate and lawful use of the district's technology resources. Any use of the district's computing resources for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited.

Students are expected to act in a responsible, ethical, and legal manner in accordance with District policy, accepted rules of network etiquette, and federal and state laws.

General rules for behavior and communications apply when using the Internet. Loss of access and other disciplinary actions (including possible suspension or expulsion of students) shall be consequences for inappropriate use and violations of the components of the District's Acceptable Use of Electronic Resources Policy.

The building administrator or designee may grant approval for possession and use of an electronic device by a student for the following reasons:

- Health, safety, or emergency reasons with prior approval of the building principal or designee.
- Use is provided for in a student's individualized educational program (IEP).
- Classroom or instructional-related activities.
- Other reasons determined appropriate by the building principal.

Transportation Rules and Regulations:

Transportation Rules and Regulations Students will act in a respectful manner to the driver and to fellow students while waiting for and riding on school buses, vans, or other modes of transportation supplied by the district. The following behaviors and/or violations may result in the loss of a student using District transportation:

- Swearing
- Fighting, pushing, tripping or wrestling
- Shouting or loud singing
- Playing of music without headsets
- Disobeying directions of the bus driver
- Littering or throwing objects
- Use or possession of matches, lighters, or tobacco
- Possessing weapons
- Having pets (Unless approved as a service animal by Lebanon School District)
- Not having all parts of the body inside the bus at all times
- Actions which cause a disturbance or distraction to the bus driver or other students or could impair the safe operation of the bus
- Eating or drinking on the bus or van (unless permitted by staff)
- Defacing or destruction of bus property
- Tampering with the bus or its equipment

Video and Audio Recording on Vans/Buses

(Based on Board Policy #810.2)

Video and audio recording equipment may be used on vans and school buses transporting students to and from school, field trips, extracurricular activities, and athletic trips at the discretion of the School District. Review or use of the audiotape/videotape from a school bus or a school vehicle shall be consistent with the School District's student disciplinary procedures and shall comply with all privacy rights of student education records. Any issues related to Transportation, please contact Transportation at (717)-270-6713.

Physical Aggression/Altercation/Fighting: Bullying/Cyber Bullying

(Based on Policy 218.5)

A student shall not engage in any form of physical aggression or threatening behaviors towards a teacher, fellow student, District employee, or other person. Physical aggression includes physical confrontation that may result in: no injury, minor injury, or serious injury that includes, but may not be limited to kicking, shoving, pushing, hitting, biting, and fighting. Intentionally hitting, shoving, scratching, biting, kicking, blocking the passage of another, or throwing objects at another person is considered physical aggression and is prohibited. Depending on the situation, School Resource Officers and/or local police may be involved, resulting in a citation. At police discretion, a more serious charge may be issued.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following: substantially interfering with a student's education, creating a threatening environment and substantially disrupting the orderly operation of the school. Students who believe they or others have been bullied, are encouraged to promptly report such incidents to any School District employee.

Gang Activity

(Based on Board Policy #218.1)

A group of three or more engaging in illegal activity whose purpose it is to intimidate, harass, disrupt, create chaos, damage or destroy property, engage in criminal or other illegal activity is prohibited. No symbols, mode or color of dress, or turf recognitions will be allowed. Any gang activity or intimidation activities on school grounds or at any school affiliated activity is prohibited. Local law authorities will be contacted.

Inappropriate/Profane Language

Any inappropriate, sexual, harassing, or profane language will not be tolerated on school property or at any school affiliated activities. The use of such language, either verbal or written is prohibited.

Hazing

(Based on Board Policy #247)

Hazing occurs when a person intentionally, knowingly, or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

- Violate federal or state criminal law.
- Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.

- Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
- Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
- Endure brutality of a sexual nature.
- Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Any activity, as described above, shall be deemed a violation of this policy regardless of whether the consent of the student was sought or obtained, or the conduct was sanctioned or approved by the school or organization. Students who believe they, or others, have been subject to hazing should promptly report the incident to any District employee.

Nondiscrimination Against Students

(Based on Policy #103/103.1)

The district shall provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination based on race, color, ethnicity, age, creed, religion, sex, gender, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

The district strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the district and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity. The district prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory

Harassment is sufficiently severe, persistent or pervasive conduct that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Harassment shall consist of unwelcome conduct through graphic, written, electronic, verbal or non-verbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance.

Sexual harassment shall consist of unwelcome repeated sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

- Submission to conduct is made explicitly term or condition or a student's status in any educational or other programs offered by the school; or
- Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting student; or Such conduct deprives a student or group of individuals or educational aid, benefits, services or treatment.

Anyone who believes that a student or students have been subject to discrimination regarding the District's programs is encouraged to promptly report such incidents to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

A student who believes they have been subject to conduct by any student, employee, or third party is encouraged to immediately report the incident to the building principal. If the building principal is the subject of a complaint, the student should report the incident directly to the District Office.

The district shall conduct an adequate, reliable and impartial investigation. If the investigation results in a finding that some or all the allegations of the complaint are established, the district shall take prompt, corrective action designed to cease such conduct and prevent retaliation.

Any disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, District procedures, applicable collective bargaining agreements, and state and federal laws.

Vandalism, Care of School Property and Obligations:

Textbooks and library materials are purchased for the use of pupils at the expense of the public. Each book is marked inside of the front cover and will be assigned to each student. Pupils are responsible for loss of, or damage to books and school property. Pupils should report lost books to the classroom teacher or the teacher of the subject and check the lost and found department located in the main office.

Normal wear and tear are expected.

If reasonable repair can be completed, that is fine. However, excessive wear or damage should be called to the attention of the classroom teacher. Intentional vandalism or defacing of books, magazines or other property and supplies shall require restitution by the student or family. Athletic gear, uniforms, and clothing as well as technology devices are also considered obligations. Parents and the student will be notified in writing of all restitutions and obligations. Any funds collected will be forwarded to the business office and receipts will be provided for money collected. Lost books, student planners, technology, athletic equipment, or library materials are a student obligation. If books or library materials are found, the money will be refunded. Cost to repair damage to school property will be the responsibility of the student. A school official will determine the price for lost or damaged school property.

Controlled Substances/Paraphernalia

(Based on Board Policy #227)

Students are not permitted to possess, use, sell or buy alcohol, any controlled substances including illegal drugs, drug paraphernalia, alcoholic beverages in any form, look-alike drugs, drugs, anabolic steroids, volatile solvents or inhalants, prescription or patent drugs, except those for which permission has been granted for use, on school property, on a school bus, and when attending school-sponsored functions. If a student is suspected of being under the influence, the student shall be taken to the health room for a substance abuse assessment.

Possession and/or under the influence – First Offense:

In an instance where a student was determined to have possessed, used or been under the influence of a controlled substance for the first time, while in school or at any school-sponsored function, the following procedures will apply:

- The staff member who discovers the controlled substance will confiscate all drugs in plain sight. The student(s) involved will be referred to the principal and/or other authorities for further investigation.
- Consequences may consist of a one-day out-of-school suspension, a mandatory parent conference and a five-day in-school suspension.
- Referral to Student Assistance Program (SAP)
- At the discretion of the principal/ designee, such students may be assigned to group counseling sessions in lieu of all or part of the in-school suspension. At the elementary school level, a referral to a professional staff member of a community agency will be required in lieu of the in-school suspension.
- The student involved will be referred for a mandatory Administrative Review Hearing, or Student Services' Review.
- Parents will be notified and completely informed of the circumstances.
- Law enforcement authorities will be notified and the student will be identified.
- Appropriate community agency personnel could also be notified.
- Help will be provided through referral to the Student Assistance Team. Parent involvement will be requested.
- The counselor will be expected to monitor these cases on a regular and continual basis.

Possession and/or under the influence – Second Offense:

Procedure for second offenses will consist of a mandatory formal hearing before the School Board Judiciary Hearing Committee with a recommendation for expulsion. The Student Assistance Team shall make recommendations to the school administration. A second offense in Lebanon School District does not need to be in the same school year. Students expelled for certain drug offenses are subject to up to a one-year expulsion (calendar year).

Selling/Distributing Controlled Substances

When a student has been caught with controlled substances and/or “look-alike” drugs and it is suspected that the student is selling or dispensing a controlled substance or assisting in the selling or dispensing of a controlled substance, the situation will be investigated and the following procedures will apply:

- Law enforcement authorities will be notified in such instances and the student will be identified.
- When it is determined a student has sold or distributed a controlled substance or assisting in the sale or distribution of a controlled substance while in school or at any school-sponsored function discipline will consist of immediate suspension and a mandatory formal hearing before the School Board Judiciary Hearing Committee, with a recommendation for expulsion from school.
- Help will be provided through a referral to the Student Assistance Team or referral to an appropriate drug and alcohol program.

Weapons/Dangerous Objects/Firearms/ Explosives

(Based on Board Policy #218.6)

An offense of carrying or possessing a weapon in school or at any school-sponsored event may result in a referral to the Judiciary Hearing Committee with recommendation for expulsion. A weapon is defined as follows:

- A “weapon” or “dangerous instrument/ material,” consists of any object, instrument, or material which is commonly considered to be a weapon or dangerous instrument/ material, and any object, instrument or material which is in fact used to effect threats, intimidation, harassment, extortion, or injury to a person or property.
- The definition of a weapon or dangerous instrument/ material includes, but is not limited to, any knife, dagger, cutting instrument, cutting tool, nunchaku, blackjack, explosive or incendiary device, noxious substance, firearm, shotgun, rifle, or any other tool instrument, or implement capable of inflicting serious bodily injury or used under circumstances not manifestly appropriate to lawful possession and use.
- The term “firearm” includes any weapon, loaded or unloaded, from which a shot can be discharged by gunpowder, compressed air, or by other means of force, and includes unassembled components of such device.
- The term “weapon” and “dangerous instrument/material” includes any look-a-like device or material that may be used to injure, intimidate, or threaten another person. All offenses involving the possession or use of a weapon or dangerous instrument/ material, including those involving look-a- like devices, in school or during any school function shall result in referral to the Judiciary Committee and possible recommendation of expulsion.
- Any object if used to harm another student or staff.

Tobacco and Vaping Products

(Based on Board Policy #222)

The Board prohibits possession, use, purchase or sale of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the School District; on property owned, leased or controlled by the School District; or at school- sponsored activities that are held off school property.

The term tobacco product encompasses not only tobacco, but also vaping products and electronic cigarettes (e-cigarettes).

Tobacco products shall be defined to include the following:

- Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
- Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
- Any product containing, made or derived from either:
 - Tobacco, whether in its natural or synthetic form; or Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a

deemed tobacco product. Any component, part or accessory of the product or electronic device listed in this definition, whether sold separately.

A student who violates this policy may be subject to prosecution initiated by the district and, if convicted, may be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative.

Safe2Say Program

Students are expected to follow District procedures on reporting school related safety and security concerns under the Safe2Say Something Program. The Safe2Say Something Program contains a framework within which District administration will respond to program reports, coordinate with the county emergency dispatch center(s) and local law enforcement and provide appropriate assessment and response for the safety and security of students, staff and school facilities. Submit an anonymous tip by calling 1-844-SAF2SAY (723-2729), online at www.safe2saypa.org or in the Safe2Say Something App.

Lebanon School Districts Safe2Say Team consist of the following staff members:

- School Police Officers
- Lebanon Middle School Principal
- Lebanon High School Principal
- Superintendent
- Acting Director of Human Resources and Operations

Right to a Safe School Environment

Students are asked to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to learning and living. Students are encouraged to volunteer information to school authorities in matters relating to the health, safety, and welfare of the school community and the protection of school property. Students should dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.

No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process. Bullying/ Cyber bullying, hazing, or other harmful treatment of others will be subject to disciplinary action.

SAP Program

The Student Assistance Program (SAP) supports students in grades 6-12 who are having academic or behavioral concerns due to use of alcohol, drugs, or mental health concerns. It is a method for intervening and referring these students to appropriate community services. Students are supported by the student assistance team which is a core group of school personnel who have been specially trained. If you would like more information, please contact The Director of Student Services and ELD, 717-270-6761.

Safety Precautions in event of a Pandemic /Health Crisis:

Lebanon School District follows procedures in line with the Center for Disease Control, Pennsylvania Department of Education, and Department of Health to maintain safe practices while at school.

Right to Non-Discriminatory Practices

(Based on Board Policy #103/103.1)

Consistent with the Pennsylvania Human Relations Act (43 P. S. § § 951—963), a student may neither be denied access to a free and full public education, nor subjected to disciplinary action based on race, sex, gender color, ethnicity, age, creed, religion, ancestry, sexual orientation, national origin, marital status, pregnancy, or handicap/disability.

A student who is eligible to attend District schools and is married and/or pregnant/parenting shall not be denied an educational program solely because of marriage, pregnancy, pregnancy-related disabilities, or potential or actual parenthood.

Unlawful Harassment:

(Based on Board Policy #248)

The Board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees. The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

Right to Due Process

(Referring to Board policy #218)

Education is a statutory right and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

Right to Freedom of Expression

(Based on Board Policy #220)

The right of public-school students to freedom of speech is guaranteed by the Constitution of the United States and the Commonwealth of Pennsylvania.

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

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, computers, technology, and any other means of common communication, provided that the use of public-school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities.

Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials.

School officials may require students to submit for prior approval a copy of materials to be displayed, posted or, distributed on school property. Bulletin boards must conform to the following:

- School authorities may restrict the use of certain bulletin boards.
- Bulletin board space should be provided for the use of students and student organizations.
- School officials may require that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

School newspapers and publications must conform to the following:

- Student newspaper editors have the right to report the news and to editorialize within the provisions set forth below.
- School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.
- School officials may not censor or restrict material simply because it is critical of the school or its administration.
- Prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered as authorized for distribution.
- Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students.

School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students. The place of the activity may be restricted to permit the normal flow of traffic within the school and at exterior doors. The wearing of buttons, badges, or armbands shall be permitted as another form of expression within the restrictions listed above.

Rights Regarding Flag Salute and the Pledge of Allegiance

Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag based on personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

Rights Regarding Confidential Communications

(Based on Board Policy #207)

Use of a student's confidential communications by school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceeding. See 42 Pa.C.S. § 5945 (relating to confidential communications to school personnel). Information received in confidence from a student may be revealed to the student's parents or guardians, the principal, or other appropriate authority when the health, welfare, or safety of the student or other persons is clearly in jeopardy.

Rights Regarding Searches

(Based on Board Policy #226)

Except as stated below or in Board Policy 226, searches of individual students shall occur only in the event there is reasonable suspicion that an individual may be in possession of a weapon, drugs or alcohol, or other item that violates school rules or poses a material risk to the safety of person or property.

Because lockers belong to the district, there is a limited expectation of privacy regarding a student's locker. When school authorities have a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior warning; however, absent an emergency the student will first be notified and given the opportunity to be present.

School officials are authorized to search a student's personal possessions or motor vehicle parked on school property when there is reasonable suspicion that the student is violating law, Board policy or school rules, or poses a threat to the health, safety or welfare of the school population.

The district authorizes all secondary schools (6-12) to conduct weapons searches using handheld metal detectors without individualized reasonable suspicion. When a hand-held metal detector is being used, all individuals will be expected to comply with the screening.

If a hand-held metal detector is activated, the individual will be asked to remove metal objects from his/her person or personal belongings and be scanned again. If after the removal of the metal objects, there is an activation of the handheld metal detector, the individual will be taken to a room out of view from other individuals and the person will be subject to a "pat down" search. A "pat down" search conducted by school personnel shall be limited to feeling the outer clothing for the purposes of discovering only items which may have activated the metal detector. If the school personnel conducting a "pat down" search feels an object which may have activated the hand-held metal detector, the individual will be asked to remove the object. If the individual declines, the object may be removed by the school personnel.

Under all circumstances, the "pat down" search will be conducted by at least two school personnel of the same sex as that of the individual being searched. Any illegal or prohibited items found through a search may be used as evidence against the student in disciplinary proceedings.

Section 6:

Special Programs

Guidelines for Students Receiving Special Services:

Special education services are available for any exceptional student who requires specially designed instruction to meet his or her educational needs. Instructional assessment is provided to students identified through screening and evaluation activities. The instructional assessments determine the degree of need, the student's measured instructional levels, and the direct instruction and accommodations that will allow for greatest individual success in school and in the future. The instructional program is designed to address the students' individual needs with high expectations. A continuum of services and programs to provide instructional support ranges from supportive intervention in the regular classroom to full time special education classes. It is the primary consideration that exceptional children benefit from regular education programs to the maximum extent appropriate and that the student receives a free appropriate education. A parent document is available, upon request to the counselor or special education office, which explains the procedural safeguards assuring a free appropriate education.

Identification activities are completed routinely by school staff using tools including psychological assessments, achievement testing, group-based data, curriculum-based evaluations, medical records, and teacher reports. Students routinely identified include those with disabilities of autism, pervasive development disorder, blindness, visual impairment, deafness, hearing impairment, emotional disturbance, intellectual disability, neurological impairment, specific learning disability, physical disability, other health impairment, speech impairment, or gifted under Chapter 16. Additionally, screening or evaluation activities may be requested by the parent for a student who is thought to be exceptional, by contacting the guidance counselor of the school they attend.

Records pertaining to identification of a student as exceptional are confidential and protected under the Family Educational Rights and Privacy Act. Confidential records are only available to the parents and school officials who are directly involved in the student's educational program. Confidential records are destroyed when they are no longer educationally relevant. Questions regarding the record of a student may be directed to the student's guidance counselor. For a full list of the Special Education services provided by the Lebanon School District, please go to the Lebanon School District website, https://www.lebanonsd.org/district_offices/student_services/Special_Education_Programs

Notice to Parents

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts are required to conduct child find activities for children who may be eligible for services via Chapter 14/IDEA. For additional information related to Chapter 14/IDEA, the parent may refer to Chapter 14, IDEA or the website <http://www.pattan.net/>. School districts are also required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also,

school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence. For information regarding Lebanon School District Programs for the Gifted, please contact Ms. Jessica Evans, Acting Director of Special Education.

This notice shall inform parents throughout the Lebanon School District of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. This information is published on the district web site and in the district calendar of events, as well as annually in the Lebanon Daily News. Children of school age through twenty-one can be eligible for special education programs and services. If parents believe that their child may be eligible for special education, the parent should contact the principal of the local school or the Director of Special Education at the district central office.

Evaluation Process

At Lebanon School District, our priority is to provide the assistance and remediation that every child needs to be successful in his or her regular classes. When a child is struggling, our initial course of action is to implement procedures including screening activities, data collection and review, home/school communication, student assistance programs, differentiated instruction and assessment strategies and tutoring.

Sometimes, despite every effort in the general education environment, it is thought that the child may have an exceptionality that requires specially designed instruction. Parents or school personnel can initiate this Special Education evaluation process. When a parent believes that the child should be evaluated, they can submit a written request to the school counselor or the Director of Special Education. If the parent makes a verbal request for evaluation or if the school is requesting an evaluation, a Permission to Evaluate – Evaluation Request Form will be provided to the parent within 10 days. This form must be signed and returned to the Lebanon School District Special Education Department as soon as possible. When the Special Education Office has received either the parents' written request for evaluation or the signed Permission to Evaluate – Evaluation Request Form, the parent will be sent a Permission to Evaluate – Consent Form. This form ensures "informed parental permission to evaluate a child in order to determine eligibility or need for Special Education services". Once the Permission to Evaluate – Consent Form is received by the Lebanon School District Department of Special Education, the district will have 60 days (excluding summer break) to complete the evaluation. A copy of the evaluation will be made available to the parent for their review by the end of the 60-day period. While a meeting is not required, the Lebanon School District practice is to conduct a Multidisciplinary Team review including the school Psychologist, Teacher(s), Guidance Counselor, LEA representative and the Parents to discuss the results of the evaluation, eligibility as a student with a disability and necessity for provision of specially designed instruction. If it is determined that the child does qualify for and require special education services, an IEP meeting will be scheduled as soon as possible within the next 30 days.

Parents of school age children may request further information by contacting Ms. Jessica Evans, Acting Director of Special Education, Lebanon School District, 1000 S. Eighth Street, Lebanon, PA 17042.

Consent

School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development

As previously stated, once the evaluation process is completed, a team of qualified professional and parents determine whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information:

The School Districts, IU and Charter Schools maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child contact the responsible school entity listed below. For preschool age children, information, screenings and evaluations requested, may be obtained by contacting the Intermediate Unit. The addresses of these schools are as follows:

Lancaster-Lebanon Intermediate Unit 13	Lebanon School District Offices
1020 New Holland Avenue Lancaster, PA 17601	1000 South Eighth Street Lebanon, PA 17042

Lebanon School District is an equal opportunity education institution and will not discriminate based on race, color, national origin, sex and handicap in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance

procedures, contact Mr. Joshua Coatsworth, Title IX Coordinator, 1000 South Eighth Street, Lebanon, PA 17042 (717) 273-9391.

*For information regarding services, activities and facilities that are accessible to and usable by handicapped persons, contact Mr. Brian Hartman, Director of Operations and Maintenance (717) 273-9391.

Disciplinary Guidelines for Students Receiving Special Services:

Prior to considering suspensions as a consequence, the building level Student Services Team should be providing a variety of interventions, supports, accommodations, and strategies as reflected in IEP revisions. Prior to assigning a suspension to a student receiving special education services, administrators must collaborate with the Director of Special Education.

For Students with an Intellectual Disability:

When considering a suspension for a student with an Intellectual Disability, a Special Education Supervisor must be contacted to facilitate the process. Special procedures apply for suspending students who are identified as students with an intellectual disability.

A student with an intellectual disability cannot be suspended unless all these steps have been followed:

Under State and Federal Special Education regulations, any in-school, out of school, or transportation suspension (or expulsion) of students with an intellectual disability constitutes a change in placement which requires:

- a completion of a manifestation determination;
- a copy of procedural safeguard notice booklet issued to parent, and;
- a Notice of Recommended Educational Placement (NOREP) issued to parent/guardian prior to suspension. The NOREP must state the date(s) and reason for the suspension.

If the parent/guardian approves of the suspension and signs the NOREP, proceed with the suspension. If the parent/guardian refuses to sign the NOREP or checks the disapproval box on the NOREP, the principal will contact the Director of Special Education and Gifted Services, who will request approval for suspension from the Office for Dispute Resolution (ODR). If approval is obtained from a hearing officer at ODR, the suspension may be implemented.

For Students with Disabilities Other than an Intellectual Disability:

Individuals with Disabilities Education Act (IDEA) affords school officials the following options in the discipline and/or change of placement of students with disabilities. A change of placement is defined as (a) The removal of a student for more than 10 consecutive school days; or (b) A series of removals that constitute a pattern or accumulation of up to more than 15 school days in a school year, as a result of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

If discipline occurs and there is no change in placement, then the district will:

No later than the day on which the decision to take disciplinary action is made, the school notifies the parents of the action and of their procedural safeguards under IDEA.

If circumstances warrant, the IEP Team may meet to determine if a functional behavioral assessment would be appropriate. If the child has committed a violation of school rules that would result in a suspension from school, and if all regular disciplinary procedures are followed, the student may be suspended for not more than ten consecutive school days. If it is anticipated that the suspension will be for more than 10 consecutive days, or if it would result in the student being suspended for a total of at least 15 school days, or if the removal exhibits a pattern of such removals, then the following must occur: Within 10 school days of taking the disciplinary action, if circumstances warrant, the IEP Team may meet to determine if a functional behavioral assessment would be appropriate.

The IEP Team shall meet to develop a behavior intervention plan within 10 school days, if such plan does not exist; or the IEP Team reviews existing behavior intervention plan for appropriateness; if at least one member of the team believes that modifications are needed; the IEP Team shall meet to determine if said modifications are appropriate.

After six-eight weeks of progress monitoring the implementation of the new intervention(s), the IEP team (including the parent/guardian) will meet to review the student's progress.

Within 10 school days of the date on which the decision to impose discipline is made, the team conducts a "manifestation determination," which is a review of the relationship between the child's disability and the behavior subject to the disciplinary action.

Manifestation Determination:

A manifestation determination is required by IDEA when considering the exclusion of a student with a disability from school that constitutes a change of placement. The IEP team must decide if the behavior that is subject to disciplinary action is related to the student's disability (i.e., a manifestation of the student's disability) or if the behavior is a direct result of LEA's failure to implement the IEP. The IEP team must answer yes or no to the following statements:

- Question One: The conduct in question was caused by the student's disability or had a direct and substantial relationship to the student's disability.
- Question Two: The conduct in question was the direct result of LEA's failure to implement the IEP.
 - If the team answered "Yes" to either of the questions, the behavior must be considered a manifestation of the student's disability.

LEA must conduct a functional behavior assessment plan, or review and modify the plan if one has already been developed. The team will also hold an IEP/GIEP/504 meeting to revise or implement any programming needed to help support students displaying concerning behavior.

Suspensions should not accumulate more than fifteen school days. A disciplinary exclusion of a student with a disability for more than fifteen cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement requiring a manifestation determination.

The law formalizes the long-held position of the U.S. Department of Education, Office of Special Education, Office of Special Education Programs ("OSEP") that schools remain obligated to provide special education to students who are "suspended or expelled."

If the violation for which suspension or expulsion is sought consists of the possession of a “dangerous weapon” in a school-sponsored function or the knowing possession, sale, or solicitation of a “controlled substance,” the child may be placed unilaterally in an interim alternative placement for the same period that a non-disabled student would be excluded from school for the same offense or for 45-school days, whichever is less, provided that:

All of the requirements described above for suspensions that result in a change of placement are met.

The IEP team develops an IEP for the alternative placement that:
enables the child to participate in the general curriculum, although in another setting; and enables the child to continue to receive the services described in the current IEP; and after 45-school days, the child is returned to the last placement prior to the interim alternative placement, pending the resolution of any disputes concerning the results of the manifestation determination or the permanent program and placement recommendation of the school.

A special education student can be transferred to an alternative education program for up to 45 days if the student brings a gun, a pocketknife with a blade longer than 2½ inches, or another weapon to school; uses, buys, or sells illegal drugs at school; or does serious bodily harm to another student or staff member. Any decision to transfer a student must be made by the Individualized Education Program (IEP) Team. However, while the decision is being made, the placement can occur.

Gifted Students:

Students *only* identified as gifted are not included under IDEA regulations. According to PA Chapter 16 regulations, discipline for gifted students is the same as discipline for students in regular education, unless the child is dually identified with a disability category under Chapter 14 regulations.

Students with 504 Service Agreements:

(Based on Board Policy 103.1)

A manifestation determination must be conducted when considering an exclusion from school that constitutes a change of placement for a student with a disability. The 504 team should decide if the behavior that is subject to disciplinary action is related to the student’s disability (i.e., a manifestation of the student’s disability).

The 504 team should address the following statements:

The conduct in question was caused by the student’s disability or had a direct and substantial relationship to the student’s disability.

The conduct in question was the direct result of the LEA’s failure to implement the 504 Service Agreement.

If the determination of the 504 team is “Yes” to either one of the statements listed above, the behavior must be considered a manifestation of the student’s disability and the 504 team must take steps to review and/or revise the 504 plan to address the needs of the child.

If the determination of the 504 team is “No” to both of the statements listed above, the behavioral incident is not a manifestation of the student’s disability, and the student may be disciplined similarly to their nondisabled (typical) peers.

English Language Development Program

In accordance with the Lebanon School District Educational Priorities and in compliance with the Federal Law, the District provides an English Language Development (ELD) program for students who are English Learners (EL). The goal of the ELD program is to provide specialized instruction to assist EL’s to develop English while accessing grade level content instruction and meeting academic standards as required by Pennsylvania.

Upon enrollment, Lebanon School District administers the State required English Language Proficiency assessment for those students who indicate a primary home language other than English. For those students who qualify for ELD services, parents are notified of the supports that their students will receive and students are placed in the appropriate ELD course.

The District’s ELD program provides research-based instruction in academic reading, writing, speaking and listening through specialized services or classes for EL’s that are based on student’s English proficiency levels and grade level content. Research has demonstrated that EL’s who receive explicit designated instruction in English development attain English proficiency more quickly than those who do not.

English Learners are assessed annually by the ACCESS exam to measure their growth and to determine their continued eligibility for the program. An EL will receive specialized instruction in the ELD program until he/she attains English language proficiency and meets the State established exit criteria. The expected rate of reclassification from EL status is 5-7 years, depending on the individual needs of the student.

If a parent or guardian prefers to have their child, who is an EL, not participate in designated English Language development classes, they may decline enrollment in specialized classes. In this case, the child will continue to be identified as an EL and administered the annual ACCESS assessment. The student’s progress will be monitored and it may be requested that the student participate in the ELD program at any time. For further information or to decline participation in the ELD program, please contact Mrs. Amber Abreu, Director of ELD at 717-270-6761 or aabreu@lebanon.k12.pa.us.

Section 7:

Student Activities and Athletics

Physical Examinations

Student athletes are required to have an annual Comprehensive Initial Pre-Participation Physical Evaluation (CIPPE), per the Pennsylvania Interscholastic Athletic Association (PIAA). The CIPPE is required yearly and must be completed after June 1 for the upcoming school year. A school district approved team physician may review the CIPPE, to determine clearance for sports participation. Per Board policy & PIAA, students may not participate in athletics without an approved and completed LSD physical packet. A completed CIPPE must include all appropriate parent/guardian signatures as well as the signature of an Approved Medical Examiner (AME).

Interscholastic Athletic Programs

The Board recognizes the value of interscholastic athletics as an integral part of the total school experience for students and the community. An athletic program fosters school loyalty within the student body and stimulates community interest. The contests and practice sessions provide opportunities to teach the values of competition and sportsmanship. Interscholastic athletics shall include all activities related to competitive sport contests, games or events, or sport exhibitions involving individual students or teams of students of this district when such events occur with any schools outside this district.

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students.

The Board shall make school facilities, supplies, and equipment available and assign sponsors for the support and supervision of interscholastic athletic programs. The Board shall require that all equipment utilized in interscholastic athletic programs, properly safeguard participants and meet all appropriate health and safety regulations. After Board approval on recommendation of the superintendent, any interscholastic athletic program shall be considered to be under the sponsorship of the Board. The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student be in good physical condition before participating in any interscholastic athletic program. The Board further adopts those eligibility standards set by the Pennsylvania Interscholastic Athletic Association, the Lancaster-Lebanon Athletic Association, and the provisions of Board policy.

The Board shall annually purchase appropriate accident insurance for all students participating in the interscholastic athletic program. Such insurance shall cover medical and hospitalization expenses related to injuries incurred while participating in an interscholastic athletic program.

Eligibility for Participation in Co-Curricular Activity and Interscholastic Athletic Programs

Participation in co-curricular activities and interscholastic athletic programs is a privilege, which requires students to give appropriate attention to scholastic achievement, regular school attendance, and

proper conduct. All students who wish to participate in any co-curricular activity or interscholastic athletic program must adhere to district and PIAA eligibility standards.

Scholastic Achievement

Any student who fails more than 1 course is ineligible to participate for 1 week (Sunday to Saturday). The period of ineligibility will be longer over any extended time period when school is not in session. During this period students may participate in practices with the discretion of the Athletic Director and Coach, but may not participate in performances, field trips and/or any activities associated with a co-curricular activity or interscholastic athletic program.

The grades of interscholastic athletes will be checked weekly at the close of school on Thursday during the season of participation. The eligibility of co-curricular activity program participants will be checked at the start of a specific program activity period and will be based on grades in all courses being taken term-to-date. End-of-year grades from the previous term will be used to determine eligibility for all students at the beginning of a school year. If a student is ineligible at the end of the previous school year, he/she shall be ineligible for the first (15) fifteen school days of the new school year. Successful completion of work in an approved summer school program may be used to produce passing grades in subjects failed.

However, students scheduled for courses that are associated with certain co-curricular activity programs (e.g., band, chorus, yearbook) must continue to participate in classroom activities during the period they are ineligible.

Athletic Policies:

All athletes must adhere to the following school rules:

- Athletes must attend school the day of a game; if the game is played on Saturday, he/she must have attended school on Friday. The principal must approve exceptions to this rule.
- If a student quits a sport after the first week of practice (6 days), he/she must wait until that sport is completed before practicing with another school related sport.
- Behavior unbecoming an athlete could result in the administration revoking the privilege of a student to participate in an athletic event. An athlete who is in detention may participate in a practice or a game after serving detention. An athlete in in-school suspension is ineligible to participate during the suspension.
- Locker areas in the three buildings are off limits after practice.
- Athletes may not be on any sports team if they have an athletic obligation.
- Athletes are permitted in the athletic training room when a coach or athletic trainer is present.
- Athletes are permitted in the weight room when a strength coach or a team coach is present.
- Athletic equipment issued to teams may be worn outside of practice or games with the coach's permission.
- All athletes should ride the team bus to and from games. Exceptions must be requested in writing by a parent/guardian and approved by the principal or athletic director.
- Coaches have the right to develop team rules, which must be approved by the athletic director.
- Policy additions or revisions will be disseminated to the coaching staff upon adoption.
- Athletic obligations may prevent students from participating in events.

Use of tobacco, alcohol, drugs, vape pens, anabolic steroids, or other illegal or controlled substance. The use of tobacco, alcohol (including reduced alcohol and so-called non-alcoholic beverages), drugs, anabolic steroids, or other illegal or controlled substances by athletes is strictly forbidden and shall result in the following consequences:

- **First Offense:** The use of tobacco will result in at least a one-week suspension of eligibility. The use of alcohol, drugs, anabolic steroids, or other illegal or controlled substances shall result in suspension of eligibility for the remainder of the season. Offenses, which occur within four weeks of the end of a season, may result in extension of the suspension into the ensuing season of participation.
- **Second Offense:** The use of tobacco will result in suspension of eligibility for the remainder of the season. The use of alcohol, drugs, anabolic steroids, or other illegal or controlled substances shall result in suspension of eligibility for the remainder of the academic year. Offenses, which occur during the fourth marking period, may result in extension of the suspension into the ensuing school year.

The consequences above shall be in addition to consequences imposed for violation of the Code of Student Discipline.

Any student who is suspended from eligibility for the remainder of an activity season shall forfeit all related awards and shall not participate in any related activities as a representative of the Lebanon School District (i.e., all-star contests).

At the conclusion of a period of suspension from eligibility related to use of alcohol, drugs, anabolism steroids, or other illegal or controlled substances, the student involved shall be required to undergo a medical examination to ensure that usage has been terminated.

To master any skill (sports, music, art, cooking, mechanics, or academics), you must practice. Even the greatest natural athletes cannot excel at their sport without practice. Practice is not punishment; it is a way to make players better. Homework is the practice that helps you master your schoolwork. It is not busy work and it is not punishment. Homework is a teacher's method to help you learn. Doing homework is your responsibility. Academic practice is a key to being one of the CEDARS.

Athletic Insurance:

Injury incurred during the athletic season should be reported promptly to the athletic trainer or coach. A claim form should be obtained from the athletic trainer and processed by the parent/guardian. The parent/guardian should complete the information section on the back and sign the front and back of the claim form.

The school insurance carrier is initially responsible for any covered expense up to \$100.00 per claim. After the initial \$100.00 is paid, the parent/guardian will receive a letter from the school insurance carrier indicating to whom payment was made. If the claim is in excess of \$100.00, the balance should then be submitted to the family insurance carrier for payment. After family insurance coverage has reached its limit, the remaining bills should be resubmitted to the athletic secretary.

If there is no parental insurance carrier, the claim will be processed by the school insurance carrier according to the coverage schedule. A letter from the school insurance carrier will outline the procedure

to follow in the event there is no parental health insurance coverage. If there are any questions regarding the insurance coverage, contact our local agent, Gebhard and Co. at 717-274-3360.

Spectator Behavior:

Lancaster-Lebanon League member schools advocate that visiting teams and guests be treated with equity and respect. The following guidelines will be enforced: (Principals shall announce these regulations to their schools' fans).

- The Lancaster-Lebanon League encourages spectators to cheer and support their respective teams in a positive manner, but not to cheer negatively against the opponent.
- Only cheerleaders are permitted on the sidelines or playing surface for the purpose of leading cheers or promoting school spirit. No fan or spectator is permitted out of the stands for this purpose. Students are permitted to form spirit lines on the football field as the players enter onto the field before the game.
- Sirens, whistles, portable stereos, and other noisemakers that interfere with the game are prohibited. No hand-held banners or hand-held signs of any type shall be displayed. The game manager will confiscate such articles.
- Abusive language, negative gestures, or taunting directed toward players, coaches, officials, or cheerleaders is prohibited.
- The throwing of paper or foreign objects onto the playing surface is prohibited.
- Offenders of the Spectator Behavior policies will be escorted from the gym/stadium.

Assault on a Sports Official:

According to the Pennsylvania Statutes, any person who assaults a sports official during a sports event or as a result of the official acts as a sports official, can be charged with a first-degree misdemeanor. A "sports official" is any person at a sports event who enforces the rules of the event, such as an umpire or referee, or a person who supervises the participants, such as a coach. The term includes a trainer, team attendant, game manager, athletic director, assistant athletic director, principal, assistant principal, or other school administrator.

Section 8:

Daily Operations

Integrated Pest Management

(Based on Board Policy # 716)

The district shall utilize integrated pest management procedures to manage structural and landscape pests and the toxic chemicals used for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment.

Americans with Disabilities Act (ADA):

For information regarding services, activities and facilities that are accessible to and usable by handicapped persons, contact Mr. Brian Hartman, Director of Operations and Maintenance (717) 273-9391.

Emergency Preparedness:

The Board recognizes its responsibility for the safety of students, staff, visitors and facilities. Therefore, the Board shall provide facilities, equipment and training necessary to protect against hazards and emergencies, including but not limited to natural disasters, hazardous chemicals, fires, weapons, bomb threats, intruders, terrorism, communicable diseases and pandemics. Advance planning, training, practice and comprehensive implementation are key components in protecting the safety and security of the school community

Nutrition and Food Services:

Lebanon School District participates in the *Community Eligibility Provision* Program which allows every student enrolled in the district the ability to receive **free breakfast and lunch**, regardless of family income.

Each student is issued an ID number, and will need to input their ID number into the pin pad at the cash register so that all cafeteria transactions can be tracked. The student ID number is linked to a cafeteria account in the student's name.

Extra servings, ala carte (snack) items and beverages will be available for purchase. Charging the sale of these items will not be permitted. Checks and the use of our online payment system (Parent Online) are the preferred methods of depositing money into a student's cafeteria account to be used for the purchase of the extra items that will be available for sale. Checks can be made payable to "Lebanon School District Cafeteria Fund". Please have your child's ID number listed in the memo section of the check. Cash will also be accepted, however, receipts will only be given upon request.

Technology Services:

The Lebanon School District has made a significant investment in technology for student and staff use. It is our belief that the proper integration of technology can significantly engage students and positively enhance student learning. Many of the district classrooms are equipped with modern teaching stations that incorporate a mounted multimedia projector, Apple tv, and an integrated sound system. In addition,

classrooms also leverage Internet Technology to connect students and staff to web-based information, resources, and programs. Mechanisms are in place that allows access to learning materials from home. We are quickly approaching a district level “anytime, anywhere learning model” for our students.

Lebanon School District Deploys Google Apps for Education across all grade levels. This is a free program, which allows students and staff to create, store, share, and collaborate using Google tools. Students are provided with a district email account to allow student work to easily be transferred between students and teachers without the need for printing. The Learning Management System (LMS) Schoology is used in Grades 6 through 12. This LMS has enabled the creation of a dynamic digital ecosystem that provides everything students, parents, and teachers need to communicate, share, and collaborate anytime, anywhere, on any device. This collaboration has positively impacted communication between all our district’s stakeholders.

Acceptable Use of Internet, Computers, and Network Resources: (Based on Board Policy # 815)

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

The district provides students, staff, and other authorized individuals with access to the district’s computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means. For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

iPad Loan Agreement:

To utilize the latest Instructional Techniques available in our classrooms, your son or daughter will be provided with a 10.2 Inch iPad, charging block, and cable, as well as a Protective Case. The iPad will allow for increased learning and collaborative activities that redefine the way students use technology to learn.

This equipment is, and always remains the property of the Lebanon School District and herewith is lent to the student for educational purposes, only for the academic school year. The student may not deface, damage, or destroy the equipment in any way. Inappropriate use of the device may result in disciplinary action and losing the right to use the iPad. The equipment will be returned when requested by the Lebanon School District (or sooner if the student withdraws). If the student fails to return the equipment, full replacement value will be charged. The iPad and device accessories will be issued to the student in good working order. It is the student and his/her family’s responsibility to care for the equipment and to ensure that it is returned as such.

The iPad may be used by the student for noncommercial purposes only, in accordance with district policies and rules, the district's Acceptable Use Policy, as well as local, state, and federal statutes. One user (student) with specific privileges and capabilities has been set up on the iPad for the exclusive use to which it has been assigned. The student agrees to make no attempts to change or allow others to change the privileges and/or capabilities of this user account.

- The Lebanon School District network is provided for the academic use of all students and staff. The student agrees to take no action that would interfere with the efficient, academic use of the network.

- Identification labels have been placed on the iPad. These labels are not to be removed or modified. If they become damaged or missing, contact tech support for replacements. Additional stickers, labels, tags, or markings of any kind are not to be added to the device.

- The student agrees to use best efforts to assure that the district property is not damaged or rendered inoperable. Compliance with student and parent expectations will be considered in determining the responsibility for repair costs if an iPad is damaged. Repair costs will be based upon severity of damage and cost to the district to repair or replace the device. Students will be charged full replacement value for any lost or stolen iPad. If the iPad has been stolen, please provide a police report as soon as possible and report the loss to the school office.

- The student acknowledges his or her responsibility to protect and safeguard district property (iPad and accessories) and to return the iPad, charger, and protective case in the same condition issued upon request.

Student and Parent iPad Responsibilities and Expectations:

Please discuss these expectations with your student.

	Student Initials	Parent/Guardian Initials	Expectation
1			I/we understand the iPad is property of the Lebanon School District and will follow the district’s Acceptable Use Policy along with all federal, state, and local laws.
2			I/we understand that the iPad may not be lent to anyone else including family or friends.
3			I/we will treat the iPad with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
4			I/we will not attempt to load any inappropriate pictures, content or programs onto the iPad.
5			I/we will follow proper and appropriate digital citizenship while using the iPad.
6			I/we agree that school email (or any other technology communication) should be used only for appropriate and responsible communication.

7			I/we will not attempt to physically repair the iPad.
8			I/we will keep all accounts and passwords secure and not share them with anyone else including family and friends.
9			I/we will always keep the iPad in its protective case as a precaution against any damages.
10			I/we will not use the camera in ways that would expose risk or danger upon others' personal rights. I will not use the camera or recording capability of the iPad in class without my teacher's permission.
11			I/we will discuss our family's values and expectations for use of email and the internet at home. Parents will supervise students' use of the iPad and internet at home.
12			I/we will ensure that any problems with the iPad are reported to my teacher immediately or the next school day (if at home).
13			I/we will return the iPad when requested for updates and/or upon withdrawal from the Lebanon School District.

Financial responsibility for lost or damaged iPad and or assigned mobile learning equipment may include the following:

_____ Power Adaptor (\$20)

_____ Screen Damage (\$75)

_____ Cable (\$15)

_____ Full Replacement (\$289)

_____ Case (\$25)

Frequently Asked Questions:

1. *Will each student have his/her own iPad or will students share iPads?*

Every student in grades K4-12 will be assigned his or her own iPad to be used throughout the school day.

2. *Will the iPad be sent home with students?*

Yes, At the Elementary Level iPads will occasionally be sent home at the discretion of the teacher. While remaining at school they will be kept in a locked charging cart.

At the Secondary level the devices will travel with the students.

3. *Will students use the iPad every day?*

The iPad will be used throughout each school day to enhance learning and provide meaningful and engaging learning opportunities for all students. The goal for the iPad is to increase opportunities for students to work collaboratively, think critically, enhance creativity, and communicate effectively. Learning tools, such as books, paper and pencil activities, and direct

instruction, will still be a part of your child's classroom experience.

4. *How is each student's iPad usage monitored to ensure safety and security?*

- Each student will receive his/her own iPad with an individual username and passcode and QR code to access school related websites and apps.
- All devices will have school related apps and students will not have the ability to download other apps that have not been approved by the school district.
- While students are using the iPad, teachers will monitor student activity using the Apple Classroom. Additionally, there are content filters in place enabled on all issued iPads, designed to restrict searches that may be deemed inappropriate both at school and home networks. This filter *should not* be considered a substitute for proper monitoring of internet use at home.

5. *Why was the iPad the choice for the 1-to-1 device for elementary schools?*

Lebanon School District did extensive investigation into technology devices. We feel that the iPad brings the perfect combination of quality, functionality, portability, and educational opportunity to our students.

6. *What is the process for reporting any damages to the iPad?*

The parent or student should report the damage to the school office immediately. An iPad Damage Report will be completed, and the district will work to repair or replace the iPad in a timely manner.

7. *Who is financially responsible if the iPad is damaged?*

Responsibility will be determined by the iPad Damage form. Financial responsibility could include but is not limited to Power Adaptors, Screen Damage, Charging Cable, Ipad Case, or a full replacement.

8. *Who may I contact if I have any further questions or concerns about the iPad?*

Please feel free to contact the student's school if you have any questions or concerns throughout the school year.

9. *Who may I contact if I'm having technical difficulties or issues with my iPad?*

Please feel free to contact the student's school or send your issues to the following email address - studenttechhelp@lebanon.k12.pa.us.

Right to Know Request for Teacher Qualifications:

As a parent of a student at Lebanon School District, you have the right to request the professional qualifications of the classroom teachers who instruct your child. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Pennsylvania Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches
- Whether the Pennsylvania Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major, as well as any advanced degrees that he or she may have attained;

whether any paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please send a request in writing to your child's principal. In addition to specifying the information which you would like to receive, please be certain to include your name, address and a telephone number at which you can be contacted during the day.

Section 9:

Glossary of Terms

Bullying/Cyber Bullying:

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following: substantially interfering with a student's education, creating a threatening environment and substantially disrupting the orderly operation of the school.

Students who believe they or others have been bullied are encouraged to promptly report such incidents to any School District employee.

Cheating:

To misrepresent academic performance as one's own by taking answers or work from another individual.

Community Service:

Work provided in a building, on grounds, or other services provided by the student to the school or to the community at large. Parent permission is required.

Compulsory School Age:

The period of a child's life from the time the child's parents/guardians elects to have the child enter school, and which shall be no later than six years of age until the child reaches eighteen years of age or holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Controlled Substance:

Substances intended to affect the structure of any function of the human body which includes controlled substance prohibited by federal and state law, look-alike drugs, alcoholic beverages, including alcohol in any form, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, prescriptions or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy. designer drugs, counterfeit substances, and drug paraphernalia. This does not include a legally prescribed drug.

Detention:

Detention is designated time assigned to students by administration or teachers for various infractions. When the assignment is made, the reason for the detention must be explained to the student, cooperation from parents will be solicited, and parents will be informed of the consequences if detention is not served.

Disorderly Conduct:

When an individual makes loud and rowdy noise in the vicinity of the school or at school functions, causing unreasonable disturbance or distress to others; or when an individual without authority or justification obstructs school premises; any access to the school with the intent to prevent or hinder its lawful use by others; or any other activity defined in 5503 of the Pennsylvania Crimes Code.

Destruction:

The action or process of causing so much damage to something that it no longer exists and/or cannot be repaired.

Due Process Hearing:

A Due Process Hearing is a procedure in which students are given due process rights. This process provides students with an opportunity to present their account of an incident prior to being suspended or given disciplinary consequences for an alleged misconduct. For suspensions up to three days, a student must be informed of the reason for the suspension, and given the opportunity to meet with the building administrator or designee to respond. When the suspension exceeds three school days an informal hearing is provided and includes the following requirements:

- notification of the reasons for suspension are given in writing to the parent/guardian and to the student
- the student has the right to question witnesses present and produce witnesses
- the district should offer to hold the hearing within the first five days of suspension.

In cases of expulsion, a formal hearing is required. The hearing is to be held before the Judiciary Committee of the School Board. The Due Process requirements for such hearings are detailed in Section 12.8 of State Board Regulations.

Expulsion:

Expulsions may be for more than 10 days or a fixed period such as a semester or a permanent expulsion. The school must hold a “formal hearing” before any expulsion takes place. The school district will work with families and students to secure alternative programming during removals for expulsion.

Habitual Truancy:

A child subject to compulsory school laws having six or more school days of unexcused absence during the current school year.

Hazing:

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

- Violate federal or state criminal law.
- Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
- Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
- Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could

result in extreme embarrassment.

- Endure brutality of a sexual nature.
- Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Any activity, as described above, shall be deemed a violation of this policy regardless of whether the consent of the student was sought or obtained, or the conduct was sanctioned or approved by the school or organization. Students who believe they, or others, have been subject to hazing should promptly report the incident to any District employee.

In-School Suspension:

In-school suspension is a consequence some schools use based on school violations whereby students are supervised for a period of time in a structured setting. Students work on classroom assignments as specified by classroom teachers or as defined by their IEP (Individual Educational Program). Students must be informed of the reasons for the suspension and given an opportunity to respond. Assignments cannot exceed 10 consecutive days. Parents are to be notified of the reasons for suspension and the length of assigned time.

Gang Activity:

3 or more people engaged in criminal mischief who intimidates, harasses, causes disruption, damages, or destroys property, engages in criminal or other illegal activity, and displays colors or dresses with symbols and patrols a specific “turf” area.

Judicial Referrals:

Judicial referrals are a mode of action for referring extremely serious offenses to the Judiciary Committee. These violations may include but are not limited to weapon violations, use of explosives, distribution or other serious substance abuse offenses, tampering with fire extinguishers on school premises, bomb threats, extortion of money or other property, intimidating or assaulting another, spraying mace, or other chemicals on school property or at a school sponsored activity.

Lawful Absence:

Lawful absences are when a student is prevented from attendance in school for mental, physical, or other urgent reasons. Illness, family emergency, death of a family member, medical or dental appointments, authorized school activities, educational travel with prior approval, and attendance at legal or court proceedings are considered lawful absences.

Look-a-like:

Substances that resemble illegal drugs or items that resemble real weapons.

Manifestation Determination:

A mandated process to review whether a student’s behavior was a result of a student’s disability and/or the district’s failure to implement the IEP or 504 as written.

Multi-Tiered System of Support:

A tiered approach to provide instruction and interventions for students struggling behaviorally or academically. Tier I addresses all students through core instruction and school-wide practices. Tier II interventions may include small group instruction with specific focus on identified skill deficits. Tier III

interventions are individualized to meet the needs of each student and are the most time intensive interventions.

Out-of-School Suspension:

Out-of-school suspension (OSS) is a process by which students are excluded from the learning environment for a specific period of time. Suspensions are legal excused absences, which permit students to make up missed school work. Suspensions should not exceed 10 consecutive days without School Board approval. Students and parents are to be notified of the reason for the suspension.

Guardian(s):

The term parent in this publication refers to parents/guardians who have legal and educational responsibilities for the guidance and supervision of children/students attending the School District of Lancaster.

Plagiarism:

Plagiarism includes copying the language, structure, idea, and/or thought of another and representing it as one's own original work.

School Grounds:

Any property owned or utilized by the Lebanon School District or by any contractor of the School District.

School Police Officer (SPO):

A law enforcement officer employed by a school entity who works within a school to support the students, faculty, and administration.

Serious Bodily Injury:

Injury that creates a substantial risk of death or which causes serious, permanent disfigurement, or loss or impairment of the function of any bodily member or organ.

Sexual Harassment:

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature. This behavior is from one student to another, from one staff person to another, from a staff member to a student, and/or a student to a staff member or any person on school property.

Student Assistance Program:

The Student Assistance Program (SAP) or Elementary SAP (ESAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP/ESAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. SAP/ESAP team members (a minimum of four team members per building from any or all the following groups: administration, teacher, counselor, psychologist, social worker, or nurse) are trained to identify problems, determine whether the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the

school, the SAP/ESAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment, but they may refer for a screening or an assessment for treatment.

Theft:

Theft (also known as stealing) is, in general, the wrongful taking of someone else's property without that person's willful consent with the intent to deprive them of the property. In law, it is usually the broadest term for a crime against property. It is a general term that encompasses offences such as burglary, embezzlement, larceny, looting, robbery, and shoplifting.

Threat:

Conveying by physical gestures, written notes on paper or by electronic devices, or verbal comments with the intent to cause bodily injury.

Trespass:

Entering or remaining upon school district property without permission or if you have been previously banned from entering school district property.

Truant:

A child subject to compulsory school laws having three or more school days of unexcused absence during the current school year.

Vandalism:

Any malicious attempt to harm or destroy equipment, data, websites and/or other networks. This includes but is not limited to physical damage.

Waiver:

After a determination that a student has committed an expellable offense, and with full knowledge of their rights, the student and the student's parents may waive their right to a formal School Board hearing, and accept the consequences described on the district's waiver form. The student and the student's parents further waive their right to contest the consequences and this agreement by appeal or legal proceeding in any court.

Weapon:

May include, but is not limited to, any knife, dagger, cutting instrument, cutting tool, nunchaku, blackjack, explosive or incendiary device, noxious substance, firearm, shotgun, rifle, or any other tool, instrument, or implement capable of inflicting serious bodily injury or used under circumstances not manifestly appropriate to lawful possession and use.

Dangerous Weapon:

Any item that is used for, or is readily capable of, causing death or serious bodily injury, with a blade that exceeds 2 ½ inches in length. Note: This definition is both broader than the definition used in Pennsylvania law governing the discipline of non-disabled students, and in its exclusion of small knives, narrower than Federal law. Federal law governs to the extent that it affords more protection to the child.

