

Agenda of Board Meeting

The Joint Operating Committee Lebanon County Career & Technology Center

A Board Meeting of the Joint Operating Committee of Lebanon County Career & Technology Center will be held Tuesday, August 18, 2026, beginning at 6:30 PM Board/Conference Room, D-144, 833 Metro Drive, Lebanon, PA 17042.

An Executive Session is scheduled for 6:00 p.m.

1. Meeting Opening

1.A. Call to Order

1.B. Salute to Flag

1.C. Roll Call

Description:

Darren Grumbine, Ruth Ann Schlegel, Jean Pierre Santos, Robert Okonak, David Kline
Alternates: Colleen Shay, Joel Zug, Jordan Weaver, Janice Falk, Benjamin Moyer

1.D. Public Comment

1.E. Minutes

Recommended Motion(s):

Motion to approve JOC Meeting Minutes of June 16, 2026.

2. Director's Report

Description: Discussion of Articles of Agreement

3. Communications

4. Business Reports (Mr. Kline)

4.A. Financial Report

Recommended Motion(s):

That we approve the Financial Reports for the periods ended June 30, 2026 and July 31, 2026.

4.B. Cafeteria Report

Recommended Motion(s):

That we approve the Lebanon County Career and Technology Center - Cafeteria Report for the month ended June 30, 2026.

4.C. Student Activity Report

Recommended Motion(s):

That we approve the Student Activity Report for the quarter ended June 30, 2026.

5. Approval of Bills (Mr. Kline)

5.A. Approval of Bills

Recommended Motion(s):

That we approve the bills/transfers in the amount of \$1,761,808.70. Included in this amount are the following Capital Reserve Fund checks: Fidevia, Check #43860, \$2,890.00; Fidevia, Check #43909, \$1,918.75.

6. Personnel Matters (Mr. Grumbine)

6.A. Professional Salary Schedule — 2026-2027

Recommended Motion(s):

That we approve the 2026-2027 Professional Salary Schedule.

6.B. Non-Union Support Staff

Recommended Motion(s):

That we approve a 3.57% increase for the Non-Union Support Staff Salaries for the 2026-2027 school year effective retroactive to July 1, 2026.

6.C. Organizational Chart

Recommended Motion(s):

That we approve the revised Organizational Chart.

6.D. Resignation

Recommended Motion(s):

That we approve the resignation of John Engle, Custodian, effective retroactive to July 15, 2026.

6.E. Resignation

Recommended Motion(s):

That we approve the resignation of Whitney Wright, Custodian, effective retroactive to August 14, 2026.

6.F. Employment

Recommended Motion(s):

That we approve the employment of Maxwell Peak as the Electro-Mechanical Instructor, effective 2026-2027 school year, 189 days, with benefits, Start Column, Step 11/7, pending receipt of all required paperwork.

6.G. Substitute—Instructors

Recommended Motion(s):

That we approve the following list of substitute instructors for the 2026-2027 academic year at the \$140.00 per day rate. Criminal record checks, child abuse clearances and employment verification forms on file. Vickie Arnold, Rhonnda Bentz, Amy Brooks, Deborah Elliott, Adam Gilson, Larry Helmuth, Bruce Henning, Kristin Johnson, Thomas Krall, John Latimer, Arthur Lyon, Julie Miller, Stacey O'Mara, Brandon Peach, Tina Pitt, Michael Schultz, Barbara Shay, David Sollenberger, Jane Uhrich, Mark Wickert, Andrew Woomer

6.H. Substitute — Health Room Assistant

Recommended Motion(s):

That we approve Vickie Arnold and Tina Pitt as Substitute Health Room Assistants for the 2026-2027 academic year at the \$140.00 per day rate. Criminal record checks, child abuse clearances and employment verification forms on file.

7. Curriculum (Mr. Santos)

7.A. Comprehensive Plan

Recommended Motion(s):

That we approve the 2026-2029 Comprehensive Plan.

7.B. Staff Development

Recommended Motion(s):

That we approve the following conferences: 1.) Charles Benton, Administrative Director, to attend The Workforce Leadership Forum, Camp Hill, PA, September 30-October 1, 2026. Estimated cost of \$621.00. 2.) Lisa Pison, Instructional Coach, to attend the Annual CTE Instructional Coaches meeting, State College, PA, October 1-2, 2026. Estimated cost of \$586.00. 3.) Kelly Flowers and Theresa Tobias, School Counselors, to attend the PACTA Fall Workshop for CTE School Counselors, State College, PA, October 1-2, 2026. Estimated cost of \$853.00. 4.) Marilyn Lathrop, Assistant Director, to attend the PACTA Fall Workshop for CTE Adult/Continuing Education Coordinators, State College, PA, October 1-2, 2026. Estimated cost of \$641.00.

7.C. TechLink Partner Memorandum of Understanding

Recommended Motion(s):

That we approve the 2026-2027 TechLink Consortium Memorandum of Understanding (MOU) between Lebanon County Career & Technology Center and Harrisburg Area Community College (HACC), as presented, with LCCTC's annual contribution of \$7,000 to support professional development and partnership activities.

7.D. Student Handbook

Recommended Motion(s):

That we approve the Lebanon County Career & Technology Center's Student Handbook for the 2026-2027 school year.

8. **Finance (Mr. Kline)**

9. **Adjournment**

9.A. Adjournment

Recommended Motion(s):

Motion to Adjourn

Description: Next Meeting - September 15, 2026

LEBANON COUNTY CAREER AND TECHNOLOGY CENTER
JOINT OPERATING COMMITTEE MINUTES
June 16, 2026

1. Meeting Opening

A. The regular business meeting of the JOC was called to order at 6:30 p.m. by the Vice President, Darren Grumbine.

B. Salute to the flag by all in attendance.

C. Roll Call - Present*

Annville Cleona	*Darren Grumbine	Colleen Shay
Cornwall Lebanon	Ruth Ann Schlegel	*Joel Zug
Eastern Lebanon	*Jean Pierre Santos	Jordan Weaver
Lebanon	*Robert Okonak	Janice Falk
Northern Lebanon	*David Kline	Benjamin Moyer
Palmyra	*Corey Andrew	Suzan Gilligan

Others present:

*Gary Messinger	*Charles Benton	*Jason Nace
*Daniel Romberger	*Tina Geyer	*Bernie Kepler
*Todd Lassa, LebTown		

D. Public Comment – none

E. Minutes

It was moved by Mr. Santos, seconded by Mr. Zug to approve the minutes of the May 19, 2026 regular business meeting. All members voting aye.

2. Director's Report

- Update on network revisions-Jason Nace
- Thank you to Dr. Messinger for serving as Superintendent of Record-Charles Benton

3. Communications - none

4. Business Reports

A. Financial Report

It was moved by Mr. Kline, seconded by Mr. Santos that we approve the Financial Report for the period ended May 31, 2026. All members voting aye.

B. Cafeteria Report

It was moved by Mr. Kline, seconded by Mr. Santos that we approve the Lebanon County Career and Technology Center - Cafeteria Report for the month ended May 31, 2026. All members voting aye.

5. Approval of Bills

A. Approval of Bills

It was moved by Mr. Kline, seconded by Mr. Santos that we approve the bills/transfers in the amount of \$843,419.54. There are no Capital Reserve Fund checks included in this amount. All members voting aye.

6. Personnel Matters

A. Staffing

It was moved by Mr. Zug, seconded by Mr. Santos that we authorize the administration to advertise, interview and select or transfer staff to accommodate enrollment/staffing patterns per approved guidelines. All members voting aye.

B. Staffing

It was moved by Mr. Zug, seconded by Mr. Santos that we authorize the administration to hire personnel to be ratified at the August Board Meeting. All members voting aye.

C. Lebanon County Area Vocational Technical School Board Officers (Officers of the 54-member board)

It was moved by Mr. Zug, seconded by Mr. Santos that the listed slate of officers be approved for the 2026-2027 Lebanon County Area Vocational Technical School Board as voted on by the school district board members.

**President, Ruth Ann Schlegel
Kline**

Secretary, Tina Geyer

Vice President, Darren Grumbine

Treasurer, David

	FOR	AGAINST	ABSENT	ABSTAIN
Annville-Cleona	9			
Cornwall Lebanon	8		1	
Eastern Lebanon	9			
Lebanon	7	1	1	
Northern Lebanon	9			
Palmyra	8		1	
TOTALS	50	1	3	

All members voting aye.

D. JOC Secretary and Treasurer Stipends

It was moved by Mr. Zug, seconded by Mr. Santos that we approve the stipend for Joint Operating Committee Secretary and Treasurer at \$300.00 for each position for the 2026-2027 school year. All members voting aye.

E. Adult Evening Instructors

It was moved by Mr. Zug, seconded by Mr. Santos that we approve the following adult evening instructors for 2026-2027 school year at the rate of \$41.00 per hour.

<u>Instructor</u>	<u>Program</u>	<u>Effective Date</u>
Angelo Cuva	Safety Inspections/Emissions	July 1, 2026
Joshua Kleinfelter	Safety Inspections/Emissions	July 1, 2026

All members voting aye.

F. Substitute Secretary

It was moved by Mr. Zug, seconded by Mr. Santos that we approve Rhonnda Bentz, Deborah Elliott and Carol Zerbe as Substitute Secretaries, at a rate of \$15.00 per hour for the 2026-2027 school year. All members voting aye.

G. Substitute - Custodian

It was moved by Mr. Zug, seconded by Mr. Santos that we approve Michael Wright as a Substitute Custodian at the rate of \$15.00 per hour for the 2026-2027 school year. All members voting aye.

H. Act 93

It was moved by Mr. Zug, seconded by Mr. Kline that we approve the Lebanon County Career and Technology Center Act 93 Agreement effective July 1, 2026, through June 30, 2029, for eligible administrative personnel, and authorizes the Executive Administrative Director to execute the agreement and administer its provisions. All members voting aye.

7. Curriculum

A. Textbook Approvals – Final Approval

It was moved by Mr. Santos, seconded by Mr. Kline that we approve the following textbooks for the 2026-2027 school year for final approval for the following programs:

Diesel Truck

Quantity	Title of Book	Copyright Date	Publisher	Cost Per Copy
36	Heavy Duty Truck Systems (2 years digital)	2025	Cengage	69.00

Dental Assistant

Quantity	Title of Book	Copyright Date	Publisher	Cost Per Copy
20	Modern Dental Assisting Textbook and Workbook package	2023	Elsevier	206.99

Medical Assistant

Quantity	Title of Book	Copyright Date	Publisher	Cost Per Copy
45	Today's Medical Assistant	2026	Elsevier	119.24
40	Study Guide for Today's Medical Assistant	2026	Elsevier	52.49

Cosmetology

Quantity	Title of Book	Copyright Date	Publisher	Cost Per Copy
30	Fundamentals: Cosmetology 2nd Edition Coursebook Set & Study Guide	2025	Pivot Point International	135.80

All members voting aye.

B. National FFA Convention

It was moved by Mr. Santos, seconded by Mr. Kline that four students and one advisor with one chaperone be approved to attend the National FFA Convention, Indianapolis, IN, October 20-23, 2026, the CTC covers the cost of the advisor and chaperone, estimated cost \$2,151.00. All members voting aye.

C. Professional Development Contract

It was moved by Mr. Santos, seconded by Mr. Kline that we approve the professional development contract with Edfuture for services to be provided during the 2026-2027 school year. The contract will be funded through the 2026-2027 Perkins grant allocation. All members voting aye.

8. Safety and Security**A. MOU**

It was moved by Mr. Andrew, seconded by Mr. Santos that we approve the MOU for reciprocal emergency shelter use during 2026-2027 school year and authorize the Administrative Director to execute the agreement. All members voting aye.

B. MOU - South Lebanon Police Department

It was moved by Mr. Andrew, seconded by Mr. Okonak that we approve the MOU between the Lebanon County Career & Technology Center and the South Lebanon Township Police Department for the 2026–2027 school year as presented. All members voting aye.

9. Finance**A. Budget Adoption**

It was moved by Mr. Kline, seconded by Mr. Santos that the ballots of the six districts be recorded for adoption of the 2026-2027 budget in the amount of \$9,206,271.00 as voted on by the school district board members.

	FOR	AGAINST	ABSENT	ABSTAIN
Annville-Cleona	9			
Cornwall Lebanon	8		1	
Eastern Lebanon	9			
Lebanon	9			
Northern Lebanon	9			
Palmyra	8		1	
TOTALS	52		2	

All members voting aye.

B. Solicitor

It was moved by Mr. Kline, seconded by Mr. Santos that we approve the firm of Saxton and Stump to be appointed as solicitor for the 2026-2027 fiscal year at the rate of \$255 per hour. All members voting aye.

C. Payment of Obligations

It was moved by Mr. Kline, seconded by Mr. Santos that we grant permission for the Business Administrator to process payment of additional June and July 2026 invoices and to ratify payment at the August 2026 JOC meeting. All members voting aye.

D. Bid Authorization

It was moved by Mr. Kline, seconded by Mr. Andrew that we authorize the administration to advertise for equipment/supply bids for the 2026-2027 school year as required by school code. All members voting aye.

E. Grant Applications

It was moved by Mr. Kline, seconded by Mr. Okonak that we authorize the administration to submit grant/allocation applications for Perkins and any additional funds that may become available in 2026-2027. All members voting aye.

F. Investment Officer

It was moved by Mr. Kline, seconded by Mr. Santos that we appoint Tina Geyer, Business Administrator, as the Lebanon County Career and Technology Center's Investment Officer for 2026-2027 school year. All members voting aye.

G. Investment Plan – 2026-2027

It was moved by Mr. Kline, seconded by Mr. Santos that we approve the Investment Plan for the 2026-2027 school year. All members voting aye.

H. Depositories

It was moved by Mr. Kline, seconded by Mr. Santos that we approve the following depositories for the 2026-2027 school year.

- Fulton Bank..... General Fund Deposit Account
- General Fund Checking Account (Accounts Payable)
- Payroll Account
- Cafeteria Fund Account
- Student Activity Account
- Scholarship Fund Account
- PLGIT..... General Fund
- Fund Financial Advisors..... 2020 Authority Bond Funds

All members voting aye.

I. Information Technology Consulting Agreement

It was moved by Mr. Kline, seconded by Mr. Santos that we approve the Information Technology Consulting Agreement between the Lebanon County Career and Technology Center and D and B Broadband, LLC to provide technology consulting services at a rate of \$85.00 per hour, not to exceed a total of \$20,000, effective upon approval of this agreement. All members voting aye.

J. Declare Textbooks as Obsolete

It was moved by Mr. Kline, seconded by Mr. Santos that we approve the Administrative Director's recommendation to declare the following list of textbooks as obsolete.

- 12th Edition Modern Dental Assisting Workbook (17 total) ISBN 978-0-323-43031-9
- 12th Edition Modern Dental Assisting (3 total) ISBN 978-0-323-43030-2
- 11th Edition Modern Dental Assisting (16 total) ISBN 978-1-4557-7451-7
- Practice Management for the Dental Team (28 total) ISBN 978-0-323-06536-8
- 10th Edition Modern Dental Assisting (17 total) ISBN 978-1-4377-1729-7
- 10th Edition Modern Dental Assisting Workbook (12 Total) ISBN 978-1-4377-2728-9

All members voting aye.

10. Policy

A. Policy – Final Approval

It was moved by Mr. Kline, seconded by Mr. Santos that we approve policy 815.1 Generative Artificial Intelligence in Education for final approval. All members voting aye.

11. Articles of Agreement

A. Articles of Agreement

Motion to approve and adopt the amended Articles of Agreement dated June 16, 2026.

FOR AGAINST ABSENT ABSTAIN

Annville-Cleona	9		
Cornwall Lebanon	7		2
Eastern Lebanon	8	1	
Lebanon	1	8	
Northern Lebanon	9		
Palmyra	9		
TOTALS	43	9	2

There was no vote to move to accept the Articles of Agreement. The motion failed.

12. Adjournment

A. Adjournment

It was moved by Mr. Kline, seconded by Mr. Santos that we adjourn the meeting at 7:20 p.m.

An Executive Session followed the meeting to discuss personnel.

Respectfully submitted,

Tina M. Geyer,
Secretary

Next meeting – August 18, 2026



Summer 2026

Lebanon County Career and Technology Center

833 Metro Drive, Lebanon, PA 17042 • • • Tel: (717) 273-8551 • • • www.lcctc.edu

LVC Hosted the CTC Health Sciences Cluster

This spring, Lebanon Valley College welcomed LCCTC Health Science students for a tour of the Exercise Science, Athletic Training and Nursing programs. The students met with LVC faculty and students for a fun, informative, and interactive experience.



Thank you!



Decision Day

Our School Counselors' favorite day of the year is here! We love celebrating our seniors and the exciting next steps they've worked so hard for—whether that's heading to college, entering the workforce, or serving in the military. Join us in congratulating the Class of 2026 on their big decisions and bright futures ahead!

#DecisionDay #ClassOf2026 #SeniorSuccess



LECTURE DECISION DAY

Richard Adams
Anella Adorno
Aniliris Alicea Arroyo
Paola Aragonès
Carter Arnold
Silas Atkins
Keegan Bachelder
Gavin Bardsley
Chester Barlett
Jenna Barshinger
Dustin Barto
Danika Basselgia
Kaden Beamesderfer
Addison Bechtold
Bethany Berry
Amya Boltz
Natalie Bortz
Anthony Bossler
Ryan Bower
Lindsey Boyer
Tyce Boyer
Daniel Bright-Walck
Landen Bucks
Madelynn Burkhammer
Jalexis Burrus
Lakyja Camacho
Faith Campbell
Nathan Carpenter
Jayvien Cartagena
Kayla Charles
Joel Chogo
Emi Dalzon
Olivia Davies
Josiah Derrer
Robert Devine
Sangita Dhungana
Braden Dove
Owen Dusthimer
Sophia Ebersole
Rilee Eisenhour
Gavin English
Dominic Estrella
Anthony Figueroa
Brycen Flear
Kyra Flowers
Rylan Flowers
Kyra Fortney
Travis Furmanski
Edelin Garcia
Isabella Gardner

Workforce-I. Auman Machine
Kutztown University
Ana G Mendez University of Puerto Rico
South Dakota State University
Army
Workforce-Wengers of Myerstown
Workforce-Calini Landscaping
Shippensburg University
Workforce-Arthur Funk and Sons
Workforce-Great Clips
Workforce-Highland Tank
Workforce-G-Force Transmissions
Workforce-Manheim Auto Auction
Army
Penn State Berks
Central Penn College
Saint Joseph's University, Lancaster
Workforce-Precision Heating and Cooling
Penn State University
Pennsylvania College of Art and Design
WyoTech
Workforce-Highland Tank
Workforce-Highland Tank
Workforce-Wellspan Good Samaritan Hospital
HACC
HACC
HACC
Workforce-Cornwall Manor
HACC
Penn State Berks
Temple University
HACC
Elizabethtown College
United States Marie Corps
Workforce-Faulkner Hyundai of Harrisburg
Pennsylvania College of Technology
Marines
Workforce-G.F. Bowman
Universal Technical Institute
HACC
Workforce-Vengeant Apparatus
Thaddeus Stevens College of Technology
North Central College
Workforce-Myers's
HACC
Workforce-New Aire Tech
Pennsylvania College of Technology
University of Mississippi
Central Penn College
HACC



BEST WISHES CLASS OF 2026

LECTURE DECISION DAY

Gavin Gilbert
 Conner Gingrich
 Camden Giron
 Brandon Good
 Roksana Griffin
 Ashley Gruber
 Ryan Gunderson
 Lily Hahn
 Cameron Hansell
 Kaylee Haring
 Myka Harvey
 Constance He
 Austin Heim
 Luke Hentz
 Amber Hewitt
 Zachery Hibshman
 Kayda Himmelberger
 Julyanah Hoffman
 Lucy Hoffman
 Jonathan Holland
 David Houck
 Kyleigh Hoyer
 Addison Johnson
 Varsity Jones
 Hannah Keen
 Kathryn Keil
 Delanna Keller
 Mariah Kipp
 Savannah Kleinfelter
 Landyn Kline
 Emmie Kreider
 Brennan Lerch
 Natalia Lerch
 KatyAnne Light
 Nolan Lingle
 Johbrianna Long
 Lounel Lozada
 Jordania Maceo Pujols
 Abigail Manwiller
 Josiah Martin
 Zachary Martin
 Jaydrien Matias
 Lidsaura Matos De la Torre
 Joseline Matos Lebron
 Angel Maysonet Maisonave
 Roman McHugh
 William Meade
 Lucas Miles
 Aubrey Miller
 MacKenzie Miller

Workforce-DMH Solar Inc
 Workforce-Boger Concrete
 Marines
 Thaddeus Stevens College of Technology
 Penn College of Technology Tech
 Indiana University of Pennsylvania
 Lebanon Valley College
 Millersville University
 Emory and Henry University
 Millersville University
 Army
 HACC
 Thaddeus Stevens College of Technology
 Marine Corps
 Pastry Apprenticeship Program-The Landings Golf and
 Athletic Club in GA
 Air Force
 Reading Hospital School of Health Sciences
 Penn State Berks
 Central Penn College
 BYU Idaho
 Workforce-Lebanon County Prison
 Lebanon Valley College
 Wellspan Good Samaritan Hospital
 Workforce-Adore Mae Salon
 Workforce-DoGoods
 Lycoming College
 Lebanon Valley College
 Workforce-Rushtown Poultry
 Saint Joseph's University, Lancaster
 Misericordia University
 Pennsylvania College of Technology
 Stable Hollow Construction
 Lancaster Co. CTC
 Navy
 Thaddeus Stevens College of Technology
 Waynesburg University
 Marines
 Army
 HACC
 Workforce-C. M. High
 Workforce-Middle Creek Builders
 Thaddeus Stevens College of Technology
 Alvernia University
 St. Joseph's University
 Navy
 Penn College of Technology Tech
 Workforce-Three Mile Island
 Workforce-IDI Machine Co.
 Workforce-Precision Heating and Cooling
 Penn State Schuylkill



BEST WISHES CLASS OF 2026

LECTURE DECISION DAY

Chase Mohn
 Darielis Morales
 Elijah Most
 Alivia Moyer
 Abigail Nelson
 Kushal Niroula
 Carter Ober
 Evan Ortiz
 Isabelle Ott
 Sincere Perez
 Ciara Perez-Nunez
 Malachi Raiger
 Zion Riddick
 Giovanni Rios
 Daniel Rivero Castellon
 Jaaziel Rodriguez
 Jasielys Rodriguez Olivero
 Joseph Romero
 Myles Ross
 Armani Santos
 Bethany Schaeffer
 Owen Seibert
 Hudson Sellers
 Tyler Shaak
 Alexa Shanaman
 Daniel Sherk
 Alyssa Shirey
 Cale Shuey
 Jillian Smoyer
 Melissa Solorio
 Mikayla Sperlich
 Ellie Stevey
 Joshua Sutherly
 Cohbe Sweitzer
 Joshua Tice
 Nash Torres
 Jaylysianah Tuisl
 Franklin Uhler
 Roselin Villar Mora
 Kaydence Ward
 Tyler Watson
 Parker Weaver
 Madison Weidman
 Jordan Weierbach
 Kasey Weimer
 Landon Wenger
 Luke Wentling
 Kayden Wentzel
 Makenzie West
 Travis Wilk

Workforce-C. M. High
 HACC
 Workforce-Limited Access Fire & Security
 Millersville University
 Weber State
 Penn State Harrisburg/Main campus
 Workforce-C. M. High
 Thaddeus Stevens College of Technology
 HACC
 Workforce-Lebanon Valley Craft Brewery
 HACC
 Penn State University
 Pennsylvania College of Technology
 Workforce-HACC
 Army
 Pennsylvania College of Technology
 College of Central Florida
 HACC
 Air Force
 HACC
 Workforce-Wellspan Good Samaritan Hospital
 Workforce-PennDot
 Workforce-Inch by Inch Construction
 Missouri Welding Institute
 Lebanon Valley College
 Workforce-Shank Door
 Navy
 Workforce-C. M. High
 HACC
 Alvernia University
 Workforce-Woodland Contractors
 Workforce-Desserts, etc
 Workforce-Chocolatier
 Workforce-Shilohs Excavation
 Workforce-Mar Team Harvesting
 Western Welding Academy
 IUP
 Workforce-Myerstown Borough Public Works
 Lebanon Valley College
 HACC
 Workforce-Hershey Social
 Workforce-Cornwall Manor
 Wellspan Good Samaritan Hospital
 Culinary Apprenticeship Program-The Landings Golf
 and Athletic Club in GA
 King's College
 Workforce-Residential Painting & Photography
 Workforce-Boger Concrete
 Missouri Welding Institute
 Houghton University
 Pennsylvania College of Technology

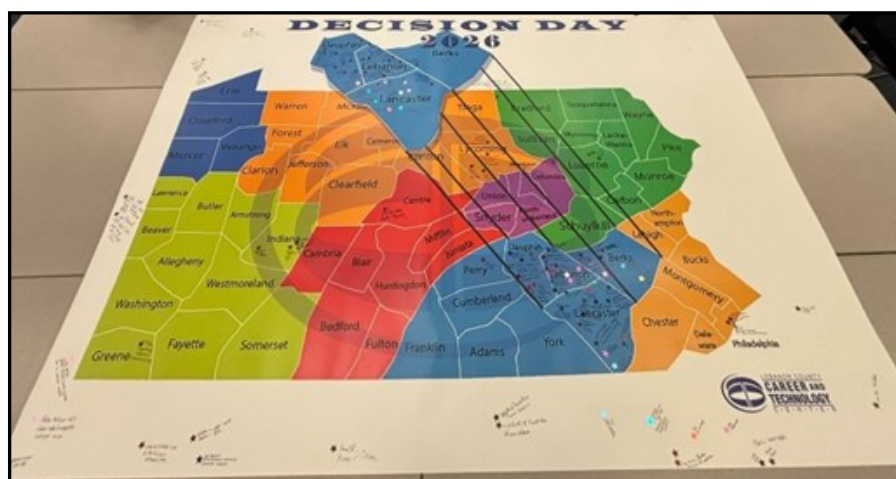


BEST WISHES CLASS OF 2026

LCCTC DECISION DAY

Logan Will
Jesse Willi
Lydia Wilson
Mason Wingert
Russell Winters
Caleb Wright
Lena Yeiser
Carter Young
Brayden Zerphay
Gavin Zimmerman
Michael Zombro

Workforce-Bell and Evan's
Frederick Community College
Workforce-Local 520 Union
Workforce-Dutchway
HACC
Hiram G Andrews Center
Alvernia University
Workforce-Wessner Mechanical
Bloomsburg University
UW Green Bay
Workforce-Cleveland Brothers



BEST WISHES CLASS OF 2026

2025-2026 School Year



2025-2026 School Year



FINANCIAL STATEMENT - LEBANON COUNTY CAREER & TECHNOLOGY CENTER
FOR PERIOD ENDING - June 30, 2026 (Unaudited)

RECONCILIATION OF CASH

CASH BALANCE - June 1, 2026		\$	464,394
ADDITIONS:			
Receipts	248,439		
Transfers	543,611		
Interest	389		792,439
DEDUCTIONS:			
Disbursements	538,927		
Payroll	423,879		
Transfers	-		
Fees	853		963,659
CASH BALANCE - June 30, 2026		\$	293,174

	CURRENT PERIOD	TOTAL TO DATE
RECEIPTS		
6500 Earning from Investments	\$ 5,015	\$ 62,919
6700 Student Activity Revenue - Shop Revenue	\$ 4,266	\$ 61,609
6800 Other Revenue from Intermediary Sources	\$ -	\$ 20,000
6940 Tuition	\$ 3,401	\$ 19,418
6900 Miscellaneous Revenue	\$ 603	\$ 33,756
7200 Vocational Education	\$ 313,123	\$ 1,251,822
7330 Health Services Funding	\$ -	\$ 13,577
7509 Supplemental Equipment Grant	\$ -	\$ 230,721
7800 Revenue Social Security/ Retirement Payments	\$ 181,835	\$ 709,527
8520 Vocational Education (Perkins)	\$ 29,699	\$ 296,994
8749 PCCD - Mental Health Grant	\$ -	\$ 29,350
9400 Sale of Obsolete Assets	\$ 4,240	\$ 4,240
6946 Receipts from Member Districts	\$ 234,514	\$ 6,477,107
	<u>\$ 776,696</u>	<u>\$ 9,211,040</u>

	ORIGINAL BUDGET	CURRENT PERIOD	TOTAL TO DATE	BUDGET BALANCE
EXPENDITURES				
1100 Regular Programs - Secondary	\$ 319,529	\$ 21,977	\$ 255,431	\$ 64,098
1200 Special Programs - Secondary	\$ 439,468	\$ 28,134	\$ 303,643	\$ 135,825
1300 Vocational Education Programs	\$ 4,574,848	\$ 424,937	\$ 4,045,468	\$ 529,380
1600 Adult Education Programs	\$ -	\$ 226	\$ 6,134	\$ (6,134)
2100 Support Svcs - Pupil Personnel	\$ 390,673	\$ 34,499	\$ 395,920	\$ (5,247)
2200 Support Svcs - Instructional Staff	\$ 549,780	\$ 52,374	\$ 595,567	\$ (45,787)
2300 Support Svcs - Administration	\$ 908,089	\$ 72,357	\$ 868,021	\$ 40,068
2400 Support Svcs - Pupil Health	\$ 95,441	\$ 6,244	\$ 86,835	\$ 8,606
2500 Support Svcs - Business	\$ 542,930	\$ 38,071	\$ 536,817	\$ 6,113
2600 Operation & Maint of Plant Svcs	\$ 1,019,585	\$ 88,999	\$ 1,027,125	\$ (7,540)
2800 Staff Development	\$ 6,500	\$ -	\$ 14,287	\$ (7,787)
3200 Student Activities	\$ 29,501	\$ 22,379	\$ 43,359	\$ (13,858)
4600 Existing Building Improvements	\$ -	\$ -	\$ -	\$ -
5000 Refund Of Prior Year Revenue	\$ -	\$ -	\$ -	\$ -
	<u>\$ 8,876,344</u>	<u>\$ 790,197</u>	<u>\$ 8,178,607</u>	<u>\$ 697,737</u>

INVESTMENTS	PLGIT	PLGIT Reserve	BANK BALANCE (as per statement)
PLGIT - General Fund	\$ 945,163.27	3.47% \$ 465,495.28	3.56% Fulton Bank - Payroll \$ 179,821.52
Fulton - Capital Reserve	\$ 4,163,070.12	2.94%	Fulton Bank - General 84,041.29
			Fulton Bank - Deposit 70,696.05
			<u>\$ 334,558.86</u>

OTHER BALANCES OF INTEREST

SCHOLARSHIP Account - Fulton Bank	\$ 4,825.11
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**FINANCIAL STATEMENT - LEBANON COUNTY CAREER & TECHNOLOGY CENTER
FOR PERIOD ENDING - July 31, 2026**

RECONCILIATION OF CASH

CASH BALANCE - July 1, 2026		\$	293,174
ADDITIONS:			
Receipts	1,082,103		
Transfers	155,141		
Interest	499		1,237,743
DEDUCTIONS:			
Disbursements	418,025		
Payroll	467,532		
Transfers	-		
Fees	837		886,393
CASH BALANCE - July 31, 2026		\$	<u>644,524</u>

RECEIPTS

	CURRENT PERIOD	TOTAL TO DATE
6500 Earning from Investments	\$ 4,348	\$ 4,348
6700 Student Activity Revenue - Shop Revenue	\$ 561	\$ 561
6800 Other Revenue from Intermediary Sources	\$ -	\$ -
6940 Tuition	\$ 568	\$ 568
6900 Miscellaneous Revenue	\$ 8,174	\$ 8,174
7200 Vocational Education	\$ -	\$ -
7330 Health Services Funding	\$ -	\$ -
7509 Supplemental Equipment Grant	\$ -	\$ -
7800 Revenue Social Security/ Retirement Payments	\$ -	\$ -
8520 Vocational Education (Perkins)	\$ -	\$ -
8749 PCCD - Mental Health Grant	\$ -	\$ -
9400 Sale of Obsolete Assets	\$ -	\$ -
6946 Receipts from Member Districts	\$ 896,297	\$ 896,297
	<u>\$ 909,948</u>	<u>\$ 909,948</u>

EXPENDITURES

	ORIGINAL BUDGET	CURRENT PERIOD	TOTAL TO DATE	BUDGET BALANCE
1100 Regular Programs - Secondary	\$ 316,362	\$ 1,695	\$ 1,695	\$ 314,667
1200 Special Programs - Secondary	\$ 390,599	\$ 1,952	\$ 1,952	\$ 388,647
1300 Vocational Education Programs	\$ 4,674,935	\$ 67,343	\$ 67,343	\$ 4,607,592
1600 Adult Education Programs	\$ -	\$ -	\$ -	\$ -
2100 Support Svcs - Pupil Personnel	\$ 400,488	\$ 9,548	\$ 9,548	\$ 390,940
2200 Support Svcs - Instructional Staff	\$ 626,078	\$ 86,976	\$ 86,976	\$ 539,102
2300 Support Svcs - Administration	\$ 963,564	\$ 94,721	\$ 94,721	\$ 868,843
2400 Support Svcs - Pupil Health	\$ 98,293	\$ 2,437	\$ 2,437	\$ 95,856
2500 Support Svcs - Business	\$ 547,526	\$ 50,510	\$ 50,510	\$ 497,016
2600 Operation & Maint of Plant Svcs	\$ 1,142,049	\$ 121,719	\$ 121,719	\$ 1,020,330
2800 Staff Development	\$ 6,500	\$ -	\$ -	\$ 6,500
3200 Student Activities	\$ 39,877	\$ 499	\$ 499	\$ 39,378
4600 Existing Building Improvements	\$ -	\$ -	\$ -	\$ -
5000 Refund Of Prior Year Revenue	\$ -	\$ -	\$ -	\$ -
	<u>\$ 9,206,271</u>	<u>\$ 437,400</u>	<u>\$ 437,400</u>	<u>\$ 8,768,871</u>

INVESTMENTS

	PLGIT	PLGIT Reserve	BANK BALANCE (as per statement)
PLGIT - General Fund	\$ 793,123.11	3.48% \$ 466,906.66	3.57% Fulton Bank - Payroll \$ 13,955.34
Fulton - Capital Reserve	\$ 4,173,323.81	2.94%	Fulton Bank - General 76,334.41
			Fulton Bank - Deposit 570,784.42
			<u>\$ 661,074.17</u>

OTHER BALANCES OF INTEREST

SCHOLARSHIP Account - Fulton Bank	\$ 4,825.11
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LEBANON COUNTY CAREER & TECHNOLOGY CENTER
CAFETERIA PROGRAM
FISCAL YEAR 2025/2026
THRU JUNE 30, 2026 (Unaudited)

Receipts-	YTD 5/31/2026	JUNE 2026	YTD 6/30/2026
Cafeteria Sales - Prepaid Class A	\$ 9,900.00	\$ 24.00	\$ 9,924.00
Cafeteria Sales - Class A	\$ 644.00	\$ -	\$ 644.00
Cafeteria Sales - Prepaid Reduced	\$ -	\$ -	\$ -
Cafeteria Sales - Reduced Lunches	\$ -	\$ -	\$ -
Cafeteria Sales - Prepaid 2nd Lunch	\$ -	\$ -	\$ -
Cafeteria Sales - Adult Lunches	\$ 1,410.00	\$ 11.00	\$ 1,421.00
Cafeteria Sales - Ala Carte	\$ 3,779.75	\$ 18.00	\$ 3,797.75
Misc Income	\$ 4.00	\$ 11.75	\$ 15.75
Interest	\$ 39.32	\$ -	\$ 39.32
Local Food for Schools (LFS)	\$ 3,000.00	\$ (3,000.00)	\$ -
NSLP Federal Subsidy Received	\$ 16,329.04	\$ 5,373.78	\$ 21,702.82
NSLP State Subsidy Received	\$ 603.20	\$ 55.40	\$ 658.60
Total Receipts	\$ 35,709.31	\$ 2,493.93	\$ 38,203.24
Expenses-			
Food & Milk	\$ 12,884.90	\$ 1,247.75	\$ 14,132.65
Supplies/Equipment	\$ 2,157.74	\$ (13.83)	\$ 2,143.91
Other Contracted Expenses	\$ 5,393.32	\$ 625.79	\$ 6,019.11
Contracted Mgmt Fees	\$ 5,447.10	\$ 1,089.42	\$ 6,536.52
Training	\$ 358.90	\$ 51.78	\$ 410.68
Contracted Salaries	\$ 53,071.59	\$ 8,755.44	\$ 61,827.03
Total Expenses	\$ 79,313.55	\$ 11,756.35	\$ 91,069.90
NET Income/(Loss)	\$ (43,604.24)	\$ (9,262.42)	\$ (52,866.66)
Lunches Served to Date-			
Class A	2,831	6	2,837
Reduced	91	-	91
Free	3,262	4	3,266
Total	6,184	10	6,194
Days of Operation	175	3	178
Fulton Bank Balance	\$ 17,634.11	\$ 18.25	\$ 17,652.36

**LEBANON COUNTY CAREER & TECHNOLOGY CENTER
STUDENT ACTIVITY FUND
2025/2026 SCHOOL YEAR
FOR THE QUARTER ENDED JUNE 30, 2026 (Unaudited)**

	03/31/26 Beginning <u>Balance</u>	<u>Receipts</u>	<u>Disb.</u>	06/30/26 Ending <u>Balance</u>
HOSA (HCT) - AM	3,556.08	847.43	0.00	4,403.51
HOSA (HCT) - PM	2,995.17	1,179.43	560.00	3,614.60
HOSA (MA) AM	3,187.05	956.43	250.00	3,893.48
HOSA ULTIMO (MA) PM	4,396.07	91.43	1,103.00	3,384.50
HOSA TNT - AM	2,053.09	804.43	0.00	2,857.52
HOSA TNT - PM	6,212.95	91.43	0.00	6,304.38
FFA	4,511.30	1,748.93	1,090.03	5,170.20
LCBA	4,206.21	1,473.43	0.00	5,679.64
SKILLS USA	11,193.09	3,313.14	4,054.28	10,451.95
SPIRITWEAR	207.61	0.00	0.00	207.61
Nat'l Tech Honor Society	(1,325.68)	1,828.67	502.99	0.00
Apprenticeship	996.25	0.00	0.00	996.25
	<u><u>\$42,189.19</u></u>	<u><u>\$12,334.75</u></u>	<u><u>\$7,560.30</u></u>	<u><u>\$46,963.64</u></u>
Checking Account(s)	\$45,478.29	\$12,334.75	\$10,849.40	46,963.64
Accounts Payable	\$0.00	\$0.00	\$0.00	0.00
Due to Other Funds	(\$3,289.10)	\$6,318.40	\$3,029.30	(0.00)
Due from Other Funds	\$0.00	\$0.00	\$0.00	0.00
	<u><u>\$42,189.19</u></u>	<u><u>\$18,653.15</u></u>	<u><u>\$13,878.70</u></u>	<u><u>\$46,963.64</u></u>

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GEN FUND CHECKING Payment Dates: 06/17/2026 - 07/20/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000043805	06/18/2026	JENNA BARSHINGER			(16.25)
0000043831	07/01/2026	CM REGENT LLC	GROUP INSURANCE		1,331.40
0000043832	07/01/2026	CM REGENT LLC	GROUP INSURANCE		397.50
0000043833	07/01/2026	METROPOLITAN LIFE INS COMPANY	GROUP INSURANCE		4,688.49
0000043834	07/01/2026	PACTA	DUES & FEES		850.00
0000043835	07/01/2026	PSEA HEALTH AND WELFARE FUND	GROUP INSURANCE		360.16
0000043836	07/02/2026	ACTIVE INTERNET TECHNOLOGIES	SUPP & FEES - TECH REL		2,325.00
0000043837	07/02/2026	CONEXUS INC	TECHNICAL SERVICES		2,050.00 #
0000043838	07/02/2026	CORNWALL-LEBANON SCHOOL DIST.	OTHER PROFESSIONAL SVC		1,500.00
0000043839	07/02/2026	ELAN FINANCIAL SERVICES	TRAVEL		2,567.65
0000043840	07/02/2026	HILLYARD	REPAIRS & MAINT BLDGS		479.05 #
0000043841	07/02/2026	HOASTER GEBHARD & CO INSURANCE	GENERAL PROP & LIAB INS		7,658.00
0000043842	07/02/2026	LEBANON CO BUILDERS ASSOC	DUES & FEES		665.00
0000043843	07/02/2026	NUTRITION INC			11,127.00
0000043844	07/02/2026	PA PRINCIPALS ASSOCIATION	DUES & FEES		605.00
0000043845	07/02/2026	POWERSCHOOL GROUP LLC	SUPP & FEES - TECH REL		7,089.69
0000043846	07/02/2026	PSBA	UNEMPLOYMENT COMP		387.00
0000043847	07/16/2026	AQUA-TREAT INC	REPAIRS & MAINT BLDGS		200.00
0000043848	07/16/2026	AT&T MOBILITY	TRANSPORT/TELECOMM SVCS		427.23 #
0000043849	07/16/2026	CAREERSAFE LLC	OSHA CERT		630.00
0000043850	07/16/2026	CASELLA WASTE SYSTEMS INC	DISPOSAL SERVICES		566.76 #

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GEN FUND CHECKING Payment Dates: 06/17/2026 - 07/20/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

Sort: Payment Number

Payment #	Payment Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000043851	07/16/2026	CLASSLINK INC.	LSUNCHPAD RENEWAL		3,440.10
0000043852	07/16/2026	COCOA RESTAURANT SERVICES LLC	YEARLY INSPECTION		1,920.00
0000043853	07/16/2026	COMMONWEALTH OF PA	DUES & FEES		0.00
0000043854	07/16/2026	COMMONWEALTH OF PENNSYLVANIA	DUES & FEES		82.00
0000043855	07/16/2026	DEP	DUES & FEES		650.00
0000043856	07/16/2026	DEPARTMENT OF THE TREASURY	DUES & FEES		317.72
0000043857	07/16/2026	DYNEGY ENERGY SERVICES	ELECTRICITY		11,013.19 #
0000043858	07/16/2026	ENCORE FIRE PROTECTION	REPAIRS & MAINT BLDGS		7,341.98
0000043859	07/16/2026	ENCOVA INSURANCE	WORKERS' COMPENSATION		21,846.00
0000043860	07/16/2026	FIDEVIA	OTHER PROFESSIONAL SVC		2,890.00 #
0000043861	07/16/2026	FOXRIGHT SOLUTIONS LLC	SUPP & FEES - TECH REL		1,999.00
0000043862	07/16/2026	GANNETT PENNSYLVANIA LOCALIQ	Advertising		45.04 #
0000043863	07/16/2026	HOASTER GEBHARD & CO INSURANCE	GENERAL PROP & LIAB INS		71,866.00
0000043864	07/16/2026	HOME DEPOT CREDIT SERVICES	GENERAL SUPPLIES		247.30 #
0000043865	07/16/2026	I-CAR	STUDENT CURRICULUM		2,400.00
0000043866	07/16/2026	KYOCERA DOCUMENT SOLUTIONS MID ATLANTIC	GENERAL SUPPLIES		418.20 #
0000043867	07/16/2026	MAJOR LEAGUE SCREEN PRINTING	GENERAL SUPPLIES		499.00
0000043868	07/16/2026	MET-ED	ELECTRICITY		2,409.16
0000043869	07/16/2026	MILLER & BIXLER AUTOPARTS	CR26-069	CR26-070	110.22 #
0000043870	07/16/2026	NUTRITION INC	FOOD SVC-NON-FOOD COSTS		3,936.18 #
0000043871	07/16/2026	PA MEDIA GROUP	Advertising		102.48 #

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

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LEBANON COUNTY CTC

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GEN FUND CHECKING **Payment Dates:** 06/17/2026 - 07/20/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000043872	07/16/2026	PA SCHOOL BOARDS ASSOC INC.	RENEWAL		6,467.02
0000043873	07/16/2026	ROYERS FLOWERS	GENERAL SUPPLIES		49.98 #
0000043874	07/16/2026	SCENARIO LEARNING LLC	SUPP & FEES - TECH REL		743.61
0000043875	07/16/2026	SCHAEDLER YESCO DISTR. INC.	Enc Transfer from FY26 SUPPLIES		404.12 #
0000043876	07/16/2026	U.S. BANK EQUIPMENT FINANCE	RENTAL OF EQUIPMENT		1,142.79
0000043877	07/16/2026	UGI UTILITIES INC.	NATURAL GAS		72.62 #
0000043878	07/16/2026	UNITI SOLUTIONS	TRANSPORT/TELECOMM SVCS		1,063.24
* EFTGF00425	07/07/2026	NATIONAL PROCESSING CENTER	DUES & FEES		227.34
* EFTGF00426	07/15/2026	FULTON BANK	DUES & FEES		515.30
* EFTGF00427	07/15/2026	FULTON BANK	DUES & FEES		5.00

10 - GENERAL FUND	172,176.34
31 - CAPITAL RESERVE FUND - 31	2,890.00
51 - FOOD SERVICE/CAFETERIA	15,046.93

Grand Total All Funds Grand Total Credit Cards Grand Total Direct Deposits Grand Total Manual Checks Grand Total Other Disbursement Non-negotiables Grand Total Procurement Card Other Disbursement Non-negotiables	190,113.27 0.00 0.00 (58.25) 747.64 0.00
Grand Total Regular Checks Grand Total Virtual Payments Grand Total All Payments	189,423.88 0.00 190,113.27

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PR - PAYROLL ACCOUNT Payment Dates: 06/01/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements
Sort: Payment Number

Payment #	Payment Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000027597	06/18/2026	AFLAC TRADITIONAL AND DIRECT	DED: AFIN - Full Payroll Pay Date: 6/4/2026	DED: AFIN - Full Payroll Pay Date: 6/18/2026	210.27
0000027598	06/18/2026	LEBANON AVTS TEACHERS ASSOC	DED: DUES - Full Payroll Pay Date: 6/4/2026	DED: DUES - Full Payroll Pay Date: 6/18/2026	2,643.50
* EIT0000630	06/18/2026	Keystone Collections Group	Purpose: EE EIT Pay Date: 6/18/2026	Purpose: EE EIT Pay Date: 6/4/2026	10,964.64
* HE00000604	06/04/2026	HEALTH EQUITY	DED:[HSA] **HSA Employee Deduction - Pay Date: 6/4/2026		1,468.73
* HE00000618	06/18/2026	HEALTH EQUITY	DED:[HSA] **HSA Employee Deduction - Pay Date: 6/18/2026		1,468.73
* IRS0000604	06/04/2026	EFTPS 941 PAYMENT	Purpose: EE FED Pay Date: 6/4/2026	Purpose: ER FICA Pay Date: 6/4/2026	40,492.37
* IRS0000618	06/18/2026	EFTPS 941 PAYMENT	Purpose: EE FED Pay Date: 6/18/2026	Purpose: ER FICA Pay Date: 6/18/2026	49,123.50
* LST0000630	06/18/2026	Keystone Collections Grp	Purpose: EE LST Pay Date: 6/18/2026	Purpose: EE LST Pay Date: 5/21/2026	808.00
* OMN1000604	06/04/2026	U.S. OMNI	DED:[ROTH 403b] **OMNI 403b Roth - Pay Date: 6/4/2026	DED:[OMNI] **OMNI - Pay Date: 6/4/2026	675.00
* OMN1000618	06/18/2026	U.S. OMNI	DED:[ROTH 403b] **OMNI 403b Roth - Pay Date: 6/18/2026	DED:[OMNI] **OMNI - Pay Date: 6/18/2026	675.00
* PATX000604	06/04/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 6/4/2026		5,227.74
* PATX000618	06/18/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 6/18/2026		6,474.92
* PAUC000630	06/18/2026	PA DEPT OF LABOR & INDUSTRY	Purpose: EE UNEM Pay Date: 6/18/2026	Purpose: EE UNEM Pay Date: 6/4/2026	723.56
* PSER000630	06/18/2026	PSERS	Purpose: EE RETP Pay Date: 6/18/2026	Purpose: EE RETP Pay Date: 6/4/2026	27,898.80
* SCDU000604	06/04/2026	PA SCDU	DED:[SCDU] **Pennsylvania SCDU - Pay Date: 6/4/2026	DED:[SCDU] **Pennsylvania SCDU - calc - Pay Date: 6/4/2026	465.34
* SCDU000618	06/18/2026	PA SCDU	DED:[SCDU] **Pennsylvania SCDU - Pay Date: 6/18/2026	DED:[SCDU] **Pennsylvania SCDU - calc - Pay Date: 6/18/2026	465.34
* VOYA000604	06/04/2026	VOYA	Purpose: EE RETD Pay Date: 6/4/2026	Purpose: ER RETD Pay Date: 6/4/2026	2,459.27
* VOYA000618	06/18/2026	VOYA	Purpose: EE RETD Pay Date: 6/18/2026	Purpose: ER RETD Pay Date: 6/18/2026	3,577.91

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card v - Virtual Payment
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FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PR - PAYROLL ACCOUNT Payment Dates: 06/01/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements

Sort: Payment Number

10 - GENERAL FUND	155,822.62
Grand Total All Funds	155,822.62
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	152,968.85
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	2,853.77
Grand Total Virtual Payments	0.00
Grand Total All Payments	155,822.62

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: DP - GEN FUND DEPOSIT Payment Dates: 06/01/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* EFTDP01730	06/01/2026	FUTURE POS	DUES & FEES		43.89
* EFTDP01731	06/01/2026	GUARDIAN LIFE	GROUP INSURANCE		5,610.23
* EFTDP01732	06/02/2026	LEBANON CO CTC	MISC EXPENDITURES		2,172.02
* EFTDP01733	06/03/2026	ECB RX LLC	MEDICAL INSURANCE		266.67
* EFTDP01734	06/04/2026	LEBANON CO CTC	MISC EXPENDITURES		20,804.59
* EFTDP01735	06/04/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		12,291.37
* EFTDP01736	06/08/2026	FUTURE POS	DUES & FEES		8.25
* EFTDP01737	06/09/2026	HEALTH EQUITY	DUES & FEES		95.00
* EFTDP01738	06/10/2026	LEBANON CO CTC	MISC EXPENDITURES		230,221.44
* EFTDP01739	06/11/2026	LEBANON CO CTC	MISC EXPENDITURES		35,424.53
* EFTDP01740	06/11/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		10,211.24
* EFTDP01741	06/12/2026	BENECON GROUP LLC	SELF-INS MED HEALTH		15,195.84
* EFTDP01742	06/18/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		27,618.15
* EFTDP01743	06/23/2026	PARSONS	GENERAL SUPPLIES		7.20
* EFTDP01744	06/24/2026	ECB RX LLC	MEDICAL INSURANCE		1,412.50
* EFTDP01745	06/25/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		0.00
* EFTDP01746	06/29/2026	LEBANON CO CTC	MISC EXPENDITURES		15,283.24
* EFTDP01747	06/25/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		10,477.80

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: DP - GEN FUND DEPOSIT Payment Dates: 06/01/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements

Sort: Payment Number

10 - GENERAL FUND		387,143.96
Grand Total All Funds		387,143.96
Grand Total Credit Cards		0.00
Grand Total Direct Deposits		0.00
Grand Total Manual Checks		0.00
Grand Total Other Disbursement Non-negotiables		387,143.96
Grand Total Procurement Card Other Disbursement Non-negotiables		0.00
Grand Total Regular Checks		0.00
Grand Total Virtual Payments		0.00
Grand Total All Payments		387,143.96

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GEN FUND CHECKING Payment Dates: 07/21/2026 - 08/14/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000043879	07/23/2026	AMAZON CAPITAL SERVICES	GENERAL SUPPLIES		369.64
0000043880	07/23/2026	BAMBI TANGER	TUITION REIMBURSEMENT		1,687.00
0000043881	07/23/2026	BGW VENTURES LLC	HVAC MOTOR		563.50
0000043882	07/23/2026	CAREERSAFE LLC	OSHA TRAINING LIBRARY	OSHA 10 HOUR LIBRARY	1,925.00
0000043883	07/23/2026	DYNEGY ENERGY SERVICES	ELECTRICITY		0.06
0000043884	07/23/2026	INVESCO TRUST CO. FBO: BRIAN D. PEFFLEY	OTHER RETIREMENT PLANS		9,941.75 #
0000043885	07/23/2026	INVESTCO TRUST CO. FBO: ROBERT CORLE, JR.	OTHER RETIREMENT PLANS		13,243.00 #
0000043886	07/23/2026	KATIE BOMBERGER	DUES & FEES		38.99
0000043887	07/23/2026	KELSIE HESS	TUITION REIMBURSEMENT		1,402.00
0000043888	07/23/2026	KORPORATE COMPUTING	SONICWALL ADVANCED PROTECTION	CLOUD BACKUP	49,452.37
0000043889	07/23/2026	MAINSTREAM ENGINEERING CORP	SUPPLIES		487.80
0000043890	07/23/2026	PIVOT POINT INTERNATIONAL, INC	BOOKS AND PERIODICALS		4,384.00
0000043891	07/23/2026	POCKET NURSE ENTERPRISES INC.	SUPPLIES		689.56
0000043892	07/23/2026	SAXTON & STUMP LLC	OTHER PROFESSIONAL SVC		1,137.50
0000043893	07/23/2026	SECURITAS TECHNOLOGY CORP	SECURITY/SAFETY SERVICE		169.44
0000043894	07/23/2026	ULINE	EYEWASH REFILLS		204.15
0000043895	08/03/2026	CM REGENT LLC	GROUP INSURANCE		1,309.50
0000043896	08/03/2026	CM REGENT LLC	GROUP INSURANCE		390.00
0000043897	08/03/2026	PSEA HEALTH AND WELFARE FUND	GROUP INSURANCE		356.49
0000043898	08/06/2026	AMAZON CAPITAL SERVICES	GENERAL SUPPLIES		908.42

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card v - Virtual Payment
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FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GEN FUND CHECKING Payment Dates: 07/21/2026 - 08/14/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000043899	08/06/2026	BURMAX COMPANY INC.	GENERAL SUPPLIES		3,984.72
0000043900	08/06/2026	CENGAGE LEARNING	BOOKS AND PERIODICALS		2,608.20
0000043901	08/06/2026	CHERYL A HIMMELBERGER	TRANSPORT/TELECOMM SVCS		12.66
0000043902	08/06/2026	CITY OF LEBANON AUTHORITY	WATER/SEWAGE		2,285.71 #
0000043903	08/06/2026	CLEAN IMAGE INC.	CLEANING SUPPLIES	Enc Transfer from FY26 SUPPLIES	790.80
0000043904	08/06/2026	COUNTRYSIDE FUEL	OIL		1,466.79
0000043905	08/06/2026	COUNTY LINE PEST CONTROL & LANDSCAPE LLC	EXTERMINATION SERVICES		185.00
0000043906	08/06/2026	DOUGLAS KLESS	TUITION REIMBURSEMENT		4,405.00
0000043907	08/06/2026	ELAN FINANCIAL SERVICES	Advertising	RENTAL OF EQUIPMENT	3,447.80 #
0000043908	08/06/2026	ENCORE FIRE PROTECTION	REPAIRS & MAINT BLDGS		1,314.56
0000043909	08/06/2026	FIDEVIA	OTHER PROFESSIONAL SVC		1,918.75
0000043910	08/06/2026	GRAINGER	SUPPLIES		791.49
0000043911	08/06/2026	HARTMAN PUBLISHING	TEXTBOOKS		2,097.36
0000043912	08/06/2026	HOME DEPOT CREDIT SERVICES	GENERAL SUPPLIES		173.28
0000043913	08/06/2026	KYOCERA DOCUMENT SOLUTIONS MID ATLANTIC	GENERAL SUPPLIES		4,534.16
0000043914	08/06/2026	LIFETRACK SERVICES	RENEWAL		6,187.50
0000043915	08/06/2026	LIFT, INC	REPAIRS & MAINT BLDGS		541.49
0000043916	08/06/2026	MAGIC SCHOOL	ENTERPRISE ENROLLMENT		6,579.00
0000043917	08/06/2026	MILLER & BIXLER AUTOPARTS	GENERAL SUPPLIES		20.66
0000043918	08/06/2026	MSC INDUSTRIAL SUPPLY CO.	GENERAL SUPPLIES		9,723.48
0000043919	08/06/2026	OFFICE BASICS	GENERAL SUPPLIES	HEADPHONES	286.21
0000043920	08/06/2026	PATTERSON DENTAL SUPPLY, INC	SUPP & FEES - TECH REL		138.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

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LEBANON COUNTY CTC

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GEN FUND CHECKING Payment Dates: 07/21/2026 - 08/14/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Payment Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000043921	08/06/2026	PIVOT POINT INTERNATIONAL, INC	GENERAL SUPPLIES		1,880.93
0000043922	08/06/2026	PROMAX FENCE SYSTEMS	Enc Transfer from FY26 FLEX ED FENCE		34,146.00 #
0000043923	08/06/2026	REBECCA ZIMMERMAN	TUITION REIMBURSEMENT		1,819.00
0000043924	08/06/2026	ROTARY CLUB OF LEBANON	GENERAL SUPPLIES		360.00 #
0000043925	08/06/2026	ROYERS FLOWERS	GENERAL SUPPLIES		49.98
0000043926	08/06/2026	SCHAEDLER YESCO DISTR. INC.	STUDENT TOOL KIT		6,664.32
0000043927	08/06/2026	SCHOOL NURSE SUPPLY	SUPPLIES		806.07
0000043928	08/06/2026	UGI ENERGY SERVICES, LLC	NATURAL GAS		182.30
0000043929	08/06/2026	UGI UTILITIES INC.	NATURAL GAS		182.76
0000043930	08/06/2026	ULINE	SUPPLIES		322.90
0000043931	08/06/2026	WIND RIVER ENVIRONMENTAL LLC	REPAIRS & MAINT BLDGS		866.14
0000043932	08/06/2026	WM CORPORATE SERVICES INC	DISPOSAL SERVICES		1,867.03
0000043933	08/13/2026	AP BENEFIT ADVISORS, LLC	SVCS SUPP-LEA'S TECH		3,500.00
0000043934	08/13/2026	ARTEMUS TUISL	TUITION REIMBURSEMENT		2,665.00
0000043935	08/13/2026	AT&T MOBILITY	TRANSPORT/TELECOMM SVCS		444.71
0000043936	08/13/2026	CASELLA WASTE SYSTEMS INC	DISPOSAL SERVICES		341.56
0000043937	08/13/2026	CGTECH USA	YEARLY SUBSCRIPTION		1,000.00
0000043938	08/13/2026	CONEXUS INC	TECHNICAL SERVICES		2,050.00
0000043939	08/13/2026	DEPASQUALE SALON SYSTEMS	SUPPLIES		594.20
0000043940	08/13/2026	DYNEGY ENERGY SERVICES	ELECTRICITY		8,519.84
0000043941	08/13/2026	EDPUZZLE	AGREEMENT RENEWAL		2,860.00
0000043942	08/13/2026	ELITE COACH	TRAVEL		1,020.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card v - Virtual Payment
08/14/2026 08:21:33 AM LEBANON COUNTY CTC Page 3 of 5

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GEN FUND CHECKING Payment Dates: 07/21/2026 - 08/14/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000043943	08/13/2026	ENCORE FIRE PROTECTION	PAINT BOOTH INSPECTION	REPAIRS & MAINT BLDGS	2,972.46
0000043944	08/13/2026	ERIC TANGER	TRAVEL		2,996.23
0000043945	08/13/2026	IMMERSIVE ENGINEERING, INC	SUPPLIES		1,350.00
0000043946	08/13/2026	LIFT INC.	REPAIRS & MAINT BLDGS		739.65
0000043947	08/13/2026	LOUIS MANZA	TUITION REIMBURSEMENT		6,145.00
0000043948	08/13/2026	MARILYN LATHROP	TRAVEL		185.44
0000043949	08/13/2026	MET-ED	ELECTRICITY		2,740.05
0000043950	08/13/2026	MITCH HINTON	TUITION REIMBURSEMENT		2,655.00
0000043951	08/13/2026	NRG BUSINESS MARKETING	NATURAL GAS		77.52 #
0000043952	08/13/2026	NUTRITION INC	FOOD SVC-NON-FOOD COSTS		3,260.73
0000043953	08/13/2026	PACTA	TRAVEL		825.00
0000043954	08/13/2026	PAULB LLC	STUDENT TOOL KITS		5,219.70
0000043955	08/13/2026	SCHOOL NURSE SUPPLY	SUPPLIES		1,383.96
0000043956	08/13/2026	UGI UTILITIES INC.	NATURAL GAS		9.90
0000043957	08/13/2026	UNITI SOLUTIONS	TRANSPORT/TELECOMM SVCS		1,063.24

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

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LEBANON COUNTY CTC

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GEN FUND CHECKING Payment Dates: 07/21/2026 - 08/14/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards

Sort: Payment Number

10 - GENERAL FUND	240,739.93
31 - CAPITAL RESERVE FUND - 31	1,918.75
51 - FOOD SERVICE/CAFETERIA	3,260.73
Grand Total All Funds	245,919.41
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	245,919.41
Grand Total Virtual Payments	0.00
Grand Total All Payments	245,919.41

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PR - PAYROLL ACCOUNT Payment Dates: 07/01/2026 - 07/31/2027

Payment Categories: Regular Checks, Non-negotiable Disbursements
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000027600	07/30/2026	AFLAC TRADITIONAL AND DIRECT	DED: AFIN - Full Payroll Pay Date: 7/2/2026	DED: AFIN - Full Payroll Pay Date: 7/16/2026	210.27
* HE00000702	07/02/2026	HEALTH EQUITY	DED:[HSA] **HSA Employee Deduction - Pay Date: 7/2/2026		1,518.73
* HE00000716	07/16/2026	HEALTH EQUITY	DED:[HSA] **HSA Employee Deduction - Pay Date: 7/16/2026		1,518.73
* HE00000813	08/13/2026	HEALTH EQUITY	DED:[HSA] **HSA Employee Deduction - Pay Date: 8/13/2026		1,518.73
* IRS0000702	07/02/2026	EFTPS 941 PAYMENT	Purpose: EE FED Pay Date: 7/2/2026	Purpose: ER FICA Pay Date: 7/2/2026	34,190.05
* IRS0000716	07/16/2026	EFTPS 941 PAYMENT	Purpose: EE FED Pay Date: 7/16/2026	Purpose: ER FICA Pay Date: 7/16/2026	33,000.81
* IRS0000730	07/30/2026	EFTPS 941 PAYMENT	Purpose: EE FED Pay Date: 7/30/2026	Purpose: ER FICA Pay Date: 7/30/2026	34,381.72
* IRS0000813	08/13/2026	EFTPS 941 PAYMENT	Purpose: EE FED Pay Date: 8/13/2026	Purpose: ER FICA Pay Date: 8/13/2026	32,222.20
* OMNI000702	07/02/2026	U.S. OMNI	DED:[ROTH 403b] **OMNI 403b Roth - Pay Date: 7/2/2026	DED:[OMNI] **OMNI - Pay Date: 7/2/2026	675.00
* OMNI000716	07/16/2026	U.S. OMNI	DED:[ROTH 403b] **OMNI 403b Roth - Pay Date: 7/16/2026	DED:[OMNI] **OMNI - Pay Date: 7/16/2026	675.00
* OMNI000730	07/30/2026	U.S. OMNI	DED:[ROTH 403b] **OMNI 403b Roth - Pay Date: 7/30/2026	DED:[OMNI] **OMNI - Pay Date: 7/30/2026	675.00
* OMNI000813	08/13/2026	U.S. OMNI	DED:[ROTH 403b] **OMNI 403b Roth - Pay Date: 8/13/2026	DED:[OMNI] **OMNI - Pay Date: 8/13/2026	675.00
* PATX000702	07/02/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 7/2/2026		4,461.10
* PATX000716	07/16/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 7/16/2026		4,352.61
* PATX000730	07/30/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 7/30/2026		4,503.35
* PATX000813	08/13/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 8/13/2026		4,263.51
* PSER000731	07/30/2026	PSERS	Purpose: EE RETP Pay Date: 7/2/2026	Purpose: EE RETP Pay Date: 7/16/2026	32,401.45
* SCDU000702	07/02/2026	PA SCDU	DED:[SCDU] **Pennsylvania SCDU - Pay Date: 7/2/2026	DED:[SCDU] **Pennsylvania SCDU - calc - Pay Date: 7/2/2026	465.34

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card v - Virtual Payment

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LEBANON COUNTY CTC

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PR - PAYROLL ACCOUNT Payment Dates: 07/01/2026 - 07/31/2027

Payment Categories: Regular Checks, Non-negotiable Disbursements
Sort: Payment Number

Payment #	Payment Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* SCDU000716	07/16/2026	PA SCDU	DED:ISCPUJ **Pennsylvania SCDU - Pay Date: 7/16/2026	DED:ISCPUJ **Pennsylvania SCDU- calc - Pay Date: 7/16/2026	465.34
* SCDU000730	07/30/2026	PA SCDU	DED:ISCPUJ **Pennsylvania SCDU - Pay Date: 7/30/2026	DED:ISCPUJ **Pennsylvania SCDU- calc - Pay Date: 7/30/2026	465.34
* SCDU000813	08/13/2026	PA SCDU	DED:ISCPUJ **Pennsylvania SCDU - Pay Date: 8/13/2026		280.72
* VOYA000702	07/02/2026	VOYA	Purpose: EE RETD Pay Date: 7/2/2026	Purpose: ER RETD Pay Date: 7/2/2026	1,986.58
* VOYA000716	07/16/2026	VOYA	Purpose: EE RETD Pay Date: 7/16/2026	Purpose: ER RETD Pay Date: 7/16/2026	1,996.15
* VOYA000730	07/30/2026	VOYA	Purpose: EE RETD Pay Date: 7/30/2026	Purpose: ER RETD Pay Date: 7/30/2026	1,999.37
* VOYA000813	08/13/2026	VOYA	Purpose: EE RETD Pay Date: 8/13/2026	Purpose: ER RETD Pay Date: 8/13/2026	1,940.01

10 - GENERAL FUND	200,842.11
Grand Total All Funds	200,842.11
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	200,631.84
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	210.27
Grand Total Virtual Payments	0.00
Grand Total All Payments	200,842.11

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: DP - GEN FUND DEPOSIT Payment Dates: 07/01/2026 - 07/31/2027

Payment Categories: Regular Checks, Non-negotiable Disbursements
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* EFTDP01748	07/01/2026	LEBANON CO CTC	MISC EXPENDITURES		4,984.16
* EFTDP01749	07/01/2026	LEBANON CO CTC	MISC EXPENDITURES		7,627.55
* EFTDP01750	07/01/2026	FUTURE POS	DUES & FEES		88.95
* EFTDP01751	07/02/2026	LEBANON CO CTC	MISC EXPENDITURES		36,453.39
* EFTDP01752	07/02/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		14,427.25 #
* EFTDP01753	07/07/2026	ECB RX LLC	MEDICAL INSURANCE		275.00
* EFTDP01754	07/09/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		11,905.97 #
* EFTDP01755	07/13/2026	PA DEPARTMENT OF REVENUE			531.19
* EFTDP01756	07/15/2026	HEALTH EQUITY	DUES & FEES		92.50
* EFTDP01757	07/15/2026	BENECON GROUP LLC	SELF-INS MED HEALTH		16,577.19
* EFTDP01758	07/16/2026	LEBANON CO CTC	MISC EXPENDITURES		145,342.94
* EFTDP01759	07/16/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		70,833.44 #
* EFTDP01760	07/21/2026	ECB RX LLC	MEDICAL INSURANCE		4,048.67
* EFTDP01761	07/22/2026	LEBANON CO CTC	MISC EXPENDITURES		158,810.53
* EFTDP01762	07/22/2026	PARSONS	GENERAL SUPPLIES		5.40
* EFTDP01763	07/23/2026	LEBANON CO CTC	MISC EXPENDITURES		85,695.76
* EFTDP01764	07/23/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		11,311.47
* EFTDP01765	07/30/2026	HIGHMARK BLUE SHIELD	MEDICAL INSURANCE		12,955.97

FUND ACCOUNTING PAYMENT SUMMARY

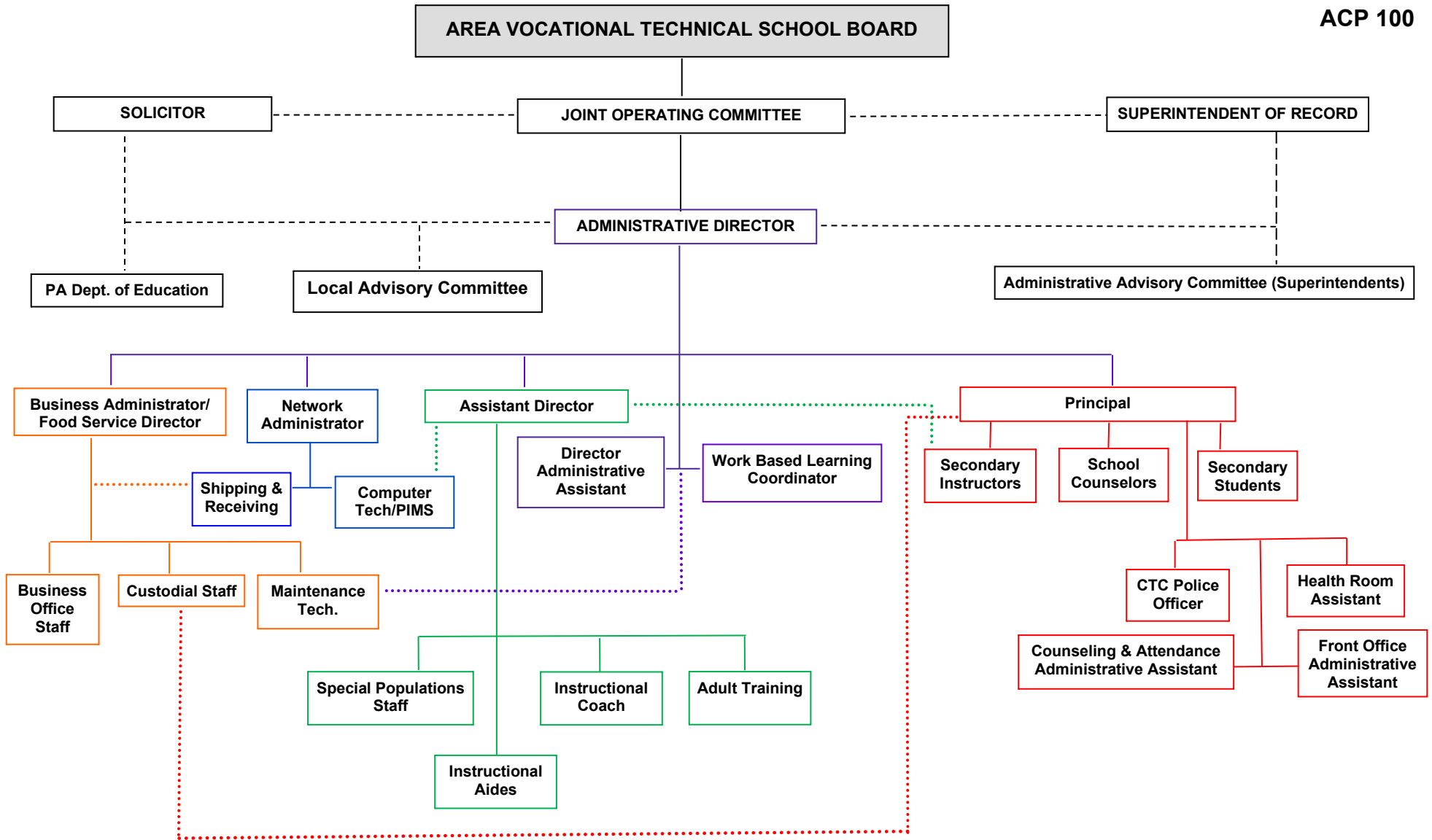
Bank Account: DP - GEN FUND DEPOSIT Payment Dates: 07/01/2026 - 07/31/2027

Payment Categories: Regular Checks, Non-negotiable Disbursements
Sort: Payment Number

10 - GENERAL FUND	581,967.33
Grand Total All Funds	581,967.33
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	581,967.33
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	0.00
Grand Total Virtual Payments	0.00
Grand Total All Payments	581,967.33

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

Lebanon County CTC EA Salary Schedule Year 1 2026-27								
Steps to Top	Old System	Start	Inst I / CTE 1	Inst II / CTE II	Bachelor / Beq	M / Meq	M+15	M+30
17	1	65,427	66,627	67,827	68,727	69,527	70,327	71,127
16	2	66,327	67,527	68,727	69,627	70,427	71,227	72,027
15	3	67,227	68,427	69,627	70,527	71,327	72,127	72,927
14	4	68,127	69,327	70,527	71,427	72,227	73,027	73,827
13	5	69,127	70,327	71,527	72,427	73,227	74,027	74,827
12	6	70,127	71,327	72,527	73,427	74,227	75,027	75,827
11	7	71,227	72,427	73,627	74,527	75,327	76,127	76,927
10	8	72,327	73,527	74,727	75,627	76,427	77,227	78,027
9	9	73,527	74,727	75,927	76,827	77,627	78,427	79,227
8	10	74,727	75,927	77,127	78,027	78,827	79,627	80,427
7	11	75,927	77,127	78,327	79,227	80,027	80,827	81,627
6	12	77,127	78,327	79,527	80,427	81,227	82,027	82,827
5	13	78,327	79,527	80,727	81,627	82,427	83,227	84,027
4	14	79,577	80,777	81,977	82,877	83,677	84,477	85,277
3	15	80,827	82,027	83,227	84,127	84,927	85,727	86,527
2	16	82,077	83,277	84,477	85,377	86,177	86,977	87,777
1	17	83,477	84,677	85,877	86,777	87,577	88,377	89,177
Career	18	85,477	86,677	87,877	88,677	89,477	90,277	91,077



Lebanon County CTC

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Career and Technical Center		113384307
Address 1		
833 Metro Drive		
Address 2		
City	State	Zip Code
Lebanon	PA	17042
Chief School Administrator		Chief School Administrator Email
Mr Charles J Benton		cbenton@lcctc.edu
Single Point of Contact Name		
Marilyn Lathrop		
Single Point of Contact Email		
mlathrop@lcctc.edu		
Single Point of Contact Phone Number		Single Point of Contact Extension
717-273-8551		2109
Principal Name		
Daniel Romberger		
Principal Email		
dromberger@lcctc.edu		
Principal Phone Number		Principal Extension
717-273-8551		
School Improvement Facilitator Name		School Improvement Facilitator Email
Marilyn Lathrop		mlathrop@lcctc.edu

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Charles Benton, Director	Administrator	Lebanon County Career and Technical Center	cbenton@lcctc.edu
Marilyn Lathrop, Assistant Director	Administrator	Lebanon County Career and Technology Center	mlathrop@lcctc.edu
Daniel Romberger, Principal	Administrator	Lebanon County Career and Technology Center	dromberger@lcctc.edu
RuthAnn Schlegel, JOC President	Board Member	LCCTC Joint Operating Committee	ruthann.schlegel@gmail.com
Hanna Seyfert	Teacher	Lebanon County Career and Technology Center	HSeyfert@lcctc.edu
Eric Derr	Teacher	Lebanon County Career and Technology Center	ederr@lcctc.edu
Nicoletta Lagonis	Teacher	Lebanon County Career and Technology Center	nlagonis@lcctc.edu
Taryn Hogeland	Teacher	Lebanon County Career and Technology Center	thogeland@lcctc.edu
Joshua Kleinfelter	Teacher	Lebanon County Career and Technology Center	jkleinfelter@lcctc.edu
Theresa Tobias, Counselor	Staff Member	Lebanon County Career and Technology Center	ttobias@lcctc.edu
Josh Boettner, Work Based Learning Coordinator	Staff Member	Lebanon County Career and Technology Center	jboettner@lcctc.edu
Adam Hartman, Computer Technician	Data Analyst	Lebanon County Career and Technology Center	ahartman@lccc.edu
Jennifer Balmer	Teacher	Northern Lebanon School District	jbalmer@norleb.k12.pa.us
Becky Becker, SPHR	Community Member	Training & Business Development Manager Manufacturers' Association	jbalmer@norleb.k12.pa.us
Kevin Brindle Assistant Principal	Administrator	Annvile Cleona School District	KBrindle@acschools.org
Matt Carey	Community Member	Manager Career Link	matt.carey@equusworks.com

Sherry Cassel	Community Member	Chairman The Francis J. Dixon Foundation	scassel@brandywinerecyclers.com
Douglas Cheyney	Community Member	Director of Field Operations Lebanon County Housing/ Brick Property Services	dcheyney@bps-pa.com
Christopher Davis, Executive Director	Community Member	Commission for Ag Education Department of Agriculture	chmdavi@pa.gov
Lisa DeLorenzo, Director of High School Partnerships	Other	Harrisburg Area Community College	ladelore@hacc.edu
Bob Dowd, Director	Community Member	Lebanon County DES	BDowd@lcdes.org
Susan Eberly, President	Community Member	Lebanon Valley Economic Development Corporation	seberly@lvedc.org
Brooke Englehart	Community Member	TE Connectivity	brooke.englehart@te.com
Douglas Good	Community Member	Community Member	dggood@comcast.net
Melissa Day, Director of K-16 & Strategic Initiatives	Other	Thaddeus Stevens College of Technology	DayM@stevenscollege.edu
Lauren Holubec	Community Member	PA Workforce Development Association	lholubec@pawork.org
Karen Groh, President	Community Member	Lebanon Valley Chamber of Commerce	kgroh@lvchamber.org
Jennifer Haas, Principal	Administrator	Eastern Lebanon School District	jhaas@elcosd.org
Diane Harlow, Director of Workforce and Education	Community Member	Lebanon Valley Chamber of Commerce	dharlow@lvchamber.org
Lisa Pison	Staff Member	Lebanon County Career and Technology Center	lpison@lcctc.edu
Tim Mehl	Staff Member	Lebanon County Career and Technology Center	tmehl@lcctc.edu
Megan Wert, CTE Coordinator	Other	Harrisburg Area Community College	mmwert@hacc.edu
Michael Kuhn	Community Member	Lebanon County Commissioner	Michael.Kuhn@lebanoncountypa.gov

Reid Hoover	Community Member	Brook-Corner Holsteins	brookcorner@comcast.net
Frank Kocher	Community Member	Lebanon Valley EDC	frankrk108@comcast.net
Rachel Etter	Community Member	WellSpan Good Samaritan Hospital	retter2@wellspan.org

LEA Profile

The Lebanon County Career and Technology Center (LCCTC) is a regional career and technical education provider located in South Lebanon Township, Pennsylvania. Established in 1964 to expand access to vocational and technical training, LCCTC operates as a collaborative educational entity supported by six member districts: Annville-Cleona, Cornwall-Lebanon, Eastern Lebanon County, Lebanon, Northern Lebanon, and Palmyra Area. This shared governance structure reflects a long-standing commitment to providing equitable, high-quality career and technical education opportunities across the county.

LCCTC serves both secondary and adult learners through a comprehensive range of career pathways designed to prepare individuals for postsecondary education, employment, and career advancement. The center offers a combination of three full-day and nineteen half-day programs for high school students, as well as adult training opportunities. These offerings reflect a commitment to addressing workforce development needs while supporting lifelong learning within the Lebanon Valley.

The mission of LCCTC is to equip students with the skills, knowledge, and understanding necessary to obtain employment, advance in their careers, pursue postsecondary education, and enrich their lives. This mission is supported by a vision of fostering a safe, inclusive, and engaging learning environment where each student is encouraged to succeed and is valued for their unique talents and contributions.

LCCTC maintains strong and intentional partnerships with business and industry stakeholders to ensure program relevance and alignment to workforce demands. Each technical program is supported by an Occupational Advisory Committee (OAC), composed of industry professionals who provide ongoing feedback related to curriculum, equipment, safety practices, and emerging trends within their respective fields. These partnerships are critical to maintaining program rigor and ensuring that students graduate with industry-aligned technical and employability skills.

Internally, LCCTC demonstrates a structured and data-informed approach to continuous improvement. The center utilizes a cyclical curriculum review process and aligns professional development initiatives with student performance data and programmatic needs. Instructional practices are supported through collaboration among administrators, teachers, and specialized staff, including those serving special populations. Ongoing monitoring systems, including classroom observations and program evaluations, ensure fidelity of implementation and continuous refinement of instructional practices.

The educational environment at LCCTC is designed to support a diverse population of learners. The center works collaboratively with sending districts to provide appropriate accommodations and modifications that ensure access to rigorous, standards-aligned instruction for all students. This includes coordinated efforts to support students with disabilities and those requiring additional academic or technical support.

From a performance perspective, LCCTC has demonstrated strong outcomes across key indicators. Based on the 2024-2025 Perkins indicators measured for meaningful progress and consortium performance, the center has exceeded state expectations in areas including industry recognized credentials, non-traditional concentrators, and graduation rates. These outcomes reflect the effectiveness of instructional programming and the strength of the support systems in place.

Indicator	25-26 Current Data
Total Secondary Enrollment	667
IEP %	24%
Economically Disadvantaged %	22%
EL %	.07

Technical Skill Attainment (Perkins V)	23/24 Consortia Performance 77.01 24/25 Meaningful Progress: State Goal: 85.83
Graduation Rate	23/24 Consortia Performance 97.61 24/25 Meaningful Progress: State Goal: 95.42
Post Program Placement Rate	23/24 Consortia Performance 93.18 24/25 Meaningful Progress: State Goal: 94.12
Nontraditional Concentrator	23/24 Consortia Performance 22.04 24/25 Meaningful Progress: State Goal: 17.56

An environmental scan of LCCTC highlights several internal strengths, including a comprehensive and responsive program offering, strong partnerships with industry, a collaborative governance model, and a commitment to data-driven decision-making. External factors influencing the organization include evolving workforce demands, advances in technology, postsecondary expectations, and state accountability requirements. LCCTC continues to respond to these factors by refining programs, strengthening instructional practices, and expanding opportunities that align with high-priority occupations within the region.

Overall, LCCTC plays a critical role in preparing high school students and adult learners for success in a rapidly changing workforce. Its long-standing history of innovation, collaboration, and commitment to excellence positions the center as a vital contributor to both educational attainment and economic development in Lebanon County.

Mission and Vision

Mission

The Mission of the Lebanon County Career and Technology Center is to provide all students with quality career and technical education that prepares students for high skill, innovative, and in demand occupations to be career ready in a global economy. Every Learner. Every Day. Career Ready in Every Way.

Vision

The Lebanon CTC vision is to lead the transformation and expansion of career and technical pathways, continuously improving and diversifying educational offerings, bridging the gap between evolving industries and skilled talent.

Educational Values

Students

Students will provide feedback on their programs and other specific courses that would be important to future students. Students will provide input on the support services offered and what supports are beneficial to CTC students. Students will be career and college ready to participate in the global world upon graduation. Students will be prepared to enter the workforce with technical and employability skills to be successful.

Staff

Continuous improvement on curriculum and method of delivery of tasks. Continuously improve teaching skills to improve instruction and student learning through conferences, webinars, workshops, and visiting trade related colleagues. Maintain strong connections with Business, Industry, and Post-secondary. Develop work-based learning activities for all students - shadowing, internships, clinicals, externships and cooperative education. Provide continuous professional development for teachers to stay current in the field.

Administration

Administration will base financial decisions on providing the best education for all students while being good stewards of taxpayer money. Administration will continuously provide support to all Staff and Students, promoting a positive culture with continuous collaboration for improvement. Advocate for expanding career and technical education opportunities for Lebanon County students from legislative action to conversations with school districts, families, students, businesses, and community organizations. Ensure equitable access to our programs to all students in all participating districts and attempt to increase opportunities in areas where demand is great. Engage with local businesses to understand their workforce needs and to support them as much as possible.

Parents

Survey parents to learn what programs they would like to see offered at the CTC Provide input on their child's time at the CTC and how we can improve. Maintain communication with Lebanon County CTC Staff to support the student's learning goals and objectives.

Community

Awareness of the programs and benefits CTC students provide to the local and global workforce in supporting their employment needs. Community support and collaboration in fostering collaborative and productive relationships.

Other (Optional)

Work with participating districts to understand Career and Technical Education, Lebanon CTC mission, vision, goals and program content to support CTE students. Advocate for expanding career and technical education opportunities for students from legislative action to conversations with school districts,

families, students, businesses, and community organizations. Ensure equitable access to our programs to all students in all participating districts and attempt to increase opportunities in areas where demand is great. Engage with local businesses to understand their workforce needs and attempt to support them as much as possible. Continue to establish operations at Lebanon CTC in accordance with PA School Code, JOC Policies, and other legal requirements as well as continuously improve our efficiency and effectiveness.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Proficient or Advanced in Mathematics/Algebra

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator
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Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

According to PA Future Ready Index the Lebanon CTC percentage of students NOT chronically absent is 72.5%. The Statewide average is 79.6%, and the statewide performance standards is 94.1%.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Attendance is highest for white students at 75.2%.

Students with Disabilities	Attendance is second highest for students with disabilities at 69.7%.
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Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Attendance is lowest for Economically Disadvantaged students at 61.3%.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups meet performance standards for Career Standards Benchmarks. Presently students achieved a 97.9% success rate demonstrating meaningful engagement on Career Benchmark Standards. Statewide average for this standard is 91.5% and the performance standard is 98%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White students met the highest standard at 98% success rate demonstrating meaningful engagement on Career Benchmark Standards.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities had the least progress at 94.3% of meaningful engagement on Career Benchmark Standards, but were still within meaningful progress ranges to meet the goal.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Attendance is second highest for students with disabilities at 69.7%.
Attendance is highest for white students at 75.2%.
All student groups meet performance standards for Career Standards Benchmarks. Presently students achieved a 97.9% success rate demonstrating meaningful engagement on Career Benchmark Standards. Statewide average for this standard is 91.5% and the performance standard is 98%.
White students met the highest standard at 98% success rate demonstrating meaningful engagement on Career Benchmark Standards.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Attendance is lowest for Economically Disadvantaged students at 61.3%.
Students with disabilities had the least progress at 94.3% of meaningful engagement on Career Benchmark Standards, but were still within meaningful progress ranges to meet the goal.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Public Speaking Skills-Unit 100% scored 80% or higher	Students are gaining skills to communicate effectively in their respective industries.
Technical Writing Skills Unit-90% scored 70% or higher	Resumes, business letters, proposals, and similar skills. The majority of students are successful in this area.
Employability Skills Unit-100% scored 85% or higher	Students are gaining skills that make them employable.
Entrepreneur Unit-100% scored 75% or higher	Students are gaining skills that will open up leadership opportunities in their industries.

English Language Arts Summary

Strengths

Pre- and post-assessment data demonstrate growth in students' writing skills, particularly in organization, audience awareness, and technical communication.
Students perform well on applied literacy tasks that require reading and interpreting workplace, technical, and informational texts.
Writing portfolio data indicate improvement in students' ability to communicate effectively for career and postsecondary purposes.
Formative assessment results show that students can identify key ideas and supporting details within informational and technical reading materials

Challenges

Assessment data indicate that students enter programs with varying levels of reading comprehension and writing proficiency.
Students demonstrate difficulty analyzing complex informational texts and synthesizing information from multiple sources.
Writing assessment results suggest a continued need to strengthen evidence-based writing and the use of textual support.
Formative assessment data indicate a need for continued emphasis on revision, editing, and written communication skills aligned to college and career expectations.

Mathematics

Data	Comments/Notable Observations
2025 - 26 Applied Math 4/4 passed (100%) A=3, B=1 Class Average= 94.5%	Applied math is on track and students are meeting goals.
Geometry - 6/6 passed (100%) - A= 2, B's=3, C=1 Class Average= 86%	Geometry is on track and students are meeting goals.
Algebra 2 - 2/2 passed (100%) - A=2- Class average = 96%	Algebra 2 is on track and students are meeting goals.
Prob & Stats - 1/1 passed (100%) - A = 1	Probability and Statistics are on track and students are meeting goals.

Mathematics Summary

Strengths

All students passed their math courses, which are self-paced and individually focused.
Programs have begun taking advantage of the personal finance seminars.

Challenges

All students are meeting math goals. No changes are needed to the math instruction at this time.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
All 234 seniors attended the annual college and career fair in October 2025 with 38 postsecondary institutions, 34 businesses, plus military representatives.	Students complete an assignment which includes questions to ask college admissions and business representatives to learn from and engage with them.
Post-Secondary Planning: All seniors attending full day participate in 1-1 college and career counseling appointment with the counselors. Half day students have the option of also meeting with the counselors.	The result of meeting is students leave with clearer goals and many return for additional support meetings
Work Based Learning: 30 students are participating in co-operative education experiences during the 25-26 school year, and six in job shadowing experiences.	For the 25-26 school year, LCCTC established clear criteria for eligibility for student participation in cooperative education guidelines, including grade level, program enrollment academic standing, attendance and discipline expectations. In addition, guidelines in the following areas were clearly communicated to all involved parties including students, parents, employers and the co-op coordinator: roles and responsibilities, legal and safety compliance, documentation and evaluation, and support for special populations students.
Financial Literacy: This workshop is coordinate an 8 week session first semester, and then the math teacher provides additional education.	
Colleges and Military branches present to students throughout the year to share opportunities.	
Put pf a total of 312 surveyed and 167 respondents from the 2024-2025 Graduate Survey Post Secondary Survey: 42.51% entered workforce and were employed in a career related to their CTE program area, 25.75% were employed in other areas, 19.76% pursued post-secondary education, 1.2% enlisted in the military, 6.59% were unemployed and looking for employment, 4.19% were unemployed and not looking for employment. A total of 89.22% were gainfully placed.	Counselors and teachers are working towards increasing senior student awareness of the value of the post-graduation surveys. In addition, the staff and technology team are working towards collecting and retaining accurate student contact information in the way of personal emails.
A FAFSA workshop and a mini session discussing life after high school including job interviewing and dressing for a job interview was provided by counselors in January 2026.	

A workshop for college/scholarship essay writing and resume building was provided to all seniors.	
Mock interviews were offered to all students. 525 students, which is 80% of the student population, including all senior students, participated, and 23 business and industry professionals conducted the interviews.	This is a major step toward meeting our goal of preparing students for life after high school. This is also a good opportunity for potential employers and the community to meet our students and consider them for gainful employment.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Autobody Collision & Repair Technology 47.0603	NOCTI Scores: Advanced 12, Competent 1, Basic 1 Certifications and Number of Students who earned them: OSHA Certification CareerSafe - CareerSafe: 15, Preparation for REfinish - I CAR Academy: 10, Plastic Repair - I CAR Academy: 10, Disassembly and Reassembly - I CAR Academy: 10, Collision Repair Fundamentals - I CAR Academy: 21, Aluminum and Steel Small Dent Removal - I CAR Academy: 9, Electric and Alternative Energy Vehicles - I CAR Academy: 1, Measuring - I CAR Academy: 1, Repair Planning - I CAR Academy: 14, Structural - I CAR Academy: 19, ADAS - I CAR Academy: 6, Attachment Methods - I CAR Academy: 8, Refinishing - I CAR Academy: 4
Automotive Technology 47.0604	NOCTI Scores: Advanced 6, Competent 0, Basic 2 Certifications and Number of Students who earned them: Certified Emissions Inspector - Pennsylvania Department of Transportation: 7, Certified Safety Inspector, Cat I - Pennsylvania Department of Transportation: 4, S/P2 Safety and Pollution Prevention - S/P2: 21, Meter Certification - Snap-On: 5, Apollo D8 Certification Scan Tool - SnapOn: 3, Precision Measuring Instruments - SnapOn: 10
Carpentry 46.0201	NOCTI Scores: Advanced 10, Competent 1, Basic 0 Certifications and Number of Students who earned them: OSHA Certification CareerSafe - CareerSafe: 18, American Ladder Institute: Step Ladder: 18, Single and Extension Ladder: 18, Articulated Ladder: 18
Commercial Art and Design- Commercial & Advertising Art 50.0402	NOCTI Scores: Advanced 4, Competent 1, Basic 1 Note: this program switched from a full day to a half day program and students who took the exam spring of 2025 only had 50% of the curriculum as concentrators and not completers.
Cosmetology 12.0401	NOCTI Scores: Advanced 10 Competent 0, Basic 1 Certifications and Number of Students who earned them: Pennsylvania Skills Certificate: 10, Barbicide Certification: 10, PA Cosmetologist License: 10
Dental Assistant 51.0601	NOCTI Scores: Advanced 2, Competent 5, Basic 5- Note: this program switched from a full day to a half day program and

	students who took the exam spring of 2025 only had 50% of the curriculum as concentrators and not completers. Certifications and Number of Students who earned them: OSHA Certification - Healthcare - CareerSafe: 27, BLS Healthcare Provider-AHA - American Heart Association: 27, BLS Healthcare Provider-AHA - American Heart Association: 16,
Diesel Truck Technology- Medium & Heavy Vehicle & Truck Technology 47.0613	NOCTI Scores: Advanced 13, Competent 4, Basic 0 Certifications and Number of Students who earned them: Certified Emissions Inspector - Pennsylvania Department of Transportation: 1, Certified Safety Inspector, Cat I - Pennsylvania Department of Transportation: 1, Certified Safety Inspector, Cat III - Pennsylvania Department of Transportation: 7, S/P2 Safety and Pollution Prevention: 4, S/P2 - Heavy Duty - S/P2: 4, Snap On Meter Certification - National Coalition of Certification Centers:11, Valvoline Motor Oil - S/P2: 11, WD 40 - S/P2: 5, Precision Measuring Instruments - SnapOn: 21, Pennsylvania Skills Certificate - POS Perkins Articulation: 1
Electrical- Electrical & Power Transmission Installers, Other 46.0399	NOCTI Scores: Advanced 10, Competent 2, Basic 3 Certifications and Number of Students who earned them: OSHA Certification - Construction - CareerSafe: 14, American Ladder Institute: Step Ladder: 12, Single and Extension Ladder: 12, Articulated Ladder: 15, Mobile Ladder: 14
Electromechanical Technology/Electromechanical Engineering Technology 15.0403	NOCTI Scores: Advanced 1, Competent 7, Basic 4 Seniors in this program were without an instructor spring of 2025 for more than a marking period their junior year while the school searched for both a long term substitute and new qualified teacher. Certifications and Number of Students who earned them: OSHA Certification - Occupational Safety and Health Administration (OSHA): 16, Snap On Meter Certification - National Coalition of Certification Centers: 15, CareerSafe: Critical Thinking: 7, Communication Skills: 10, Cybersecurity Essentials for Work: 13
Health Careers Technology- Health/Medical Assisting Services, Other 51.0899	NOCTI Scores: Advanced 0, Competent 20, Basic 12 Certifications and Number of Students who earned them: AED Essentials - American Red Cross: 15, BLS Healthcare Provider - AHA - American Heart Association: 18, OSHA Certification - Healthcare - CareerSafe: 31, Stop the Bleed: 32, CPCT - National Healthcare Association: 3, BLS Healthcare Provider-AHA - American Heart Association: 15
Landscape and Horticulture- Applied Horticulture 01.0601	NOCTI Scores: Advanced 4, Competent 5, Basic 2 Certifications and Number of Students who earned them: OSHA Agriculture-CareerSafe:3, Landscape Safety-Greenius: 17,Skid Steer Operator-National OSAH Foundation: 11, FAA Trust Certification-Pilot Institute 27,

Law Enforcement and Security- Criminal Justice/Police Science 43.0107	NOCTI Scores: Advanced 18, Competent 7, Basic 0 Certifications and Number of Students who earned them: OSHA Certification CareerSafe - CareerSafe: 20, OCAT : Oleoresin Capsicum Aerosol Training - Personal Protection Consultants, Inc: 21, NIMS IS 100 Series - Emergency Management Institute: 17, NIMS IS 200 Series: 14, NIMS IS 700 Series: 11, NIMS IS 800 Series: 8, SALT Mass Casualty Triage - National Disaster Life Support Foundation: 22, Act 31 - Child Abuse Training - University of Pittsburgh: 20, Stop the Bleed - Stop the Bleed: 35, Naloxone Training Act 139 Training - PA Department of Health: 2, FAA Trust Certification - Pilot Institute: 36
Masonry 46.0101	NOCTI Scores: Advanced 1, Competent 2, Basic 5 Certifications and Number of Students who earned them: OSHA Certification - Construction - CareerSafe: 7, American Ladder Institute: Step Ladder 4, Single and Extension Ladder: 1, Articulated Ladder: 1, Mobile Ladder: 1
Media Communications- Cinematography & Film/Video Production 50.0602	NOCTI Scores: Advanced 5, Competent 3, Basic 0 Note: this program switched from a full day to a half day program and students who took the exam spring of 2025 only had 50% of the curriculum as concentrators and not completers. Certifications and Number of Students who earned them: Adobe Certified Associate - Visual Communication - Certiport: 1, Adobe Certified Associate – Video Communication: 2, Adobe Certified Associate-Visual Communication using Adobe Photoshop 9, Digital Video using Adobe Premiere: 2, FAA Trust Certification - Pilot Institute: 10, Pennsylvania Certificate of Competency - POS Perkins Articulation: 3, Pennsylvania Skills Certificate - POS Perkins Articulation: 1
Medical Assistant 51.0801	NOCTI Scores: Advanced 10, Competent 12, Basic 3 Certifications and Number of Students who earned them: Certified Clinical Medical Assistant (CCMA) - National Healthcareer Association: 13, Heartsaver First Aid - American Heart Association: 16, OSHA Certification - Healthcare - CareerSafe: 31, Stop the Bleed: 33, BLS Healthcare Provider - Pennsylvania Dept of Health: 16, Adult and Pediatric First Aid/CPR/AED - Red Cross: 18
Network Technology-o Computer Systems Networking & Telecommunications 11.0901	NOCTI Scores: Advanced 6, Competent 1, Basic 1 Certifications and Number of Students who earned them: OSHA Certification CareerSafe - CareerSafe: 5, Cisco Certified Entry Networking Technician: 2, Cisco Certified Support Technician IT Support: 7
Pastry Arts- Baking & Pastry Arts/Baker/Pastry Chef 12.0501	NOCTI Scores: Advanced 12, Competent 1, Basic 1 Certifications and Number of Students who earned them: OSHA Certification CareerSafe - CareerSafe: 1, ServSafe/Manager Food Safety Certification - National

	Restaurant Association: 3, Servsafe Food Handler Certification - ServSafe: 9, Certified Fundamental Pastry Cook (CFPC) - American Culinary Federation: 8, Understanding Food Allergies - CBDM: 1, Critical Thinking - CareerSafe: 9, Beef Certification - Beef Council: 12, Rich's Bread Around the World - Rich's USA: 10, CareerSafe: OSHA 10 Culinary: 7, Interview Skills: 10, Communication Skills: 10, Time Management: 10, Cybersecurity Essentials for Work - CareerSafe: 10, Human Resource Management: 9, Teamwork : 9, Written Communication: 10, Materials Management: 11, Personal Financial Management: 9, Workplace Financial Management: 11, Human Resource Management (Individual) : 2, Lamb Certification - Lamb Council: 11, Lentil Certification Course - ACF Lentil: 5, PSU Nutrition 101 - Penn State University: 10, Rouxbe Egg Course - Rouxbe: 10, Pennsylvania Certificate of Competency - POS Perkins Articulation: 7, Pennsylvania Skills Certificate - POS Perkins Articulation: 8
Plumbing/Heating/Air Conditioning- Plumbing Technology/Plumber 46.0503	NOCTI Scores: Advanced 9, Competent 3, Basic 2 Certifications and Number of Students who earned them:
Precision Machining- Machine Tool Technology/Machinist 48.0501	NIMS Scores: All students tested passed the Measurement, Materials and Safety assessment. Certifications and Number of Students who earned them: OSHA Certification CareerSafe - CareerSafe: 14, Immerse2learn: I2L Safety for Machining: 13, I2L Benchwork: 4, I2L Layout: 6, I2L Materials: 3, I2L Mathematics 1: 9, I2L Mathematics 2: 4, I2L Reading Manufactured Blueprints: 5, I2L Geometric Dimensioning and Tolerancing: 5, I2L Precision Measurement : 9, I2L Quality Control: 2, I2L Speeds and Feeds: 7, I2L Manual Mill: 5, I2L Manual Lathe: 1, Titans of CNC: Titan 1M CAD: 5, Titan 1M CAM: 5, Titan 1M CNC: 2, Titan 2M CAD: 5, Titan 2M CAM: 1, Titan 3M CAD: 3, Titan 84L CAD: 2, Titan 84L CAM: 2, Titan 85L CAM: 1, CareerSafe: Critical Thinking: 7, Interview Skills: 3, Communication Skills: 8, Time Management: 10, Teamwork : 9, Written Communication: 2, Materials Management: 1, Personal Financial Management: 9, Workplace Financial Management: 3, NCS: PMI 1 - Tape and Rule Measurement: 27, PMI 2 - Slide Caliper Measurement: 16, PMI 3 - Gage Measurement: 8, PMI 4 - Angle Measurement: 7, PMI 5 - Micrometer Measurement - NC3: 4, PMI 6 - Dial Gage Measurement : 7,
Sports Therapy Sciences- Rehabilitation Aide 51.2604	NOCTI Scores: Advanced 9, Competent 4, Basic 3 Certifications and Number of Students who earned them: OSHA Certification - Healthcare - CareerSafe: 18, Stop the Bleed: 19, ConcussionWise Certification - Sports Safety International: 11, Cardiac Wise - Sports Safety International: 15, Heat Wise - Sports Safety International: 17,

Welding Technology/Welder 48.0508	NOCTI Scores: Advanced 5, Competent 7, Basic 3 Certifications and Number of Students who earned them: OSHA Certification CareerSafe - CareerSafe: 15, Articulated Ladder - American Ladder Institute: 1
Culinary Arts- Institutional Food Workers 12.0508	NOCTI Scores: Advanced 4, Competent 4, Basic 0 Certifications and Number of Students who earned them: OSHA Certification CareerSafe - CareerSafe: 1, Servsafe Food Handler Certification - ServSafe: 9, , Beef Certification - Beef Council: 9, CareerSafe: Critical Thinking: 4, Interview Skills: 9, Communication Skills: 9, Time Management: 6, Cybersecurity Essentials for Work: 8, Human Resource Management: 9, Teamwork : 6, Written Communication: 7, Materials Management: 11, Personal Financial Management: 5, Workplace Financial Management: 5, Human Resource Management (Individual) : 6, Lamb Certification - Lamb Council: 7, PSU Nutrition 101 - Penn State University: 7, Rouxbe Egg Course - Rouxbe: 5

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career Readiness Activities have grown in participation and depth of quality of the experiences.

All programs have at least one or more: SOAR statewide articulation agreements, local articulations, dual enrollment through college in the high school, or an apprenticeship/pre-apprenticeship post secondary opportunity for the students.

The majority of students in most CTE programs scored competent or advanced on the NOCTI exams.
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Nineteen out of twenty-two CTE programs are fully enrolled and many have waiting lists for the 2026-2027 school year.

Updated Cooperative Education criteria for participation and procedures were established and maintained to improve the quality of educational experience.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Most CTE Programs with higher numbers of student scoring basic on their NOCTI exam experienced some type of transition and are expected to recover during the following school year.
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Although all programs had students earn one or more industry recognized credential or certification, those with fewer credentials were in either a teacher transition period or schedule change transition. They are expected to increase and improve in subsequent school years.

Some industry credentials earned are not yet recognized by PDE.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index has listed "Data Does Not Apply" to all student groups in English, Math/Algebra, Science/Biology for state assessments, meeting annual academic growth expectations for PVAAS.	CTC Students take Keystone exams at their home districts.
Future Ready PA Index has listed "Data Does Not Apply" to all student groups in English language growth and attainment.	Sending districts provide all ELD services to students.
In Future Ready PA Index, the ELL group met 73.9% regular attendance in 23-24 and 65.5% attendance in 25-26.	
Sample for Industry-Based learning score is 97.3%. Statewide performance standard is 95.6% and the statewide performance standards is 96.1%	Lebanon CTC exceeds the statewide average and performance measures.
Future Ready Index Enrollment data: English Learners were 3.9% of the student population at LCCTC.	

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index has listed "Data Does Not Apply" to all student groups in English, Math/Algebra, Science/Biology for state assessments, meeting annual academic growth expectations for PVAAS.	CTC Students take Keystone exams at their home districts.
In the Future Ready PA Index students with disabilities have about 60.9% attendance, which does not meet the target of 94.1%.	
Future Ready PA Index: Not meeting statewide goal or interim target for Career Standards Benchmarks at 91.5%, this is a decrease from the previous year's performance. Statewide Performance Standard is 98%.	
Industry-based learning measure for students with disabilities is 89%, which meets or exceeds the interim target but is down from the previous year. Statewide performance standard is 96.1%. 43.9% of students with disabilities earned advanced on industry-based competency assessments.	
Rigorous Courses of Study: statewide average is 79.6% there is no statewide performance standard. Students with disabilities earned 90.2%	
Future Ready Index Enrollment data: 29.8% Special Education	

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index has listed "Data Does Not Apply" to all student groups in English, Math/Algebra, Science/Biology for state assessments, meeting annual academic growth expectations for PVAAS.	CTC Students take Keystone exams at their home districts.
In the Future Ready PA Index economically disadvantaged students have about 57.3% attendance, which does not meet the target of 94.1%.	
Future Ready PA Index: Meets or exceeds statewide goal standards for Career Standards Benchmarks at 100%, maintained level performance from the previous year. Statewide Performance Standard is 98%.	
Industry-based learning measure for students with disabilities is 97.4%, which meets or exceeds the statewide goal and is an increase from the previous year. Statewide performance standard is 96.1%. 51.3% of economically disadvantaged students earned advanced on industry-based competency assessments.	
Rigorous Courses of Study: statewide average is 79.6% there is no statewide performance standard. Economically disadvantaged students earned 93.4%	
Future Ready Index Enrollment data: 23.1% Economically Disadvantages	

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	In the Future Ready PA Index Hispanic students have about 60% attendance, which does not meet the target of 94.1%. Future Ready PA Index: Meets or exceeds standards for Career Standards Benchmarks at 98.4%, this is a decrease from previous years. Statewide Performance Standard is 98%. Industry-based learning measure for students with disabilities is 90.1%, which meets or exceeds the interim target but is down from the previous year. Statewide performance standard is 96.1%. 36.6% of Hispanic students with disabilities earned advanced on industry-based competency assessments. Rigorous Courses of Study: statewide average is 79.6% there is no statewide performance standard. Hispanic Students earned 93%. Future Ready Index Enrollment data: 22.5%
White	In the Future Ready PA Index white students have about 75.7% attendance, which does not meet the target of 94.1%. Future Ready PA Index: Meets or exceeds interim targets for Career Standards Benchmarks at 94.9%; this is a decrease from previous years. Statewide Performance Standard is 98%. Industry-based learning measure for students with disabilities is 95.6%, which meets or exceeds the interim target goal and is an increase from the previous year. Statewide performance standard is 96.1% 52.7% of white students earned advanced on industry-based competency assessments. Rigorous Courses of Study: statewide average is 79.6% there is no statewide performance standard. White students earned 93.7%
2 or More Races	In the Future Ready PA Index combined ethnicity students about 60.7% attendance, which does not meet the target of 94.1%. Future Ready PA Index: Meets or exceeds interim target for Statewide goal Career Standards Benchmarks

	at 97.3%, this is a decrease from the previous year's performance. Statewide Performance Standard is 98%. There is insufficient data for this group regarding industry based learning measures. Future Ready Index Enrollment data: .9%
Asian	Future Ready Index Enrollment data: .6%
Hawaiian/Pacific Islander	Future Ready Index Enrollment data: .2%

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

We employ three learning facilitators, a bilingual paraprofessional and one addition paraprofessionals to provide support to students with special needs, English Language learners and economically disadvantaged. Students' home school districts provide core support for writing IEPs, specialist services, social services, and English Language Development.
Districts employs two special education teachers and additional specialists from IU13 to provide support at the CTC for full day itinerant learning support and emotional support students, as well as bi-weekly autistic support. The social worker and psychologist are present 1-2 times a week.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Overall insufficient data was available in the PA Future Ready Index for English Language Learners. Communication and collaboration with sending districts would help us to best plan for and serve these students.
Students with disabilities have a need in the area of attendance. In order to improve attendance, the CTC works with the IEP teams and the sending districts to come up with individual plans to meet their needs and goals. Lebanon County CTC also collaborates with an outside provider who provides therapeutic support on the school premises. In addition, the principal and counselors work together on SAPE plans.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A The six sending school districts in Lebanon County manage special education programs.
Title 1 Program	N/A The six sending school districts in Lebanon County manage Title I programs.
Student Services	Current plans are up to date.
K-12 Guidance Plan (339 Plan)	Current plans are up to date.
Technology Plan	Current plans are up to date.
English Language Development Programs	N/A The six sending school districts in Lebanon County manage ELD programs.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Not Yet Evident
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
--

Identify professional learning needs through analysis of a variety of data
--

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Development and implementation of an evidence-based system of schoolwide positive behavior interventions and supports could improve overall morale of students and staff, which would encourage additional cross curricular and teacher collaboration.
--

Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school would make staff feel supported and encourage collaboration with leadership. It would promote more teachers taking a leadership and ownership role in the school.

Development a more personalized choice system of professional development focused on both individual educator and student needs would foster a culture for learning and collaboration and improve student outcomes.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Attendance is second highest for students with disabilities at 69.7%.	False
Attendance is highest for white students at 75.2%.	False
All student groups meet performance standards for Career Standards Benchmarks. Presently students achieved a 97.9% success rate demonstrating meaningful engagement on Career Benchmark Standards. Statewide average for this standard is 91.5% and the performance standard is 98%.	True
White students met the highest standard at 98% success rate demonstrating meaningful engagement on Career Benchmark Standards.	False
Pre- and post-assessment data demonstrate growth in students' writing skills, particularly in organization, audience awareness, and technical communication.	False
Students perform well on applied literacy tasks that require reading and interpreting workplace, technical, and informational texts.	False
Writing portfolio data indicate improvement in students' ability to communicate effectively for career and postsecondary purposes.	False
Formative assessment results show that students can identify key ideas and supporting details within informational and technical reading materials	False
All students passed their math courses, which are self-paced and individually focused.	False
Programs have begun taking advantage of the personal finance seminars.	False
Career Readiness Activities have grown in participation and depth of quality of the experiences.	True
All programs have at least one or more: SOAR statewide articulation agreements, local articulations, dual enrollment through college in the high school, or an apprenticeship/pre-apprenticeship post secondary opportunity for the students.	True
The majority of students in most CTE programs scored competent or advanced on the NOCTI exams.	True
Nineteen out of twenty-two CTE programs are fully enrolled and many have waiting lists for the 2026-2027 school year.	False
Updated Cooperative Education criteria for participation and procedures were established and maintained to improve the quality of educational experience.	True
We employ three learning facilitators, a bilingual paraprofessional and one addition paraprofessionals to provide support to students with special needs, English Language learners and economically disadvantaged. Students' home school districts provide core support for writing IEPs, specialist services, social services, and English Language Development.	True
Districts employs two special education teachers and additional specialists from IU13 to provide support at the CTC for full day itinerant learning support and	False

emotional support students, as well as bi-weekly autistic support. The social worker and psychologist are present 1-2 times a week.	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
Identify professional learning needs through analysis of a variety of data	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Attendance is lowest for Economically Disadvantaged students at 61.3%.	False
Students with disabilities had the least progress at 94.3% of meaningful engagement on Career Benchmark Standards, but were still within meaningful progress ranges to meet the goal.	False
Assessment data indicate that students enter programs with varying levels of reading comprehension and writing proficiency.	True
Students demonstrate difficulty analyzing complex informational texts and synthesizing information from multiple sources.	False
Writing assessment results suggest a continued need to strengthen evidence-based writing and the use of textual support.	False
Formative assessment data indicate a need for continued emphasis on revision, editing, and written communication skills aligned to college and career expectations.	True
All students are meeting math goals. No changes are needed to the math instruction at this time.	False
Most CTE Programs with higher numbers of student scoring basic on their NOCTI exam experienced some type of transition and are expected to recover during the following school year.	False
Although all programs had students earn one or more industry recognized credential or certification, those with fewer credentials were in either a teacher transition period of schedule change transition. They are expected to increase and improve in subsequent school years.	True
Some industry credentials earned are not yet recognized by PDE.	False
Overall insufficient data was available in the PA Future Ready Index for English Language Learners. Communication and collaboration with sending districts would help us to best plan for and serve these students.	False
Students with disabilities have a need in the area of attendance. In order to improve attendance, the CTC works with the IEP teams and the sending districts to come up with individual plans to meet their needs and goals. Lebanon County CTC also collaborates with an outside provider who provides therapeutic support	False

on the school premises. In addition, the principal and counselors work together on SAPE plans.	
Development and implementation of an evidence-based system of schoolwide positive behavior interventions and supports could improve overall morale of students and staff, which would encourage additional cross curricular and teacher collaboration.	False
Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school would make staff feel supported and encourage collaboration with leadership. It would promote more teachers taking a leadership and ownership role in the school.	True
Development a more personalized choice system of professional development focused on both individual educator and student needs would foster a culture for learning and collaboration and improve student outcomes.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Assessment data indicate that students enter programs with varying levels of reading comprehension and writing proficiency.		False
Formative assessment data indicate a need for continued emphasis on revision, editing, and written communication skills aligned to college and career expectations.	Students come to the career and technology center from six school districts. The CTC doesn't have control over curriculum and instruction students receive before they enter our school in eleventh or twelfth grade.	True
Although all programs had students earn one or more industry recognized credential or certification, those with fewer credentials were in either a teacher transition period of schedule change transition. They are expected to increase and improve in subsequent school years.		False
Building leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school would make staff feel supported and encourage collaboration with leadership. It would promote more teachers taking a leadership and ownership role in the school.	There have been multiple leadership transitions over the last three years. The current leadership team has set goals to clarify roles, procedures and expectations, as well as incorporate more opportunities for teacher leadership.	True
Development a more personalized choice system of professional development focused on both individual educator and student needs would foster a culture for learning and collaboration and improve student outcomes.	Career and technology teachers most often enter education directly from industry and professional careers outside of the education system and with no formal teacher training. Lebanon CTC has been working towards a robust induction and education program, and fine tuning the professional development planning process.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student groups meet performance standards for Career Standards Benchmarks. Presently students achieved a 97.9% success rate demonstrating meaningful engagement on Career Benchmark	Students have clear goals for their career paths and post secondary options. This can be used to encourage students to focus on skills that will support their future goals, such

Standards. Statewide average for this standard is 91.5% and the performance standard is 98%.	as developing professional written communication skills.
Career Readiness Activities have grown in participation and depth of quality of the experiences.	Teachers have taken a leadership roles in increasing career readiness activities and initiatives from helping to create post secondary pathways, job shadowing opportunities and connections with industry professionals through field trips and mock interviews.
All programs have at least one or more: SOAR statewide articulation agreements, local articulations, dual enrollment through college in the high school, or an apprenticeship/pre-apprenticeship post secondary opportunity for the students.	Teachers can collaborate with post-secondary schools to develop rigorous curriculum and forge dual enrollment agreements. This develops both their leadership capacity and ownership of student learning.
The majority of students in most CTE programs scored competent or advanced on the NOCTI exams.	Teachers can use results of assessment data to help identify professional development needs.
Updated Cooperative Education criteria for participation and procedures were established and maintained to improve the quality of educational experience.	Rigorous criteria for cooperative education encourages students to develop their written communication skills.
We employ three learning facilitators, a bilingual paraprofessional and one additional paraprofessionals to provide support to students with special needs, English Language learners and economically disadvantaged. Students' home school districts provide core support for writing IEPs, specialist services, social services, and English Language Development.	The three Learning Facilitators support student learning and help to build teacher capacity by modeling instructional strategies and supports for specially designed and differentiated instruction.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Partnering with community organizations and businesses increases professional development and leadership capacity in teachers. Teachers learn from industry professionals and it helps them to stay current in their fields.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers will be provided with ongoing professional development in the area of language communication instruction through coaching and instructional planning meetings with the instructional coach and English teacher.
	Initiatives need to be clearly communicated, incorporating teachers and staff into committees with opportunities for input and feedback. Committee opportunities,

	roles and responsibilities need to be clearly defined. School leaders need to then clearly communicate the action plan goals, purpose and steps to the teaching staff.
	Teachers currently provide feedback on professional development activities, which helps to inform planning for future needs. The structure of professional development needs to incorporate tiered options and focused training based upon teacher needs in addition to the PDE required trainings.

Goal Setting

Priority: Teachers will be provided with ongoing professional development in the area of language communication instruction through coaching and instructional planning meetings with the instructional coach and English teacher.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Given professional development support on integrating English Language Arts: communication skills, reading, writing, speaking and listening, teachers will embed ELA standards into the CTE curriculum via daily instructional activities with evidence in lesson and unit plans and competency guides with a goal of improving students' professional communication skills.		
Measurable Goal Nickname (35 Character Max)		
Collaborative Planning Process		
Target Year 1	Target Year 2	Target Year 3
Teachers will participate in literacy focused professional development activities and meet on a rotating basis in career cluster groups with the English teacher and Instructional Coach to identify ELA standards and goals that correlate to their program CIP code area. Teachers will embed specific ELA standards into lesson plans and activities. Baseline student skills data will be collected using writing samples and rubrics.	CTE Teachers will continue to collaborate with the academic English teacher and instructional coach to align curriculum to ELA standards. Teachers will monitor student progress towards ELA goals embedded into the CTE Curriculum. Crosswalked ELA standards will be incorporated into unit plans and competency guides.	Given professional development support on integrating English Language Arts: communication skills, reading, writing, speaking and listening, teachers will embed ELA standards into the CTE curriculum via daily instructional activities with evidence in lesson and unit plans and competency guides with a goal of improving students' professional communication skills.

Priority: Initiatives need to be clearly communicated, incorporating teachers and staff into committees with opportunities for input and feedback. Committee opportunities, roles and responsibilities need to be clearly defined. School leaders need to then clearly communicate the action plan goals, purpose and steps to the teaching staff.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Instructional materials including lesson plans, unit plans, competency guides and assessments for all CTE programs will be completed according to evidence based and high effect size methods incorporating and addressing all program CTE tasks and appropriate correlating academic and CEW standards and be stored in a school owned digital location an accessible to all administrators.		
Measurable Goal Nickname (35 Character Max)		
Instructional Planning		
Target Year 1	Target Year 2	Target Year 3

Teachers will use a common school approved structured daily lesson and unit plan format.	Unit plans will be reviewed and updated on a cyclical basis and will be uploaded to a shared digital storage space.	Instructional materials including lesson plans, unit plans, competency guides and assessments for all CTE programs will be completed according to evidence based and high effect size methods incorporating and addressing all program CTE tasks and appropriate correlating academic and CEW standards and be stored in a school owned digital location an accessible to all administrators.
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Priority: Teachers currently provide feedback on professional development activities, which helps to inform planning for future needs. The structure of professional development needs to incorporate tiered options and focused training based upon teacher needs in addition to the PDE required trainings.

Outcome Category		
Essential Practices 4: Foster Quality Professional Learning		
Measurable Goal Statement (Smart Goal)		
A professional development committee will review previous feedback, school-wide data and initiatives to make recommendations for the professional learning plan to benefit all staff utilizing a tiered and educator specific approach when possible and based upon growth building wide growth goals. Ongoing collection of educator feedback, student and building wide data will reveal growth and progress.		
Measurable Goal Nickname (35 Character Max)		
Job Embedded Professional Development		
Target Year 1	Target Year 2	Target Year 3
The professional development committee will review previous responses to feedback forms regarding professional development activities, evaluate strengths and challenges, and suggest options for relevant job embedded future professional development activities that align with building wide goals and needs..	The assistant director will collaborate with the professional development committee and utilize recommendations and feedback to improve the depth and quality of professional learning for all staff.	A professional development committee will review previous feedback, school-wide data and initiatives to make recommendations for the professional learning plan to benefit all staff utilizing a tiered and educator specific approach when possible and based upon growth building wide growth goals. Ongoing collection of educator feedback, student and building wide data will reveal growth and progress.

Action Plan

Measurable Goals

Collaborative Planning Process	Instructional Planning
Job Embedded Professional Development	

Action Plan For: Professional Development Needs Assessment

Measurable Goals:
A professional development committee will review previous feedback, school-wide data and initiatives to make recommendations for the professional learning plan to benefit all staff utilizing a tiered and educator specific approach when possible and based upon growth building wide growth goals. Ongoing collection of educator feedback, student and building wide data will reveal growth and progress.

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct a needs assessment to identify professional development needs of staff.		2026-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Director	Professional Development Committee involvement. Staff Surveys, Review of Student Progress, Look back on previous training, access to content specific experts in evaluated areas.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Results of investigatory review will drive future professional development planning.	Quarterly check-in meetings with the professional development team and administrative team to review data and progress.

Action Plan For: Collaborative ELA Integration Planning

Measurable Goals:
Given professional development support on integrating English Language Arts: communication skills, reading, writing, speaking and listening, teachers will embed ELA standards into the CTE curriculum via daily instructional activities with evidence in lesson and unit plans and competency guides with a goal of improving students' professional communication skills.

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Learning Community groups will meet in Career Clusters to align ELA standards to POS task lists and discuss and plan		2026-09-01	2029-08-31

correlating instructional activities embedded into the CTE curriculum. The Instructional Coach and ELA teacher will provide ongoing co-teaching and planning support. Groups will review pre and post assessment student data to determine student growth and progress.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Direction	ELA Standards and CTE Program of Study Task Lists Standards and Task List Crosswalks Instructional Coach, ELA teacher and specialist support	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Each CTE program of study will embed ELA communication skills into the CTE curriculum to support professional communication skills growth.	PLC groups will respond to a weekly meeting form noting discussion topics, planning and implementation progress and questions. Assistant Director will monitor responses and respond to questions. ELA teacher will support monitoring student progress on communication skills and assist with assessment development and implementation.

Action Plan For: Best Practices for Planning

Measurable Goals:
Instructional materials including lesson plans, unit plans, competency guides and assessments for all CTE programs will be completed according to evidence based and high effect size methods incorporating and addressing all program CTE tasks and appropriate correlating academic and CEW standards and be stored in a school owned digital location an accessible to all administrators.

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development will be provided on best practices in lesson and curriculum planning to improve instructional effectiveness and strategies and ensure a comprehensive CTE program curriculum.		2026-09-01	2029-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	-Models of best practices for standards based curriculum -Lebanon CTC approved planning templates with specific best practice evidence based criteria and methods -Shared Intranet access	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student engagement and increased student achievement on	Principal and Assistant Director will monitor lesson planning and curriculum development with set dates and timelines for

the program task list skills and end of program assessments.	submission per required item. Materials will be submitted on a shared intranet network.
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Action Plan For: Instructional Planning Workshop

Measurable Goals:
A professional development committee will review previous feedback, school-wide data and initiatives to make recommendations for the professional learning plan to benefit all staff utilizing a tiered and educator specific approach when possible and based upon growth building wide growth goals. Ongoing collection of educator feedback, student and building wide data will reveal growth and progress.

Action Step		Anticipated Start Date	Anticipated Completion Date
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development Needs Assessment	Conduct a needs assessment to identify professional development needs of staff.
Collaborative ELA Integration Planning	Professional Learning Community groups will meet in Career Clusters to align ELA standards to POS task lists and discuss and plan correlating instructional activities embedded into the CTE curriculum. The Instructional Coach and ELA teacher will provide ongoing co-teaching and planning support. Groups will review pre and post assessment student data to determine student growth and progress.
Best Practices for Planning	Professional Development will be provided on best practices in lesson and curriculum planning to improve instructional effectiveness and strategies and ensure a comprehensive CTE program curriculum.

Professional Development Focus Group

Action Step		
Conduct a needs assessment to identify professional development needs of staff.		
Audience		
Professional Development Committee		
Topics to be Included		
Introduce and Explain PDE required professional development activities Review and discuss how to integrate required trainings to best support staff and students Identify areas of strength and needed growth or challenges Discuss options to support teachers growth and development Make recommendations regarding future professional development activities		
Evidence of Learning		
Meeting Agendas and Minutes Responses to surveys and forms Professional Development recommendations to administration		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Director	2026-09-01	2029-08-31

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	At least quarterly during the calendar school year
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Embedding ELA into CTE Curriculum

Action Step

Professional Learning Community groups will meet in Career Clusters to align ELA standards to POS task lists and discuss and plan correlating instructional activities embedded into the CTE curriculum. The Instructional Coach and ELA teacher will provide ongoing co-teaching and planning support. Groups will review pre and post assessment student data to determine student growth and progress.		
Audience		
CTE Teachers, Education Specialists, English Teacher		
Topics to be Included		
How ELA standards apply to professional career areas Examples and models of activities and high effect size strategies that correlate to integrating academic standards into CTE		
Evidence of Learning		
ELA standards aligned to CTE task lists Evidence of student work		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Director	2026-09-01	2029-08-31

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Building Comprehensive Curriculum

Action Step		
Professional Development will be provided on best practices in lesson and curriculum planning to improve instructional effectiveness and strategies and ensure a comprehensive CTE program curriculum.		
Audience		
Teachers, Education Specialists		
Topics to be Included		
Evidence based components of lesson and curriculum planning		
Evidence of Learning		
Lesson plans that meet high effect size instructional practices Curriculum unit and competency guides that address all aspects of task lists and correlated standards		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach	2026-09-01	2029-08-31

Learning Format

Type of Activities	Frequency
Inservice day	At least once per year
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction	

- | |
|--|
| <ul style="list-style-type: none">• 1c: Setting Instructional Outcomes• 1b: Demonstrating Knowledge of Students |
| This Step Meets the Requirements of State Required Trainings |
| |

Communications Activities

OAC Review of CTE Curriculum					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Program of Study Occupational Advisory Committees	CTE POS curriculum and instruction topics and goals to be reviewed and discussed for OAC recommendations based upon trends and needs in the professional community.	Classroom Teacher	09/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Presentation	Twice Per Year

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date



TechLink Consortium
Memorandum of Understanding Between
HACC (LEA)
&
Lebanon County Career and Technology Center

I. PURPOSE:

The purpose of this Memorandum of Understanding (MOU) is to define the roles and responsibilities of the TechLink Partnership as it relates to the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) which amended the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The goal is to maintain a partnership with HACC (LEA) and the Partner Institutions within its service region.

The purpose of the agreement is to:

1. Provide opportunities for administrative staff and teachers within the region to collaborate.
2. Provide in-service opportunities to maintain and continue professional development.
3. Coordinate data gathering in the region to use as a public relations tool.

This agreement shall serve as the agreement whereby the LEA provides services that support the maintenance and development of Programs of Study and Articulation Agreements in collaboration with the consortium partners.

This MOU, together with the TechLink Consortium Bylaws, constitutes the governing framework for the Consortium.

II. EFFECTIVE DATE:

This agreement shall be effective upon signed approval by representatives of **Lebanon County Career and Technology Center** and Harrisburg Area Community College, serving as LEA for the TechLink partnership.

This agreement shall be effective for school year 2026-27 or until one party notifies the other party to end the Agreement or withdraws from the Partnership. In accordance with the TechLink bylaws, membership fees are non-refundable if an institution withdraws prior to the end of the membership term.

III. RESPONSIBILITIES:

The LEA and Partner Institution agree to the following responsibilities:

A. HACC will:

1. Provide direction and fiscal oversight for the consortium activities.
2. Provide collaboration and assistance with secondary education partners on the development and implementation of Programs of Study (POS) according to the PDE POS frameworks.
3. Facilitate the generation of local articulation agreements and dual enrollment opportunities, and encourage adoption of and participation in the statewide articulation agreements as part of PDE's Programs of Study, allowing the opportunity for transportability of credits.
4. Provide professional development opportunities for teachers, faculty, counselors and administrators on topics that support the Programs of Study.
5. Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).
6. Support the development of integrated academic, and career and technical curriculum and instruction (horizontal curriculum alignment).
7. Offer a forum for the development and implementation of innovative teaching and learning strategies and application of new and creative instructional approaches that encourage academic and technical teachers and faculty to collaborate in the design of how content can be integrated and delivered to engage students.

Examples of Well-designed strategies:

- a. Are jointly led, to the greatest extent possible, by interdisciplinary teaching teams of academic and technical teachers or faculty.
 - b. Employ work-based, project-based, and problem-based learning.
 - c. Incorporate team-building, critical thinking, and problem-solving.
8. Provide educational opportunities for parents and students on Programs of Study and statewide articulation as supported in the grant guidelines.
 9. Provide Consortium representation at WIB and regional workforce development entities.
 10. Offer and develop activities that support the Programs of Study and have been approved by the majority of the consortium members.
 11. Develop an annual calendar of activities and events based on member collaboration.
 12. Evaluate the effectiveness of the individual activities and the partnership through:
 - a. Surveys
 - b. Discussions
 - c. Compilation of Data
 13. Provide an update of the financial records at the quarterly meeting.
 14. Coordinate regional data that matches student outcomes with regional employment data and identify avenues for marketing the results for advocacy with public officials.

15. Provide fiscal oversight for the TechLink Consortium professional development fund, including the payment and reimbursement of expenses directly related to the approved calendar of professional development. HACC will not be held liable for expenses incurred for activities outside the approved consortium calendar of professional development.

B. The Partner Institution will:

1. Provide collaboration with postsecondary partners on the development and implementation of Programs of Study according to the PDE and POS frameworks.
2. Send a representative to attend Consortium Advisory Committee meetings quarterly.
3. Set aside funds in their local Perkins plan to assist with expenses related to professional development – but NOT to pay any HACC operating expenses or personnel salary/benefits.
4. Actively participate in the creation of scheduled events and activities.
5. Agree that the set aside dollars provided by each partner will be used as a fund to finance the agreed upon events and activities.
6. Agree to submit to HACC the set aside dollar amount listed in the MOU after receiving an invoice from HACC within 60 days of receipt of the invoice.
7. Acknowledge that all or any financial arrangements must be negotiated and will depend upon the availability of funds.

C. The following Career and Technical Centers have agreed to participate at the corresponding set aside amount:

<u>Career & Technical Centers</u>	<u>Set Aside Amount</u>
Adams County Technical Institute	\$2,000.00
Carlisle High School CTE Program	\$2,000.00
Cumberland Perry Area Career & Technical Center	\$7,000.00
Dauphin County Technical School	\$7,000.00
Dover Area High School CTE Program	\$2,000.00
Franklin County Career and Technology Center	\$7,000.00
Lancaster County Career and Technology Center	\$10,000.00
Lebanon County Career and Technology Center	\$7,000.00
York County School of Technology	\$10,000.00

IV. HACC/TECHLINK DUAL ENROLLMENT SCHOLARSHIP:

A. Purpose

The TechLink Consortium Dual Enrollment Scholarship Fund (DE Scholarship Fund) shall provide financial assistance to Career & Technical Education students who wish to pursue Dual Enrollment at HACC while enrolled at one of the TechLink Consortium partner schools.

B. Terms of Awards

No more than \$20,000.00 per year from the annual TechLink budget may be used to provide at least twenty (20) scholarship awards per academic year. Scholarship recipients may apply the award to tuition and fees. Any unspent TechLink funds budgeted for the DE Scholarship Fund may be carried over to next fiscal year.

C. Eligibility

The TechLink Consortium's DE Scholarship Fund Review Committee shall consider and give preference to students based on the following criteria:

- Those students demonstrating scholastic achievement and passion for realizing their CTE goals.
- Those students demonstrating engagement in outside activities, including work experience, community service involvement, extracurricular activities, honors, awards and/or scholarships.
- Those students demonstrating leadership skills.
- Those students demonstrating through their biographical statement that despite any extenuating circumstances, including financial need, they have been successful in their CTE program.
- Those students demonstrating effort in and completing the application process.

D. Selection Procedure

The TechLink Consortium managers shall solicit and select a committee of five (5) volunteers (from TechLink partner schools and from HACC) to perform a blind review of the TechLink Consortium DE Scholarship applications. A rubric will be provided to reviewers, who will score and select scholarship applicants based on the aforementioned criteria. The scholarship winners and their TechLink schools will be notified.

V. SIGNATURES:

A. Lebanon County Career and Technology Center:

Charles Benton, Administrative Director
Lebanon County Career and Technology Center

Date

B. HACC:

Dr. Chrissy Davis-Jones
Vice President, Student Affairs & Enrollment Management
HACC, Central Pennsylvania's Community College

Date

Lisa A. DeLorenzo, Director of High School Partnerships
Office of Student Affairs and Enrollment Management
HACC, Central Pennsylvania's Community College

Date

Lebanon County Career and Technology Center

Student Handbook
2026-2027



833 Metro Drive
Lebanon, Pennsylvania 17042
(717) 273 – 8551
www.lcctc.edu

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Lebanon County Career and Technology Center 2026-2027 School Calendar

July 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July
3 - Independence Day Holiday

August 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August
13-New Teacher Induction
17-New Teacher Induction
18-20 - In-Service
24 - First Day for Students

September 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September
4 - Act 80 Day
7 - Labor Day Holiday

October 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October
12 - Act 80 Day
22 - OAC Meeting (PM)

November 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November
12 - Community Open House 6-8 pm
23 - Act 80 Day
24 - Teacher In-Service/Trade Day
25-27 - Thanksgiving Holiday

December 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December
24-31 - Winter Holiday

January
1 - Winter Holiday
18 - Martin Luther King Holiday

January 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February
12 - Holiday/Make-up Day
15 - Presidents' Day Holiday

February 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March
18 - OAC Meeting (PM)
25 - Spring Holiday/Make-up Day
26-29 - Spring Holiday
30 - Spring Holiday/Make-up Day

March 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April
16 - Act 80 Day

April 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May
20 - Senior Recognition Ceremony
25 - New Student Celebration for 2027-28
31 - Memorial Day Holiday

May 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June
1 - Last Day for Students
2 - In-Service Day

June 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Act 80 Day/In-Service - no students
- First/Last Day for Students
- Counselor Events
- School closed-Holiday
- OAC Meetings
- Optional In-Service (pre-approved)

Student Days: 182
Faculty Days: 189

Student make-up day schedule:
Make-up weather/emergency days are Feb. 12, March 25, March 30
Additional make-up days begin June 2, 3 etc.

Daily Time Schedule

Morning Schedule

- 7:00 - 7:40 - Teachers arrive at school
- 7:45 - Students arrive at school.
- 7:45 - 8:00: Students enter the building and report to their classroom.

8:00 – All Technical and Academic lessons begin

8:02 – Announcements will be made each day followed by the Pledge

Half – Day Lunch Schedule*

	AM	AM	PM	PM
	Lunch	Departure	Arrival	Lunch
Annvile-Cleona	10:25-10:55	10:55	10:55	10:55 – 11:25
Cedar Crest	-	10:25	11:25	-
ELCO	-	10:35	11:25	-
Lebanon	-	10:25	11:25	-
North Lebanon	-	10:25	11:25	-
Palmyra	-	10:25	11:25	-

*All AM students should report to the cafeteria at the scheduled time. Students who are not eating will dismiss from the cafeteria to their scheduled bus departure at the bottom of the hill.

Full Day Lunch Schedule

10:25 – 10:55 All Full Day programs eat lunch at this time.

Afternoon Schedule

11:25 – PM lunches end

11:30 – PM Technical lessons begin

1:45 – All Northern Lebanon students dismiss.

1:50 – Northern Lebanon buses depart, and Annville Cleona students dismiss

1:55 – Annville Cleona buses depart.

2:00 – All programs dismiss their students.

2:05 – All buses depart LCCTC.

Attendance

Students may be excused from school only for emergencies or when a written excuse is provided by a parent/guardian or medical professional. The excuse must be submitted within three (3) school days of the student's return and must explain the reason for the absence. Excuses submitted after the deadline will not be accepted, and the absence may be subject to disciplinary action. Students will receive a zero for work missed during an unexcused or unlawful absence. Work missed during an excused absence must be completed as soon as possible after the student returns to school. Regular attendance is essential, as excessive absences can negatively affect schoolwork, college admissions, and future employment opportunities. See MAKE-UP WORK for additional information.

Notice of Absence: Absences are considered unexcused until LCCTC receives a written excuse explaining the reason for the absence. The excuse must be submitted within three (3) school days of the student's return. If the excuse is not received within that timeframe, the absence will remain unexcused and may be classified as unlawful.

GRADING AND ATTENDANCE

The purpose of technical training is to prepare students for industry or post-secondary education. These pursuits require students to be present and punctual on a regular basis; therefore, LCCTC expects regular attendance. Instructors take attendance at the beginning of each session.

If the sending school is open, the student is expected to attend unless LCCTC posts a closing or delay on the television, webpage or social media listed in the SCHOOL CLOSING section of this handbook. If the sending school is closed or delayed due to weather conditions, students follow their home school's schedule.

By the third day after returning from an absence, a student must report directly to the Attendance Secretary and submit a note from the parent, guardian, or doctor detailing the reason for the absence. All notes are retained in the student's file.

All family trips, vacations, recreational activities, etc. must be pre-approved by the Home School Administration for half-day students. A copy of the pre-approval must be submitted to the Attendance Secretary at least two days prior to the planned trip. Full-day students must obtain permission from the LCCTC Administration at least two days prior to the planned trip. Half-day students are responsible

for getting a copy of the approved form from the high school to the CTC Attendance Office prior to the trip.

The minimum requirements for a student to obtain permission for an excused trip is a passing grade in all CTC courses (60% or above) and no more than 5 unexcused absences and 5 unexcused tardies. Behavior, disciplinary record, and other factors may be taken into consideration by administration when reviewing a student request for a trip.

Students who have an early dismissal must bring a note to the attendance secretary from a parent/guardian indicating when they are to be dismissed and the purpose of the early dismissal. Students will not be dismissed without this information.

Letters will be sent to parents after three unexcused, six unexcused and ten cumulative absences to inform all parties of the absences. After ten (10) days absence, regardless of being excused or unexcused, a doctor's note is required for all future absences.

When a student is absent or tardy, a voicemail will be sent home that day to inform parents that their child was late or not in attendance at the CTC that day.

EXCUSED REASONS FOR ABSENCE

All absence notes must list the date(s) of absence, apply only to the student, and be submitted to the Attendance Office. Students who attend both their home high school and LCCTC must submit the note to both schools.

Absences may be excused for the following reasons:

Doctor's Excuse: An official note showing that the student was under a doctor's care for the time listed. The excuse may not be for a relative the student was caring for.

Incarceration/Detention: An official note or letter from police or a juvenile officer.

Court Hearing: An official note or letter from the court.

Death in the Family or Death of a Friend: A parent/guardian note identifying the student's relationship to the deceased.

Home School Authorization: An excuse issued and signed by a home school administrator, such as for field trips or schoolwide/class wide activities approved by the home high school.

- This day will not count as an absence because the student is officially in attendance at the home school for the full day.

Police Involvement: An official note or police report confirming the student's involvement in a vehicle-related incident.

In-School/Out-of-School Suspension: Suspension assigned by the sending school or LCCTC will be recorded as an excused absence for the assigned day(s).

- The suspension may affect the student's work ethic grade.
-

MAKE-UP WORK

Students must make up work missed as a result of an excused absence. It is the responsibility of the student to check with the instructor on the day of return to the LCCTC for any missing assignment.

For work missed during an excused absence student, upon return, will have a time period equal to the number of days of their excused absence in order to be eligible for full credit for the missed work.

If the absence is unexcused, students will not receive credit for work and may be required to make up the missing work so that the student does not fall behind in class.

SCHOOL RESPONSE TO STUDENT ABSENCE

Any Excused Absence

- Failure to complete make-up work results in a lower grade for those assignments.

Any Unexcused Absence

- Students are required to make up work.
- Instructor will record a zero for those assignments.
- Automated phone systems will notify parents of absence.

3 Unexcused Absences

- Letter sent to parent or guardian.

6 Unexcused Absences

- Letter sent to home school and parent or guardian.
- Meeting between Counselor and student

10 Unexcused Absences

- Letter sent to home school and parent or guardian.
- Meeting between Principal and student
- A doctor's note or an LCCTC administrative waiver is required, otherwise the absence is unexcused.

GUIDELINES FOR GRADING AND REPORTING STUDENT PROGRESS

The LCCTC grading system incorporates three components: competencies (skill— 33.3%), career skills (work ethic—33.3%), and theory (knowledge—33.3%). Each academic class implements a performance evaluation/student grading system that incorporates career skills (work ethic), and theory (knowledge). Each component is weighed equally.

COMPETENCIES (SKILL- 33.3% of Final Grade)

Each student is prescribed a list of competencies and evaluated against that list. Each competency includes standards and competency procedures upon which the student will be evaluated. The student's competency performance will be evaluated within the following range:

Skill Completed, no instructor involvement required	10
Skill Completed, advisory instructor involvement required.....	9
Skill Completed, minimal instructor corrective involvement required.....	8
Skill Completed, routine instructor corrective involvement required.....	7
Skill Completed, constant instructor corrective involvement required.....	6
Skill Incomplete, good understanding of skill	5
Skill Incomplete, some understanding of skill	4
Skill Incomplete, minimal understanding of skill.....	3
Skill Incomplete, inadequate understanding of skill	2
Skill Incomplete, no understanding of skill	1
No Work Turned In	0

The instructor will identify and implement methods/instruments utilized to evaluate performance and maintain records consisting of:

- Teacher observation utilizing a performance checklist incorporating the standards— utilized for each competency or a group of competencies within a project.
- Anecdotal record of the teacher describing the performance against the standard.
- Observation and evaluation by a resource person—Counselor, Employers, etc.

CAREER SKILLS (WORK ETHIC – 33.3% of Final Grade)

Career skills have been identified upon which student performance will be evaluated.

Since attendance is a major issue within career success, attendance is the first factor considered.

Using the CSIU system, the attendance condition will default to the initial score of the daily grade. The attendance conditions are as follows:

Present

Student Present	10
Co-op Student – Present at Work	10
Tardy – School Testing, Shadowing, Held at Home School, College/Military Visit	10
Early Dismissal – School/Sports, College/Military Visit, Shadowing	10

Tardy Excused

Doctor's Excuse – Tardy Excused.....	EX
Parent/Guardian Excuse – Tardy Excused	8
Legal Excuse – Tardy Excused (i.e., Court Hearing).....	8
Other – Tardy Excused	8

Tardy Unexcused

Tardy Unexcused	6
Tardy Unexcused and Early Dismissal.....	6

Absent Excused – Legal

Parent/Guardian Excuse – Absent Excused	EX
---	----

Doctor Excuse – Absent Excused	EX
Legal Excuse – Absent Excused (i.e., Court Hearing).....	EX
Funeral – Absent Excused	EX
Send Home by HS Nurse– Absent Excused	6
Preapproved Trip– Absent Excused	EX

Absent Excused - Suspension

Out-of-School Suspension –	0
In-School Suspension –	6

Absent Excused - LCCTC

*Held at Home School/Home School Off.....	EX
Field Trip – CTC.....	10
*Field Trip, Sports Event, Snow Day, School Testing – HS.....	EX
Homebound.....	EX
* Will show as N/A on Parent Portal (not calculated in Work Ethic averages)	

Absent Unexcused

Absent Unexcused	0
Resolved Absent Unexcused	0
No Transportation-Absent Unexcused	0
No Required Doctor Note– Absent Unexcused	0
Note Received After Third Day-Absent Unexcused.....	0

Early Dismissal Excused

Doctor Note.....	EX
Parent/Guardian Excuse	EX

Career Skills are further evaluated on the basis of the descriptors. A sample list is as follows:

1. Demonstrates responsibility by consistently completing assignments.
 - a. Repeatedly remains off task.
2. Does not complete assigned work.
3. Demonstrates accountability by following policies and procedures and avoiding discipline infractions.
 - a. Has a disciplinary matter referred to administration.
 - b. Has difficulty working cooperatively with others.
4. Demonstrates cooperation by listening to supervisors, responding respectfully, and contributing to solutions.
 - a. Does not consistently follow directions.
5. Consistently, follows safety practices, including appropriate appearance, housekeeping, tool and equipment care, and safety rules.
 - a. Does not follow safe procedures or maintain proper housekeeping without frequent reminders.

If a student does not meet expectations for a descriptor, 1 or 2 points may be deducted from the daily grade for each incident. The reason for the deduction must be documented in CSIU. Any daily grade below 4 requires administrative approval. With administrative approval, more than 2 points may be deducted per incident when a student demonstrates ongoing work ethic concerns.

THEORY (KNOWLEDGE – 33.3% of Final Grade)

The teacher will identify the learning steps necessary to master each competency where the steps follow the way the competency is performed on the job. The teacher will identify the theory necessary for each learning step and the methods utilized to evaluate theory comprehension, which could include:

- Instructor Questioning, Quiz, Test, Homework, Class Participation, Student Demonstration, Student Drawing or Visual, Research Paper
- The numerical grading system is defined as follows concerning student ability:
 - 90% - 100% - Outstanding Achievement
 - 80% - 89% - Above Average Achievement
 - 70% - 79% - Average Achievement
 - 60% - 69% - Below Average Achievement
 - 0% - 59% - Unsatisfactory Achievement

Incomplete – Student has not completed assignment as a result of serious illness or event. This requires administrative review.

PROGRESS REPORTS (70% or less)

Students will receive a “Progress Report” each mid-quarter through the mail and a “Report Card” will be given to each student at the end of each quarter. It is the student’s responsibility to share this information with their parents/guardians. Both reports will utilize student performance data obtained from:

1. Competency Performance (Competencies)
 - Each component was evaluated against the standard.
2. Career Skills (Work Ethic)
 - A list of descriptors is utilized to measure student performance.
3. Theory (Knowledge)
 - Written test and quiz scores, along with all other methods used to evaluate theory comprehension are averaged to arrive at a grade.

Please Note: 40% is the minimum grade for the first 3 marking periods. However, students with excessive absences may be assigned an earned grade with administrative approval and are described below. There is no minimum grade for the 4th marking period.

CUTTING CLASS or BEING TARDY to Class

Cutting class-failing to be present without a valid reason—is not acceptable behavior. Some examples would be leaving class without permission, leaving school prior to dismissal, wandering in the halls, or arriving late to class. A referral will be sent to the administration for discipline and points may be deducted from work ethic.

HONOR ROLL

Eligibility for the honor roll is achieved by:

- Maintaining an “A” in all LCCTC courses.
- Maintaining a passing grade in Physical Education.

NTHS—National Technical Honor Society (See criteria on page 43 in the back of this book)

COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program (Co-Op) expands the school curriculum by providing students with additional skills through supervised work experiences at local businesses. Instructors and administrators recommend students for the program after successful completion of classroom training.

See Cooperative Education Program requirements on our website at www.lcctc.edu under the Cooperative Education Program tab for more information.

AWARDS

LCCTC recognizes outstanding technical and leadership achievement through Youth Organization Awards, Academic/Technical Excellence Recognition, Student-of-the-Month Awards, and similar honors. Students who receive an award may be asked to have a headshot taken for recognition by LCCTC or a third party promoting their accomplishments. To ensure professionalism and consistency, all award photos will be taken in-house by the Media and Communications program; personally submitted photos will not be accepted.

SCHOLARSHIPS

Scholarships are sponsored by individuals, businesses, organizations, and service clubs to assist LCCTC students in their pursuit of post-secondary education. Awards and scholarships are presented at the year-end Senior Recognition Ceremony.

Senior Awards Ceremony

Senior Recognition Ceremony will require students to purchase a gown to participate. Families in need of support may request financial assistance.

NON-DISCRIMINATION STATEMENT

It is the policy of the Lebanon County Career and Technology Center not to discriminate on the basis of race, color, creed, religion, gender, sexual orientation, ancestry, national origin, handicap or disability in its admission to educational and technical programs, activities, or employment as required by Title IX, section 504 and Title VI. Lebanon County Career and Technology Center will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and technical programs. For information about rights or grievance procedures, contact the Compliance Officer at 833 Metro Drive, Lebanon, PA 17042. Telephone (717)273-8551

STUDENT RECORDS NOTIFICATION OF RIGHTS FOR PARENTS/ELIGIBLE STUDENTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the LCCTC receives a request for access. Parents, guardians, or eligible students should submit to the LCCTC Assistant Director of Students a written request that identifies the record (s) they wish to inspect. The Assistant Director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the LCCTC to amend a record should write the Assistant Director, clearly identifying the part of the record they want changed and specify why it should be changed. If the LCCTC decides not to amend the record as requested by the parent/guardian or eligible student, the LCCTC will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to the hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the LCCTC as an administrator, supervisor, instructor, or support staff member (including health and medical staff and law enforcement unit personnel); a person serving on the JOC; a person or company with whom the LCCTC has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving in an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks/
4. The right to refuse to permit the designation of any or all the categories of directory information: The LCCTC is permitted by law to disclose directory information without written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if a written refusal is forwarded to the Assistant Director by September 15th of the current school term. Directory information which may be released may include the student's name, date, and place of birth, major field of study, participation in officially recognized activities and sports, weight, and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent and previous education agency or institution attended by the student, and other similar information. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the LCCTC to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW

6. The right to request information not be provided to military recruiting officers: Names, addresses, and home telephone numbers of secondary school students will be released to military recruiting officers unless a student submits within twenty-one (21) calendar days after the start of the current school year a written request to the Administrative Director that such information not be released.

VIDEO TAPE PROCEDURES

The school may place and use video cameras, or other recording devices, on school property. The images recorded by the video camera or other recording devices may be used by the school authorities to determine whether conduct occurred which is contrary to the rules of the school, to determine the extent of such conduct, and to determine the identity or identities of the student or students involved in such conduct.

Safe2Say Something

Safe2Say Something helps students and adults recognize warning signs, including those shared through social media, that may indicate someone could be a threat to themselves or others. Concerns should be reported to a trusted adult, by calling 911 in an emergency, or through the Safe2Say Something anonymous reporting system.

Three ways to submit an anonymous tip:

- ☐ Call the tip line: **1-844-SAF2SAY** (1-844-723-2729)
- ☐ Use the website: www.safe2saypa.org
- ☐ Use the **mobile app** available for Apple and Android devices (search for Safe2Say)

Safe2Say Something is an anonymous reporting system used by Pennsylvania's 500 school districts in coordination with local law enforcement and the Pennsylvania Office of the Attorney General.

The Pennsylvania Office of Attorney General has developed the following resources for families:

- ☐ [Safe 2 Say Something Two-page Overview](#)
- ☐ [Safe 2 Say Something Brochure](#)

SCHOOL CLOSING

In the event of inclement weather, students are to follow the closing or delay of their home school. In the event of closing at the LCCTC students are not required to attend the LCCTC. If this occurs, announcements will be made over the website, social media and television stations: ABC 27, CBS 21, FOX 43, CW 15, WGAL-TV 8.

If a student's home school is closed for any reason other than weather, the student is expected to attend the LCCTC.

VISITORS

Visitors are welcome at LCCTC. To help ensure student safety, all visitors must make prior arrangements through the Main Office, present valid identification upon arrival, and sign in and out at the Main Office. The Administration reserves the right to inspect purses and bags.

ADMISSIONS PROCEDURE SUMMARY

Any student who is enrolled in a public or nonpublic school within Annville-Cleona, Cornwall-Lebanon, Eastern Lebanon County, Lebanon, Northern Lebanon, and Palmyra school districts and who will be promoted to the tenth grade or above may apply to attend Lebanon County Career and Technology Center. The Center admits students without regard to an applicants' race, color, creed, religion, sex, sexual orientation, national origin, handicap, or disability.

All programs enroll students contingent upon space which is determined by the school board. An official Registration Application Form is required by March 1 of each year. If a program is not filled by March 2, Registration Application Forms are accepted on a first come basis until the program is filled. Subsequent requests are maintained on a waiting list and accommodated if openings occur.

If applicants exceed space on March 1, a program quota is implemented. Each district's quota is determined by a standard formula. Each district's applicants are then selected by a county-wide

selection process to fill the quota. Quotas not filled by one district are open to remaining districts. Some programs also have program specific entrance requirements. I.E.P., Special Populations, or At-Risk students can be enrolled one year prior to the approved schedule.

A secondary student transferring into a sending school district or a district student who requests enrollment after the start of the school year can be accepted before 9/30: transcripts and IEP (if applicable) are provided and the Registration Application Form is complete, district recommendation is provided, and CTC staff have an opportunity to interview the prospective student and provide a recommendation before final acceptance. Enrollment is subject to available space. No new student is accepted after 9/30 of any given school year.

If program openings are available after July 1, tuition-paying pupils and adults will be enrolled to fill capacity. Non-resident tuition fees are set by the School Board in consultation with the Superintendents.

GENERAL STUDENT INFORMATION

FREE AND REDUCED LUNCH PROGRAM

The LCCTC participates in the National School Lunch Program. Therefore, the school is obligated to meet certain nutritional criteria. Each lunch must consist of a meat/meat alternative, vegetables, and/or fruits, grains/breads, and milk. Students may refuse 1 or 2 menu items as they proceed through the line and still meet the requirements of the school lunch.

Lunch prices for the 2026-2027 school year will be \$4.00 for a paid lunch and \$0.40 for a reduced lunch. As a service to parents/guardians and to help students avoid lost or forgotten lunch money, lunches may be purchased in advance by either cash or check. Checks should be made payable to: Lebanon County CTC Cafeteria Fund and should also include the student's name and grade.

LCCTC utilizes a computerized "point of service" system. Lunch money is deposited into an individual student's account. Students are required to use the POS system regardless of whether they receive free or reduced lunches or they are a full paying student. Each student is assigned a PIN number to use. The student enters their number on to a pin pad and the computer then tabulates the amount due. If the student forgets their pin number, the cashier can search and find the student's name. Before the account is debited, a digital picture and the student's name will appear on the touch screen monitor which will be verified by the cashier to prevent fraudulent use of a student's account. Please refer to the Operations Policy #808 Food Service regarding student account charges.

If a student received free or reduced-price meals last year while attending the LCCTC, his/her benefits will continue the first few weeks of school. Lebanon High School student will complete an application at the LCCTC. For all other districts, a parent/guardian must complete a new application at the student's home school as soon as possible. If a student received free or reduced meals at his/her home school but did not attend the LCCTC last year, we will be working with the home schools to verify eligibility. Until that time, please make sure that the student has funds available to purchase a meal. ***No outside vendor purchased food is allowed in our building. It must be consumed prior to entering the building.***

STUDENT ASSISTANCE PROGRAM (SAP)

The Lebanon County Career and Technology Center (LCCTC) is one of many to have made a commitment to the PA Department of Education to sponsor a Student Assistance Program. This intervention program identifies students having difficulty in school because of drugs, alcohol, and/or mental health issues.

COUNSELING

The LCCTC provides counseling services to assist students with decisions related to career planning, post-secondary opportunities – technical schools, two and four-year colleges, military – and/or personal/social concerns. The counseling department also maintains school records which are a valuable resource when pursuing post-secondary education and/or securing employment. In compliance with state legal requirements, institutions of higher education, technical schools, and military recruiters must be given equal access to senior students. Parents may request, in writing, to the Principal to have their child's name withheld from all recruiters.

SPECIAL POPULATIONS SUPPORT SERVICES

The Lebanon County Career and Technology Center (LCCTC) is committed to providing equitable access and comprehensive support to students identified as members of special populations, as defined by Perkins V and the Pennsylvania Department of Education. These populations include:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

At LCCTC, the Special Populations Team plays a pivotal role in assisting students with program placement, transition planning, and the development of accommodation strategies to foster success in their chosen career and technical education (CTE) programs. This Special Population Team collaborates closely with instructors and other stakeholders to deliver tailored support services, both within the classroom and through individualized educational programs, addressing the unique needs of each student.

LCCTC's commitment is to ensure that all students, regardless of their backgrounds or challenges, have the resources and support necessary to thrive in their educational and career pursuits.

STUDENT INSURANCE

The LCCTC does not carry insurance to cover medical expenses for injuries to students while attending school. Parents or guardians are strongly urged to have appropriate insurance for costs of injuries during school. School insurance is available through the sending schools. Private insurance is available through an insurance agent.

PROTECTIVE DEVICES

Every instructor, student, visitor, spectator, or any other person, regardless of the purpose for being in a lab, shall at all times wear appropriate industrial quality eye protection, ear protection, respirators, and other protective devices as the program may require. Each instructor will determine which protective devices are required. Protective devices may be required when using hot liquids, solids, or gases; caustic or explosive materials; gas or electric welding; during the repair or service of vehicles; or when milling, sawing, turning, shaping, cutting, grinding, or stamping of solid materials. *Please note: this list is not meant to be exhaustive.*

SCHOOL SAFETY REGULATIONS

- No equipment is to be operated without prior instruction and the permission of the program instructor. Students must strictly follow all instructor directions.
- Students must report all accidents to the instructor, regardless of the nature or the severity of the accident.
- Students must wear appropriate clothing, footwear, or other gear associated with the program being taught. Sneakers and open-toed shoes are not permitted in any lab where injury could result from machinery, materials, or processes.
- Loose clothing, neckties, or jewelry should be removed or fastened before working in the labs.
- The wearing of rings, wristwatches, bracelets, and other jewelry is prohibited when deemed hazardous by the instructor.
- Running and horseplay in the labs and corridors or at official functions is strictly forbidden.
- Tools should only be used for the purpose for which they were intended.
- Lab tools should never be carried in pockets.
- The removal, disconnection, or non-use of safety devices and guards is strictly forbidden.

- The disposal of chemicals, solvents, lubricants, cleaning agents, fuels, or any substance considered to be hazardous or detrimental to the environment, must be managed according to state and federal regulations.
- Students suspected of being under the influence of alcohol or controlled substances will be sent to the School Nurse and/or Principal for screening prior to the use of any equipment and/or machinery. Disciplinary action may follow after student health and safety is addressed.

HAZARDOUS OPERATIONS

There are occasions when the instructor must leave the instructional area to supervise students working on projects throughout the school. The instructor will arrange for supervision through a neighboring instructor, instructional aide, or through the office if the absence will be extensive. The students must know the location of their instructor and who is responsible for supervision in his/her absence. The hazardous operations listed below cannot be performed during the absence of the instructor:

- Use of stationary power equipment or portable power equipment
- Working under lifts or equipment on jack stands
- Use of motor driven vehicles
- Live/hot electrical projects
- Welding operations
- Other hazardous operations as deemed so by the instructor of the program.

HEALTH PROCEDURES

The Health Room Assistant will render emergency first aid to all students in the event of an accident, illness, or injury. The Health Room Assistant will make arrangements with the parent/guardian for transportation of the student home or to the hospital, if necessary. Students may not leave the school for illness unless first reporting to the Health Room Assistant.

- All injuries on school property must be reported to the program instructor and Health Room Assistant immediately.
- The Health Room Assistant must be notified immediately (ext. 2216 or 2111) of the location of the emergency and the nature of the injury/accident.
- Emergency medical information is completed by every student at the time of their admission to the LCCTC and updated annually.
- Medication will be given to the student only when there is the following:
 - A written order from a physician indicating the method of administration; and
 - A written statement signed by the parent/guardian granting permission for the Health Room Assistant to administer the medication.
- Prescribed inhalers and EpiPen may be carried in accordance with school policy. All other medication is kept and administered in the school Health Room.
- Students may not carry any over the counter medication on their person or belongings.
- These are to be turned into the Health Room Assistant as if it were a prescribed medicine. A note from the parent must also accompany the over-the-counter medication.

CHANGE OF ADDRESS/PHONE NUMBER

Parents and Students are responsible for immediately reporting any change in address, telephone number, or change in emergency information to the counselor office.

BULLETINS

Student related school calendars, bell schedules, and program information will be posted in each class and/or on the window of the Career Center.

TEXTBOOKS & SUPPLIES

Please refer to the program instructor for specific program expenses.

LOST & FOUND

The LCCTC will not assume responsibility for personal items which are lost, stolen, or damaged on school property. Lost, stolen, or damaged items should be reported to the main office. Found items should be given to the main office. As a general rule, valuables should not be brought to school. After thirty (30) days, any unclaimed items will be discarded or donated to non-profit organization.

FIELD TRIPS

Permission forms must be signed by a parent/guardian and returned to the instructor by the stated deadline. All school rules, including those related to smoking, dress, and behavior, remain in effect during field trips. Instructors, tour guides, or site representatives may establish additional expectations. Field trip participation is a privilege and may be denied due to disciplinary concerns, accumulated referrals, or administrative judgment when necessary to protect all student safety and maintain the integrity of the learning experience. Because many field trips involve business and community partners, students are expected to represent themselves and LCCTC in a respectful and responsible manner. Students who do not demonstrate LCCTC's shared values and commitment to the community may be excluded from participation.

STUDENT ORGANIZATIONS

For maximum benefit of technical training, and refinement of leadership skills, student participation in youth organizations is highly recommended. The following is a list of student organizations offered to LCCTC students.

- HOSA – Future Health Professionals
- LCBA Student Chapter – Lebanon County/PA Builders Association Youth Organization
- NTHS– National Technical Honor Society
- SkillsUSA – Champions at Work
- National FFA Organization
- ACF American Culinary Federation
- ProStart Pennsylvania Restaurant & Lodging Association

STUDENT HANDBOOK

Students can find a copy of the handbook online. This book contains necessary information that the student will need to refer to from time to time.

SCHOOL TELEPHONES

Student calls will be limited to emergencies and school/work situations. Students may make local calls using a school phone with the supervision of the instructor.

SECURITY & SAFETY

STUDENT BADGES

All students are required to always wear a student badge. Failure to wear a badge or identify oneself when asked will result in a disciplinary referral. If a student loses a badge, they must replace it at a cost of \$5.00.

HALL MOVEMENT

Students will from time to time need to use the restroom, water fountain, or to visit counseling, health room assistant, or other places as directed. To maintain security and help ensure movement is necessary, students will be given a hall pass. This must be carried with the student whenever that student leaves the class area. Students will be expected to produce the pass upon request of any school personnel. Failure to have a pass signed will be cause for disciplinary action.

To support student safety and building security, LCCTC maintains controlled access at the main entrances. The following expectations apply:

- All wing doors must remain closed and locked at all times.
- All exterior classroom access doors must remain closed and locked at all times.
- Using an unauthorized exit or opening a door for another person is prohibited because it creates a security risk.
- Students leaving for an early dismissal must obtain an early dismissal note from the office and report to the Main Office before leaving.
- Violations of these expectations may result in disciplinary action.

WITHDRAWALS & TRANSFERS

Student withdrawals must be coordinated between the sending school and the LCCTC. You must notify the Counseling Office at LCCTC.

STUDENT RIGHTS

FREEDOM OF EXPRESSION

Students have the right to express themselves unless such expression directly interferes with the educational process, threatens immediate harm to the welfare of the school or community, or encourages unlawful activity, or interferes with another individual's rights. Students may use any means of common communication, provided that the use of public-school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities. Students have the responsibility to obey laws governing libel and obscenity, and to be aware of the full meaning of their expressions. Students have the responsibility to be aware of the feelings and opinions of others and to give a fair opportunity to express their views.

FLAG SALUTE/PLEDGE OF ALLEGIANCE

Students are expected to show appropriate respect for the American flag, our country, and the patriotic ideals represented by the Pledge of Allegiance. Students may choose not to recite the Pledge or salute the flag because of personal beliefs or religious convictions. Students who do not participate must respect classmates who choose to participate in honoring the flag, our country, and the Pledge.

DISTRIBUTION OF INTERACTIVE LEAFLETS & BROCHURES

School authorities may prohibit the distribution or dissemination of student-originated material on school grounds only when such material would materially and substantially interrupt the educational process or intrude upon the rights of others and school activities.

CONFIDENTIAL COMMUNICATIONS

Information received from a student in confidence by a counseling counselor, a school nurse, or a psychologist will be managed following these criteria:

- In public schools while in the course of that person's professional duties is privileged information to the extent that it cannot be divulged in any legal proceeding, civil or criminal, without the consent of the student, or if still a minor, the student's parents.
- Information received in confidence from a student may be revealed to the student's parents, the assistant director or other appropriate authorities where the health (mental or physical), welfare, or safety of the student or other person is clearly in jeopardy.

An exception to the above is information revealed by the student concerning child abuse, neglect, or injury, which the recipient is under legal duty to report to the authorities.

SCHOOL NEWSPAPER & PUBLICATIONS

Students are responsible for avoiding libel, obscenity, and other violations of responsible journalism standards. Within those expectations, students have the right to report news and express editorial opinions in school newspapers and publications.

CODE OF CONDUCT

PHILOSOPHY

An organized and respectful school environment is essential for effective learning. Students, parents, instructors, and administrators share responsibility for promoting appropriate behavior and maintaining a positive educational setting.

STUDENT RESPONSIBILITIES

Student responsibilities include regular school attendance, punctuality, conscientious effort in shop, laboratory, and classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner.

It is also the responsibility of the students to conform to the following:

- Be aware of rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that until a rule is waived, altered, or repealed in writing, it is in effect.
- Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom to meet fair standards of safety and health, in conformance with program and school uniform requirements and not cause substantial disruption to the educational processes.
- Assist the school staff in operating a safe school for all students.
- Comply with Commonwealth and local laws.
- Exercise proper care when using facilities and equipment.
- Attend school daily and be on time for all classes and other school functions.
- Make up work when absent from school.
- Pursue and attempt to complete satisfactorily the course of study prescribed by the Commonwealth and local school authorities.
- Report accurately and abstain from indecent or obscene language in student publications or conversations in classrooms.

PARENT RESPONSIBILITIES

- Demonstrate a supportive attitude toward education.
- Teach self-respect for others and property.
- Support and encourage good attendance habits.
- Communicate regularly with teachers and administrators.
- Provide an environment conducive to study and the completion of assignments.
- Support student conformance to all laws, regulations, policies, and rules.

INSTRUCTOR RESPONSIBILITIES

- Promote a climate of mutual respect, which strengthens a student's self-image.
- Develop close cooperative relationships with the parents.
- Distinguish between minor misconduct, which is best handled by the instructor, and major problems, which require the assistance of school administration.
- Be sensitive to changing behavior patterns and the personality traits of all students.
- Enforce the discipline code in all areas of the school.
- Report to the administration, any student, who disrupts the educational environment or causes a situation, which violates the health, safety, and/or welfare of an individual or the school community.

ADMINISTRATION RESPONSIBILITIES

- Work to develop an attitude of mutual respect for the school.
- Develop a code of conduct, which prevents, rather than treats student misconduct.
- Assist staff members to resolve problems as they occur.
- Work closely with parents.
- Ensure fairness, reasonableness, and consistency.
- Comply with state and federal regulations.

SCHOOL RULES

Students must attend school each day and arrive on time for class. Any student returning from an absence must bring a note signed by a parent, guardian, or physician to the counseling office and complete missed work. Tardiness to class, without proper authorization is not acceptable. Students requiring an early dismissal from school for medical appointments must bring a note from a parent or guardian to the attendance secretary.

Students are asked to behave as young adults. There is no running, shouting, or other disruptive activity allowed in the halls, shops, or cafetorium. Physical contact or the public display of affection (PDA) is prohibited.

Students should treat faculty, staff, other students, and visitors with respect at all times. The use of profane or abusive language is prohibited and will not be tolerated.

Students are responsible for the cleanup of their areas. This includes both work areas in the shop and their tables in the cafetorium. Students should remember that the equipment in the shops represent a substantial investment by this community and also a potential hazard. Therefore, students must always treat equipment with care and respect. All safety rules and procedures must be followed.

STUDENT DRESS CODE

The purpose of LCCTC's Student Dress Code is to clearly define acceptable student attire. The objective of the policy is to promote an atmosphere for technical and academic success. While our goal is to maintain consistency, it is important to note that the following dress code may be supplemented by specific program rules.

1. Student dress code consists of program specific attire.
2. Students are expected to arrive and leave school in LCCTC approved Dress Code attire.
3. Hoods, hats, and sunglasses may not be worn within the school building.
4. The length and style of hair (both facial and head) and jewelry shall be limited if it constitutes a health or safety hazard or if it is harmful to the building or equipment. In both cases, the student may be required to wear some type of protective covering or remove jewelry.

Students who do not follow the dress code may be asked to change clothes or remove accessories. If the student does not have appropriate alternative clothing at school, it may be necessary for parents to bring appropriate attire or accompany student's home to change.

STUDENT CELL PHONE/ ELECTRONIC DEVICES

Cell Phone/Electronic Device use is not permitted on school grounds during instructional times:

Students who choose to bring personal cell phones to school are expected not to use them. This includes not using them during instructional time and not engaging in communication or social media activity that may interfere with other students' instruction and learning. Students should not have their phones, smart watches, and other personal electronic devices on them during homeroom and instructional class periods. If students bring their electronics into school they are expected to keep their phones, smart watches, and other personal electronic devices silenced and secured in the teachers designated area. Students may access their cell phones before or after school; however, phones should not be visible or used anywhere on school property during instructional hours, from 7:15 a.m. to 2:30 p.m.

1. The first violation of this policy will result in a teacher warning, referral in infinite campus and students will be required to return the phone to their locker. Parents will be notified by teachers.
2. The second violation of this policy will result in confiscation of the cell phone or electronic device to be kept in the middle school office. The student may retrieve their device from the office at the end of the school day. A referral in Infinite Campus will be made and parents will be notified by teachers.
3. The third and each additional violation of this policy will result in confiscation of the cell phone or electronic device to be kept in the middle school office, a parent must retrieve the device, and the student may receive additional consequences. In addition, students are not permitted to record audio or video at any time unless approved by a faculty member or administrator for an academic course or activity, and when approved, must have expressed consent of all parties involved in the recording. Earbuds are permitted for classroom use at the teacher's discretion; however earbuds should not be used in the hallway. The school is not responsible for the loss, damage, or theft of electronic items.

TOBACCO, DRUGS, ALCOHOL, & CONTROLLED SUBSTANCES

The use, possession, sale, or transfer of tobacco in any form, drugs, "look-alikes," alcohol, any controlled substances, or any substances specifically designed to alter perception or mood is strictly forbidden at the school or a school-related function.

Tobacco

The Joint Operating Committee (JOC) recognizes that smoking presents a health hazard which can have serious consequences for both the smoker and the non-smoker and is a concern to the JOC. Therefore, the LCCTC has enacted a resolution which prohibits use by pupils in the schools, in any bus or conveyance being operated by the school, its employees and/or at any school-sponsored events

and activities, such as sporting events or field trips. "Tobacco Use" includes smoking and the use of smokeless tobacco in any form.

Direct observance of smoking or use is not required; any reasonable evidence of smoking, use, or possession shall justify punishment.

DRUGS AND ALCOHOL

The Lebanon County Career and Technology Center recognizes that the possession, use, or distribution of illicit drugs, and the unlawful possession or use of alcohol on school property or during any school-sponsored activity, is harmful and inappropriate, carrying legal, physical, and social consequences for the entire school community. Through the use of age-appropriate, developmentally based drug and alcohol education and prevention programs, community support and resources, consistent administrative, faculty, and staff efforts, student assistance programming, and rehabilitative and disciplinary procedures, the Lebanon County Career and Technology Center will work to educate, prevent, and intervene in the use and abuse of drugs, alcohol, and mood-altering substances by students and employees. Please refer to LCTC Policy 227 and 227.1, Drug and Alcohol Policy and Administrative Guidelines, including appendices.

Student compliance with all rules, regulations, standards of conduct, and disciplinary sanctions established by the school is mandatory. Any student who, on school property, during a school session, or at any school-sponsored activity, is under the influence of alcohol, drugs, or mood-altering substances, or who possesses, uses, distributes, sells, or aids in the procurement of alcohol, narcotics, restricted drugs, mood-altering substances, or any substance represented to be a restricted substance or over-the-counter drug, shall be subject to disciplinary action in accordance with the LCTC Discipline Code, up to and including expulsion and referral for prosecution.

When administration has reasonable suspicion that a liquid substance intended for use in a vaping device may contain a controlled substance, the administration reserves the right to have the substance tested. If testing confirms the presence of a controlled substance, disciplinary action may proceed in accordance with Policy 227.

SCHOOL PROPERTY AND AUTHORITY

For purposes of this policy, school property shall be interpreted as applying to both real property and those items of transportation that would be utilized in traveling to and from school. Authority is that which is granted to school officials in Section 1317 of the School Code of Pennsylvania.

MEDICATION USAGE

The possession, use, distribution, or attempted distribution of all unauthorized substances is strictly prohibited, except as indicated herein. The student must bring a note from parents indicating their approval for the Health Room Assistant, or any other person designated by the Administration, upon entry to school property. The student must immediately bring medication to the Health Room Assistant's Office upon entering the building and the medication must be clearly identified. Unidentifiable liquids, pills, or capsules will be analyzed and treated as unauthorized substances.

All medication must be taken in the presence of the Health Room Assistant, or any other person designated by the Administration. Students wishing to self-administer prescribed asthma medication inhalers must follow Policy #209. This information may be obtained from the Health Room Assistant.

No form of stimulant or depressant will be permitted without specific written authorization from a physician.

In those cases where the student is participating in an after-school activity, the term "Health Room Assistant" will be interpreted to mean the faculty advisor.

WAIVER CLAUSE

The JOC authorizes the administration to exercise the privilege to waive the penalties of this policy and give a one-time warning to the student in such cases where a prescription drug is brought to school and then taken without supervision by the Health Room Assistant or his/her designee.

OFFENSES/PENALTIES

Possession, use, distribution, possession with intent to distribute, or under the influence of drugs, related paraphernalia, alcohol, mood altering substances or "look-alikes" while in school or during a school related function shall be governed by the following procedures:

- Administration will be notified immediately should a student be suspected of drug or alcohol related offenses.
- Administration will verify the accusation and collect documentation. The Administration will request assistance from other administrators and staff, as necessary.
- The student, his/her locker, vehicle, and other belongings will be searched in accordance with search procedures described in SEARCHES.
- If suspicion is confirmed, the following actions will take place:
- Parents will be notified and asked to immediately come to the school.
- The police will be notified.
- The sending school's principal will be notified.
- A ten (10) day out-of-school suspension will be issued, and a hearing scheduled.
- The student will be referred to SAP for drug and alcohol related offenses and can be readmitted only after proof of treatment.
- If the student fails to cooperate with the administration's investigation of the situation or is accused of either distribution or intent to distribute, a recommendation for expulsion can be made to the sending district principal.
- In cases where suspected drug and alcohol abuse may exist, the SAP Team has the responsibility to monitor student behavior.
- In cases where there is evidence of drug and alcohol abuse, the SAP Team will recommend to the administration that the student be required to seek professional assessment at an appropriate community agency and to abide by the agency's recommendations.
- If the administration adopts the SAP Team's recommendation and if the recommendation can be implemented without the LCCTC bearing any of the cost, then failure to agree to the agency assessment or to abide by the agency recommendations will result in a recommendation to return to the sending school.
-

WEAPONS

Any student found in possession of a weapon on school property or determined to have brought a weapon on school property will immediately be reported to the Administration for disciplinary action. A student is considered "in possession" if the weapon is found on the student, under his/her control, on property being used by the school or at any school event or while the student is in transit to or from the LCCTC on a district owned vehicle or a vehicle contracted by the school district.

The definition of a weapon includes, but is not limited to the following:

- Any knife, cutting instrument or tool, nun-chuck, firearm, shotgun, rifle, and any other tool, instrument, or implement capable of inflicting serious bodily injury.
- A firearm which is not loaded or lacks a clip or other component to render it immediately operable and components which can readily be assembled into a weapon.
- Any "look-alikes" of any item listed above.
- Any explosive, pyrotechnic, or incendiary device such as a smoke bomb, fire-cracker, etc.

Possession of spray mace, pepper spray and/or any noxious chemical is not a violation of this policy. Its inappropriate use, however, will be considered a violation of this policy.

Professional staff members and school employees shall immediately report weapons violations to the Administration who will immediately report the violation to the Administrative Director and conduct an investigation. The sending school district shall expel, for a period of not less than a year, any student who brings a weapon onto any school property, any school sponsored activity, or any public conveyance providing transportation to a school sponsored activity. The Administration may recommend discipline short of expulsion on a case-by-case basis. In the case of a student with a disability, the Director shall take all necessary steps to comply with the Individuals with Disabilities Education Act (IDEA).

The Director shall report the discovery of any weapon prohibited by this policy to local law enforcement officials and shall report all incidents relating to expulsions for possession of a weapon on school grounds to the Department of Education. Acts of violence or possession of a weapon by any person on school property in violation of this policy shall be reported to the Office of Safe Schools on the designated form, as required.

The Director or a designee shall take the necessary actions to develop a Memorandum of Agreement with local law enforcement officials that set forth procedures to be followed when an incident occurs involving an act of violence or possession of a weapon by any person on school property. When addressing a violation on a case-by-case basis, the administration will adhere to the following guidelines.

Compliance of ACT 44 (2025) Parental and Employee Notification of Weapon Incidents

Section 1303.2-A defines a school entity as an area career and technical school, charter school, cyber charter school, regional charter school, school district, or intermediate unit. A school entity, as well as a nonpublic school or a private academic school, is required to notify parents, guardians, and school employees of incidents involving the possession of a weapon on any school property. Under Section 1303.2-A, school property is considered any of the following:

- Public school grounds.
- A location where a school-sponsored activity is conducted.
- A conveyance providing transportation to a school entity, nonpublic school, private school or school-sponsored activity.

A notification must be sent if the incident constitutes a violation of one of the following:

- Section 1317.2 of the School Code (Possession of Weapons Prohibited)
- Section 912 of the Crimes Code (Possession of Weapon on School Property)
- Locally established policies of the school entity, nonpublic school, or private school's governing body relating to weapons.

Unless the circumstances of the incident necessitate otherwise, the required notification must be made within 24 hours of the incident occurring and must be made using a method of communication likely to reach parents, guardians, and school employees. Notification must be sent even in cases where a threat assessment determines there is no threat.

Possession of a weapon, no intent to use.

Required Actions

- Report to police by Director or designee
- Suspension of 10 days out of school
- Parent conference
- Possible recommendation to the District Principal for removal from LCCTC
- Report to sending district.

Possession of a weapon, situation deemed critical.

Required Actions

- Referral to police by Director or designee (request that charges be filed)
- Out-of-school suspension
- Recommendation to the District Principal for expulsion
- Report by Director to the Department of Education

TOOLS/WEAPONS

Students are not allowed to transport any personal item identified as a weapon even if it can be considered a shop tool.

If students are in need of a personal tool as described above, they must obtain written authorization from their instructor to have a parent or guardian transport the item to LCCTC. They must then store the item at LCCTC until completion of the project at which time they need written authorization to have the item transported by a parent or guardian to their home. If a student purchases tools through the LCCTC discount program, the above procedures apply.

The school will purchase tools that normally would fall into this classification.

Special Circumstances

A student who inadvertently brings a weapon to school and immediately upon arrival notifies a staff member and surrenders the weapon may be excluded from the requirements of this policy at the discretion of the Director or designee.

Suspension and expulsion of students with disabilities are governed by Chapter 14: Special Education Services and Programs. (BEC 1-95 Disciplinary Changes in Placement of Special Education Students serves as a reference for procedures in the suspension or expulsion of exceptional students). In cases involving Special Education students, the Director of Special Services from the sending district and the LCCTC Special Populations Coordinator will be consulted.

STUDENT DRIVING/RIDING

Driving or riding to and from LCCTC is a privilege that carries responsibility. Students are expected to follow all driving, riding, and parking rules, including the following:

- Display the parking tag in the bottom-right corner of the rear window so the number is visible from outside the vehicle.
- Park only in the large lot designated for student parking.
- Park nose-in only; backing into parking spaces is not permitted so tags remain visible during lot checks.
- Students must purchase a parking tag for \$15, tags for second vehicles or lost tags are \$5.
- Transport only authorized riders.
- Drive only between home, the home school, LCCTC, or work; additional stops are not permitted.
- Follow all posted speed limits, driving rules, and parking directions.

The following actions are prohibited:

- Driving to LCCTC without permission.
- Operating a vehicle unsafely, including passing vehicles, speeding, or failing to obey traffic signs.
- Parking in a fire lane or near a fire hydrant.
- Parking anywhere other than the assigned student parking lot.
- Occupying more than one parking space.
- Driving carelessly or recklessly.

Students who accumulate more than ten unexcused tardies, unexcused absences, or a combination of both will lose driving and riding privileges for the remainder of the school year. Parents and the home district will be notified in writing. Additional violations may result in disciplinary action for defiance. Because parking is a privilege, the administration reserves the right to revoke parking passes at any time.

PAYMENT OF PARKING TICKETS

Students will have 5 days, from the date of the ticket, to pay for a parking ticket to the School Police Officer. After 5 days a letter, including the amount owed and violation, will be given to the student and sent to the parent/guardian.

On the 10th day since the issuance of the ticket, if unpaid, a state issued citation will be issued with instructions on how to proceed. All further communications regarding the citation will be through the district court who issued the citation.

Parking tickets or fines paid to LCCTC must be paid in legal, American paper currency. no coins will be accepted for payment.

All CTC parking fines are \$25.

DISCIPLINE PROCEDURES & SANCTIONS

The purpose of the discipline code is to provide an environment that is conducive to learning and to help students develop a sense of citizenship and social responsibility. Conduct not exemplifying these qualities is addressed through a progressive system of procedures and sanctions which:

- Relate in kind and degree to the infraction.
- Help the student learn to accept responsibility for his/her own actions.
- Be directed, when possible, to repair any harm/damage which may have been caused by the student's misconduct.

Misconduct is categorized into four levels of severity with corresponding responses and penalties. It is understood that at no time will these guidelines replace a student's right to due process: "No student may be disciplined without notice of the reasons for which the discipline is prescribed, and each

student will have an opportunity to be heard in his/her own behalf before the school official who holds the authority to prescribe the discipline.” It is also noted that corporal punishment is not authorized within the LCCTC. School personnel may use the minimum amount of physical force necessary to:

- Prevent injury to self or another person.
- Restrain students, where the use of reasonable force is necessary for the maintenance of reasonable discipline in the school, class, or other group and the use of such force is consistent with the welfare of the students being restrained.
- Assist a police officer making an arrest, if requested.

These are meant only as examples, not exhaustive listings. (Ref. Crime Codes 18 Pa. Cons. Stat. #505, 506 & 509)

TIMEOUT

A student whose disruptive behavior necessitates removal from the classroom may be sent to an administrator, counselor, or school resource officer for intervention.

BEFORE OR AFTER SCHOOL DETENTION AND SATURDAY DETENTION

Detention is a disciplinary action where the student is required to report to an assigned room on designed days before or/and after school and Saturday. 1 hour morning and after school detentions will be held Monday through Thursday from 7:00 AM – 8:00 AM and from 2:00 PM – 3:00 PM. Saturday Detention will be held on any Saturday of the month from 8:00 AM to 11:00 AM. Administration may assign detention for any Level 1 or Level 2 violation of student expectations as listed in the student handbook. The student shall receive at least twenty-four (24) hours’ notice. The expectations for detention are promptness, no talking, no eating, and constructive writing, studying, or working on school related material. Cell phones are prohibited during detention.

While in detention the student will work quietly on academic or career and technical program assignments the entire time unless they are given a behavior modification packet from the detention monitor. If a student does not complete work given in detention, additional days of detention may be assigned. **The student and his/her parent(s)/guardian(s) will take responsibility for making the necessary transportation arrangements from school and calling his/her employer or coach and informing them that they have detention.**

Failure to attend:

- First time – an unexcused absence from detention will result in the student making up the detention on the next available detention date.
- Second time – a second unexcused absence from detention will result in In-School Suspension, and making up the missed detention.
- Third time – a third unexcused absence from detention will result in 3 days of In-School Suspension and making up the detention missed.
- Repeated failure to serve detention will be regarded as insubordination, persistent and flagrant behavior. Out-of-School (OSS) suspension will be assigned, and an informal hearing will be held.

IN-SCHOOL SUSPENSION

Students assigned to In-School Suspension must report directly to the ISS room each morning. Depending on their schedule, students will remain in ISS for a half day or full day. Full-day students will report to the cafeteria for lunch and return to the ISS room afterward unless directed otherwise by administration. Limited restroom privileges will be provided. Students must complete all assigned work and follow all rules and expectations for the ISS room. If a student is absent on an assigned ISS day, the missed ISS time must be made up upon returning to school.

Students’ tardy to the In-School Suspension room on a day they are assigned can receive additional disciplinary action at administration’s discretion. It is also the prerogative of the Administration to suspend a student from school for certain misbehaviors.

OUT-OF-SCHOOL SUSPENSION (OSS)

Students assigned to Out-of-School Suspension (OSS) may not report to school or participate in any classes, activities, or school events during the suspension period. Students are expected to remain at home during regular school hours and stay current with assigned work.

A suspension from LCCTC also applies to the student's home school, and a suspension from the home school also applies to LCCTC. Students suspended out of school are not permitted on school grounds. Violations of these expectations may result in additional consequences at the discretion of administration.

SEARCH/SEIZURE GENERAL

Contraband - weapons, illegal drugs, electronic devices, and any other item that students, staff, contractors, parents/guardians, or visitors are banned from possessing by an applicable state or federal law, city ordinance, JOC Board policy or administrative regulations, or an individual school's written rule.

Metal detector activation - occurs when a walk-through or handheld metal detecting device responds by alarm or another signal.

Metal detector - any handheld or walk-through detecting device.

Metal detector screening - the use of metal detectors, walk-through units, or handheld wand-style units, on the students entering a school facility or their belongings on a given date. Everyone may be subject to metal detection and causing the machine to alarm will result in a progressive search until the reason is discovered.

Random screenings - random metal detector screenings are an effective and necessary means of detecting and deterring the possession of weapons, and preventing its consequences, principally, student violence, from occurring on school premises. **Random screenings** are screenings that are not conducted on a regularly scheduled basis and are not necessitated by particularized safety concerns or special events. The Director or his/her designee, the building administrator, or school security may authorize metal detector screenings on randomly chosen days during a specified period of the day, using school personnel and if available, the school police officer assigned to the school, and/or roving units to operate the metal detectors available to their school (any combination of walk-through units and/or handheld wands), or using a task force comprised of school personnel or safety and security personnel.

As-needed screenings - the Director or designee, the security supervisor, or the building administrator may authorize metal detector screenings on days chosen to address particular safety concerns such as recent violence in the neighborhood, or on days on which special events such as HOSA or SkillsUSA competitions or dignitary visits are held, using school personnel and if available, a school police officer assigned to the school, to operate the metal detectors available to their school (any combination of walk-through units and/or handheld wands), or using a task force comprised of school personnel and/or safety and security personnel.

Daily screenings - the Superintendent or his/her designee, the security supervisor, or the building administrator may authorize daily metal detector screenings using school personnel and if available, a school police officer assigned to the school, to operate the metal detectors available to their school (any combination of walk-through units and/or handheld wands) when the Superintendent or designee, the building principal or security supervisor determines that the school requires such daily screenings.

Guidelines

Only school security personnel and administration who have been trained in the use of metal detectors shall operate the detectors under the direction of the Director or designee and/or security supervisor. Screenings may be conducted on an entire group or by random selection. Random screenings must ensure that no discrimination enters into the selection of the individuals to be screened (for example, gender, religion, race, etc.)

In cases when there is reasonable suspicion that a weapon may be present, the school security/police shall be present at the time of the screening.

Screenings are conducted for the district's purposes and not for the primary purpose of gathering evidence or instituting criminal proceedings; however, if contraband is found, the district shall act in accordance with applicable law and may notify law enforcement. Guests found with contraband during screening may be referred to law enforcement for criminal prosecution. In addition to criminal penalties, students and district staff shall also face the penalties set for in JOC Board policy.

The person using the metal detector may be of either gender, regardless of the gender of the person subject to the screening for weapons.

In conjunction with using the metal detectors, school personnel may inspect the contents of any backpack, bookbag, purse, or parcel for the limited purpose of determining whether a weapon is concealed therein.

If individuals being screened activate the detector and refuse to reveal the metal object, the police shall be notified. Students and staff are subject to disciplinary actions, including but not limited to suspensions and expulsions.

Guests who fail to cooperate with screening procedures shall be subject to not being admitted and directed to stay off school property via a no-trespass letter from the Director or designee.

Students and staff who fail to cooperate with screening procedures shall be subject to discipline for insubordination, including but not limited to suspensions.

If the alarm sounds when a student or staff passes through the metal detector or when the wand is passed along a student's or staff member's body, a search may be conducted.

If a weapon is discovered on students, staff, or visitors on district property during school hours, the school police officer shall be notified immediately, and the weapon shall be held by the school official who discovers it until the school police officer arrives at the scene.

SEARCHES Specific

When school authorities have a reasonable suspicion that a student's locker, car, desk, backpack, briefcase, handbag, or other similar item contains material which poses a threat to the health, welfare, or safety of students or personnel, the item or items may be searched, and illegal materials seized. Such material may be used as evidence against the student in disciplinary proceedings. The JOC has authorized the following searches.

Students are reminded that lockers, desks, school-issued storage areas, and other school property are provided for student use but remain under the control of LCCTC. Students should not expect privacy in these areas or in items brought onto school property when there is reasonable suspicion that a search is necessary to maintain safety, enforce school rules, or protect the welfare of students, staff, and visitors. Searches may be conducted by authorized school personnel in a manner that is reasonable in scope and related to the circumstances prompting the search.

1. **Pat Down Search**—a search of the pockets and outer clothing of a student, including backpacks, handbags, briefcases, or any other similar items conducted without the removal of any clothing.

- A pat down search shall include the right to reach inside a student's jacket so that the shirt and pants pockets can be patted down. This term shall also include the student emptying his or her pockets and said pockets turned inside out.

2. **Partial Disrobing Search**—a search in which a school official requires a student to remove any article of outer clothing, including shoes, socks, coats, jackets, and hats, and the inspection of those articles by school officials.

3. **Strip Search**— To instruct students at any time or place to empty the contents of their pockets and/or reveal other areas within clothing, wallets, purses, etc. where the student may be suspected of keeping unauthorized substances.

4. **Locker Search**—All lockers, desks, cabinets, etc., are and shall remain the property of the LCCTC. As such, students shall have no expectation of privacy in these areas. Students are encouraged to keep their assigned lockers or cabinets closed and locked against incursion by other students, but no student may use a locker as a depository for a substance or object which is prohibited by law or school regulations, or which constitutes a threat to the health, safety, or welfare of the occupants of the school building or the building itself.

The JOC authorizes the Director to designate members of the Administrative Staff to conduct pat down and partial disrobing searches in accordance with the guidelines identified below. The JOC also sets forth the following guidelines relating to student searches:

- Strip searches shall not be conducted by any school official at any time.
- Two school personnel shall be present for all personal searches. No partial disrobing shall be conducted in the presence of a school employee of a different sex.
- Following a partial disrobing search, the student shall be allowed to dress as quickly as possible.
- The search shall take place in a secure, private location so that the student shall have privacy from individuals not connected with those conducting the search.
- For each search conducted, a written report shall be filed with the Director indicating:

- The date, time, and place of the search.
- The name of the student and school officials present.
- An inventory and description of the search procedure, including items of clothing removed.
- A statement concerning the information which gave reasonable cause for the search.
- Disposition of the case.

The JOC reserves the right to authorize its employees to inspect a student's locker, desk, cabinet, etc., with or without any suspicion of wrongdoing on the part of the student. Blanket random searches including dog sniff searches may be conducted when the administration has evidence of a problem which justifies such a search. With reasonable suspicion the search can begin with or be extended to the student's vehicle, backpacks, handbags, etc.

INFORMAL HEARING

An informal hearing enables the student, parents, or guardians to meet with the appropriate school official to explain the circumstances surrounding the event. It is scheduled for all out of school suspensions exceeding 3 days and is meant to encourage the student's parents or guardians to meet with the Assistant Director to prevent future issues.

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

1. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
2. Sufficient notice of the time and place of the informal hearing shall be given.
3. A student has the right to question any witness present at the meeting.
4. A student has the right to speak and produce witnesses on his/her own behalf.
5. The LCCTC shall offer to hold the hearing within the first 3 days of the suspension.

DISCIPLINE INFRACTIONS, RESPONSES, AND CONSEQUENCES

There are four levels of infractions. Each level is more severe and substantial in nature; thus, the consequences are also more severe due to the nature of the offense. The list of infractions should not be viewed as comprehensive but a representation of offenses for that level. Likewise, the consequences listed are not the only consequences that can be administered. These are merely representative of the possible consequences that might be imposed. Most offenses have consequences that relate to the work ethics grade and reductions to it. Some of the situations will also result in consequences that affect the knowledge grade or driving privileges. Certain situations may require police involvement.

Level 1: These infractions can either be handled by teachers directly or by an administrator. These offenses are considered minor offenses that interfere with the orderly classroom procedure or orderly operation of the school.

Level 1 Examples

Classroom, cafeteria, hallway, or assembly disruptions
 Classroom tardiness
 Inappropriate display of affection
 Dress code violation
 Academic dishonesty (To include AI use)
 Misuse/or abuse of school materials
 Violation of classroom procedures and rules
 Minor violation of the AUP
 Attendance
 Eating in program area

Discipline Options

Warnings/Personal Talk
 In-School Conference
 Parent Contact
 Loss of Privileges
 Detention
 Seat Change

Level 2: These infractions will likely result in an office referral. These are misbehaviors that disrupt the learning environment of the school but do not directly affect the health and safety of others. Level 2 infractions may require the intervention of an administrator.

Level 2 Examples

Unmodified, accumulated, or egregious Level 1 infractions
 Violation of AUP

Discipline Options

Combination of Level 1 options
 Detention

Inappropriate language and gestures
 Insubordination/disrespectful behavior
 Leaving classroom without permission
 Leaving school grounds
 Possession of lighter/matches
 Skipping class
 Severely disruptive classroom behavior
 Profanity
 Academic Dishonesty – AI Violation 2+

In-School Suspension (ISS)

Level 3: Infractions are considered a major school offense. These acts might be considered criminal, but most frequently can be handled by the disciplinary process in the school. However, direct violations of the PA crimes code committed within the school will be reported to the police.

Level 3 Examples

Unmodified, accumulated, or egregious Level 2 infractions
 Theft
 Bullying
 Disrespect to staff
 Indecent, inappropriate, and/or intimidating conduct
 Granting entry of individuals into the school building
 Destruction of school property
 Unwanted physical contact
 Sexual contact
 Harassment
 Verbal Altercation
 Failure to follow administrative directive
 Safety violations
 Patterns of AI use

Discipline Options

Any combination of Level 2 options
 Out-of-School Suspension (OSS)
 Administrative Hearing
 Referral to Law Enforcement
 Restitution

Level 4: Infractions will result in a suspension of up to nine days. A readmission conference with a building administrator will be required before returning to their regular education classroom. The school administrator may request additional exclusion for students during alternative educational placements can be examined. Students may be required to meet additional conditions before they are readmitted. These infractions may be reviewed by the Director to determine if the student should be recommended to the School Board for expulsion.

Level 4 Examples

Unmodified, accumulated, or egregious Level 3 infractions
 Vandalism
 Explosive device/imitations
 Fighting
 Arson
 Bomb threats/false fire alarms
 Violation of weapons policy
 Assault
 Racial/ethnic or religious intimidation
 Sexual harassment
 Violation of drug and alcohol policy
 Other criminal acts
 Tobacco/vaping
 AI to impersonate others (Harassment)

Discipline Options

Any combination of Level 3 Options
 Referral to JOC for expulsion

*Supportive Measures – Throughout this process LCCTC administration is committed to student growth and recognizes that behaviors may have antecedents. These supports include, but are not limited to: (These may be considered in lieu of or in addition to discipline practices at administrative discretion.

- Counseling
- SAP Referral

- Peer Mediation
- Restorative Practice

SPECIAL SITUATIONS

Certain issues require different consequences and are defined by policies within the school or by other laws. These situations have a set of consequences in addition to the consequences issued by the school.

The Joint Operating Committee has created policies regarding harassment, bullying, and computer use. Procedures and sanctions for each of these policies can be found under "Student Policies."

EMERGENCY DRILLS

Several drills are conducted throughout the year for fire & emergency evacuation, intruder, and tornado warning events. These drills are designed to make students and staff aware of what should be done in a particular situation. In each type of drill, students and staff have a different responsibility. Therefore, staff and students should understand where they are to move for each of these drills.

POLICIES

The Compliance Officer and Human Rights Officer is:

Mrs. Marilyn Lathrop: Assistant Director

833 Metro Drive, Lebanon PA 17402

Phone: (717) 273-8551 ext. 2139

Email: mlathrop@lcctc.edu

POLICY 200A—NON-DISCRIMINATION IN SCHOOL AND CLASSROOM PRACTICE

The Joint Operating Committee declares it to be the policy of the Lebanon County Career and Technology Center to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the school regardless of race, color, creed, religion, gender, sexual orientation, ancestry, national origin, or handicap/disability.

The CTC shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, and extracurricular activities.

In order to achieve the previously mentioned goal, the Joint Operating Committee directs the Assistant Director to assume the responsibility of coordinating all implementing activities as Compliance Officer.

The Compliance Officer shall publish and disseminate this policy annually to students, parents, and employees. The publication shall include the name, office, address, and telephone number of the Compliance Officer as provided in the Student Handbook and Staff Handbook.

It shall be the duty of the Compliance Officer to monitor:

1. **Curricula Content** – Review current and proposed Competency Guides and textbooks to detect any bias based upon race, gender, sexual orientation, religion, national origin, ancestry, culture, or handicap/disability; ascertain that supplemental materials fairly depict the contribution to society of both sexes and the various races and ethnic groups.
2. **Training** – Develop an ongoing program of in-service training for students and staff designed to identify and alleviate problems of racial, sexual, religious, national origin, cultural or handicap/disability bias in all aspects of the school program.
3. **Student Access** – Review current and proposed programs, activities, and practices to ensure that all students have equal access and are not segregated on the basis of race, color, creed, gender, sexual orientation, national origin, or handicap/disability in any duty, work, recreation, classroom, or school practice, except as may be permitted under federal and state regulations.
4. **School Support** – Ensure that like aspects of the school program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to facilities and equipment, and related matters.

5. **Student Evaluation** – Ensure that tests, procedures, and counseling materials designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged are not differentiated or stereotyped on the basis of race, color, creed, gender, sexual orientation, national origin, or handicap/disability. The Compliance Officer shall report to the Joint Operating Committee on progress in the nondiscrimination program for school and classroom practices, as requested.

Compliant Procedure

A complainant has the right to be accompanied by a third party during all steps of this procedure.

Step One

1. The complaint shall be presented in writing, within ten (10) calendar days of the occurrence, to the assistant director.
2. The assistant director shall discuss, review, attempt to resolve the complaint, and issue a decision within ten (10) calendar days after receipt of the complaint.

Step Two

1. If not satisfied with the assistant director's decision, the complainant shall appeal the decision in writing to the Compliance Officer within ten (10) calendar days after receipt of the decision.
2. The Compliance Officer shall conduct a review and issue a decision within ten (10) calendar days after receipt of the appeal.

Step Three

1. If not satisfied with the decision of the Compliance Officer, the complainant may appeal the decision to the Joint Operating Committee at its next regular Board meeting by notifying the Joint Operating Committee Secretary in writing within ten (10) calendar days after receipt of the Compliance Officer's decision.
2. The Board shall conduct a review and issue a decision within thirty (30) days following the Joint Operating Committee meeting at which the complaint was presented.

POLICY 103B—NON-DISCRIMINATION IN EMPLOYMENT/CONTRACT PRACTICES

The Joint Operating Committee declares it to be the Policy of the Lebanon County Career and Technology Center to guarantee to all person's equal access to all categories of employment in this school, regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, or handicap/disability.

In order to achieve the aforesaid goal, the Joint Operating Committee directs the Director to assume the responsibility of coordinating all implementing activities as Compliance Officer.

The Compliance Officer shall publish and disseminate this policy annually to students, parents, and employees. The publication shall include the name, office, address, and telephone number of the Compliance Officer as provided in the Student Handbook and Staff Handbook.

It shall be the duty of the Compliance Officer to monitor:

1. **Job Analysis** – Study periodically all existing job descriptions, required qualifications, characteristics of employees filling positions, and salary guides for any discrimination, inadvertent or otherwise, that might exist.
2. **Employment Analysis** – Develop methods to access sources of personnel and recommend methods that will encourage minority, female, and handicapped/disabled applications; review copy used in recruiting ads and application forms.
3. **Promotional Analysis** – Compare the promotion and discharge records of females, minorities, and handicapped/disabled employees in each employment category with that of the dominant group; recommend programs to afford greater upward mobility to those employees where so indicated.

The Compliance Officer shall report to the Joint Operating Committee on progress made in the nondiscrimination program for employment/contract practices, as requested.

Complaint Procedure Step One

1. The complaint shall be presented in writing, within ten (10) calendar days of the occurrence, to the assistant director.
2. The assistant principal shall discuss, review, attempt to resolve the complaint, and issue a decision within ten (10) calendar days after receipt of the complaint.

Step Two

1. If not satisfied with the decision, the complainant shall appeal the decision in writing to the Compliance Officer within ten (10) calendar days after receipt of the decision.
2. The Compliance Officer shall conduct a review and issue a decision within ten (10) calendar days after receipt of the appeal.

Step Three

1. If not satisfied with the decision of the Compliance Officer, the complainant may appeal the decision to the Joint Operating Committee at its next regular Board meeting by notifying the Joint Operating Committee Secretary in writing within ten (10) calendar days after receipt of the Compliance Officer's decision.
2. The Joint Operating Committee shall conduct a review and issue a decision within thirty (30) days following the Board meeting at which the complaint was presented.

POLICY 104—PROHIBITING HARASSMENT AND VIOLENCE

I. GENERAL STATEMENT OF POLICY

It is the policy of the Lebanon County Career & Technology Center (hereinafter "CTC" or "Center") to maintain a learning environment that is free from harassment because of an individual's race, color, religion, sex, age, national origin, ethnicity, disability, or gender identity. The Center prohibits any and all forms of harassment because of race, color, religion, sex, age, national origin, ethnicity, disability, or gender identity.

It shall be a violation of the CTC policy for any student, teacher, administrator, or other school personnel of this CTC to harass a student through conduct of a sexual nature, or regarding race, color, religion, age, national origin, ethnicity, disability, or gender identity as defined by this policy.

It shall also be a violation of CTC policy for any teacher, administrator or other school personnel of the CTC to tolerate sexual harassment or harassment because of a student's race, color, religion, age, national origin, ethnicity, disability or gender identity as defined by this policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including any extracurricular activities, under the auspices of the CTC.

For purpose of this policy, the term "school personnel" includes Joint Operating Committee board members, teachers, administrators, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the CTC.

The CTC will act to promptly investigate all complaints, either formal or informal, verbal or written, of harassment because of race, color, religion, age, sex, national origin, ethnicity, disability or gender identity; to promptly take appropriate action to protect individuals from further harassment; and, if it determines that unlawful harassment occurred, to promptly and appropriately discipline any student, teacher, administrator, school employee or other school personnel, who is found to have violated this policy, and/or to take other appropriate action reasonably calculated to end the harassment.

This policy should not be read to abrogate other CTC policies prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes within the CTC. It is the intent of the CTC that all such policies be read consistently to provide the highest level of protection from unlawful discrimination in the delivery of educational services and opportunities.

II. BACKGROUND TO POLICY

Incidents of harassment against students seem to be increasing. Student performance in school has been adversely affected by harassment. Students and school personnel must be protected from any form of harassment. Educational institutions play a significant role in the process of eliminating all types of harassment. The courts have held public schools legally responsible for protecting students from sexual harassment and other kinds of harassment by teachers, staff members and by fellow students. Schools also have a moral responsibility to prevent staff on student or student to student harassment of any kind.

The Lebanon County Career & Technology Center has experienced instances of harassment upon its students and has sought the assistance of the United States Department of Justice and its Community Relations Service to help resolve and prevent racial and ethnic conflict, violence, and civil disorder. Furthermore, the Career & Technology Center has sought the assistance of the Pennsylvania Human Relations Commission and the Pennsylvania State Police because of these incidents. The process of developing this anti-harassment policy included participation by CTC Joint Operating Committee, parents, Career & Technology Center staff, administrators from some of the six home school districts, concerned community members, representation from the Pennsylvania Legislative Black Caucus and community organizations interested in promoting civil rights, including the Pennsylvania NAACP. The effect of the harassment incidents at the Career & Technology Center has been to disrupt the educational environment of the Lebanon Career & Technology Center and there is a substantial likelihood that the disruption of the educational environment will continue to occur in the absence of a definitive, vigorously enforced anti-harassment policy.

III. AUTHORITY

Statutory reference

- Section 703 of Title VII of Civil Rights Act of 1964;
- Section 5(a) Pennsylvania Human Relations Act;
- Title IX of the 1972 Education Amendments; and · Pennsylvania Crimes Code, 18 Pa.C.S.A. §2709

Regulatory guidelines

- United States Department of Education, Office for Civil Rights, and the National Association of Attorneys General, Protecting Students From Harassment and Hate Crimes, A Guide For Schools, January 1999;
- Office for Civil Rights Guidelines on Sexual Harassment, 62 Fed. Reg. #49;
- Policy Memo Office for Civil Rights USDE March 1997;
- EEOC Guidelines, 29 C.F.R. §1604 et. seq.; and
- Pennsylvania Code – Education, 22 Pa.Code §12.4 Discrimination.

IV. ANTI-HARASSMENT POLICY DEFINITIONS

A. Sexual Harassment

For purposes of this policy, sexual harassment of a student consists of unwelcome and unsolicited sexual advances, requests for sexual favors, sexually motivated physical conduct, or other written, verbal, or physical conduct or communication of a sexual nature when:

1. a school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the Center causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct; or
2. the unwelcome sexual conduct by another student or a teacher, administrator or any school personnel is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

- sexual advances
- making or threatening reprisals after a negative response to sexual advances
- touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex
- coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another
 - graffiti of a sexual nature
 - sexual gestures
 - sexual or dirty jokes
 - touching oneself sexually or talking about one's sexual activity in front of others
 - spreading rumors about or rating other students as to sexual activity or performance
- written, graphic or computer-generated material of a sexually harassing nature or containing negative sexual stereotypes which is possessed, posted, or circulated and which is aimed at degrading individuals or members of a protected class
- unwelcome, sexually motivated, or inappropriate patting, pinching or physical contact. This prohibition does not preclude legitimate, non-sexual physical contact such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's demonstration of movements involved in a physical educational task, or one student's demonstration of a sports move requiring contact with another student, etc.
 - offering educational or employment benefits in exchange for sexual favors
- visual conduct—e.g., leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons, or posters
- verbal conduct—e.g., making derogatory comments, epithets, slurs, jokes, unwanted verbal sexual propositions, verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words used to describe an individual, suggestive, or obscene letters, notes, or invitations
 - physical conduct—e.g., assault, touching, impeding, or blocking one's movement
- other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

B. Harassment because of race or color

For purposes of this policy, racial harassment of a student consists of verbal or physical conduct relating to an individual's race or color, when

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

Examples of conduct which may constitute harassment because of race or color include, but are not limited to:

- graffiti containing racially offensive language
- name calling, jokes or rumors
- threatening or intimidating conduct directed at another because of the other's race or color
- notes or cartoons
- racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color
- harassing conduct or hostile acts directed at one student, because of that student's association with another student and motivated by the race or color of the second student
- harassing conduct or hostile acts directed at a student because of the perceived race or color of the student
- written, graphic or computer-generated material containing racial comments or stereotypes which is possessed, posted, or circulated and which is aimed at degrading individuals or members of protected classes
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color
- racial slurs, degrading statements, gestures, and symbols and signs, which can be associated with hate groups. Such symbols and signs can include, but are not limited to: confederate flags, nazi flags, insignias and salutes, and symbols such as "88", "666" or "SS". Expressions can be verbal, written, gestures, electronic or graphic in nature. This includes such expressions being displayed on vehicles driven on to the school property
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.

C. Harassment based upon National Origin or Ethnicity

For purposes of this policy, ethnic or national origin harassment of a student consists of verbal or physical conduct relating to an individual's ethnicity or country of origin or the country of origin of the individual's parents, family members or ancestors when

1. the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment;
2. the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. the harassing conduct otherwise adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of national origin or ethnicity include, but are not limited to:

- graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity
- threatening or intimidating conduct directed at another because of the other's national origin or ethnicity
- jokes, name calling, or rumors based upon an individual's national origin or ethnicity
- ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity
- harassing conduct or hostile acts directed at one student, because of that student's association with another student and motivated by the national origin or ethnicity of the second student
- harassing conduct or hostile acts directed at a student because of the perceived national origin or ethnicity of the second student
- written, graphic or computer-generated materials containing negative ethnic comments or stereotypes which is possessed, posted, or circulated and which is aimed at degrading individuals or members of a protected class
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color
- ethnic slurs, degrading statements, gestures, and symbols and signs, which can be associated with hate groups. Such symbols and signs can include, but are not limited to: confederate flags, nazi flags, insignias and salutes, and symbols such as "88", "666" or "SS". Expressions can be verbal, written, gestures, electronic or graphic in nature. This includes such expressions being displayed on vehicles driven on to the school property
- other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.

D. Harassment because of disability

For purposes of this policy, harassment because of the disability of a student consists of verbal or physical conduct relating to an individual's physical or mental impairment when

1. the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment;
2. the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. the harassing conduct otherwise adversely affects an individual's learning opportunities.

E. Harassment because of religion

For purposes of this policy, harassment because of the religion of an individual consists of verbal or physical conduct relating to an individual's religion when the conduct:

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. conduct otherwise adversely affects an individual's employment or academic opportunities.

Examples of conduct which may constitute harassment because of religion include, but are not limited to:

- graffiti containing offensive language which is derogatory to others because of their religion
 - threatening or intimidating conduct directed at another because of the other's religion
 - jokes, rumors, or name calling based upon an individual's religion
 - slurs, negative stereotypes, and hostile acts which are based upon another's religion
- harassing conduct or hostile acts directed at one student, because of that student's association with another student and motivated by the religion of the second student
- harassing conduct or hostile acts directed at a student because of the perceived religion of the second student
- written, graphic or computer-generated materials containing negative comments or stereotypes which is possessed, posted, or circulated and which is aimed at degrading individuals or members of protected classes having to do with religion
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's religion
- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's religion.

F. Harassment because of age

For purposes of this policy, harassment because of the age of a student or staff member consists of verbal or physical conduct relating to an individual's age when that age is forty (40) or more, and when the conduct:

1. has the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment;
2. the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. the harassing conduct otherwise adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of age (forty (40) or more years of age) include, but are not limited to:

- graffiti containing offensive language which is derogatory to others because of their age
- threatening or intimidating conduct directed at another because of the other's age
- jokes, rumors, or name calling based upon an individual's age
- slurs, negative stereotypes, and hostile acts which are based upon another's age
- harassing conduct or hostile acts directed at one student, because of the age (40 years of age or more) of the second student
- harassing conduct or hostile acts directed at a student because of the perceived age (40 years or more) of the second student
- written, graphic or computer-generated materials containing negative comments or stereotypes which is possessed, posted, or circulated and which is aimed at degrading individuals or members of a protected class having to do with age, of forty (40) or more years of age
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's age
- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's age.

V. REPORTING PROCEDURES

Any student who believes he or she has been the victim of sexual harassment or harassment based on race, color, age, religion, national origin, ethnicity or disability by a student, teacher, administrator or other school personnel of the Center, or by any other person who is participating in, observing, or otherwise engaged in activities, including any extracurricular activities, under the auspices of the Center, is encouraged to immediately report the alleged acts to the School Assistant Director.

Any teacher, administrator, or other school personnel who has or receives notice that a student has or may have been the victim of sexual harassment or harassment based on race, color, religion, age, national origin, ethnicity or disability by a student, teacher, administrator, or other school personnel of the Center, or by any other person who is participating in, observing, or otherwise engaged in activities, including any extracurricular activities, under the auspices of the Center, is required to immediately report the alleged acts to the School Assistant Director.

Any other person with knowledge or belief that a student has or may have been the victim or sexual harassment or harassment based on race, color, age, religion, national origin, ethnicity, or disability as set forth above, is encouraged to immediately report the alleged acts to the School Assistant Director.

The Center encourages the reporting party or complainant to use the report form available from the Assistant Director available from the Center office, however, oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this policy shall prevent any person from reporting harassment directly to the Center's Human Rights Officer or to the Administrative Director.

A. The Center's Assistant Director is the person responsible for receiving oral or written reports of sexual harassment, or harassment based on race, color, religion, age, national origin, ethnicity, or disability at the building level. Any adult Center personnel who receive a report of sexual harassment, or harassment based on race, color, religion, age, national origin, ethnicity, or disability shall inform the Center's Assistant Director immediately.

Upon receipt of a report, the Assistant Director must notify the Administrative Director and the parent(s) of the target of the harassment immediately, without screening or investigating the report. The Assistant Director may request but may not insist upon a written complaint. A written statement of the acts alleged will be forwarded as soon as practicable by the Assistant Director to the Administrative Director. If the report was given verbally, the Assistant Director shall personally reduce it to written form using the complaint form within 48 hours and forward it to the Administrative Director. If the complaint involves the Assistant Director, the complaint shall be made or filed directly with the Administrative Director by the reporting party or the complainant.

B. The Joint Operating Committee has designated the Principal of the Career & Technology Center as the Career & Technology Center's Human Rights Officer with responsibility to identify, prevent and remedy harassment. The Career & Technology Center's Human Rights Officer shall:

- Receive reports or complaints of sexual harassment, and harassment based on race, color, religion, age of forty or more, national origin, ethnicity, and disability
- Oversee the investigative process.
- Be responsible for assessing the training needs of the Center's staff and students in connection with the dissemination, comprehension, and compliance with this policy.
- Arrange for necessary training required for compliance with this policy; and
- Insure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify unlawful harassment, recommend appropriate discipline and remedies when harassment is found, and take other appropriate action to rectify the damaging effects of any prohibited discrimination, including interim protection of the victim during the course of the investigation.

If any complaint involves a Human Rights Officer, the complaint shall be filed directly with the Principal. If any complaint involves the Administrative Director, the complaint shall be filed directly with the President of the Joint Operating Committee.

The Center shall conspicuously post this policy against harassment and violence in a place accessible to students, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address and telephone number of the Human Rights Officer and the name, mailing address and telephone number of the Pennsylvania Human Relations Commission (Pa.H.R.C.) and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

C. A copy of this policy shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

D. The Joint Operating Committee will develop a method of discussing this policy with students and employees. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the Joint Operating Committee in consultation with the Administrative Director determines is necessary or appropriate.

E. This policy shall be reviewed at least annually for compliance with state and federal law.

F. The Center will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the Center's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

VI. INVESTIGATION

Upon receipt of a report or complaint alleging sexual harassment, or harassment based upon race, color, religion, age, national origin, ethnicity, or disability, the Assistant Director shall authorize an investigation. That investigation will be conducted by the School Principal or by a third party designated by the Center.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the

complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the allegations. In determining whether the alleged conduct constitutes a violation of this policy, the Center shall consider

- The nature of the behavior
 - How often the conduct occurred
 - Whether there were past incidents or past continuing patterns of behavior
 - The relationship between the parties involved
 - The race, color, religion, age, national origin, ethnicity, disability, and sex of the victim
 - The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment
 - The number of alleged harassers
 - The age of the alleged harasser
 - Where the harassment occurred
 - Whether there have been other incidents in the school involving the same or other students
- D. Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained for a period of at least two years at the main administrative offices of the Center.

VIII. REPRISAL

Submission of a good faith complaint or report of sexual harassment, or harassment based upon race, color, religion, age, national origin, ethnicity, or disability will not affect the complainant or reporter's future education, employment, grades, learning or working environment or work assignments. However, if it is concluded that any person has made a knowingly false accusation of harassment, such person shall be subject to appropriate disciplinary action.

The Center will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports an incident of alleged sexual, racial, color, religious, age, national origin, ethnic or disability related harassment or violence, or any person who testifies, assists or participates in a proceeding, investigation or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

POLICY 240: BULLYING/CYBER BULLYING

The Joint Operating Committee is committed to providing a safe, positive learning environment for its students. The Joint Operating Committee recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Joint Operating Committee prohibits bullying by students.

Purpose

The Joint Operating Committee is committed to providing a safe, positive learning environment for its students. The Joint Operating Committee recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Joint Operating Committee prohibits bullying by students.

Definitions

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

1. Substantially interfering with a student's education.
 2. Creating a threatening environment.
 3. Substantially disrupting the orderly operation of the center.
- Bullying**, as defined in this policy, includes cyberbullying.

School setting means in the center, on center grounds, in center vehicles, at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the center.

Authority

The Joint Operating Committee prohibits all forms of bullying by students.

The Joint Operating Committee encourages students who believe they or others have been bullied to promptly report such incidents to the building administrator or designee.

Students are encouraged to use the center's report form, available from the building administrator, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally, and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Joint Operating Committee directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action shall be taken when allegations are substantiated. The Joint Operating Committee directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Joint Operating Committee policies.

Discrimination/Discriminatory Harassment

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[2][3]

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Administrative Director or designee shall develop administrative regulations to implement this policy.

The Administrative Director or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Administrative Director or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Joint Operating Committee.

The administration shall annually provide the following information with the Safe School Report:

1. Joint Operating Committee's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention, or education programs.

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the center.
2. Parental conference.
3. Loss of school privileges.
4. Exclusion from center-sponsored activities.
5. Detention.
6. Suspension.
7. Expulsion.
8. Counseling/Therapy outside of the center.
9. Referral to law enforcement officials.

POLICY 234—ACCEPTABLE USE OF INTERNET & COMPUTERS

General Statement of Policy

Access to unique resources and the opportunity for collaborative work is now available at the LCCTC through the use of technological/telecommunications systems (TTS). All such use must be in support of education and research,

and consistent with the goals and policies of this school; therefore, the TTS will be used to support the school's curriculum, the educational community, projects, communications and research for students, faculty, staff, and related personnel.

The LCCTC's Acceptable Use Policy is designed to provide information and guidelines for utilizing the school's TTS. In order to assure the understanding of this Acceptable Use Policy regarding the INTERNET, Local Area Networks (LANs), computers, and related TTS use in the LCCTC, the student, parent and teacher must read and sign this document.

LCCTC Administration reserves the right to record the use of the TTS and monitor file server space utilization by school users. No expectation of privacy should be assumed. In addition, the LCCTC reserves the right to remove a user account from their networks to prevent unauthorized use or illegal activity.

- TTS operation in the LCCTC will be approved by the Administrative Director and monitored by the Technology Coordinator.
- Individual terminal control will be administered by the program teacher and/or Technology Coordinator.

Procedures

All use of the LCCTC's TTS is intended to be used for educational purposes and to carry out the legitimate business of the LCCTC. Appropriate use of these resources includes instruction, independent study, authorized research and the official work of the offices, departments, recognized student organizations and agencies of the LCCTC.

The policy shall apply to all users —LCCTC students, faculty, staff, and related personnel of all TTS which are entered via equipment and access lines located at the LCCTC, or who obtain their access privileges through association with the LCCTC.

Network accounts will be used only by the authorized owner of the account for its authorized purpose. All communications and information accessible via the TTS should be assumed to be private property and shall not be disclosed. Users shall respect the privacy of other users on the system.

The use of video, technology materials, computer software, etc. which is protected under the copyright laws, will not be transmitted nor stored without the express written permission of the copyright owner.

Privileges and Rights

Access to the LCCTC networks is a privilege, not a right, and inappropriate use can result in a cancellation of those privileges.

Responsibilities or Prohibitions

With the rights and privileges of membership in the network community come certain responsibilities. Users must familiarize themselves with these responsibilities. Failure to adhere to them may result in the loss of network privileges. Each user has full responsibility for his/her account. All violations of this policy that can be traced to an individual account name will be treated as the sole responsibility of the owner of that account. Under no condition should a user give his/her password to another user or share his/her account.

It is the user's responsibility to maintain the integrity of the private electronic mail system. The user has the responsibility to report all violations of privacy. Users have the responsibility to make only those contacts leading to some justifiable personal growth on the INTERNET and local area networks. The user is also responsible for making sure all e-mail sent or received by him/her does not contain pornographic materials, inappropriate information, or text-encoded files that are potentially dangerous to the integrity of the local area networks or the INTERNET.

Each student who receives an account will discuss with a faculty member, the proper usage of the systems and ramifications of improper usage. Based upon the acceptable use guidelines outlined in this document, the administration will deem what is appropriate use of the systems and take appropriate action for improper usage.

The use of the LCCTC's technological/telecommunications systems, which includes the INTERNET and local area networks, for illegal, inappropriate, or unethical purposes by students, staff, faculty, or related personnel is prohibited. More specifically:

- Use of the networks to facilitate illegal activities is prohibited.
- Use of the networks for commercial or for-profit purposes is prohibited.
- Use of the networks for non-work or non-school related communications is prohibited.
- Malicious use of the networks to develop programs that harass other users or infiltrate a computer system and/or damage the software components of a computer or system is prohibited.
- Hate mail, harassment, discriminatory remarks, and other antisocial communications on the networks is prohibited.
- The unauthorized/illegal installation, distribution, reproduction, or use of copyrighted software on LCCTC's computers is prohibited.
 - Use of the networks to access obscene or pornographic materials is prohibited.
- Use of the networks to transmit material likely to be offensive or objectionable to recipients is prohibited.
- Use of the networks to intentionally obtain or modify files, passwords or data belonging to other users is prohibited.
 - Use of the networks to misrepresent other users on the network is prohibited.
- Use of the school technology or the networks for fraudulent copying, communications, or modification of materials in violation of law is prohibited and will be referred to appropriate authorities.
- Loading or use of unauthorized games programs, files or other electronic media is prohibited.

- The networks shall not be used to disrupt the work of others; and the hardware or software of other users shall not be destroyed, modified, or abused in any way.
- Use of the methods which result in any copyright violation is prohibited.
- The Electronic Communications Privacy Act places electronic mail in the same category as messages delivered by the U.S. Postal Service. Therefore, to tamper, interfere, intercept, or use electronic mail for criminal purposes is prohibited.

Consequences of Inappropriate Use

The technological/telecommunications systems user, student, staff, faculty member, or related personnel, shall be responsible for damages to the equipment, network systems or software resulting from deliberate or willful acts.

Failure to follow the procedures and prohibitions outlined in this document will be subject to the loss of network privileges. Other appropriate disciplinary procedures may take place as needed.

Illegal use of the networks, intentional deletion, or damage to files of data belonging to others, copyright violations, or theft of services is a violation of State and Federal laws and violators will be reported to the appropriate legal authorities for possible prosecution.

INTERNET access, one of the many technological services available at LCCTC, is now available. While the INTERNET provides thousands of World Wide Web sites that provide information for education, it is impossible to control access to all materials available through the INTERNET, and an adept user may discover controversial information. Therefore, students will use the World Wide Web in supervised settings and the LCCTC requires parental permission for student World Wide Web access. In order to ensure adequate resources for all users, the LCCTC reserves the right to log network(s) use and monitor fileserver space and bandwidth. Users must delete e-mail messages on a daily basis to conserve fileserver space.

The LCCTC makes no warranties of any kind, whether expressed or implied, for the service it is providing and will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Any use of any information obtained through the LCCTC's networks is at your own risk. The LCCTC specifically denies any responsibility for the accuracy or quality of information obtained through its technological/telecommunications systems.

The form 813A, Acceptable Use of Internet and Computers, can be obtained from your Instructor, the School Security Officer, or the Assistant Director.

Policy 228: STUDENT COMPLAINT PROCESS

I. GENERAL STATEMENT OF POLICY

The Joint Operating Committee recognizes that students have the right to request redress of complaints. Further, the Joint Operating Committee believes that respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be recognized, and appropriate appeal procedures provided.

I. DEFINITION

For purposes of this policy, a student "complaint" shall be any such that arises out of actions that directly affect the student's participation in an approved educational program.

I. AUTHORITY

The Joint Operating Committee or its employees will recognize the complaints of the students at this school provided that such complaints are made according to procedures established. The student should first make the complaint known to the staff member most closely involved or, if none is identifiable, his/her counselor and both shall attempt to resolve the issue informally and directly.

For complaints which must move beyond the first step, the student shall prepare a written statement of his/her complaint which shall set forth the specific nature of the complaint and a brief statement of the facts giving rise to it; the manner and extent to which the student believes she/he has been adversely affected; the relief sought by the student; and the reasons why the student feels she/he is entitled to the relief sought.

The complaint may then be submitted, in turn, to the Assistant Director and Administrative Director and at each level, the student shall be afforded the opportunity to be heard personally by the school authority. The decision of the Administrative Director shall be final.

At each step beyond the first, the school authority hearing the complaint may call in the student's parents. The student may seek the help of a parent or guardian at any step.

Artificial Intelligence Guidelines (Reference Board Policy 815.1)

The Lebanon County Career and Technology Center recognizes that Artificial Intelligence (AI) tools are becoming increasingly common in education and the workplace. Students are expected to use AI responsibly, ethically, and in accordance with teacher expectations. AI should be used to support learning—not to replace a student's own thinking, creativity, or academic work.

Acceptable Use

Students may use AI tools only when permitted by their instructor and for purposes such as:

- Brainstorming ideas or generating questions.
- Receiving explanations of concepts or vocabulary.
- Assisting with research, organization, or outlining.
- Receiving feedback on grammar, spelling, or writing mechanics.
- Practicing skills or reviewing course content.

Prohibited Use

Students may not use AI to:

- Complete assignments, projects, essays, laboratory reports, assessments, or other academic work that is expected to represent the student's original work unless explicitly authorized by the instructor.
- Generate responses during quizzes, tests, examinations, or other assessments where AI use has not been permitted.
- Submit AI-generated work as their own.
- Fabricate or alter research, citations, data, images, or other information.
- Circumvent learning objectives or teacher instructions through the use of AI.

Citation and Disclosure

When AI use is permitted, students must:

- Clearly disclose that AI was used.
- Properly cite the AI tool according to the citation format required by the instructor (e.g., MLA, APA, or other approved style).
- Describe, when requested, how AI contributed to the completed assignment.

Failure to disclose or properly cite AI assistance may be considered academic dishonesty.

Academic Integrity

Students remain responsible for all work submitted in their name and must be able to explain, defend, and demonstrate understanding of any work they submit. Submitting AI-generated content as original work, or using AI in violation of instructor expectations, may result in disciplinary and/or academic consequences.

Instructor Authority

Individual instructors may establish additional expectations or restrictions regarding AI use based on the objectives of a course or assignment. Students are responsible for following the specific AI guidelines provided by their instructor. When in doubt, students should ask their instructor before using AI.

Instructors will provide students with a matrix and identify to them whether AI is permissible to use and the scale below can be a tool for teachers to relay the degree to which AI may be used in any assignment.

- 0 No AI Use The assignment is completed independently without the assistance of AI No student disclosure required.
- 1 AI-Assisted Idea Generation AI is used for brainstorming and generating ideas only. No student disclosure required.
- 2 AI-Assisted Editing AI is used to edit or refine student work, but not to generate content. Student must disclose how AI was used.

- 3 AI for Specified Task Completion AI is used to complete certain elements of a task or part of a project with human oversight and evaluation of all AI generated content. Student must disclose how AI was used.
- 4 Full AI Use with Human Oversight AI may be used throughout the assignment. The student is responsible for providing human oversight and evaluating the AI generated content. Student must disclose how AI was used.

Discipline for Artificial Intelligence

Progressive Disciplinary Guidelines for Artificial Intelligence (AI) Misuse

The Lebanon County Career and Technology Center expects students to use Artificial Intelligence (AI) ethically and in accordance with instructor expectations. Violations of the AI Use Guidelines will be addressed using progressive discipline while considering the severity of the offense, the student's intent, and prior disciplinary history.

Level I – First Offense

Examples:

- Using AI without proper citation or disclosure.
- Using AI beyond the scope permitted by the instructor.
- Minor misuse that does not significantly impact the integrity of the assignment.

Consequences:

- Conference with the student. (Teacher Lead)
- Parent/guardian notification. (Teacher)
- Opportunity to redo or resubmit the assignment at the instructor's discretion.
- Reduction in grade or assignment of a zero, consistent with the teacher's grading policy and school Academic Integrity policy.
- Documentation of the incident. (Referral)

Level II – Second Offense

Examples:

- Repeated unauthorized use of AI.
- Submitting substantial portions of AI-generated work as original work.
- Failure to disclose AI use after prior instruction.

Consequences:

- Parent/guardian conference. (Scheduled by teacher, administration will be in attendance.)
- Assignment grade of zero or other academic consequence consistent with school policy.
- Administrative referral.
- Loss of AI privileges for the course or specified assignments.
- Required completion of an Academic Integrity or Digital Citizenship educational activity.
- Documentation in the student's disciplinary record.

Level III – Third Offense

Examples:

- Pattern of repeated AI misuse.
- Deliberate attempts to conceal AI-generated work.
- Multiple academic integrity violations involving AI.

Consequences:

- Administrative conference with student and parent/guardian.
- Assignment of a zero or additional academic consequences as permitted by school policy.
- Detention or other appropriate school disciplinary consequence.
- Behavioral intervention plan related to academic integrity.
- Loss of AI privileges in applicable courses for the remainder of the grading period or semester.
- Documentation in the student's disciplinary record.

Level IV – Severe or Egregious Misconduct

Examples:

- Using AI to cheat on quizzes, tests, examinations, or other prohibited assessments.
- Using AI to generate or falsify research, laboratory data, technical documentation, certifications, or other work requiring authenticity.
- Using AI to impersonate another individual, forge communications, create deceptive or harmful content, or facilitate harassment or bullying.
- Any AI misuse that substantially undermines academic integrity or school safety.

Consequences:

- Immediate administrative referral.
- Parent/guardian notification
- Assignment of a zero or other academic consequence consistent with school policy.
- In-school suspension (ISS), out-of-school suspension (OSS), or other disciplinary action as appropriate.
- Recommendation for expulsion.
- Loss of AI privileges for a period determined by administration.
- Additional disciplinary action as outlined in the Student Code of Conduct.

Administrative Discretion

The administration reserves the right to accelerate disciplinary consequences based on the severity of the violation, evidence of intentional deception, impact on the educational environment, or other aggravating circumstances. Repeated violations may result in consequences beyond those listed above.

Nothing in these guidelines limits a teacher's authority to assign academic consequences consistent with course expectations or the school's Academic Integrity Policy.

LEBANON COUNTY CAREER & TECHNOLOGY CENTER STAFF

JOINT OPERATING COMMITTEE

Ruth Ann Schlegel.....	President, Cornwall Lebanon
Jean Pierre Santos.....	Eastern Lebanon
Tina Geyer	Secretary, LCCTC
David Kline.....	Treasurer, Northern Lebanon
Darren Grumbine	Vice President, Annville Cleona
Robert Okonak.....	Lebanon
Joshua Jones	Palmyra

ADMINISTRATION

Charles Benton	Administrative Director
Marilyn Lathrop.....	Assistant Director
Daniel Romberger	Principal
Tina Geyer	Business Administrator
Jason Nace.....	Network Administrator

OFFICE STAFF

Dawn VanWinkle	Director's Administrative Assistant
Charlene Hornberger	Front Desk Administrative Assistant
Karen Tiru.....	Attendance Administrative Assistant
Kelly Bowman.....	Purchasing Coordinator
Cheryl Himmelberger.....	Payroll/Personnel
Larry Rittle.....	Shipping & Receiving Clerk
Keith Noll	School Police Officer
Joann Kreiser	Health Room Assistant
Adam Hartman	Computer Technician/PIMS

MAINTENANCE/CUSTODIAL STAFF

David Patches.....	Building Maintenance
David Sorg	Lead Custodian
Whitney Wright.....	FT Custodian
John Engle	FT custodian
Alan Peralta.....	PT custodian

CAFETORIUM STAFF—NUTRITION GROUP

Brenda Oliver	Cafetorium Lead
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INSTRUCTIONAL STAFF

(Listed by Program)

Ryan Gerz	Auto Body Technology
Angelo Cuva	Automotive Technology
Mitchell Hinton.....	Carpentry/Residential Construction
Artemus Tuisl.....	Commercial Art & Design
Daniel Giffin	Computer Networking Technology and Cybersecurity
Bambi Tanger	Cosmetology
Louis Manza	Culinary Arts
Kelsie Hess.....	Dental Assistant
Joshua Kleinfelter.....	Diesel Truck Technology
Eric Derr	Electrical Technology
Maxwell Peak.....	Electromechanical Technology
Wendy Barrett	English
Beth Garrett.....	Health Careers Technology
Lori Mattis.....	Health Careers Technology
Lisa Pison.....	Instructional Coach
Taryn Hogeland.....	Landscape and Horticulture
Christopher Rutter	Law Enforcement & Security
Nicoletta Lagonis	Law Enforcement & Security
Amanda Robinson	Learning Facilitator
Clay Roach	Masonry
Kerry Hartman	Mathematics
Thomas Giovarelli	Media Communications Technology
Alicia Petruska	Medical Assistant
Rene Gehman.....	Medical Assistant
Katie Bomberger.....	Pastry Arts
Douglas Kless.....	Plumbing, Heating, & Air Conditioning
Eric Tanger.....	Precision Machining Technology
Theresa Tobias.....	School Counselor
Kelly Flowers	School Counselor
Rebecca Zimmerman.....	Special Education Facilitator
Tim Mehl.....	Special Populations Coordinator
Hanna Seyfert	Sports Therapy Sciences
Sam Santiago.....	Welding Technology
Josh Boettner	Work Based Learning Coordinator

INTEGRATED PEST MANAGEMENT

Notification Letter for Parents, Guardians, Staff and Adult Students

The LCCTC uses an Integrated Pest Management (IPM) approach for managing insects, rodents, and weeds. Our goal is to protect every student pesticide exposure by using an IPM approach to pest management. Our IPM approach focuses on making the school building and grounds unfavorable habitat for these pests by removing food and water sources and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school building and grounds to detect any pests that are present. The pest monitoring team consists of our building maintenance, office, and teaching staff and includes our students. Pest sightings are reported to our IPM coordinator who evaluates the "pest problem" and determines the appropriate pest management techniques to address the problem. The techniques can include increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc. From time to time, it may be necessary to use pesticides registered by the Environmental Protection Agency to manage a pest problem. A pesticide will only be used when necessary and will not be routinely applied. When a pesticide is necessary, the school will try to use the least toxic product that is effective. Applications will be made only when unauthorized persons do not have access to the area (s) being treated. Notices will be posted in these areas 72 hours prior to application and for two days following the application.

If a chemical/pesticide application must be made to control an emergency pest problem, notice will be provided by telephone to any staff, adult student, parent/guardian who has requested such notification in writing. Exemptions to the notification include disinfectants and anti-microbial products, self-containerized baits placed in cracks, crevices, or voids, and swimming pool maintenance chemicals.

Each year the LCCTC will prepare a new notification registry. If you have any questions, please contact David Patches, Maintenance Technician, at (717) 273-8551 ext. 2164.

NATIONAL TECHNICAL HONOR SOCIETY

Student Induction Criteria:

Students considered for the NTHS must be in 11th or 12th grade to be eligible.

All Junior or Senior Students in Full-Day Program:

Grades:

Must have an average of 92% or above in his/her Career & Technical program.

Attendance:

All full day students must have no more than three excused* incidents during the first semester (exceptions to this criterion will be approved by the NTHS Review Committee).

Discipline:

No disciplinary infractions that rise to administrative level

Community Service:

All students must complete a minimum of 2 hours of verifiable Community Service. Community Service forms must be completed and returned by the date indicated on the form.

Junior Students in Half-Day Programs during the 2025-2026 School Year:

Grades:

Juniors returning for the second year of the vocational program will be eligible for the National Technical Honor Society if they have an average of 92% or above in his/her vocational program by the end of the 4th marking period of their junior year and returning to the CTC.

Attendance:

All Half-Day students must have no more than five excused incidents* and no Unexcused Tardies for the school year (exceptions to this criterion will be approved by the NTHS Review Committee).

Discipline:



No disciplinary infractions that rise to administrative level.

Community Service:

All students must complete a minimum of 2 hours of verifiable Community Service. Community Service forms must be completed and returned by date indicated on the form.

Junior Students in Half-Day Programs during the 2025-2026 School Year:

Grades:

Juniors returning for the second year of the vocational program will be eligible for the National Technical Honor Society if they have an average of 92% or above in his/her vocational program by the end of the 4th marking period of their junior year and returning to the CTC.

Attendance:

For the school year 2025-2026...any half day student that has been selected at the end of the previous school year but follow this attendance guidelines by end of the first semester in 2025-2026 school year. Students must have no more than three excused incidents* and no Unexcused Tardies for the school year (exceptions to this criterion will be approved by the NTHS Review Committee). Failure to comply to these attendance guidelines, a student will be removed from NTHS prior to induction in February 2026.

Discipline:

No disciplinary infractions that rise to administrative level.

Community Service:

All students must complete a minimum of 2 hours of verifiable Community Service. Community Service forms must be completed and returned by the date indicated on the form by the end of the first semester in school year 2025-2026. Failure to comply with the community service guidelines, a student will be removed from NTHS prior to induction in February 2026.

***INCIDENT – one incident could consist of multiple days of absence associated with illness or other debilitating issues.**

CONTINUED PARTICIPATION IN NATIONAL TECHNICAL HONOR SOCIETY:

All students must maintain a 92% or higher while enrolled at the Lebanon CCTC.
Must do an additional 5 hours of Community Service.

Must have no disciplinary infractions that rise to Administrative level.

Attendance: an additional two excused *incidents will be granted to all full day students while enrolled at the CTC.

An additional five excused *incidents will be granted to all half-day students while enrolled at the CTC during their senior year.

***INCIDENT –one incident could consist of multiple days of absence associated with illness or other debilitating issues.**