



**Student Code of Conduct**  
**2022-2023**

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## Chester Community Charter School

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**www.facebook.com/chestercommunitycharter**  
**www.chestercommunitycharter.org**

Dear Parents and Guardians,

The Chester Community Charter School (CCCS) Student Code of Conduct is designed to maintain order and safety in our schools. The Code is not intended to be punitive. It's a written document that every student is guided by in order for CCCS to sustain an educational environment that supports learning.

After you have read the Student Code of Conduct, I urge you to go over it with your child and feel free to contact your school's principal for any comments or suggestions regarding the document. We look forward to working with you and your child.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Clark".

Dr. David E. Clark, Jr.

Chief Executive Officer

# Mission Statement

Chester Community Charter School is a K-8 public charter school dedicated to educating the whole child in a data-driven learning community. To accomplish this, the school's environment is built on Social-Emotional Learning and a commitment to empowering students to become the drivers of their own learning, with the support of all staff, families, and community stakeholders.

# Vision

Chester Community Charter School aspires to be the leader in utilizing our regional, national, and global communities to educate the whole child. Through data-driven best practices, within a positive school wide culture and climate for learning, we will provide our scholars, staff, and community with opportunities for continuous growth and achievement in an ever-changing world.

# Goal

By the time Chester Community Charter School students graduate from 8th grade, they will be self-sufficient learners, with the skills and voice to advocate for their learning for the rest of their lives. They will be able to communicate confidently in the digital world and will be academically astute, resourceful, and impassioned in their continual pursuit of learning. They will have an appreciation for the unique role our region has played in the development of fine arts and technical innovation, and have an awareness of their rights and responsibilities as citizens to utilize their knowledge and skills to advocate for themselves, our local community, and our world, for the good of all.

# Student Code Summary

The Chester Community Charter School's Code of Student Conduct provides a four-step level system in response to disruptive, unsafe and/or harmful behaviors.

**Step One:** Our disciplinary plan is based on the tenets of positive reinforcement. Whenever circumstances permit, we endeavor to seize the “*teachable moments*.” These Moments are defined as opportunities to increase the students’ skills in self-management and their ability to respect self and others even in difficult situations. The act of seizing the “*teachable moment*” is similar to coaching. Its goal is to teach by promoting student reflection and self-correcting behaviors. Such initial responses are offered to those committing first time, lower level offenses barring there is no threat to the physical well-being of others, no violation of the law, and no destruction or loss of property. Teachers, Guidance Counselors, or other qualified adults may be involved in this process. This step does not require any disciplinary responses.

**Step Two:** The second step refers to offenses managed in most cases by classroom teachers. These are referred to as Level I offenses that are listed, along with their potential consequences.

**Step Three:** The third step recruits the involvement of other professionals whose insights influence may help to redirect a student’s persistent misbehavior. These professionals can include but are not limited to, the use of a buddy teacher, Principal, Assistant Principal, Dean of Students, Guidance Counselor, Academic Coach, Building Director or other trusted adults who have a supportive relationship with the student. In all of these steps, the school informs parents of their child’s behaviors and invites a partnership that can help the child re-engage positive behaviors at school. This step generally involves Levels II and III violations.

**Step Four:** The fourth step in this disciplinary code provides guidelines for addressing the most dangerous and disruptive behaviors. Those behaviors are considered Level IV violations that may result in an alternative placement and/or expulsion.

**Shared Responsibilities:** The four-step approach mentioned above reinforces the African proverb, “*it takes a village to raise a child*.” This belief is further supported by the need to establish a sense of shared responsibility in nurturing and educating children.

\*Please note that not all student offenses can be listed in this student code of conduct. If a student’s offense is not listed, the building principal or designee has the discretion to classify the offense to a closely related offense listed in the code.

# Level 1 Offenses & Consequences

## Offenses

- Cursing lewd/inappropriate language
- Pushing, showing aggressive or intimidating physical postures
- Defiant, disrespectful behavior
- Uniform violation
- Unprepared for class
- Horse play, unfair play
- Teasing, taunting, trash talk

## Potential Consequences

- Verbal Reprimand
- Student reflections and self-corrective actions
- Teacher contacts parents (telephone)
- Offending student makes amends
- Recess
- Peer detention
- Temporary loss of privileges
- After school detention (Teacher directed)
- Behavior Contract
- Parent conference
- In-School Suspension (ISS)
- Out of school suspension

**\*Persistent Level One** misbehaviors will result in more stringent disciplinary responses and behavior monitoring. This monitoring may include a conference with a Dean or an administrator with a notation from the teacher that “no further action is required” beyond the conference itself. Frequently, repeated Level One offenses that are undeterred will be handled by an administrator.

# Level 2 Offenses & Consequences

## Offenses

- Slander, gossip, spreading rumors
- Cheating, forgery
- Obscenity, profanity
- Stealing or coercing others to steal on one's behalf
- Inappropriate touching
- Cutting class
- Technology violations
- Plagiarism

## Potential Consequences

- In-person parent conference
- After school detention (teacher/Administrator)
- In School Suspension (ISS)
- Loss of technology use privileges
- Out of School Suspension
- Temporary confiscation of cell phone until parent pickup
- Any combination of consequences listed under level 1.

**\*Level Two offenses** are handled by administrators and the classroom teacher maintains documentation. Students who miss class assignments due to out-of-school suspensions are expected to arrange with their classroom teachers to receive missing work.

# Level 3 Offenses & Consequences

## Offenses

- Vandalism, Graffiti (under \$500 damages)
- Physical or verbal threats to school personnel
- Physical or verbal threats to peers
- Gang related attire
- Gambling
- Breaking & Entering
- Burglary
- Harassment
- Assault
- Fighting
- Under the influence of Drugs or Alcohol

## Potential Consequences

- Out of School Suspension (OSS)
- In School Suspension (ISS, for longer periods of time than Level 2 offenses)
- Parent conference prior to re-entry
- Police involvement
- Mandatory drug screening
- Mandatory counseling
- Behavior contract
- Denial of bus transportation
- Any combination of consequences listed under Level 1 and Level 2
- Referral to Board of Trustees for expulsion
- Referral to appropriate outside social agency
- Replacement of or compensation for damaged property

\* **Level three** offenses represent the more serious student misbehaviors. The list above is representative of these offenses and does not include all possible situations. Offenses that are not specifically mentioned will be handled on a “*case by case*” basis. Students missing class assignments due to out-of-school suspensions are expected to make arrangements with their classroom teachers to receive missing work.



# Level 4 Offenses & Consequences

## Offenses

- Inciting a riot or a fight
- Possession of a weapon or using a device as a weapon
- Drug possession (illegal or prescription, including edibles)
- Pornography
- Smoking/Vaping/Tobacco
- Sexual harassment
- Sexual Assault
- Arson
- Bomb threat
- Vandalism, Graffiti (over \$500 damages)

## Potential Consequences

- Out of School Suspension (OSS)
- In School Suspension (ISS, for longer periods of time than Level 2 offenses)
- Parent conference prior to re-entry
- Police involvement
- Mandatory drug screening
- Mandatory counseling
- Behavior contract
- Denial of bus transportation
- Any combination of consequences listed under Level 1 and Level 2
- Referral to Board of Trustees for expulsion
- Referral to appropriate outside social agency

\* **Level IV Offenses** represent the most serious student behaviors. The list above is representative of these offenses and does not include all possible situations. Offenses that are not specifically mentioned will be addressed on a case by case basis.

# Potential Expulsion/Alternative Placement Offenses

- Arson
- Assault
- Bullying/Cyber
- Careless or reckless behavior
- Criminal mischief (vandalism)
- Dangerous weapon and/or instrument
- Weapon possession/concealment/sale
- Destruction of school property
- Disorderly conduct
- Extortion
- Fighting (Any combinations)
- Gambling
- Inappropriate sexual behavior
- Misuse of technology
- Harassment
- Pornography
- Rape or attempted rape
- Repeated violation of school code of conduct
- Stealing
- Terroristic threats/security threat
- Terroristic threats (student & staff)
- Unlawful sexual conduct
- Use, possession, and or distribution of drug, alcohol, and or drug paraphernalia

\* This list is not all-inclusive, and a student committing an act of misconduct not listed may be subjected to disciplinary action (including alternative placement and/or expulsion). Serious or excessive behavior that necessitates a more severe disciplinary action than that which is listed shall be subject to the discretionary authority of the CEO and/or designee.

Please Note: Students that have a history of reported offenses may be recommended for alternative placement once the building level student support team has demonstrated they have exhausted all school-based interventions. Only, at this point in time may a student be referred to a “District level” alternative placement committee.

# Mandatory Report to Police

- Violent felonies (All violent felonies that occur against students, school employees, and school volunteers must be reported)
- Assault against a student, school employee or volunteer
- Unlawful sexual contact and or sexual harassment against a student, school employee or volunteer
- Possession of a dangerous instrument or deadly weapon or bomb by a student
- Possession of an unlawful controlled substance including prescription drugs, and counterfeit drugs.

\*The principal or designee will make every effort to notify the parent(s)/guardian(s) and will conduct a thorough investigation and/or if warranted by statute will report to the police authorities. In addition, the principal/deans will make every effort to notify the parent(s)/guardians(s) of any juvenile victim. The following list is not all-inclusive, but at a minimum, the following shall be reported to the appropriate law enforcement agency:

Evidence that suggests the commission of the crimes of assault and extortion against a pupil or an assault or extortion against a school employee.

Evidence that suggests a felony, for example reckless endangering, assault offenses; homicide, arson; criminal mischief, bombs, robbery; rape; extortion; fraud; forgery; weapon; etc. may have occurred

Evidence that suggests violations of the laws concerning controlled substances and alcohol; may have occurred

Evidence that suggests incest, sexual abuse of the neglect or other abuse of children; may have occurred

Evidence that suggests the use, possession or sale of dangerous instruments or deadly weapons, (i.e. knives, firearms, ammunition, explosives, or blasting caps); may have occurred

Evidence that suggests morals offense (i.e. pornography, exhibitionism, peeping, etc.); may have occurred

Evidence that suggests organized gambling; may have occurred

Evidence of offenses involving school property, i.e. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving, and safety hazards; may have occurred

Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries may have occurred.

# Exclusion from School

Charter schools follow § 711.61 of the Pennsylvania Code regarding suspension and expulsion. Exclusion from school includes either “suspension” or “expulsion.” Unless otherwise indicated, the Charter School will follow the definitions and procedures in Chapter 12 of the Pennsylvania Code.

**Suspension** is exclusion from school for a **period of 1 to 10 consecutive school days**. Suspensions may be given by the principal or person in charge of the school. A student will be informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened. The parents or guardians shall be notified in writing when the student is suspended.

When the suspension exceeds three school days, the student and parent shall be given the opportunity for an informal meeting on the 4th day. Students shall make up exams and work missed during the suspension.

In-school suspension may be given to a student after the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the in-school suspension becomes effective. Communication to the parents or guardian shall follow the in-school suspension action taken by the school. If the in-school suspension exceeds 10 consecutive school days, an informal hearing with the principal shall be offered to the student and the student’s parent or guardian prior to the 11th school day in accordance with the procedures in § 12.8 (relating to hearings). The Charter School will provide education during the period of the in-school suspension.

**Expulsion** is exclusion from school by the governing board for a period **exceeding 10 school days** and may be **permanent expulsion** from the school rolls. Expulsions require a prior formal hearing.

During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his normal class except if it is determined after an informal hearing that a student’s presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten school days. A student may not be excluded from school for longer than fifteen school days without a formal hearing unless mutually agreed upon by both parties. Student’s parents or guardians must comply with compulsory attendance laws and provide the expelled student with another educational program or must notify the Charter School or school district of their inability to do so.

**Students with Disabilities:** When a child with a disability has been expelled, the Charter School shall provide the child with a disability with the education required under § 12.6(e) (related to compulsory attendance laws) and under the

Individuals with Disabilities Education Act until the Charter School is notified in writing that the child is enrolled in another public agency, private school, approved private school or private agency.

Notwithstanding the requirements incorporated by reference in 34 CFR 300.530(b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than fifteen cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

Any removal from the current educational placement is a change of placement for a student who is identified as intellectually disabled.

**45 Day Unilateral Placement** – Charter School personnel may unilaterally remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

# Suspension Guidelines & Best Practices for Special Education Students

In an effort to adhere to IDEA laws as well as best practices for students in order to continually provide a FAPE (Free and Appropriate Public Education), the following guidelines should be utilized for all identified special education students.

## **Guidelines for In-School Behaviors**

*\*\*Please note that students with an Intellectual Disability should not be suspended, unless the infraction is assault with serious bodily injury (only with approval from the Special Education Director and PDE).*

**THREE DAYS:** Case managers of identified students who have been suspended for a total of three days (consecutive OR total combined) should hold an IEP meeting to discuss accommodations for the student. These accommodations should be listed in the SDI formal FBA/PBSP is not in place, an informal plan should be implemented and documented within the IEP.

**SIX DAYS:** Case managers of identified students who have been suspended for a total of six days (consecutive OR total combined) should hold an IEP meeting to discuss accommodations and revise as needed. If an informal behavior plan is in place, data collection from the informal behavior plan should be included in the IEP revision along with a revision to show we are addressing the behaviors. If there is a formal FBA/PBSP, revise accordingly to include documentation/data collection and show we are addressing the behaviors.

**TEN DAYS:** Case managers of identified students who have been suspended for a total of ten days (consecutive OR total combined) should hold an IEP meeting to discuss accommodations and revise as needed. If no FBA has been completed, issue a PTR for an FBA and continue to implement the informal behavior plan. If there is an FBA/PBSP in place, revise as needed and discuss the current supports and placement.

**At the 11- day suspension mark:** Schedule a manifestation determination meeting to be held within 10 days (including the building liaison and Special Education Director). Discuss all options for the student including an FBA, PBSP, additional support, placement change, etc.

# Definitions

1. **Abusive Language/Gestures/Cursing** shall mean student uses, or threatens to use, written or spoken language, gestures, electronic images, photos, or actions that are offensive, obscene and/or vulgar.
2. **Academic Cheating** is the act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes but is not limited to:
  1. Copying another student's paper
  2. Unauthorized use of notes or sharing answers during a test or examination
  3. Presenting another person's work as one's own
  4. Presenting quotations, words, or ideas without proper references or credit (plagiarism)
    1. **Note:** The person sharing the information will receive the same consequences as
    2. the person who turned the work in as his/her own. These examples also apply to electronic information retrieved from the internet.
3. **Alcohol** shall mean any alcoholic liquor capable of being consumed by a human being, including alcohol, spirits, wine, and beer.
4. **Arson** shall mean a person recklessly or intentionally starting a fire or causing an explosion.
5. **Assault** shall mean:
  1. The person intentionally causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument; or
  2. The person intentionally disfigures another person seriously and permanently, or intentionally destroys, amputates, or disables permanently a member or organ of another person's body.
6. **Behavior Contract** is a written agreement among a student, the student's parent/ Guardian, and an administrator that specifically states the conditions that must be met; failure to do so will result in further specific disciplinary action. A behavior contract may be used in addition to specified actions.
7. **Bullying** shall mean an intentional written, electronic verbal, or physical act or actions against another student, school volunteer or school employee that a reasonable person under the circumstances should know will have the effect of:
  1. Placing a student, school volunteer, or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his/her property, or:
  2. Creating a hostile, threatening humiliating, or abusive educational environment due to the pervasiveness of actions or due to a power differential between the bully and the target; or
  3. Interfering with a student; having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits; or
  4. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass, or cause emotional psychological or physical harm to another student, school volunteer, or school employee.
8. **Cyberbullying** shall mean the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction, which:
  1. Interferes with a student's physical well-being; or
  2. Is threatening or intimidating; or
  3. Is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the Charter School.
    1. **Note:**
    2. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group; or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.
9. **Dangerous Instrument(s) Possession/Concealment/Sale** shall mean the unauthorized possession/sale by a student in the school environment of any instrument, article of substance that is readily capable of causing serious physical injury or death.
10. **Defiance of School Authority shall mean:**
  1. A verbal or non-verbal refusal to immediately comply with a reasonable request from the school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action; or
  2. A verbal or non-verbal display of disrespect and/or uncivil behavior toward school personnel which either causes a substantial disruption or material interference with school activities.
11. **Destructive Device:**

1. Any explosive incendiary, or poison gas; bomb, grenade, rocket having a propellant charge of more than ounces, missile having an explosive incendiary charge of more than one-quarter ounce, mine, or device similar to any of the devices described in the preceding clauses.
  2. Any type of weapon (other than a shotgun shell which the U.S. Secretary of Treasury finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by an action of an explosive or other propellant and which has any barrel with a bore of more than one-half in diameter, and
  3. Any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (a) or (b) and from which a destructive device may be readily assembled. Destructive Device shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing safety, or similar device, surplus ordinance sold or loaned
12. **Denial of Bus Transportation** is the temporary or permanent withholding of bus transportation for misconduct on the school bus, disrespect to the driver, or vandalism to the bus. Such action may be taken only by an administrator. During the period of denial of school bus transportation parents/guardians are responsible for getting the student to and from school.
  13. **Detention** is an established time outside the regular instructional time when a Student is detained in a supervised area.
  14. **Distribution of Drugs and/or Alcohol and/or Drug Paraphernalia** shall mean a sale, transfer, distribution in school, on school property or on a school field trip of Drugs and Alcohol.
  15. **Drug** shall mean any controlled substance or counterfeit substance including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and shall include any prescription substance that has been given to or prescribed for a person other than the student in whose possession it is found.
  16. **Drug-like-substances** mean any non-controlled and/or non-prescription substances capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over-the-counter cough medicines, certain types of glue, and caffeine pills.
  17. **Extortion** shall mean to obtain money, goods, services, or information from another by force or the threat of force.
  18. **Fighting** shall mean any aggressive physical altercation between two or more Individuals.
  19. **Gambling** shall mean participation in games of chance for money or other things of value.
  20. **Harassment** shall mean any actions or statements made with the intent to harass, annoy, or alarm another person which:
    1. Insults, taunts, or challenges the other person or;
    2. Is a cause of alarming or distressing conduct which serves no legitimate purpose and is done in a manner which the actor knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm or distress.
  21. **In-School Suspension** is the temporary placement of a student in a supervised area within the school.
  22. **Inhalant Abuse** shall mean chemical vapors that are inhaled for their mind- altering effects.
  23. **Misuse of Technology** shall mean the use of school technology equipment in:
    1. Soliciting, using, receiving or sending pornographic or obscene material;
    2. Accessing unauthorized email;
    3. The unauthorized downloading and/or installing of files;
    4. Intentionally damaging technology equipment in the school environment;
    5. A situation in which a student tampers with, damages, alters, accesses, crashes or corrupts the computer/communications system in the school environment resulting in the loss or corruption of information or the ability of the system to operate; or
    6. In any way disrupts or degrades the school's technology infrastructure
  24. **Offensive Touching** shall mean intentionally inappropriate touching another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or intentionally striking another person with saliva, urine, feces or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.
  25. **Paraphernalia** includes but is not limited to roach clips, miniature cocaine spoons, and containers for packaging drugs.
  26. **Pornography** shall mean the possession, sharing, or production of any known obscene material in the school environment.
  27. **Possess, Possessing or Possession** means that a student has on the student's person, in the student's belongings, or under the student's reasonable control prohibited items or substances.



28. **Principal** includes the Principal's designee
29. **Rape or Attempted Rape** shall respectively mean sexual intercourse without the consent of the victim in both cases.
30. **Reprimand** is a verbal or written warning that behavior is not acceptable.
31. **Restitution** refers to seeking the payment for or restoration of damaged property from the student(s) responsible in no event is the district responsible for the restitution.
32. **Sexual Assault** shall mean any unwanted sexual behavior committed by a Perpetrator who is a stranger to the victim or by a perpetrator who is known by the victim or related to the victim by blood, marriage or civil union.
33. **Sexual Misconduct** shall mean a consensual sexual act(s) between two individuals within the school environment.
34. **Slander** is the action or crime of making a false statement damaging to a person's reputation.
35. **Stealing** means taking, exercising control over or obtaining the property of another person intending to deprive that person of it or appropriate it.
36. **Suspensions** can be designated by the school administrator as in-school or out- of-school:
  1. **In-School Suspension (ISS):** Students assigned to in-school suspension will remain in school, but will be assigned to a designated, supervised area within the school. A student assigned to in-school suspension is not permitted to participate in any extra-curricular activities during the length of their suspension.
  2. **Out of School Suspension (OSS)** is a student's temporary exclusion from the school, school grounds, and all school-related activities by a building administrator for a period not to exceed five (5) days. The suspension may be extended for a period not to exceed ten (10) days by the CEO and/or designee except after a hearing and approval of the Board of Trustees.
37. **Out-of-School Suspension (OSS):** Students assigned to out-of-school suspensions are not to be permitted on school property during the length of their suspension and it is the parent/guardian's responsibility to arrange for their care. Students assigned to out-of-school suspension are not permitted to participate in any extra-curricular activities during the length of their suspension. Students may request to receive their assignments during the time of their suspension if the time period exceeds 3 days
38. **Terroristic Threatening shall** mean when:
  1. A person threatens to commit any crime likely to result in death or a serious injury to a person or property; or
  2. A person commits an act with the intent of causing an individual to believe that the individual has been exposed to a substance that will cause the individual death or serious injury
39. **Under the Influence/Usage** – a student has either smoked, snorted, drank or injected an illegal drug or substance or drank alcohol, beer, wine, cough syrup or ingested pills.
40. **Weapon/Dangerous Instrument & Sale of Weapon/Dangerous Instrument** – any instrument from which a shot may be discharged, including the discharge of a pellet, slug, bullet, or BB shot by compressed air or by spring discharge: a knife of any sort; switchblade knife, box cutter, razor, blackjack, bludgeon, metal knuckles, slingshot, bicycle chain, ice pick; or any other article commonly used or designated to inflict bodily harm or to intimidate others, or used in an aggressive and threatening manner articles commonly used for other purposes. A laser light is a dangerous instrument when used in a manner that intentionally or recklessly presents a risk of injury to a person's eye in all events, laser lights are not permitted in school. This includes the sale of weapon/dangerous instrument.
41. **Smoking** – includes the burning of any type of lit pipe, cigar, cigarette, vaping or any other smoking equipment, whether filled with tobacco or any other type of
  1. material. Tobacco is defined as all tobacco-derived or containing products, including and not limited to cigarettes (i.e., clove, bidis, kreteks, electronic cigarettes, cigars, and cigarillos), hookah-smoked products, pipes and oral tobacco (i.e., spit and spitless, smokeless, chew, snuff) and nasal tobacco. It also includes any product intended to mimic tobacco products, contains tobacco flavoring or delivers nicotine. Products approved by the U.S. Food and Drug Administration, when used for cessation, are not considered tobacco under this policy.