

## Acknowledgement of Review of the Student Handbook

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Student's Name

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Teacher

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Please review the Student Handbook: Rights & Responsibilities with your student. His/her teacher has discussed it in class, as the Code of Student Conduct (pp. 13-22) and the policies and regulations it references are an important part of daily student life, supporting a safe and secure learning environment. It is so central to success in school that there will be periodic reviews of important sections of the Code during the year, in particular sections related to:

- Student Attire (page 28)
- Technology Resource Use by Students (page 29)
- Bullying, Cyberbullying, Harassment, Intimidation (page 33)

It is essential that the school and home work together to assure that all students meet the high expectations for behavior established in the Code of Student Conduct. This enables students to succeed in school and the community. Your support is vital in this process.

After you have reviewed the Student Handbook and the Code of Student Conduct with your student, please sign and return the signed form to the school.

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As the parent/guardian of the above student, I have read and discussed the Student Handbook: Rights & Responsibilities including the Code of Student Conduct and the Student Attire, Academic Integrity, and Technology Resource Use by Students Policies and Regulations, Bullying, Cyberbullying, Harassment, Intimidation with my student.

I understand that it and the policies and regulations it references apply to all students at all times on all Capital Area Intermediate Unit property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or Board-sponsored activities, including but not limited to, school field trips and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

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|                             |      |
|-----------------------------|------|
| Parent's/Guardian Signature | Date |
| Student's Signature         | Date |

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The handbook was sent home to be shared with the parent(s)/guardian(s) on \_\_\_\_\_

**Please detach and return this form to your student's teacher.**





## FOREWORD

Dear Parents,

Welcome to the 2023-2024 school year. We are looking forward to providing educational services to your student and seeing the learning and growth that takes place over the course of the year.

Please take a few moments to review all of this carefully and reach out to your student's teacher, program supervisor, or me with any questions.

This Handbook has been prepared to help you with the important task of ensuring that your student has a successful educational experience with the Capital Area Intermediate Unit.

We hope this information provides answers to your questions and helps you participate in your student's education. If you have any feedback about how we can make this Handbook more useful, please contact my office. Your comments are always welcome!

We would like you to familiarize yourself and your student with the contents of this Handbook. It should answer most of the questions you have about the various policies and procedures of the Capital Area Intermediate Unit. If you have any questions about this Handbook or about your student's program or services, please feel free to contact your student's teacher, therapist, program supervisor, or me. We look forward to working closely with you throughout the coming school year.

Best wishes for a successful school year!

Sincerely,

*Andrew E. McCrea*

Andrew E. McCrea, Ph.D.  
Director of Student Services  
717-732-8400, x8313

# Table of Contents

|   |    |
|---|----|
| The Capital Area Intermediate Unit Board of Directors .....   | 1  |
| Board of Directors Policies & Administrative Regulations..... | 1  |
| Introduction.....   | 2  |
| Hill Top Academy Mission Statement:.....                      | 2  |
| General Information .....                                     | 3  |
| Building Administrators and Office Staff .....                | 3  |
| Hill Top Academy Facility Dogs.....                           | 3  |
| School Hours and Calendar.....                                | 3  |
| Emergency and Inclement Weather Procedures.....               | 3  |
| Communication .....   | 4  |
| Publicity .....   | 4  |
| Classroom Visitation .....                                    | 4  |
| Parent Request to View Instructional Materials.....           | 4  |
| Parent/Teacher Conferences.....                               | 5  |
| Child Abuse Reporting Requirements.....                       | 5  |
| Attendance .....  | 5  |
| Withdrawals and Transfers.....                                | 7  |
| Transportation.....   | 7  |
| Food Services.....  | 7  |
| Health Services .....   | 8  |
| Student Information .....                                     | 11 |
| The Code of Student Conduct.....                              | 13 |
| Expected Student Behaviors.....                               | 13 |
| Tiers of Interventions.....                                   | 15 |
| Levels of Interventions .....                                 | 16 |
| Interventions for Elementary Students .....                   | 17 |
| Interventions for Secondary Students.....                     | 19 |
| Behavior on the School Bus .....                              | 21 |
| Student Rights .....  | 23 |
| Right to Freedom of Expression .....                          | 23 |
| Student Expression/Dissemination of Materials .....           | 23 |
| Right to Participate in Patriotic Exercises .....             | 25 |
| Right to Conduct Activities in School Buildings .....         | 25 |

|   |    |
|---|----|
| Right to Freedom from Unreasonable Search and Seizure of Property ..... | 25 |
| Right to Freedom from Corporal Punishment .....                         | 25 |
| Right to Due Process and Appeal.....                                    | 25 |
| Right to Freedom from Harassment and Discrimination.....                | 26 |
| Right to Confidentiality of and Access to Student Records .....         | 26 |
| Right of Freedom from Unreasonable Punishment.....                      | 27 |
| Social Media .....  | 27 |
| Restraint .....   | 27 |
| Student Responsibilities .....  | 27 |
| Student Attire .....  | 27 |
| Technology Resource Use by Students.....                                | 28 |
| Gang Related Activity .....   | 29 |
| Student Discipline .....  | 30 |
| Disciplinary Action .....   | 30 |
| In School Intervention .....  | 30 |
| Suspensions and Expulsions .....  | 30 |
| Short – and Long – Term Suspensions.....                                | 30 |
| Extended Suspensions .....  | 31 |
| Expulsion.....  | 31 |
| Getting Help with a Problem .....                                       | 32 |
| Bullying, Cyberbullying, Harassment, Intimidation .....                 | 32 |
| Confidentiality in Counseling.....                                      | 32 |
| School Problems .....   | 33 |
| Personal Problems .....   | 33 |
| Academic Problems .....   | 33 |
| Extracurricular Activities.....   | 34 |
| Parent Resources and Community Agencies .....                           | 35 |
| Title IX Nondiscrimination Notification .....                           | 37 |
| Designated Title IX Coordinator.....                                    | 37 |
| Submitting a Complaint .....  | 37 |
| Glossary .....  | 38 |

## Capital Area Intermediate Unit Vision Statement:

Recognized as a trusted and influential partner in achieving life-changing outcomes in the Capital Area.

#ChangingLives

### The Capital Area Intermediate Unit Board of Directors

*Policies of the Capital Area Intermediate Unit are established by a nineteen-member board.*

*Board members can be contacted through Rennie Gibson, Secretary to the CAIU Board of Directors, at 717-732-8400 x8633.*

*Ms. Jean Rice, President*

*Ms. Judith Crocenzi, Vice President*

Mr. Jesse Biretz  
Mr. Richard Bradley  
Mrs. Paula Bussard  
Mr. Terry Cameron  
Mr. Scott Campbell  
Mr. Brian Carter  
Ms. Judith Crocenzi  
Alyssa Eichelberger  
Mrs. Barbara Geistwhite

Mr. Dennis Helm  
Ms. Emily L. Hoffman  
Mr. Jason Miller  
Ms. Jean Rice  
Ms. Ericka Schmidt  
Mr. Patrick Shull  
Mr. William Swanson  
Mr. Ford Thompson  
Mr. Rodney Wagner  
Mr. Michael Wanner

### Board of Directors Policies & Administrative Regulations

*Related Board of Education Policies are identified here and can be accessed via [www.caiu.org](http://www.caiu.org). Infractions that do not relate to a specific policy fall under Policy 218, Student Discipline.*

*Please be advised that this is not an exhaustive list of policies, the Board of Directors may revise or create policies over the course of the school year. Policies and regulations referred to in this handbook are available in the Capital Area Intermediate Unit Policy Manual located on our website at [www.caiu.org](http://www.caiu.org)*

*State laws, PA Department of Education actions, and Capital Area Intermediate Unit Board of Directors Policies and Regulations that are enacted after the publication of this document shall supersede those statements and references contained in this publication.*

#### Board of Directors Policy & Administrative Regulation

##### **204.....Compulsory Attendance**

##### **235.....Student Rights and Responsibilities**

##### **218.....Student Conduct**

Bullying, Cyberbullying (249)  
Discrimination/Harassment (103 and 249)  
Student Use of Social Media (816)  
Acceptable Use of the Communications and Information Systems Policy (815)  
Tobacco Uses (222)  
Controlled Substances/Paraphernalia (227)  
Weapons (218.1)  
Terroristic Threats/Acts (218.2)  
Searches (226)  
Electronic Communication Devices (237)

##### **233.....Suspension & Expulsion**

##### **216.....Student Records**

##### **221.....Dress and Grooming**

##### **224.....Care of Intermediate Unit Property**

*The Capital Area Intermediate Unit shall maintain an educational and work climate free from discrimination based on race; color; religious creed; ancestry; age; sex; national origin; non-job related handicap or disability; use of a guide or support animal because of blindness, deafness or physical handicap; marital status or sexual orientation, as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendment, Section 504 of the Rehabilitation Act of 1973, and the Pennsylvania Human Relations Act of 1955 as amended. Inquiries should be sent to the following individuals:*

*Inquiries related to program/activities:*

*Andrew E. McCrea, Ph.D., Director of Student Services, CAIU, 55 Miller Street, Enola, PA 17025-1640.*

*Inquiries related to employment:*

*Blake Wise, Human Resources Manager, CAIU, 55 Miller Street, Enola, PA 17025-1640.*

## Introduction

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### Hill Top Academy Mission Statement:

CAIU provides innovative support and services in partnership with schools, families, and communities to build capacity and model courageous leadership to help them be great. #BeGreat

The staff, administration and CAIU board are very proud and excited about the opportunities at Hill Top Academy. We want to welcome you into our educational community. The classes at Hill Top represent several programs providing services to students in Emotional Support, Capital Area Mental health Program (CAMhP), Autism Support and a Diagnostic program. It is our goal to maintain a safe and supportive learning environment for students coming from school districts throughout Dauphin, Cumberland, Perry and Northern York Counties.

Hill Top Academy strives to be a diverse community that affirms and values the difference of students and staff in relation to race, gender, religion, sexual orientation, ethnicity, socio-economic status, learning, and in point of view. Hill Top Academy acknowledges the challenges in being part of a diverse world and the need for cohesion and trust. We have an obligation to create a culturally competent community in which every individual is respected.

At Hill Top Academy, students have rights and privileges as well as responsibilities. While the Capital Area Intermediate Unit has an obligation to provide an education for all students, we have set high standards for students to conduct themselves in a way that is respectful and helps to build a climate essential for learning. Students can expect school staff to reinforce positive behaviors.

In order to support this climate this handbook has been developed. It outlines appropriate, responsible student behavior and is intended to inform students of the expectations for behavior that will result in a school atmosphere that promotes excellence in teaching and learning.

The purpose of the handbook is three-fold:

1. to illustrate expected appropriate and respectful student behaviors,
2. to describe violations of the Student Code of Conduct and associated interventions and consequences that may be enforced, and
3. to outline student rights, privileges, and responsibilities.

Equally important to sharing what is expected of students is that school and district policies and practices support character development, the development of self-control, and positive behavior choices. Developing positive and effective student behaviors requires collaborative efforts from school, home, and community organizations and agencies.

Hill Top Academy supports appropriate student behaviors that facilitate learning and minimize disruption in several ways. Our school utilizes Social Emotional Learning (SEL) strategies and programs/curriculum to build on student strengths, increase coping skills and achieve their goals in a safe, supportive and healthy school environment. *Positive Behavioral Intervention & Supports (PBIS)* is a proactive approach to teaching and reinforcing pro-social behavior. It focuses on creating and sustaining strategies for achieving positive social and learning outcomes while preventing problem behaviors. PBIS uses a collaborative team approach to analyze and respond to individual and school-wide behavioral patterns.

The focus of this handbook is to guide student behavior, to link interventions to improve student behavior, and to inform others that will assist school staff in creating safe and orderly environments. The rules and expectations outlined have been developed so that a combination of consistent and fair strategies will be implemented in every classroom.

## General Information

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### Building Administrators and Office Staff

|   |                    |   |
|---|--------------------|---|
| Jason Derr, Principal                               | 717-732-8484 x8554 | <a href="mailto:jderr@caiu.org">jderr@caiu.org</a>  |
| Dr. Lee Bzdil, Emotional Support Program Supervisor | 717-732-8484 x8086 | <a href="mailto:lbzdil@caiu.org">lbzdil@caiu.org</a>  |
| Rashell Bowman & BJ Lawrence Nurses                 | 717-732-8484 x8186 | <a href="mailto:rbowman@caiu.org">rbowman@caiu.org</a> & <a href="mailto:blawrence@caiu.org">blawrence@caiu.org</a> |
| Lizabeth Kranzel, Secretary                         | 717-732-8484 x8164 | <a href="mailto:lkranzel@caiu.org">lkranzel@caiu.org</a>  |
| Jennifer Simpson, Secretary                         | 717-732-8484 x8471 | <a href="mailto:jsimpson@caiu.org">jsimpson@caiu.org</a>  |

### Hill Top Academy Facility Dogs

Hill Top Academy trains and utilizes facility dogs. Dogs are placed in classrooms in which the teacher or staff have completed a dog handler training course. Our facility dogs help the students alleviate stress and assist in creating a calm classroom. If you are interested in additional information regarding the use of facility dogs at Hill Top Academy, please contact your student's teacher.

### School Hours and Calendar

The instructional hours at Hill Top Academy are 8:20 a.m. to 2:15 p.m., Monday through Friday. Students may enter the building as early as 8:00 a.m. The CAIU is not responsible for students who are dropped off at school prior to 8:00 a.m.

Hill Top Academy operates on its own calendar. The school calendar will be distributed the first week of school. On occasion circumstances may require a change in the school calendar. A revised calendar will be sent home prior to any such change. Please refer to the Hill Top Academy calendar on the CAIU website.

### Schedule for Interim Reports and Report Cards

***NOTE: School closings and calendar changes may impact specific dates.***

|                              |            |
|------------------------------|------------|
| <u>End of Marking Period</u> | October 27 |
|                              | January 18 |
|                              | March 26   |
|                              | May 31     |

### Emergency and Inclement Weather Procedures

#### Emergency Contingency Plans

If an emergency should arise when students are in school, appropriate action will be taken to protect the health and safety of everyone. Throughout the school year, the students and staff will participate in planned safety drills. This includes fire drills, intruder drills, and severe weather drills.

#### Changes to School Sessions Due To Inclement Weather

In the event that a classroom or building is required to close, you will be contacted via our Emergency Outreach automated call and texting system. You may also be contacted by other CAIU staff to confirm receipt and information. For this reason, it is critical that your student's teacher have current phone numbers should you need to be reached at any time during the day.

Hill Top Academy may occasionally need to delay the opening of or close school, or provide an early dismissal due to weather or other emergencies. In these situations, **Hill Top Academy will announce delays, closings, and early dismissals via local radio and television stations. Look/listen for Hill Top Academy information under Cumberland County schools.** Additionally, a web-based communication system will be used to communicate with all parents/guardians through a recorded phone message in the event of a delay, closing, or early dismissal. Parents/guardians are encouraged to tune in to local television/radio stations when there is a forecast for severe weather while school is in session.

#### Make-up Days



Please note that the CAIU calendar **may not align** exactly with a district's calendar. This is because of differences in the number of staff days and when in-services are scheduled. Because our first priority, especially for district-based classes is to have CAIU classes in session when district students are in session, and because we cannot always be sure in advance **when** districts will make up days canceled for the weather, we will decide make-up days as the year unfolds.

We will attempt to follow the district decision in making up days, but this may not always be possible. Therefore, we will make every effort to inform you of make-up days with as much notice as possible.

**IMPORTANT NOTE:** A student's home school district may also announce a delay, closing or early dismissal. If your local conditions warrant it, your student's transportation driver may follow your home district's schedule and contact you with alternate plans/times.

***Please direct any questions regarding Hill Top Academy's delay, closing, or early dismissal policies to the school office.***

## Communication

The staff at Hill Top Academy realize open communication is central to student success. To that end, staff are committed to making contact with and responding to parents/guardians in an effort to maintain open lines of communication.

## Publicity

The Capital Area Intermediate Unit (CAIU) likes to celebrate the achievements of our students and staff. Throughout the year, authorized school personnel may take photographs of or digitally record students and school activities for use in various CAIU materials including, but not limited to, the CAIU website and other social media, newsletters, yearbooks, brochures, and calendars. The CAIU, at times, may also publicize student work. Additionally, these images may be used within the CAIU for educational purposes and/or used outside of the CAIU for teacher training by colleges, other Intermediate Units, School Districts or other educational, service, or support agencies. The CAIU will not disclose personally identifiable information when publishing student photographs or digital recordings for the purposes described above.

Parents/guardians who do not want their student's photographs or digital recordings used must complete the opt-out form on an annual basis.

## Classroom Visitation

Parents are welcome to visit their student's classroom, but are asked to give 24-hours' notice prior to scheduling the visit with the classroom teacher. In order to minimize disruption to the educational program, staff will coordinate and schedule the visit (typically kept to 1 period during instructional time only). Time to conference with the teacher can also be scheduled; however, it should not take the teacher away from instructional time with the class. All visitors must bring valid government issued identification. *CAIU Board Policy 907.*

\*Visitor procedures may be modified/restricted based on any CDC guidance and or relevant health or safety concerns that may arise throughout the year.

## Parent Request to View Instructional Materials

Upon written request to the building/program supervisor, the CAIU will make existing information about curriculum, academic standards, materials and assessments available for parental review. Please contact your student's program supervisor via email or in writing to detail the specific nature and focus of your request. For more information, see *CAIU Board policy 105.1.*

## Parent/Teacher Conferences

As the need arises, parent/teacher conferences may be arranged by appointment with each student's teacher. Parents wishing to schedule a conference may submit a request in writing to their student's teacher. (A 24-hour notice is requested) The teacher will contact the parent/guardian to arrange for a mutually agreeable date and time. Conferences scheduled during the instructional day may need to be time limited in order to minimize the impact on classroom instruction. If a parent requests an IEP meeting, the teacher will follow CAIU procedures to schedule the meeting.

Parent participation in meetings (e.g., evaluation team or IEP meetings) and ongoing parent-school contact are critical to your student's success in school. We encourage you to maintain regular communication with your student's teacher. To prepare for meeting about your student, it is helpful if you review and bring with you information from school, medical information, or information from other agencies about your student.

## Child Abuse Reporting Requirements

By state law all child care agencies, individual professionals, and school personnel are mandated to report any circumstances that come to their attention that might be considered possible or suspected child abuse or child neglect. Any staff member who suspects that a student has been a victim of abuse or neglect, or where such a possibility exists, is mandated to report their concern directly to **CHILDLINE**. An assessment will occur and contact made with the appropriate county children and youth services, via **CHILDLINE**. Additionally, when necessary, the child will be taken to the local emergency room for examination. Upon medical assessment, the injuries will be documented. Findings and photographs will be taken whenever necessary.

**Please note:** when such situations arise a report by our staff to CHILDLINE is legally mandated; staff are not permitted to phone you first or otherwise conduct an investigation to determine whether or not to report. Children and Youth Services will determine any follow-up actions or investigations.

## Attendance

The Capital Area Intermediate Unit, like school districts, follows the Pennsylvania School Code pertaining to attendance. Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which shall be no later than the age of six, until the age of eighteen (18) or graduation from high school (whichever occurs first). "Beginner" means entering the lowest grade of elementary school above kindergarten. The School Code is clear that every child of compulsory school age is required to attend school every day school is in session, unless for lawful reasons.

**Excused Absences:** Absences from school may be excused for reasons of illness, quarantine or isolation due to Covid-19, death in the immediate family, impassable roads, emergency medical and dental attention, pre-arranged absences, and authorized religious holidays.

**Unlawful/Unexcused Absences:** Examples of absences that will not be excused are parental neglect, unapproved vacations, missing the bus/van, oversleeping, hunting, or for any reason other than those listed as excused.

Unlawful applies to a student who is seventeen (17) years of age or younger.

Unexcused applies to a student who is eighteen (18) years of age or older.

**Written Excuses:** All absences will be recorded as unlawful/unexcused until the Intermediate Unit receives a written excuse. The written excuse should be submitted to the student's classroom teacher upon the student's return to school and should include the student's full name, date(s) of absence, reason for absence, and signature of parent/legal guardian or physician. A written excuse is still required even if the parent/legal guardian previously contacted the school to report the absence. Excuse notes may be sent via email from the parent or legal guardian to the child's teacher. A form for your use can be found on Hill Top Academy's webpage: <http://www.caiu.org/families/hill-top-academy>.

Students who have been ill, isolated, or quarantined due to Covid-19 will be permitted to return to school based on meeting the CDC guidance in place at that time

It is the responsibility of the parent/legal guardian to see that the written excuse is received by school officials. Parents/legal guardians who wish to confirm receipt of written excuses may call the teacher following the student's return to school.

If an excuse has not been received by the school within three (3) days following the student's return to school, the absence will be considered unlawful for all students seventeen (17) years of age and younger and unexcused for all students eighteen (18) years of age or older.

A student returning from an extended absence should submit a doctor's note. If a student accumulates ten (10) days of cumulative absences, a doctor's note for each absence, thereafter, may be required by the student's district of residence.

**Unlawful Absences:** Pennsylvania law states that it is the responsibility of the school district of residence to enforce the compulsory attendance laws in accordance with the Public School Code. The Capital Area Intermediate Unit will report all student absences and tardies to the school district of residence. Students accruing six (6) unlawful absences are subject to fines and other penalties under state law.

A person convicted of violating Compulsory School Attendance may be:

- Sentenced to paying a fine up to \$300 per offense with court costs for the first offense, up to \$500, with court costs for the second offense, and up to \$750 per offense, with court costs, for the third and any and all subsequent offenses, or
- Sentenced to perform community service, or
- Required to complete an appropriate course or program designed to improve student attendance, and
- Sentenced to jail for a period of not more than three days, for failure to pay imposed fines.
- Referral to County Children and Youth Agency

**Educational Trips:** Parents/legal guardians wishing to remove their child for a planned trip must request permission from their school district of residence. Please refer to your resident district's website for their educational trip processes and procedures. Proof of district approval must be submitted prior to the educational trip in order for the absence(s) to be considered excused.

**Tardiness:** Any student reporting after the start of the school day shall be considered tardy. A tardy is classified as either excused or unexcused, using the same criteria as those used for absences. Parents/legal guardians are expected to submit a signed, written note, with reason for lateness, upon the student's arrival to school. Late arriving students should report to the school office to sign in. Habitual tardiness is reported to the student's home school district for appropriate action.

**Early Dismissals:** Students wishing to be dismissed early must present a written request from the parent/legal guardian to the teacher, who will provide it to the office secretary upon arrival to school. Requests must include the name of the student, reason for early dismissal, the person picking the student up (must be age 18 or older), if other than parent, and the signature of the parent/legal guardian.

Students granted permission to leave school early should report to the school office where their parent/legal guardian will sign them out. In order to protect student safety, any person unfamiliar to school staff will be required to provide identification prior to signing the student out of school. Telephone requests for excusals will be honored in emergencies only. The parent/legal guardian must provide the name of the person picking up the student (must be age 18 or older); as noted above, this individual will be required to provide identification prior to signing the student out of school.

**Half Day Absences:** Any student arriving or departing during the school day for greater than 2.5 hours, but less than 3 hours, shall be reported for a half day absence. If a student is out of school for greater than 3 hours, a full day absence shall be reported. Half day absences use the same excusal criteria as those used for full day

absences.

## Withdrawals and Transfers

When a child is to be withdrawn due to a family move, parents are asked to notify the student's Intermediate Unit teacher and the district in which you reside with the following information two weeks prior to the move. Please provide the following information:

- exact date of withdrawal
- new address
- the name of the school district or intermediate unit the student will enter

Note: If a family move results in a change in the school district your student will attend, you should communicate with the new district regarding your student's placement and educational needs prior to your intended move. Special Education services vary by district, and communicating information to the IU, your current district and future district in a timely fashion will significantly reduce the likelihood of disruption to your student's programming.

## Transportation

CAIU staff work with your school district to try to determine the most appropriate means for each student to get to and from school, such as a van or bus.

If your student is transported by the CAIU, the driver will contact you prior to the start of school with your student's pick up and drop off times. If your student's transportation is provided by your home district, please contact your district transportation office for information.

The driver will give you contact phone numbers to call when your student is unable to attend school. Please contact your driver or his/her supervisor at one of these numbers each day your student is unable to attend. If you are unable to contact them, you are urged to contact the transportation office. The transportation office hours are 7:00 a.m. to 3:45 p.m. There is a 24-hour answering system at which you may leave a message. Transportation can be reached at 1-800-244-2425, ext. 8410 or 8411 or locally at 717-732-8410 or 8411.

## Food Services

### Community Eligibility Provision (CEP):

We are pleased to inform you that Hill Top Academy is again implementing a provision known as Community Eligibility Provision (CEP). This program is available to schools who are participating in the National School Lunch and School Breakfast Programs. **All enrolled students of Hill Top Academy are eligible to receive a nutritional breakfast and lunch every day** at the school at no charge to your household. If any further assistance is necessary or if you have any questions, please contact the cafeteria coordinator at [kgethouas@caiu.org](mailto:kgethouas@caiu.org) or call (717) 732-8436.

PrimeroEdge/Cybersoft Point of Sale (POS) System Students attending Hill Top Academy (HTA) will be assigned a PrimeroEdge POS System account for cafeteria purchases. The account is accessible by using a "4-digit pin number" on a keypad at the cashier area. Upon enrollment students will be given a "pin number" to be used to access their account for the purpose of purchasing food and beverage items in the cafeteria. This pin number will be used for the duration of their enrollment at HTA. Staff will be available to provide assistance with this process, if needed.

SchoolCafe - Parents/Guardians are offered an easy-to-use way to securely and conveniently pay for additional ala carte items using either a debit or credit card through SchoolCafe for their student. Parents/Guardians will also be able to view account history including purchases that were made at school. Automated payments and low balance alerts will help parents/guardians make timely payments, ensuring that their student(s) have sufficient funds to purchase ala carte items at school. Parents/Guardians can remotely access accounts anytime from an internet-enabled computer. Additional information regarding the PrimeroEdge POS System

and SchoolCafe can be found on the CAIU website [www.caiu.org](http://www.caiu.org) (Hill Top Academy/Food Services).

**To Register:** Register online at [www.schoolcafe.com](http://www.schoolcafe.com) to set up a student payment account. Registered parents/guardians can then view their student(s) account history, enroll to make online payments and set up low balance e-mail notifications. This secure site also allows parents/guardians to register their credit or debit card information and set up one-time or automatic payments when the student account reaches the preset low-level balance (set by parent/guardian). **Fees/Payment Limits Per Transaction:** There is no charge to view your student(s) account. There is, however, a \$1.95 convenience fee that will be assessed for each payment transaction to the SchoolCafe user. A minimum of \$10 and a maximum of \$100 are allowed for each transaction.

Should you have any questions regarding the SchoolCafe system, please contact Ms. Kelly Gethouas, Cafeteria Coordinator, at [kgethouas@caiui.org](mailto:kgethouas@caiui.org) or 717-732-8436.

**Payment Options:** Parents and guardians may pay for ala carte purchases in advance either online using(SchoolCafe) or by paying by check/cash/money order at Hill Top Academy.

**Paying by Check:** While we encourage Parents/ Guardians to use SchoolCafe for payments, we will accept checks made payable to "CAIU or Capital Area Intermediate Unit" for up to \$20 which will be applied to your student's account.

**Return Check Policy:** There will be a 20.00 service fee for any returned check from your bank. Should we receive a returned check, we may no longer accept checks as payment for cafeteria purchases.

**Civil Rights in Food Services:** The CAIU Food & Nutrition Services (FNS) is governed by the Federal Civil Rights rules and regulations that have been established for protected classes (i.e. race, color, natural origin, age, sex, disability). If a student and/or parent/ guardian believes that a student has been discriminated against in the FNS, the parent/ guardian/student may file a complaint with the U.S. Department of Agriculture (USDA) by mail at U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington D.C. 20250-9410 or by telephone/ fax/email at (866) 632-9992/202-690-7442 (F)/ [program.intake@usda.gov](mailto:program.intake@usda.gov) or by electronic link at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html)

If the parent/guardian/student wishes to discuss the Civil Rights complaint, they may contact the CAIU Student Services Director at (717) 732-8400 x8362.

## Health Services

The **Pennsylvania School Health Law** requires the following for all students:

### A. Immunizations

Students in **ALL GRADES (K-12)** need the following immunizations for attendance:

- 4 doses of tetanus, diphtheria, acellular pertussis\* (*1 dose on or after 4<sup>th</sup> birthday*)
- 4 doses of polio (*4<sup>th</sup> dose on after 4<sup>th</sup> birthday and at least 6 months after previous dose given.*)
- 2 doses of measles, mumps and rubella\*\*
- 3 doses hepatitis B
- 2 doses of live Rubella (German Measles) Vaccine
- 2 doses of varicella (chickenpox) or evidence of immunity

Seventh through 12th Grade Additional immunization requirements for attendance:

- 2 doses meningococcal conjugate vaccine (MCV)
  - First dose given by the first day of 7<sup>th</sup> grade (11-15 years of age); a second dose is required at age 16 or entry into 12<sup>th</sup> grade
  - If the dose was given at 16 years of age or older, only one dose is required.
- 1 dose tetanus, diphtheria, acellular pertussis (Tdap) given at 11 years of age or older.

1. Dates of immunizations must be given to the school nurse when registering for school or at

the beginning of the school year.

2. Exemptions from Immunizations
    - a. Medical exemption: Children need not be immunized if a physician provides a written statement that immunization may be detrimental to the health of the child.
    - b. Religious exemption: Children need not be immunized if the parent objects in writing to the immunization on religious grounds.
  3. As of January 26, 2005, school nurses are now required to call the PA Dept. of Health when it becomes known or suspected that a student has Varicella (chicken pox). Following this report, the PA Dept. of Health is required to contact the student's parent/guardian.
- B. Vision screening every year grades K-12.
- C. Medical examination for kindergarten or first grade (original entry), sixth grade, and eleventh grade.
- D. Dental examination for kindergarten or first grade (original entry), third grade, and seventh grade.
- E. It is recommended that, if possible, the medical and dental examinations be done by your child's physician or dentist within 4 months prior to the opening of school since it is your child's physician or dentist that can best evaluate your child's health and assist you in obtaining necessary treatments or corrections. If the examination is not done privately, parents will be notified and the CAIU will arrange to have it completed.

#### **General School Health Guidelines**

We will follow any masking and/or health and safety protocol recommendations made by the CDC and PA Dept of Health throughout the school year. Voluntary wearing of universal face covering will remain an option for staff, students, families and visitors.

Consistent with prior school years, our approach to Covid-19 mitigation may change throughout the 2023-2024 school year.

Parents should not send a sick student to school. If your student shows any of the following symptoms: fever, diarrhea, upset stomach, nausea, vomiting, earache, questionable skin rashes, inflamed eyes or severe head cold, please keep him/her home. If a student becomes sick during the school day and must return home, parents are expected to provide or arrange for transportation from the school to home. The student should not return to school until they have been symptom free without the use of fever reducing medications for 24 hours.

- A. Any student suspected of suffering from a contagious condition including, but not limited to impetigo, pink eye, or scabies will be excluded from school until written notification of treatment and physician's release to return to school is provided by his/her physician.
- B. If your student is absent due to illness for more than three days, a doctor's excuse is required.

#### **Illness and First Aid**

The appraisal of students' health occur each time a student is seen by the nurse regardless of reason. Those who are seen for reasons of illness or injury are evaluated and treated. If it becomes necessary for a student to be sent home due to illness, the parent/guardian is responsible for transportation. A student who becomes ill during the day must be escorted to the school nurse by his/her teacher or other assigned staff. In the event of an illness or injury whereby the student is to be sent home, the school nurse will contact the parent/guardian and arrange for pick-up of their ill or injured student. It is then the parent's responsibility to arrange for further care. Any student given permission to leave school due to illness must follow the normal routine for reporting as explained in the "attendance" section.

### **Life Threatening Allergy Management Procedure**

The Capital Area Intermediate Unit is committed to providing a safe and nurturing environment for students. The CAIU understands the increasing prevalence of life threatening allergies among students and staff.

Recognizing that the risk of exposure to allergens can be reduced in the school setting, the CAIU is committed to working in cooperation with our educational community to minimize risks and provide a safe learning environment for all. The CAIU relies heavily on parental cooperation in implementing these important safety precautions.

The CAIU's policies and procedures are intended to protect the health and safety of individuals in our educational community who have life threatening allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities. In accordance with applicable law, the CAIU provides all members of our learning community with necessary accommodations, and opportunities to participate in all school programs and activities.

The CAIU cannot and does not provide any guarantee that individuals will not be exposed to allergens while in CAIU facilities and is not liable for any such exposure. Individuals with life-threatening allergies or their parents/guardians are responsible for providing specific care instructions in the event of an allergic reaction. Specific action plans for individual students suffering from life-threatening allergies shall be maintained in an area accessible to staff working with the student.

### **Required Student Immunizations and Physicals**

Hill Top Academy follows state guidelines regarding immunizations and physicals. These can be provided through the family's primary care physician. The school nurse will contact the family when the student is in need of state mandated immunization or a physical. In the event a student receives a new immunization please send a physician's note stating the immunization(s) received and the date the immunization was administered to the school nurse in order to ensure current school records. Please see the CAIU Parent Handbook for detailed information on required immunizations.

### **Medication Policy**

- A. To the extent possible, school personnel encourage parents to administer medication at home before school, immediately after school, and at bedtime, unless otherwise specified by the physician.
- B. If medication needs to be administered in school, it will be administered by the direct order of the physician and the written request of the parent or guardian.
- C. The physician's direct written order must appear on the CAIU Authorization for Medications Form, CAIU Individual Healthcare Plan Form, physician's letterhead or physician's prescription form indicating:
  1. The name of the student.
  2. The name of the medication.
  3. The dosage of the medication.
  4. The time at which or special conditions under which the medication shall be given.
  5. The period during which the medication can be given if indicated.
- D. The medication must be in an original pharmacy container labeled with the student's name, name of medication, dosage of medication, instructions for administration, and physician's name.
- E. Parents/guardians must have provided permission to administer medication via the STUDENT INFORMATION FORM (provided at enrollment).
- F. Administration of Non-Prescription Medications: Physicians are required to sign an Over the Counter Medications Form for the school to administer any non-prescription medications, including cough drops. If there are any changes in this information during a student's enrollment, it is critical to notify the school

as soon as possible.

- G. A parent/guardian is responsible for ensuring that the CAIU/school district nurse receives the medication and/or appropriate equipment necessary for implementing the administration/ procedure prescribed by physician. The parent/guardian may enlist a responsible adult to assist with the delivery of said items to the Intermediate Unit/school district nurse. At the conclusion of the school year, unused medication and/or equipment shall be returned to the student's parent/guardian. The CAIU/school district nurse will contact the parent/guardian to determine how this will occur.
- H. Possession and Use of Asthma Inhalers and epinephrine auto injectors (Epi-pen): The CAIU has set forth a Board policy/procedure for a student to be authorized to possess and/or self-administer an asthma inhaler and epinephrine auto injectors (Epi-pen). *CAIU Board Policy 210*

### **Emergency Procedures**

Each student receives a Student Information Form upon enrolling at Hill Top Academy. The form is to be completed and returned as soon as possible, as the information contained is critical in the event of an emergency. This information is used for onsite purposes as well as a web-based communication system. In order to be assured you can be reached in the event of an emergency, please be sure to update contact information as changes occur.

At any time during an emergency, you may obtain information about your student's class by phoning the Enola Office at 717-732-8400. If you would like a copy of or more information about emergency procedures, contact Dr. Andria Saia, at 717-732-8400, ext. 8633.

### **Prevention Education**

Students will be provided with educational materials and instruction regarding HIV Infection that are age appropriate, reviewed and recommended by CAIU staff, and approved by the board in accordance with Board policy. Detailed curriculum outlines and curricular materials used in conjunction with such instruction will be available to parents/guardians for inspection during regular school hours. Parents/guardians requesting that their student be excused from instruction on HIV Infection must submit to the school office their request in writing within five (5) school days after receiving notice from the district.

### **Health Insurance**

Students eligible for Supplemental Social Security Income (SSI) are automatically eligible for a medical assistance card. In addition, students who meet SSI requirements for disability but exceed family income limits can qualify for a Medical Assistance (M.A.) card based on their own income. Contact Rosemary Braught, 717-732-8400, ext. 8514, for more information.

Free health insurance is available for children ages 0-13 to families whose income is up to 185% of the federal poverty guidelines. Low cost insurance is available for children ages 0-6 when family income is up to 235% of the poverty guidelines. Contact Ashley Hoffer, 717-732-8400, ext. 8505, for further information.

### **Smoke-Free Campus Policy**

Hill Top Academy is a smoke-free/tobacco free campus. Tobacco product encompasses not only tobacco, but also vaping products including Juuls and other electronic cigarettes. Smoking/vaping by students, staff, or visitors is forbidden on school property. *CAIU Board Policy 222*

## **Student Information**

### **Driving to School**

School districts and the CAIU provide Transportation services to every student attending Hill Top Academy. Students participating in a work study program may request permission to drive a vehicle to school. The decision regarding permission will be made by the building principal in collaboration with the student's parents/guardians and the home school district.



### **Fundraisers**

On occasion, fundraisers are held by Hill Top Academy in an effort to raise funds to enhance the learning environment for the students. All fundraisers require approval from the Director of Student Services. The CAIU Student Wellness Policy will be referenced during the approval process. When such fundraisers are held, students will be asked, but not required to participate in the process. *CAIU Board Policy 246*

### **Lost and Found**

All items found both inside Hill Top Academy and on its grounds will be placed in the Lost and Found box located in the main office. Students can access the box by checking with the office secretaries.

### **Make-up Work**

In the event of an absence, students are expected to make-up any work they may have missed as a result of the absence. Students should check with their classroom teacher regarding missed work upon their return to school. All work should be completed within one week of return.

### **Physical Education Participation**

In addition to providing students with an opportunity to engage in fitness activities, physical education is an educational requirement under Pennsylvania School Code. CAIU's Student Wellness policy also supports the provision of and participation in Physical Education for all students enrolled in CAIU programs. On days when Physical Education is part of a student's daily schedule, it is requested that the student arrive at school dressed in a fashion to support active participation. Students who are unable to participate due to medical reasons must present a signed doctor's excuse to the physical education teacher in order to be excused.

*CAIU Board Policy 246*

### **Promotion and Retention**

#### **Elementary and Middle School Students**

The promotion and retention of students at this level will be decided by the student's IEP team. The team will take into consideration the student's developmental growth, goal completion, and academic gains when making the decision to promote or retain.

#### **High School Students**

The promotion and retention of students at this level will be take into consideration the following items, credit acquisition, goal completion, and the graduation requirements of the student's home district. Each student's individual needs and IEP will be considered in all decisions.

# The Code of Student Conduct

## Expected Student Behaviors

We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur.

We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community.

### Hill Top Academy students demonstrate LABS behavior.

|                        | <i>Classroom</i>  | <i>Transition</i>   | <i>Cafeteria</i>  | <i>Playground</i>   | <i>Bathroom</i>  |
|------------------------|---|---|---|---|--|
| <b>Learn First</b>     | <ul style="list-style-type: none"> <li>• Follow adult direction</li> <li>• Use expected language &amp; topics</li> <li>• Come prepared to learn</li> <li>• Participate in class</li> <li>• Complete work (request help if needed)</li> </ul>  | <ul style="list-style-type: none"> <li>• Be respectful to others' learning (materials and activities)</li> <li>• Move from activity to the next in a timely manner</li> </ul>   | <ul style="list-style-type: none"> <li>• Eat balanced healthy meals</li> <li>• Be open to trying different foods</li> </ul> | <ul style="list-style-type: none"> <li>• Be open to new activities</li> <li>• Engage in social interactions w/different people</li> </ul>           | <ul style="list-style-type: none"> <li>• Know and practice good hygiene skills</li> <li>• Use bathroom when scheduled</li> </ul>   |
| <b>Act Responsibly</b> | <ul style="list-style-type: none"> <li>• Raise hand</li> <li>• Come prepared for class</li> <li>• Focus on self</li> <li>• Complete assigned work</li> <li>• Fill out daily behavior chart/review points at end of class</li> <li>• Stay in designated area</li> <li>• One voice at a time</li> </ul> | <ul style="list-style-type: none"> <li>• Level 1 voice</li> <li>• Go directly to designated area (class, bus, café, etc.)</li> <li>• Be prepared to line up when called</li> <li>• Take all materials with you</li> <li>• Complete locker room procedures in timely manner</li> </ul> | <ul style="list-style-type: none"> <li>• Clean up your area</li> <li>• Move through line in timely manner</li> </ul>        | <ul style="list-style-type: none"> <li>• Return equipment to where you got it</li> <li>• Physical contact only if part of approved games</li> </ul> | <ul style="list-style-type: none"> <li>• Wash hands</li> <li>• Be tidy</li> <li>• Timely manner</li> <li>• Trash in can</li> </ul> |

|                          | <i>Classroom</i>   | <i>Transition</i>   | <i>Cafeteria</i>  | <i>Playground</i>  | <i>Bathroom</i>  |
|--------------------------|--|---|---|--|--|
| <b>Be Your Best Self</b> | <ul style="list-style-type: none"> <li>• Organize materials and desk</li> <li>• Ask for tools/coping strategies</li> <li>• Use, monitor, and grade self-regulation</li> <li>• Positive interactions with staff and peers</li> <li>• Voice level and tone</li> <li>• Proper care of technology</li> </ul> | <ul style="list-style-type: none"> <li>• Positive social interaction</li> <li>• Monitor and grade self-regulation</li> </ul>  | <ul style="list-style-type: none"> <li>• Positive social interaction</li> <li>• Monitor and grade self-regulation</li> </ul>  | <ul style="list-style-type: none"> <li>• Positive social interaction</li> <li>• Monitor and grade self-regulation</li> </ul>   | <ul style="list-style-type: none"> <li>• Monitor and grade self-regulation</li> <li>• Check yourself before you leave</li> </ul>   |
| <b>Show Safe Actions</b> | <ul style="list-style-type: none"> <li>• Stay in designated area</li> <li>• Maintain personal space</li> <li>• Use materials for their intended purpose</li> <li>• Chair and desk legs on floor</li> <li>• Interactions with dogs must be staff supervised</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Stay in order in line and face forward</li> <li>• Walk on the right side</li> <li>• Maintain personal space</li> <li>• Hands at your side</li> <li>• Walk</li> <li>• Follow staff directives</li> <li>• Interactions with dogs must be staff supervised</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain personal space</li> <li>• Follow staff directives</li> <li>• Maintain single file line</li> <li>• Sit in designated area</li> <li>• Use utensils appropriately</li> <li>• Food stays in cafeteria</li> <li>• Walking feet in cafeteria</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain personal space</li> <li>• Follow staff directions</li> <li>• Use playground equipment appropriately</li> <li>• Only access designated areas</li> </ul> | <ul style="list-style-type: none"> <li>• One person at a time</li> <li>• Stall door closed</li> <li>• Report any issues</li> </ul> |

# ***The Code of Student Conduct***

## **Tiers of Interventions**

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A major initiative in CAIU is Positive Behavioral Intervention & Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

*(Center for Positive Behavior Intervention Supports, University of Oregon)*

### **Three Tiers of Intervention**

#### **Tier 1 – All Students**

Includes:

- general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

#### **Tier 2 – Targeted Interventions**

Focus on:

- specific interventions for students who do not respond to universal efforts
- targeted groups of students who require more support
- interventions that are part of a continuum of behavioral supports needed in schools

#### **Tier 3 – Intensive Individualized Interventions**

Focus on:

- the needs of individual students who exhibit a pattern of problem behaviors
- diminishing problem behaviors and increasing the student's social skills and functioning
- interventions involving functional behavioral assessments and behavioral intervention plans

# ***The Code of Student Conduct***

## **Levels of Interventions**

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**The Code of Student Conduct shall apply to all students at all times on all CAIU Board of Directors property, including:**

- in school buildings
- on school grounds
- in all school vehicles
- at all school, school-related, or Board-sponsored activities whether such activities are held on school property or at locations off school property, including private business or commercial establishments

### **Levels of Interventions for Violations of the Code of Student Conduct**

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of the Board policy and/or regulation. The levels, shown on the following page, guide administrators to use progressive interventions to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this Code of Student Conduct, the consequence may be expulsion from Capital Area Intermediate Unit. Restitution for loss or damage may be required in addition to any other prescribed intervention.

Levels of interventions and options for progressive consequences follow. Repeated chronic or cumulative offenses may require higher levels of interventions/consequences. For serious violations, consequences may begin at a higher level.

# The Code of Student Conduct

## Interventions for Elementary Students

| Offense/Violation  | Level of Intervention              |   |   |   |   | School May Contact          |
|--|------------------------------------|---|---|---|---|-----------------------------|
|  | 1                                  | 2 | 3 | 4 | 5 |                             |
| <b>Absence (Unlawful)</b><br><i>Excessive absences may result in recommendation for retention</i>                        | ●                                  | ● | ● |   |   | CYS   LEA                   |
| <b>Academic Dishonesty</b> (Cheating and Plagiarism)<br><i>(may fail or not receive credit for assignment or course)</i> | ●                                  | ● | ● |   |   | LEA                         |
| <b>Alcohol and other drugs</b>   | <b>Possession</b>                  |   | ● | ● | ● | Police   School Nurse   LEA |
|  | <b>Consumption</b>                 |   | ● | ● | ● | Police   School Nurse   LEA |
|  | <b>Distribution and Possession</b> |   |   |   | ● | Police   School Nurse   LEA |
| <b>Ammunition</b>  | ●                                  | ● | ● | ● | ● | Police   LEA                |
| <b>Arson/Fire</b>  | ●                                  | ● | ● | ● | ● | Police   LEA                |
| <b>Attack...</b><br><i>...on students</i><br><i>...on others</i><br><i>...on staff</i>                                   | <b>Category I:</b>                 |   |   | ● | ● | Police   LEA                |
|  | <b>Category II:</b>                |   |   | ● | ● | Police   LEA                |
|  | <b>Category III:</b>               |   | ● | ● | ● | Police   LEA                |
|  | <b>Category IV: (threats)</b>      |   | ● | ● | ● |                             |
| <b>Bias/Behavior/Language</b>  | ●                                  | ● | ● | ● | ● | Police   LEA                |
| <b>Bomb Threat</b>   |                                    |   |   | ● | ● | Police   LEA                |
| <b>Bullying</b>  |                                    | ● | ● | ● | ● |                             |
| <i>Cyberbullying</i>   |                                    | ● | ● | ● | ● |                             |
| <b>Class Cutting</b>   | ●                                  | ● | ● |   |   |                             |
| <b>Computer Misuse</b>   | <b>Category I:</b>                 |   |   | ● | ● | Police   LEA                |
|  | <b>Category II:</b>                |   |   | ● | ● | Police   LEA                |
|  | <b>Category III:</b>               |   | ● | ● | ● |                             |
|  | <b>Category IV:</b>                |   | ● | ● | ● |                             |
| <b>Destruction of Property/Vandalism</b>   |                                    | ● | ● | ● | ● | Police   LEA                |
| <b>Disrespect Toward Others</b>  | ●                                  | ● | ● | ● | ● |                             |
| <b>Disruption to Classroom/School</b>  | ●                                  | ● | ● | ● | ● |                             |
| <b>Disruptive Clothing or Appearance</b>   | ●                                  | ● | ● |   |   |                             |
| <b>False Fire Alarm</b>  | ●                                  | ● | ● | ● | ● | Enola                       |
| <b>False Information/Accusations</b>   | ●                                  | ● | ● | ● | ● |                             |
| <b>Fighting: Physical</b>  | ●                                  | ● | ● | ● | ● | Police   School Nurse   LEA |
| <b>Fighting: Verbal</b>  | ●                                  | ● | ● |   |   |                             |
| <b>Fireworks/Explosives</b>  | ●                                  | ● | ● | ● | ● | Police   LEA                |
| <b>Forgery/Counterfeit Currency</b>  |                                    | ● | ● | ● |   |                             |
| <b>Harassment/Intimidation</b>   | ●                                  | ● | ● | ● | ● |                             |
| <b>Inappropriate Language (Students/Adults)</b>  | ●                                  | ● | ● | ● |   |                             |
| <b>Inappropriate Use of Personal Electronics - MOVE</b>  | ●                                  | ● | ● | ● | ● |                             |
| <b>Improper Physical Contact</b>   | ●                                  | ● | ● | ● | ● | Police   LEA                |
| <b>Insubordination</b> ( <i>Level 5 for non-compliance only</i> )  | ●                                  | ● | ● | ● | ● |                             |

| Offense/Violation  |   |  | Level of Intervention |   |   |   |   | School May Contact   |
|--|---|--|-----------------------|---|---|---|---|--|
|  |   |  | 1                     | 2 | 3 | 4 | 5 |  |
| Leaving an Area and/or Leaving Class and/or School Grounds without Permission    |   |  | ●                     | ● | ● |   |   | Police   LEA<br>(if unable to locate or unknown whereabouts) |
| Matches/Lighter(s)   | Possession of                                       |  |                       | ● | ● |   |   |  |
|  | Use of (See Arson/Fire)                             |  |                       |   | ● | ● | ● | Police   LEA   |
| Misuse of Social Media   |   |  | ●                     | ● | ● | ● | ● |  |
| Putting Substances in another person's food or drink or on another person's body |   |  |                       |   | ● | ● | ● | Police   LEA   |
| Sexual Activity  |   |  | ●                     | ● | ● | ● | ● | Police   LEA   |
| Sexual Assault   |   |  |                       |   |   |   | ● | Police   LEA   |
| Sexual Harassment  |   |  | ●                     | ● | ● | ● | ● | Police   LEA   |
| Stealing and/or Theft  |   |  | ●                     | ● | ● | ● |   |  |
| Tardiness  |   |  | ●                     | ● |   |   |   |  |
| Terroristic Threats or Act   |   |  | ●                     | ● | ● | ● | ● | Police   LEA   |
| Tobacco:<br><i>Possession, Distribution, Use</i>                                 | 1 <sup>st</sup> Offense                             | 1-day in school suspension and notification of parent/guardian   | ●                     | ● | ● |   |   | Police   LEA   |
|  | 2 <sup>nd</sup> Offense                             | 3-day in school suspension and notification of parent/guardian   |                       |   |   |   |   |  |
|  | 3 <sup>rd</sup> Offense                             | Discipline may include in school suspension, out of school suspension or referral to a smoking cessation program |                       | ● | ● | ● |   | Police   School Nurse   LEA                                  |
|  | Additional Offenses                                 | May result in expulsion or exclusion   |                       |   |   |   |   |  |
| Trespassing  |   |  |                       | ● | ● | ● |   |  |
| Unsafe Actions   |   |  | ●                     | ● | ● | ● |   |  |
| Weapons (including look-a-like guns)   |   |  |                       |   |   |   |   |  |
| Possession of:   | Firearm   |  |                       |   |   |   | ● | Police   LEA   |
|  | Other Weapon (includes knives and look-a-like guns) |  | ●                     | ● | ● | ● | ● | Police   LEA   |
| Use of Weapons to Cause or Attempt to Cause Injury                               |   |  |                       |   | ● | ● | ● | Police   LEA   |

**\*SSR – Safe Schools Reporting will be done when there is police involvement**

# The Code of Student Conduct

## Interventions for Secondary Students

| Offense/Violation  | Level of Interventions                      |   |   |   |   | School May Contact          |              |
|--|---|---|---|---|---|-----------------------------|--------------|
|  | 1   | 2 | 3 | 4 | 5 |                             |              |
| <b>Absence (Unlawful)</b><br><i>Excessive absences may result in recommendation for retention</i>  | ●   | ● | ● |   |   | CYS   LEA                   |              |
| <b>Academic Dishonesty</b> (Cheating and Plagiarism)<br><i>(may fail or not receive credit for assignment or course)</i>   | ●   | ● | ● |   |   |                             |              |
| <b>Alcohol and other drugs</b><br>● <b>1<sup>st</sup> Offense:</b><br><i>Suspension and CPDAC or DCDDA</i><br>● <b>2<sup>nd</sup> Offense:</b><br><i>May request extended suspension</i> | <b>Possession</b>                           |   | ● | ● | ● | Police   School Nurse   LEA |              |
|  | <b>Consumption</b>                          |   | ● | ● | ● | Police   School Nurse   LEA |              |
|  | <b>Distribution</b>                         |   |   |   | ● | Police   School Nurse   LEA |              |
|  | <b>Possession with intent to Distribute</b> |   |   |   | ● |                             |              |
| <b>Ammunition</b>  | ●   | ● | ● | ● | ● | Police   LEA                |              |
| <b>Arson/Fire</b>  | ●   | ● | ● | ● | ● | Police   LEA                |              |
| <b>Attack...</b><br><i>...on students</i><br><i>...on others</i><br><i>...on staff</i>   | <b>Category I:</b>                          |   |   | ● | ● | Police   LEA                |              |
|  | <b>Category II:</b>                         |   |   | ● | ● | Police   LEA                |              |
|  | <b>Category III:</b>                        |   | ● | ● | ● | ●                           | Police   LEA |
|  | <b>Category IV: (threats)</b>               |   | ● | ● | ● |                             | Police   LEA |
| <b>Bias/Behavior/Language</b>  | ●   | ● | ● | ● | ● | LEA                         |              |
| <b>Bomb Threat</b>   |   |   |   | ● | ● | Police   LEA                |              |
| <b>Bullying</b>  |   | ● | ● | ● | ● |                             |              |
| <i>Cyberbullying</i>   |   | ● | ● | ● | ● |                             |              |
| <b>Class Cutting</b>   | ●   | ● | ● |   |   |                             |              |
| <b>Computer Misuse</b>   | <b>Category I:</b>                          |   |   | ● | ● | ●                           | Police   LEA |
|  | <b>Category II:</b>                         |   |   | ● | ● | ●                           | Police   LEA |
|  | <b>Category III:</b>                        |   | ● | ● | ● | ●                           |              |
|  | <b>Category IV:</b>                         |   | ● | ● | ● | ●                           |              |
| <b>Destruction of Property/Vandalism</b>   |   | ● | ● | ● | ● | Police   LEA                |              |
| <b>Disrespect Toward Others</b>  | ●   | ● | ● | ● | ● |                             |              |
| <b>Disruption to Classroom/School</b>  | ●   | ● | ● | ● | ● |                             |              |
| <b>Disruptive Clothing or Appearance</b>   | ●   | ● | ● |   |   |                             |              |
| <b>False Fire Alarm</b>  | ●   | ● | ● | ● | ● | Police   LEA                |              |
| <b>False Information/Accusations</b>   | ●   | ● | ● | ● | ● |                             |              |
| <b>Fighting: Physical</b>  | ●   | ● | ● | ● | ● | Police   LEA                |              |
| <b>Fighting: Verbal</b>  | ●   | ● | ● |   |   |                             |              |
| <b>Fireworks/Explosives</b>  | ●   | ● | ● | ● | ● | Police   LEA                |              |
| <b>Forgery/Counterfeit Currency</b>  |   | ● | ● | ● |   | Police   LEA                |              |
| <b>Gambling</b>  | ●   | ● | ● | ● |   |                             |              |



|   |  |  |   |   |   |   |   |
|---|--|--|---|---|---|---|---|
| <b>Gang-Related Activity</b>  |  |  | ● | ● | ● | ● | Police   LEA  |
| <b>Harassment/Intimidation</b>  |  |  | ● | ● | ● | ● |   |
| <b>Inappropriate Language (Students/Adults)</b>   |  |  | ● | ● | ● | ● |   |
| <b>Inappropriate Use of Personal Electronics - MOVE</b>                                 |  |  | ● | ● | ● | ● |   |
| <b>Improper Physical Contact</b>  |  |  | ● | ● | ● | ● | Police   LEA  |
| <b>Inciting or Participating in a School Disturbance</b>                                |  |  | ● | ● | ● | ● | Police   LEA  |
| <b>Insubordination (Level 5 for non-compliance only)</b>                                |  |  | ● | ● | ● | ● |   |
| <b>Leaving an Area and/or Leaving Class and/or School Grounds without Permission</b>    |  |  | ● | ● | ● |   | Police   LEA<br><i>(if unable to locate or unknown whereabouts)</i> |
| <b>Matches/Lighter(s)</b>   | <b>Possession of</b>                                       |  |   | ● | ● |   |   |
|   | <b>Use of (See Arson/Fire)</b>                             |  |   |   | ● | ● | Police   LEA  |
| <b>Misuse of Social Media</b>   |  |  | ● | ● | ● | ● |   |
| <b>Putting Substances in another person's food or drink or on another person's body</b> |  |  |   |   | ● | ● | Police   LEA  |
| <b>Sexual Activity</b>  |  |  | ● | ● | ● | ● | CYS   Police   LEA  |
| <b>Sexual Assault</b>   |  |  |   |   |   | ● | Police   LEA  |
| <b>Sexual Harassment</b>  |  |  | ● | ● | ● | ● | Police   LEA  |
| <b>Stealing and/or Theft</b>  |  |  | ● | ● | ● | ● |   |
| <b>Tardiness</b>  |  |  | ● | ● |   |   |   |
| <b>Terroristic Threats or Act</b>   |  |  | ● | ● | ● | ● | Police   LEA  |
| <b>Tobacco:<br/>Possession,<br/>Distribution, Use</b>                                   | <b>1<sup>st</sup> Offense</b>                              | 1-day in school suspension and notification of parent/guardian   | ● | ● | ● |   | Police   LEA  |
|   | <b>2<sup>nd</sup> Offense</b>                              | 3-day in school suspension and notification of parent/guardian   |   |   |   |   |   |
|   | <b>3<sup>rd</sup> Offense</b>                              | Discipline may include in school suspension, out of school suspension or referral to a smoking cessation program |   | ● | ● | ● | Police   School Nurse   LEA   |
|   | <b>Additional Offenses</b>                                 | May result in expulsion or exclusion   |   |   |   |   |   |
| <b>Trespassing</b>  |  |  |   | ● | ● | ● |   |
| <b>Unsafe Actions</b>   |  |  | ● | ● | ● | ● |   |
| <b>Weapons (including look-a-like guns)</b>   |  |  |   |   |   |   |   |
| <b>Possession of:</b>   | <b>Firearm</b>   |  |   |   |   | ● | Police   LEA  |
|   | <b>Other Weapon (includes knives and look-a-like guns)</b> |  | ● | ● | ● | ● | Police   LEA  |
| <b>Use of Weapons to Cause or Attempt to Cause Injury</b>                               |  |  |   |   | ● | ● | Police   LEA  |

- \*CPDAC – Cumberland/Perry Drug and Alcohol Commission
- \*DCDDA – Dauphin County Department of Drug and Alcohol
- \*SSR – Safe Schools Reporting will be done when police are called

# The Code of Student Conduct

## Behavior on the School Bus

| Interventions for Violations Related to Transportation<br>for all students include, but are not limited to: |  |  |   |
|---|--|--|---|
| 1 <sup>st</sup> Offense   | 2 <sup>nd</sup> Offense  | 3 <sup>rd</sup> Offense  | 4 <sup>th</sup> Offense   |
| Student Conference<br>Code of Student Conduct implemented as appropriate                                    | Parent conference required<br>Code of Student Conduct implemented as appropriate | Seat change on bus<br>Code of Student Conduct implemented as appropriate | Conference with LEA<br>Code of Student Conduct implemented as appropriate |
| Bus suspension may be considered at all levels as deemed appropriate by school administration               |  |  |   |

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction.

Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. The school bus operator will report promptly and in writing to appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow. A copy of the misconduct report will be returned to the school bus operator. Generally, misconduct on a school bus will not deny a student access to the classroom. School suspension, including expulsion, will occur only in special cases of misconduct that warrant this type of action.

### Video/Digital Cameras and Audio Recording Devices

Many school buses are now equipped with video/ digital cameras and audio recording devices. These tools monitor the passenger area of the bus. The objective is to provide an important additional tool to assist the driver and administration in managing student conduct on school buses, an important safety consideration that benefits all.

## Bus Behavior Expectations & Safety Requirements for All Students

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction. Students are expected to observe the following rules for safety and courtesy on the bus. Parents are responsible for the supervision and safety of students from home until they board the bus, and from the bus stop to home.

| <b>1. At the Bus Stop</b>  | <b>2. When the Bus Arrives</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• Exercise safe pedestrian practices while on the way to the waiting area for the bus stop.</li> <li>• Students need to be ready to board the bus 10 minutes before the scheduled pickup. Do not sit in vehicles until the bus arrives.</li> <li>• Wait in a quiet and orderly manner.</li> <li>• Stay on your side of the roadway controlled by the bus warning lights.</li> <li>• Where same side service is provided, you should not cross the roadway for any reason. Please remain at the designated school bus stop on the same side of the road where you live.</li> <li>• Be aware, cautious, and respectful of traffic.</li> <li>• Wait in a safe place, clear of traffic, and away from where the bus stops.</li> <li>• Respect private property.</li> </ul>  | <ul style="list-style-type: none"> <li>• Remain at the waiting area until the bus comes to a complete stop.</li> <li>• Check traffic from all directions, then check again.</li> <li>• Before walking from the waiting area to the entrance of the bus be certain that the bus warning lights are activated and that all traffic in all directions has stopped.</li> <li>• When safe to board, do so promptly.</li> <li>• When boarding, be aware of and avoid the “danger zone,” the twelve-foot area immediately surrounding the stopped school bus.</li> <li>• Be sure that you can see the bus driver’s eyes when in the vicinity of the school bus.</li> <li>• If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus.</li> <li>• Upon entering the bus proceed directly to an available or assigned seat.</li> </ul> |
| <b>3. On The Bus</b>   | <b>4. Exiting the Bus</b>  |
| <ul style="list-style-type: none"> <li>• Follow instructions of bus personnel.</li> <li>• Be respectful of all people, including all bus personnel.</li> <li>• Use language appropriate for the school setting.</li> <li>• Keep the bus neat and clean.</li> <li>• Do not eat or drink.</li> <li>• Talk quietly and politely.</li> <li>• Students must sit in their assigned seat, if one has been assigned by school bus personnel or school staff.</li> <li>• Stay seated while the bus is in motion; keep aisles and exits clear.</li> <li>• Carry-on items are limited to those that can be held in your lap only.</li> <li>• No hazardous materials, nuisance items, or animals are permitted on the bus.</li> <li>• Be respectful of the rights and safety of others.</li> <li>• Do not extend head, arms, or objects out of bus windows.</li> <li>• Appropriate use of electronic devices including, but not limited to, cell phones and tablets that does not</li> </ul> | <ul style="list-style-type: none"> <li>• Remain seated until the bus comes to a complete stop.</li> <li>• Exit the bus at the bus stop area in an orderly manner.</li> <li>• Exit at your designated bus stop.</li> <li>• Check traffic from all directions, then check again.</li> <li>• Before exiting the bus, be certain that all traffic in all directions has stopped.</li> <li>• When safe to exit, do so promptly.</li> <li>• Be aware of and avoid the “danger zone,” the twelve-foot area immediately surrounding the stopped school bus.</li> <li>• Be sure that you can see the bus driver’s eyes while in the vicinity of the school bus.</li> <li>• If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. Only cross in front of the bus.</li> <li>• Exercise safe pedestrian practices while on the way from the bus stop to your home.</li> </ul>     |

|   |  |
|---|--|
| <p>jeopardize the safe operation of the bus or the safety of the bus occupants is permitted.</p> <ul style="list-style-type: none"> <li>Remember that school rules apply to the school bus. For example, use or possession of tobacco products, alcohol, and other drugs is not allowed.</li> </ul> |  |
|---|--|

## ***Student Rights***

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This section includes only a summary of laws, policies, and regulations that affect students. It is not a definitive statement of student rights in any particular situation. For additional information, please read the specific laws, policies, and regulations referenced throughout this handbook. CAIU policies are available on the school system’s website at:

<https://www.caiu.org/about-us/board/policies>

In addition, the student’s school administrators have copies of these documents.

*A student has legal rights guaranteed by the Constitution of the United States and Pennsylvania state law. In addition, students have privileges provided by CAIU Board of Directors Policies and Regulations. These rights and privileges can be exercised in school as long as they do not interfere with the rights of others or the schools’ responsibilities to provide safe and orderly schools. CAIU encourages each student to balance the expression of his/her rights by honoring his/her responsibilities outlined in this publication.*

### **Right to Freedom of Expression**

The First Amendment to the United States Constitution protects religious freedom and liberty against government interference or encroachment. Religious freedom will be subject to limitation only in the event of acts that endanger health and safety, damage property, or disrupt the educational process. There will be no required participation in or attendance at any religious programs, prayers, or devotional instruction as part of a course of study. Being religiously neutral, the schools will not promote any religion, will not express opposition or hostility to religion, and will not show preference for one religion over another. It will be the responsibility of students and staff to respect the religious beliefs of others.

A student absence for documented religious reasons will not be subjected to denial of credit provided the total number of non-religious absences is not excessive. *CAIU Board Policy 220*

### **Student Expression/Dissemination of Materials**

These procedures address the **dissemination by students** of non-school materials that are not part of the curricular or extracurricular program of the Intermediate Unit. Materials sought to be **disseminated** as part of the curricular or extracurricular program of the Intermediate Unit will be regulated as part of the Intermediate Unit’s educational program and are not subject to the time, place and manner provisions set forth herein.

Students may **disseminate** non-school materials, provided that the form of expression and/or the use of public school facilities and equipment is/are in accordance with Policy 220 (**Student Expression/Dissemination of Materials**), the **Code of Student Conduct**, these procedures and the school dress code, if applicable. **It is the responsibility of students intending to disseminate nonschool materials to become familiar with the provisions of Board Policy 220 and pertinent provisions of the Code of Student**

## **Conduct.**

The Intermediate Unit has no responsibility to assist students in or to provide facilities for the **dissemination** of nonschool materials.

The **dissemination** by students of all nonschool materials will be governed by the following procedures:

1. All nonschool materials, together with a copy of the plan of **dissemination**, must be submitted to the building administrator and/or program supervisor, no later than **10 a.m. on the school day** prior to the **requested dissemination**. **The building administrator and/or program supervisor** will forward such information to the Executive Director or designee for approval, and **to** the Superintendent of the host school district for information, **where applicable**. The plan will set forth in detail the desired time, place and manner of **dissemination**, as well as **the individuals involved**.
2. Identification of the individual student or at least one (1) responsible person in a student group will be required upon submission for approval. The person wishing to **disseminate** such material must provide in writing **their** name, address, telephone number and organization, if any. This information will be filed in the building administrator's or program supervisor's office.
3. The Executive Director or designee will review the material, determine if it constitutes expression **that is prohibited by Board policy**, and inform the building administrator and/or program supervisor of the decision. The building administrator or program supervisor will notify the student(s) planning to **disseminate** nonschool material of the decision to grant or deny permission. If the decision is to not permit the **dissemination**, the building administrator or program supervisor will specify the reasons for the decision **as well as** the changes in the content of the material or in the plan of **dissemination** which must be made, if any, in order to secure such permission. If the student(s) desiring to **disseminate** such material make(s) such changes in a manner satisfactory to the Executive Director or designee prior to the planned **dissemination**, the building administrator or program supervisor may then grant permission to **disseminate**.

**When** permission **has been** granted, students may **disseminate** approved nonschool materials at a time agreed to in coordination with the program supervisor.

**Dissemination** of approved nonschool materials on school property will be permitted only in locations that allow for the normal flow of traffic within the school and its exterior doors, including on sidewalks located on school property paralleling school driveways. Building entrance walkways and building lobbies will not be utilized for such **dissemination**.

Nonschool materials may not be **disseminated** during any regularly scheduled class unless specifically authorized by the Executive Director or designee.

All nonschool materials must bear the Intermediate Unit disclaimer.

DISCLAIMER: THE CAPITAL AREA INTERMEDIATE UNIT IS NOT RESPONSIBLE FOR, AND DOES NOT ENDORSE, ANY STATEMENT, SENTIMENT OR OPINION PUBLISHED OR EXPRESSED IN THIS DOCUMENT. THIS DOCUMENT IS NOT PART OF, AND HAS NOT BEEN DISTRIBUTED AS PART OF, THE INTERMEDIATE UNIT'S CURRICULAR OR EXTRACURRICULAR PROGRAMS.

All approved nonschool materials displayed in a fixed location shall be officially dated and the Intermediate Unit shall remove the materials within ten (10) school days.

Any student who **disseminates** materials will be responsible for cleaning any **resulting** litter, including any discarded pamphlets, fliers or other documents.

No student will harass or otherwise interfere with the **dissemination** of approved nonschool material by student(s), nor may a student in any way compel or coerce a student to accept any materials.

Any student who violates any provision of Policy 220 or these procedures will be subject to disciplinary action, **in accordance with Board policy and the Code of Student Conduct**, which may **in appropriate cases** include suspension and/or expulsion from school.

*CAIU Board Policy 220*

### **Right to Participate in Patriotic Exercises**

The Pledge of Allegiance is part of Hill Top Academy's daily routine. Participation in a flag salute or other patriotic exercises will not be required of any student who objects to such exercises on the grounds of conscience or religious belief. Students who refrain from such participation should respect the rights and interests of classmates who do wish to participate.

### **Right to Conduct Activities in School Buildings**

Pennsylvania School Code provides that all student organizations desiring to conduct activities in public school buildings or on public school grounds shall be permitted to conduct these activities only if authorized to do so and shall thereafter be subject to the supervision of the administration and faculty of the school.

Any secret, exclusive, or self-perpetuating organization which seeks to organize and perpetuate itself by taking in members from among the students enrolled in the public schools in which they are students, upon the basis of decision of the membership of the organization, rather than from the free choice of any students in the school who are qualified to fill the special aims of the organization, shall be prohibited from conducting its activities in public school buildings or on public school grounds.

No organization which officially represents the school in any capacity and no curricular or extracurricular activity which is organized with or by the school may deny or segregate participation or award or withhold privileges on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, or disability except where the purpose of the activity requires qualifications.

### **Right to Freedom from Unreasonable Search and Seizure of Property**

A student has the right to freedom from unreasonable search and seizure of his/her person and property. School officials, however, have a right under the law to search students or their property whenever there is a reasonable suspicion that the students have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, to maintain order, and/or to protect people and property. IU officials have the authority to lawfully search students or their belongings, including locker, automobiles, electronic devices, purses, backpacks, clothing, and other possessions. Students shall not be asked nor required to disrobe, i.e., no strip searches. *CAIU Board Policy 226*

### **Right to Freedom from Corporal Punishment**

State law prohibits employees of Capital Area Intermediate Unit from administering corporal punishment.

### **Right to Due Process and Appeal**

When students are alleged to have violated school policy, they have the right to certain due process protections. This means that they are entitled to notice of the allegations against them and the opportunity

to respond to the allegations. *CAIU Board Policy 218, 219, and 235*

## **Right to Freedom from Harassment and Discrimination**

CAIU is governed by federal, state, and local anti-discrimination laws. To address these, CAIU has adopted policies that forbid discrimination in providing equal educational opportunities on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, or disability. If a student and/or parent/guardian believes that a student has been discriminated against on these bases, the parent/guardian/student may file a complaint. A copy of the procedure and the necessary forms for filing are available at the local school. *CAIU Board Policy 103, 219 and 249*

## **Right to Confidentiality of and Access to Student Records**

*The Family Educational Rights and Privacy Act (FERPA)* guarantees to parents/guardians of students under age 18 and the eligible student (18 and older) the right to:

- Inspect and review the educational records of the student.
- Request the district to disclose information in the educational records to persons/agencies outside the CAIU system.
- Request the amendment of the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- File with the US Department of Education a complaint concerning alleged failures by the district to comply with the requirements of FERPA.
- Obtain a copy of the district's policies on confidentiality.

Copies of official school records are kept by Capital Area Intermediate Unit in a secure location. They contain a list of credits, standardized test results, academic portfolios, grade-point averages, behavioral and psychological evaluations, screening and health records, attendance and disciplinary records, directory information, and a list of activities.

In order to inspect, review, or transfer educational records, the eligible student and/or the parent/guardian must submit a request in writing. Other than school staff, no additional person may inspect, review, or transfer student educational records without:

- the written consent of the eligible student
- the written consent of the parent/guardian if the student is under 18 years of age, or
- a properly issued court order, except under the conditions specified in FERPA.

Under the provisions of FERPA, the CAIU may release educational records to other school systems, colleges, and universities to which the student intends to enroll or transfer without written consent. The CAIU may also release directory information, including name, date of birth, dates of attendance, current school, participation in school activities and sports, degrees and awards received, and photographs without consent unless the eligible student and/or parent/guardian notify the student's principal in writing not to release the information included as directory information in the student record.

The home school district is the Local Education Agency (LEA) for students who receive services from Capital Area Intermediate Unit (CAIU) between the ages of 5 and 21. As a result, they are the main point of contact for official educational records.

The CAIU maintains copies of educational records related to services students receive while enrolled in our program(s), and views the confidentiality of your child's educational records as a solemn responsibility. You have a number of legal rights related to access, disclosure, and destruction concerning your child's educational records. Records, hard copy or digital format, will be destroyed seven (7) years after ending date of service. To access your rights or child's educational records, contact Keith Watson,

Ph.D., at 717-732-8400, ext. 8376 or submit your request in writing to the CAIU address on the first page.  
*CAIU Board Policy 216*

## Right of Freedom from Unreasonable Punishment

Students have the right of freedom from unreasonable punishment of the group for the offense of one student or a few students. Offenders will be charged individually. Students who feel they have been subject to unfair punishment have the right to register a complaint, beginning with a school administrator.

## Social Media

Capital Area Intermediate Unit (CAIU) supports students' use of social media in ways that have a positive impact on the learning environment. Student misuse of social media, whether on or off school grounds, when it creates a hostile, disruptive, or unsafe learning environment, is unacceptable.

Therefore, it is the practice of CAIU to monitor social media activity and utilize the information for the safety and security of all students and staff.

Please refer to the CAIU website for additional information and FAQs about social media.  
<https://www.caiu.org/social-media-guidelines>

## Restraint

The CAIU staff is trained and certified in **Safe Crisis Management (SCM)**. **In the event that a student presents an imminent threat of danger to him/herself or others, SCM techniques may be utilized.** SCM restraints will only occur after less restrictive techniques have been attempted first. Should restraint techniques be used, the CAIU will notify the student's parent and offer a meeting with the IEP team.

## Student Responsibilities

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Students are responsible for treating each other fairly and for acting in compliance with school policies and reasonable directions from school staff. *CAIU Board Policy 235*

## Student Attire

Students are to dress in clothes that promote a safe and respectful learning environment. Clothes that create a disruptive environment, cause a health or safety hazard, or cause excessive wear or damage to school property are not appropriate and not acceptable at school. School personnel will enforce this dress code.

- Clothing**
  - Cannot create a disruption to the learning environment (as deemed by school staff/administration)
  - Cannot show profanity, obscenity, violence, or symbols of hate
  - Cannot promote alcohol, tobacco products, or drugs
  - Cannot promote gang colors or gang-related signs
  - Cannot show underwear
  - Cannot show bare skin between upper chest and mid-thigh
- Jewelry**
  - Cannot feature spikes or other potentially dangerous attachments, as deemed by school administration

In order to protect staff and students with sensitivities to fragrances and strong scents, it is requested that students refrain from wearing strong perfumes/colognes, lotions, or body sprays. These containers should not be brought to school.

In order to support a culture of appropriate hygiene, Hill Top Academy has showering facilities available in the



nurse's office for students in need of such facilities.

Students who report to school in violation of the Dress Code will be asked to change into suitable clothing. If necessary, the parent/guardian will be contacted and asked to bring appropriate clothing to school.

*CAIU Board Policy 221*

## **Technology Resource Use by Students**

For CAIU technology-related resources (*including hardware, software and approved mobile devices*) that are accessed by minors, and in accordance with the Children's Internet Protection Act (*federal law enacted December 2000*), CAIU has implemented technology protection measures to block or filter Internet access to pictures and sites that are inappropriate or harmful to minors. Use of instructional mobile devices that are sanctioned by CAIU are accompanied by parent/teacher Acceptable Use Policy forms that are kept on file within the school.

CAIU is committed to providing safe and quality instructional opportunities for all students. The student is responsible for appropriate behavior while using technology-related resources. Teachers monitor student activities while online for appropriateness and instructional relevance.

### *Students shall:*

- use the provided school network account in an ethical, responsible, and legal manner for school-related tasks only.
- communicate with others using appropriate language in a courteous and respectful manner.
- maintain the privacy of their personal information, such as name, address, phone number, account passwords, social security numbers, and respect the same privacy of others.
- use only their CAIU authorized account and password.
- comply with and respect copyright law, fair use guidelines, as well as intellectual property rights of others.
- use CAIU-approved tools and resources (*a signed Acceptable Use Policy form must be on file*).

### *Students shall not:*

- attempt to override or bypass security restrictions on computers, networks, and/or Internet access.
- use any network account for non-school related activities.
- conduct unauthorized copying of licensed software, download or copy files without permission, or install personal software on computers.
- plagiarize online content.
- create, access or distribute offensive, obscene, bullying, or inflammatory materials on CAIU technology-related resources or *tools (including hardware, software and approved mobile devices)*.
- remove or damage hardware components.
- knowingly access unauthorized technology-related hardware and software to tamper with or destroy data.
- connect non-CAIU approved personal computing devices such as laptops or mobile devices to the CAIU network whether wired or wireless.
- use electronic resources for commercial, personal purchasing, or illegal purposes.
- use electronic resources and equipment in any other manner that would violate CAIU Board policies or state or federal laws.
- share user account information or passwords with others.

### *Directed Internet use*

- Requires appropriate adult supervision (i.e., staff members or their adult designees must be present to actively monitor student access to the Internet).
- Internet use is permitted at all levels and in compliance with above stated conditions.
- Internet searches will be conducted using approved search engines, online databases, and sites.

### *Personal Electronic Devices / Cell Phone Use*

Personal electronic devices/cell phones should not be seen, heard, or used during instructional time, unless consent has been given by the teacher. Personal electronic devices/cell phones must be left at home or turned in to staff during state testing.

Electronic devices/cell phones may not be used to conduct any activities that violate state and/or federal law. Devices are subject to search in accordance with the law and devices may be turned over to law enforcement officials accordingly.

Students should have no expectation of privacy when using their device at school.

Violations of any school/class rules involving a student's personally owned electronic device may have implications for the student on the classroom level system. Repeated violations may result in the recommendation to parents that the device remain at home, confiscation of the device by school administration, loss of future use of the device in school and/or disciplinary action consistent with the student code of conduct.

The CAIU/Hill Top Academy shall not be responsible for cell phones/electronic devices that are damaged, lost or stolen at school.

Consequences for violations of the CAIU Acceptable Use Policy are addressed in the Code of Student Conduct (*Computer Misuse*). CAIU Board Policy 237 and 815

## **Gang Related Activity**

No student shall knowingly participate in gang and/or gang-like activity, irrespective of whether schools are in session, within Capital Area Intermediate Unit owned or leased property, including school buildings or on school grounds; on school buses or other school vehicles; or during any school, school-related, or school sponsored activity, whether held on school property or at locations off school property, which includes, but is not limited to:

- a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other item which evidences or reflects membership in or affiliation with any gang.
- b. Commission of any act which furthers the interests of any gang, gang-like activity, or act of violence, including but not limited to:
  1. solicitation for membership in a gang;
  2. requesting any person to pay for protection or otherwise intimidating or threatening any person;
  3. committing or inciting criminal acts or violation of CAIU policies;
  4. soliciting other students to engage in physical violence against any other person;
  5. engaging in any act, either verbal or nonverbal, including gestures handshakes, slogans, drawings, etc. showing membership or affiliation with any gang;
  6. challenging or provoking fights, stare-downs, flashing colors, verbal remarks, etc.;
  7. marking or defacing school property with messages, symbols, or slogans that may signify gang affiliation;
  8. displaying gang apparel, signs, symbols, or slogans on personal property;
  9. engaging in physical confrontations where one or more persons confront another individual or group; and
  10. using electronic devices such as cell phones or computers to communicate gang activities while on school property

## ***Student Discipline***

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### **Disciplinary Action**

Students spend the majority of their time in classroom environments where behavior is expected to meet the high standards set by Hill Top Academy.

While most discipline matters are managed in the classroom, at times student behavior escalates to the point where other Hill Top staff or local police department members need to be involved. Following such an escalation the students IEP team, in collaboration with CAIU administration and other relevant agencies, will evaluate the student's IEP and Positive Behavior Support Plan in order to make necessary adjustments. Parent/guardian involvement is critical to the creation of safe and orderly environments.

*CAIU Board Policy 218 and 113.1*

### **In School Intervention**

Students who violate the Code of Student Conduct may be removed from their current educational setting and receive instruction in an alternate setting within the school building.

The student must receive instruction commensurate with that provided in the educational setting. If the student receives special education services, or has a 504 Plan, they must continue to receive the services identified on their Individualized Education Program (IEP)/504 Plan during an In-School Intervention.

Removals during an In-School Intervention are not considered a suspension from school and do not count toward the cumulative days of removal. Parents should be notified in writing of an In-School Intervention.

### **Suspensions and Expulsions**

Severe behavior or chronic misconduct that has created a substantial barrier to learning for others may result in the student's removal from their current educational setting. The removal may range from a short-term suspension (*three days or less*), a long-term suspension (*from 4 to 10 school days*), extended suspension (*from 11 to 45 school days*), or expulsion (*removal for a period of 45 days or more*).

Students who are removed from the educational setting for disciplinary purposes must be provided with assignments they have, or will be, missing beginning the first day of disciplinary removal. All of the student's teachers are required to provide assignments in classes that will be missed due to suspension. It is the responsibility of the student's case manager to assist the student and maintain a connection with the school while on suspension.

#### *In-School Suspension*

Pennsylvania School Code provides CAIU with the option to utilize in-school suspension in response to a violation of the Student Code of Conduct. In instances where a student receives an in school suspension, the student must receive their due process and parents must be informed in writing of the suspension. In school suspensions count toward the cumulative totals of days of suspension.

*PA School Code, Section 12.7, CAIU Board Policy 218 and 233*

### **Short – and Long – Term Suspensions**

The principal has the authority to remove a student for behavior that has created a substantial barrier to learning for others (*not to exceed ten school days*) at his/her discretion. A *short-term* suspension will last no more than three days. A *long-term* suspension, will last a minimum of four days but not more than 10 days. When possible, the principal or his/her designee will meet with the student to explain the allegations against

the student and allow the student to respond to them. Parents must be informed in writing of the decision to suspend their student from school.

### **Suspension of Students with Disabilities**

Students with disabilities whose behavior has created a substantial barrier to learning for others may receive disciplinary sanctions, including suspension. Procedural safeguards required by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 of the Rehabilitation Act must be followed.

### **Bus Suspension**

Suspension from transportation services that are identified as related services on a student's Individualized Education Program (IEP)/504 Plan, or prevent a student with disabilities from having access to his/her special education program is considered to be the same, in effect, as a suspension for an entire school day. Therefore, suspension from transportation is counted, for the purposes of the ten-school-day consideration, as a suspension from school.

### **Suspension for Less Than 10 School Days**

In any disciplinary action determined to require a suspension for less than ten school days (*cumulative during a school year*), a student with disabilities may be suspended as any non-disabled student in accordance with the procedures set forth in Pennsylvania Chapter 14, Section 14.133.

## **Extended Suspensions**

### **Discipline Removals for More than 10 School Days (Excluding 45 Day Removals)**

Any student receiving special education services who is suspended for more than ten school days (cumulative or long term suspension) in one school year is deemed to have had a change of placement and the student's Procedural Safeguards pursuant to the IDEA/504 must be followed.

### **Extended Suspension for Students with Disabilities**

When the school system seeks to suspend students with disabilities for more than ten days, the Individual Education Program (IEP)/504 team must meet within ten days of the decision to remove the student from school. The purpose of this meeting is to determine whether or not the behavior was a manifestation of the student's disability.

- If the IEP team determines that the behavior is related to the student's disability, the student is returned to school immediately.
- If the IEP/504 team determines that the conduct is not related to the disability, the student is subject to the regular discipline procedures explained herein. However, the school system is required to continue to provide the student with a free, appropriate, public education, as determined by the IEP team during the manifestation hearing.
- Regardless of whether the conduct is related to the disability, if the incident for which the student is being disciplined involves a weapon, a controlled dangerous substance, or serious bodily injury, the school system can unilaterally place a special education student in an alternative education setting for up to 45 days.

*CAIU Board Policy 218 and 233*

## **Expulsion**

Expulsion means "the removal of a student from CAIU for a minimum of 45 days or longer, in compliance with federal and state laws and regulations, for a specified violation of the Student Code of Conduct."

In addition to the procedures described above for suspension, the Executive Director or his/her designee must

review each expulsion request to determine if the expulsion is appropriate. A decision to expel a student may only be made by the Executive Director or his/her designee in response to a principal's request. Upon determination that a student should be expelled, the Executive Director or his/her designee will provide the student and his/her parent/guardian a written statement of the reason(s) for the expulsion, the educational services provided to the student and appropriate behavior support services to promote successful return to the regular academic program, the process for readmission, as appropriate, their right to an appeal, and their rights at the appeal hearing, if one is requested.

The same appeal rights apply as those that apply to Extended Suspensions and which are outlined in *CAIU Board Policy 218 and 233*

### **Expulsion for Students with Disabilities**

When expulsion is granted with regard to a student with a disability, the same procedures will apply as those outlined above for extended suspension for special education students. *CAIU Board Policy 218 and 233*

## ***Getting Help with a Problem***

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### **Bullying, Cyberbullying, Harassment, Intimidation**

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors—intentional conduct, including verbal, physical, graphic or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological wellbeing—are unsafe and do not reflect respect for others as defined by the Code of Student Conduct.

If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, or Intimidation Reporting Form, available in the school office. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

#### *If You are Being Bullied...*

- Tell someone — a parent, a teacher, a counselor, or other staff member
- Try not to show anger or fear
- Calmly tell the student to stop...or say nothing and walk away
- Try to avoid situations where bullying is likely

#### *If You Know Someone who is Being Bullied...*

- If you feel safe, tell the bully to stop
- If you don't feel safe...
  - Say kind words to the student being bullied-*Be a friend!*
  - Don't encourage the bully by laughing or joining in
  - Tell other bystanders how to help stop bullying
  - Tell an adult
  - Encourage the bullied student to talk to someone

If an administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

### **Confidentiality in Counseling**

When a student indicates that he or she is thinking about hurting himself or herself or other students, school

personnel are required to take action to ensure the safety of the student or other students. This action will include sharing of information with the school principal, parents, and may include other outside agencies.  
*CAIU Board Policy 207*

No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against him/her in any proceedings.

## **School Problems**

If students have a problem related to discipline, security, personal safety or welfare, or vandalism, the student should:

1. Tell the nearest teacher or adult staff member. Tell him/ her exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Talk to the principal or assistant principal right away.
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand—perhaps a peer mediator, peer helper, teacher, school counselor, school psychologist, social worker, or an adult mentor. It is important to talk to a trusted adult.
4. Ask to talk to a school counselor, school psychologist, or social worker who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with similar problems in the future.
5. In addition to alerting school personnel, a student should tell his/her parents about the problem. They will want to know.

It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep the information and identity confidential.

## **Personal Problems**

For help with personal problems which may affect a student's school life or activities:

1. If possible, discuss the problem with parents/ guardians.
2. If a student and his/her parents/guardians cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.
3. School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. Peer counselors are available in many of the county's secondary schools to help fellow students with problems. They can also lead the student to other resources he/she may not be aware of.
4. The assistant principal and the principal will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.

## **Academic Problems**

For help with an academic problem, the student should:

1. See the teacher who teaches the subject. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her parents/ guardians.
2. Further help can be obtained through the school counselor.
3. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or assistant principal. Parents/guardians may wish to join the student in discussions with the principal.

4. Solving an academic problem requires the student's help, along with the help from teachers and sometimes parents/guardians, school counselor, and other school professionals.

### **Extracurricular Activities**

All students may participate with district approval in all district activities. Students are expected to meet district academic and disciplinary guidelines.

For help with problems involving extracurricular activities, the student should:

1. See the advisor/coach assigned to the activity at a time when he/she can give you his/her undivided attention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics or cheerleading, see the athletic director of your school if your matter has not been resolved after speaking to the coach.
3. If the student does not know who is assigned as advisor to the activity, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents/ guardians and with the principal. Parents/guardians may wish to join the student in discussions with the principal.

## ***Parent Resources and Community Agencies***

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*There are many community agencies that offer a variety of services and activities that may benefit your student. Consult the "Guide to Human Services" in the blue pages of your telephone book for specific agencies. Some agencies are listed on these pages.*

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### *ARC of Dauphin & Lebanon Counties*

2569 Walnut Street  
Harrisburg, PA 17103-1760  
920-2727  
[www.arcofdc.org](http://www.arcofdc.org)

### *ARC of Cumberland & Perry Counties*

71 Ashland Avenue  
Carlisle, PA 17013  
249-2611  
cparc.org

### *ARC of York County*

497 Hill Street  
York, PA 17403  
846-6589  
[www.thearcofyorkcounty.org](http://www.thearcofyorkcounty.org)

### *Aurora Social Rehabilitation Services*

401 Division Street  
Harrisburg, PA 17110  
232-6675  
[www.auroraservices.org](http://www.auroraservices.org)

### *Catholic Charities*

4800 Union Deposit Road  
Harrisburg, PA 17111  
657-4804  
[www.cchbg.org](http://www.cchbg.org)

### *CMU*

1100 S. Cameron Street  
Harrisburg, PA 17104  
232-8761  
<https://www.cmupa.org/>

### *Cumberland-Perry MH.IDD Program*

1615 Ritner Highway  
Carlisle, PA 17013  
240-6320  
<https://www.ccpa.net/118/Mental-Health-Intellectual-Develop-Dis>

### *Diakon Lutheran Social Ministries*

1022 N. Union Street  
Middletown, PA 17057  
1-877-342-5667  
[www.diakon.org](http://www.diakon.org)

### *Disability Rights Network-PA*

1414 N. Cameron Street  
Harrisburg, PA 17103  
236-8110 or 1-800-692-7443  
<http://pafamiliesinc.org>

### *Holy Spirit Medical Center Behavior Health*

503 N. 21st Street  
Camp Hill, PA 17011-2288  
763-2200  
<https://www.pennstatehealth.org/>

### *Keystone Human Services*

3700 Vartan Way  
Harrisburg, PA 17110  
541-8322  
[www.keystonehumanservices.org](http://www.keystonehumanservices.org)

### *Merakey*

33 State Avenue  
Carlisle, PA 17013  
243-6033  
[www.merakey.org](http://www.merakey.org)

### *Office for the Deaf and Hard of Hearing*

651 Boas Street, 7<sup>th</sup> Floor  
Harrisburg, PA 17121  
1-800-233-3008 (PA only)  
783-4912  
[www.dli.state.pa.us/odhh](http://www.dli.state.pa.us/odhh)

### *OVR Blindness & Visual Services*

Department of Labor & Industry  
8th Floor, 555 Walnut St.  
Harrisburg, PA 17101  
787-7500 or 1-866-375-8264  
<https://www.dli.pa.gov/Individuals/Disability-Services/bbvs>



## ***Parent Resources and Community Agencies***

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*PA Psychiatric Institute Clinic*  
Children & Adolescent Services  
2501 N. Third St.  
Harrisburg, PA 17110  
782-6420  
[www.ppimhs.org](http://www.ppimhs.org)

*PerformCARE*  
8040 Carlson Road  
Harrisburg, PA 17112  
671-6500 or 888-700-7370  
[www.performcare.org](http://www.performcare.org)

*Pinnacle Health Infant Development Program*  
Community Health Center  
2nd Floor, 2645 N. 3rd St  
Harrisburg, PA 17110  
782-6880  
[www.pinnaclehealth.org](http://www.pinnaclehealth.org)

*Pressley Ridge*  
50 Utley Drive, Suite 200  
Camp Hill, PA 17011  
774-3673  
[www.pressleyridge.org](http://www.pressleyridge.org)

*United Cerebral Palsy of Central PA*  
55 Utley Drive  
Camp Hill, PA 17011  
737-3477 or 1-800-998-4827  
[www.ucpcentralpa.org](http://www.ucpcentralpa.org)

*Vision Resources of Central PA*  
1130 S. 19th Street  
Harrisburg, PA 17104  
238-2531  
[www.vrocp.org](http://www.vrocp.org)  
[info@vrocp.org](mailto:info@vrocp.org)

*York-Adams County MH/IDD*  
County Government Center  
100 W. Market St., Suite 301  
York, PA 17401  
771-9618  
<https://yorkcountypa.gov/480/York-Adams-MH-IDD-Program>

## ***Title IX Nondiscrimination Notification***

The Capital Area Intermediate Unit affirms that no person shall, on the basis of sex, disability, race, color, age, creed, religion, sexual orientation, gender identity, national origin, ancestry, veteran's status, or genetic information be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity. In addition, no person shall, on any of these bases, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, or consideration, or selection, therefore, whether full-time or part-time, under any educational program or activity operated by the Intermediate Unit.

### **Designated Title IX Coordinator**

In compliance with Title IX of the Education Amendment Act of 1972, the CAIU has a designated Title IX Coordinator. The CAIU's Title IX Coordinators should be contacted regarding any inquiries as to the application of Title IX or filing a harassment complaint.

#### **Title IX coordinator**

Dr. Kevin Roberts  
Assistant Executive Director  
55 Miller Sr.  
Enola, PA 17025-1640  
Email: [kroberts@caiu.org](mailto:kroberts@caiu.org)  
Phone: 717-732-8487

#### **Title IX Core Team Members (Various Roles):**

Dr. Andria B. Saia, Executive Director, [asaia@caiu.org](mailto:asaia@caiu.org)  
Dr. W. Keith Watson, Asst. Director, Student Services; [kwatson@caiu.org](mailto:kwatson@caiu.org)  
Blake Wise, Human Resources Manager; [bwise@caiu.org](mailto:bwise@caiu.org)  
Ami Healy, Education Services Supervisor; [ahealy@caiu.org](mailto:ahealy@caiu.org)  
Rachel Montiel, Student Services Supervisor; [rmontiel@caiu.org](mailto:rmontiel@caiu.org)

### **Submitting a Complaint**

In addition to contacting the Title IX Coordinator, all students and parents may report allegations of harassment directly to the applicable building principal or administrator. Additionally, all CAIU staff, being mandated reporters, may field a complaint at any time, and submit to their supervisor.

Please refer to the CAIU website homepage [www.caiu.org](http://www.caiu.org)

## Glossary

### **Absence, unlawful**

An absence for a day or any portion of a day for any reason, other than those cited or coded as lawful.

### **Absence, lawful**

Lawful reasons for an absence include illness, death in the family, court order, other emergency, or an activity approved by the principal.

A student on religious absence will not be subjected to attendance review and/or denial of credit provided the total number of non-religious absences is not excessive.

### **Academic Dishonesty**

Any form of misconduct that occurs in relation to all academic exercises, including cheating, plagiarism, fraud, fabrication, and falsification.

### **Alcohol and Other Drugs**

Alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs, over-the-counter medications, look-alikes, and substances represented as controlled substances, and drug paraphernalia.

### **Possession**

The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense.

### **Consumption/Use**

The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.

### **Distribution/Sale**

A student has disseminated or transferred any of the substances listed in this offense with or without compensation.

### **Possession with Intent to Distribute**

The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to another person/ people with or without compensation.

### **Ammunition**

A projectile that can be fired from a gun or otherwise propelled such as a bullet, arrow, pellet, etc.

Any other object which by virtue of its shape or design gives the appearance of any of the aforementioned. school-sponsored activities. Students and parents are required to participate.

### **Arson/Fire**

Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.

### **Attacks**

Unprovoked aggressive actions toward another person that meets one of the sub-definitions below:

#### *Category I*

A physical attack causing serious physical injury

#### *Category II*

A physical attack causing minor physical injury

#### *Category III*

A physical attack without injury but may include other aggressive physical action against another

#### *Category IV (Threats)*

Intentionally frightening another person with the threat of immediate offensive physical contact or physical harm

**Attendance-related Offenses** Absence, class cutting, leaving without permission from class/school, tardiness, and truancy.

### **Behavioral Contract**

Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.

### **Bias Behavior/Language**

Intentional conduct, including verbal, physical, graphic or written conduct, or an intentional electronic communication directed towards a person or group of persons that: a. Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; b. Is based on an actual or perceived characteristic of a person or a group of persons, including race, color, religion, gender, gender identity, sexual orientation, age, national origin, ethnicity, marital status, disability, or homelessness; and c. Occurs on school property, at a school activity or event, or on a school bus; or d. Substantially disrupts the orderly operation of a school regardless of where the incident occurs.

### **Bomb Threat**

The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause in writing, in person, or by phone.

### **Bullying**

Repeated, conscious, willful and deliberate intent, direct or indirect, to physically or psychologically intimidate or distress someone else; physical, social, or verbal actions or intimidation toward another person with negative intent. (See also *Cyber-bullying, Relational Bullying*)

### **Bystanders**

Individuals who observe bullying, cyberbullying, harassment and intimidation, hazing, and bias behavior and who, by their inaction, encourage, support, or promote its occurrence.

### **Cell Phone Misuse**

Unauthorized/inappropriate use of cellular phone, camera phone, video phone, or other communication device during the school day. (See also *Electronic Devices Misuse*)

### **Computer misuse**

Any unauthorized or inappropriate use of technology-related resources.

#### *Category I*

- Intentionally loading/distributing a virus, malware, malicious program
- Installing/running/using/distributing a keystroke logger program (used to capture logon credentials/ passwords/

PINS, etc.

- Possession of a keystroke logger including on portable media
- Using or attempting to use credentials other than your own
- Altering or attempting to alter grades/any school record. Includes attendance, test scores
- Theft of hardware or components/parts
- Changing configuration(s) on network equipment. Includes servers, switches, and routers

#### *Category II*

- Intentional physical damage to technology devices
- Intentional damage to network includes data jacks, cabling, racks
- Changing configuration(s) on technology devices, workstations, printers
- Running/distributing network scanners in an attempt to discover network resources (i.e., port scans, IP address scans)

#### *Category III*

- Installing unauthorized programs on CAIU hardware. Storing unauthorized programs on CAIU equipment (home directory). (Defined as non-malicious software not approved for use in CAIU)
- Using/distributing a proxy application (circumvents web filtering and security)
- Using/distributing a proxy site (circumvents web filtering and security)
- Using the network to access or store inappropriate content (music, photos, videos, etc.)

#### *Category IV*

- Running/distributing unauthorized programs including from portable media, i.e., games (defined as non-malicious software not approved for use in CAIU). Includes distribution of unauthorized programs.
- Playing unsanctioned online games without authorization from teacher/administrator
- Streaming non-instructional media (i.e., music, video, online content)
- Non-instructional electronic activity during class (i.e., chat rooms, messaging, etc.)

#### **Conference**

A communication that takes place either face-to-face or by telephone.

#### **Conflict Resolution**

The methods and processes involved in facilitating the peaceful ending of conflict and retribution. An attempt to resolve individual/group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group by engaging in collective negotiation. A wide range of methods and procedures for addressing conflict exist, including but not limited to negotiation, mediation, diplomacy, and creative peacebuilding.

#### **Consequence**

A result that follows from an action or condition.

#### **Criminal Behavior**

Any behavior that is considered an infraction against the law.

#### **Cutting Class**

Unlawful absence from a class or school activity. (See *Absences,unlawful*)

**Cyber-bullying** (Posted in public forum) The use of information and communication technologies — email, mobile devices, text messages, instant messaging, defamatory personal websites, personal polling sites, or a combination of these — to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others. (See also *Bullying*)

#### **Dangerous Implements**

Any implement or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another. This includes, but is not limited to, laser pointers, pencils, and scissors.

**Destruction of Property/Vandalism** Damage, destruction, or defacement of property belonging to the school or others. *Board Policy 224*

#### **Detention**

Requiring a student to report to a designated classroom before school, during a free period, after school, or on the weekend for a set period of time.

#### **Disrespect Toward Others**

Inappropriate comments or physical gestures to others.

**Disruption to Classroom or School** Behavior (including possession of toys at the elementary level) that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to, chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, etc.

**Disruptive Clothing or Appearance** Articles of personal appearance that may create a significant risk of a material and substantial disruption to the educational process or the operation of the school. This includes, but is not limited to, clothing, hats, jewelry, book bags, or other articles of personal appearance which depict profanity, vulgarity, obscenity, violence, symbols of hate, or promote use or abuse of tobacco products, alcohol, or other drugs, gang colors or gang-related signs on personal or school material.

Additionally, except in individual cases as approved by the principal of a school, the following specific items are not permitted: bare feet, tank tops, hats, caps, hoods, chains, spikes, or other head wear except as required for health, safety, or religious purposes, and clothing worn in such a manner so as to reveal underwear or bare skin between the upper chest and mid-thigh.

#### **Due Process**

A student facing suspension must be given oral or written notice of the allegations, an opportunity to hear the evidence, to respond if the student denies the allegations, and notice and hearing before the student is removed from the school. Note: a student that poses a danger to persons or property may be removed immediately with the notice and hearing following as soon as possible.

### **Electronic Communication**

A communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, mobile device, computer, or pager.

### **Electronic Device Misuse**

Unauthorized/inappropriate use of communication devices, such as cell phones, and other electronic devices during the school day. Other devices include, but are not limited to the use of an iPad, iPod, tablets, digital camera, digital highlighter, gaming devices, CD player, hand-held game, mobile device, or use of camera cell phones or PDA camera to invade privacy (in locker rooms, restrooms, etc.) or violate this code of conduct. *In instances when personal electronic device use is deemed beneficial to the student's educational program, administration may make exceptions as appropriate to this policy*  
(See also Cell Phone Misuse)

### **Expulsion**

Expulsion means the removal of a student from Capital Area Intermediate Unit for a minimum 45 days in compliance with Federal and State regulations.

### **Extended Suspension**

The removal of a student for a specific violation of the Student Code of Conduct, from a comprehensive school, for a period of more than 10 school days, and less than 45 school days.

### **False Fire Alarm**

Pulling a fire alarm or reporting a fire or other dangerous situation without valid cause.

### **False Information/Accusations**

Willfully or maliciously giving false information, record, or accusation against school personnel or other students.

### **Fighting**

An incident involving two or more students with physical contact, such as hitting, kicking, punching.

### **Fireworks/Explosives**

Combustible or explosive substances or combination of substances or articles, including fires, smoke bombs, and flares

**Forgery/Counterfeit Currency** Purposely signing another person's name or making and/or distributing realistic copies of something, especially money, in order to defraud or deceive.

### **Gambling**

Wagering money or property.

### **Harassment and Intimidation**

Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefit opportunities, or performance, or with a student's physical or psychological well-being and is:

- Motivated by bias based on an actual or a perceived personal characteristic, including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or
- Threatening or seriously intimidating; and either occur on school property, a school activity or event; or on a school

bus; or substantially disrupt the orderly operation of a school. This can include harassment and stalking.

### *Types of Bias:*

#### *Disability*

- A negative opinion or attitude toward a group of persons based on their physical or mental impairments/challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age, or illness.

#### *Ethnicity/National Origin*

- A negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

#### *Racial*

- A negative opinion or attitude toward a group of persons who possess common physical characteristics; i.e., color of skin, eyes, hair, facial features, genetically transmitted by descent and heredity which distinguish them as a distinct division of humankind.

#### *Religious*

- A negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being.

#### *Sexual-Orientation*

- A negative opinion or attitude toward a group of persons based on their sexual attraction toward and responsiveness to members of the opposite or same sex.

#### *Gender Identification*

- A negative opinion or attitude toward a group of persons based on their non-compliance with sexual stereotypes.

### **In School Intervention**

The student is removed from their current educational setting and:

- is given the opportunity to continue to progress in the curriculum;
- receives special education and related services specified on their IEP;
- receives instruction similar to that given in the regular classroom;
- participates with peers to the extent appropriate.

### **Inappropriate Language**

Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening.

### **Improper Physical Contact**

Forceful actions against another— unintended to do physical harm, i.e. horseplay, roughhousing.

### **Inciting/Participating in School Disturbance**

Causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct.

### **Infraction**

An offense or behavior that breaks a rule; could be criminal behavior.

### **Injury**

Loss or pain caused by an assault which is documented or confirmed by school staff.

**Insubordination (Uncooperative behavior)**

Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, which includes, but is not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow search.

**Leaving Area without Permission and/or Leaving Class or School Grounds without Permission**

Leaving the classroom or other assigned area without permission from the adult in charge and/ or leaving the classroom or school grounds during regular school hours without permission and without a parent/guardian or someone listed on the emergency card.

**Misuse of Social Media**

Whether on or off school grounds, the use of social media in a manner that demeans, condemns or berates others, including students and staff, incites violence of any kind, embarrasses, defames, harasses or bullies others, including students and staff

**Mentoring Program**

Pairing students with mentors (e.g., counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.

**Plagiarism**

Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Academic dishonesty.

**Putting Substances in Another Person's Food or Drink or on a Person's Body**

Putting any substances in another person's food or drink, which poisons or contaminates that food or drink, or on a person's body, which causes injury or harm to the person.

**Reckless Vehicle Use**

Irresponsible use of an automobile or motor-cycle on school property. (See also *Unsafe Actions*)

**Reportable to Police**

Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. A standard or criteria to determine whether an offense is reportable to the police or not is whether the behavior is considered illegal or whether it causes injury to persons.

**Restitution**

Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.

**Sexual Activity**

Inappropriate behavior of a sexual nature, including, but not limited to, indecent exposure, consensual sex, or possession of sexually explicit material.

**Sexual Assault**

Intentionally engaging in behaviors toward others that are physical and sexually aggressive; unwanted touching of another.

**Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and/or other intentional and inappropriate verbal, written, or physical

conduct of a sexual nature (physically suggestive actions but not actual touching).

**Stealing**

Taking or attempting to take property of another person or institution without permission or knowledge of the owner.

**Suspension**

Removal from school for specific period of time due to misbehavior.

*Short Term Suspension: 1–3 days*

*Long-term Suspension: 4–10 days*

**Suspension, In-School**

Removal within the school building from the student's current education program for up to 10 school days in a school year due to misbehavior.

**Tardiness**

Arriving late to school or to class.

**Temporary Removal from Class**

Removing a student within the school building from her or his regular education program for up to, but not more than one class period.

**Terroristic Threat or Act**

A threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk causing such terror or inconvenience, it may mean an offense against property or involving danger to another person.

**Theft**

Taking or obtaining the property of another person or institution without permission or knowledge of the owner.

**Tobacco**

**(possession, use, sale, or distribution)** Possession, use, sale, or distribution of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes. 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 cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.

**Trespassing**

Being on school property without permission, including while suspended or expelled; includes breaking and entering.

**Truancy**

Unlawfully absence from school for more than 8 days in a quarter, 15 days in a semester, or 20 days in a school year.

**Unsafe Action**

Any action that has the potential to cause danger or physical harm to self or others, to include *Reckless Vehicle Use*.

**Weapon (including look-a-like guns; also see *Ammunition*)**

A weapon is, by way of illustration and without limitation, one of the following:

**Firearms**

A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns, and bombs.

Refer to the federal code for the complete definition.

*Other Weapons*

Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm which is a look-a-like of a gun.

This shall include, but is not limited to, pellet gun, paintball gun, stun gun, taser, BB gun, flare gun, nail gun, and air soft gun.

Any implement which could cause, or is intended to cause

bodily harm, other than a firearm or other gun. This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor), brass knuckles, box cutters, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product.

**Weapons Used To Cause Bodily Harm/Injury**

Use of a weapon to injure any person on school property.