

# Center Point Day Program at Diakon Wilderness Center

571 Mountain Road  
Boiling Springs, PA



## FOREWORD

Dear Parents,

Welcome to the 2022-2023 school year. We are looking forward to providing educational services to your student and see the learning and growth that takes place over the course of the year.

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

This Handbook has been prepared to help you with the important task of ensuring that your student has a successful educational experience at Center Point Day Treatment Center.

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

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

Best wishes for a successful school year!

Sincerely,

*Jeremias Garcia*

Jeremias Garcia  
Assistant Administrator  
717-960-6745

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## Introduction

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### Welcome to Center Point Day Program!

You have been given the opportunity by your county to participate in a therapeutic program to help you address individual competency issues, and return to your family, and community better prepared to make decisions that reflect productive and positive R.E.S.T.O.R.E values. In other words, to be a person of character who provides hope and inspiration on a daily basis!

Everyone at the Center Point Day Program is committed to providing students the tools and resources, providing direction and connection in the student's community.

Everyone at the Center Point Day Treatment Program is committed to helping you learn the skills necessary to be successful. Ask questions, seek support, and remember this is an opportunity for personal growth and skill development that will remain with you long after you have moved on, if you take advantage of it.

**Center Point Day Treatment** is designed to be a day program functioning Monday through Friday focused on academics, career exploration/planning, family development, behavioral management. The program is offered at the Diakon Wilderness Center, a facility of Diakon Lutheran Social Ministries, located in Boiling Springs, Pennsylvania. The facility is shared among the Day Program, Diakon's Weekend Alternative Program, and Diakon's Wilderness Challenge Course program. Each program at the Wilderness Center embraces as its core values, the advancement of the Balanced Approach Restorative Justice (B.A.R.J.) principles of 1) community protection 2) accountability 3) competency development. The values contained in B.A.R.J. are taught through the five pillars of 1) Relationships 2) Respect 3) Responsibility 4) Repair 5) Reintegrate.

### Referral Profile

The program is designed as a highly structured option for maintaining a youth in their home and community helping avoid an out of home placement. There is not a specific length of stay (decided on a case by case basis); a student can be in the program for several weeks to a year or more. It is recommended that a student have a suspended commitment to further placement should they not be successful in addressing their treatment goals. The program accepts youth under the following guidelines:

- Delinquent and dependent youth, and school district referrals, in need of behavioral and educational intervention in a community-based setting
- Male/Females 6<sup>th</sup> – 12<sup>th</sup> Grade
- Social misconduct
- Drug and Alcohol and Mental Health counseling services on campus (drug testing available as requested).
- Psychological evaluations can be conducted through Diakon's FLS on an as need basis; costs associated with evaluations will be billed to the county separately.
- School misconduct / Academic problems, including learning issues and truancy – youth will receive educational assessments in reading and mathematics, at both intake and discharge, using the Classroom Diagnostic Tool (CDT). Academic credits are provided through the Capital Area Intermediate Unit (C.A.I.U.). If warranted, and with proper authorizations, the C.A.I.U. can complete a Psychological Evaluation including I.Q. testing and screening for learning disabilities. Individual Educational Plans (IEP) are coordinated and supported by the C.A.I.U.
- Credit recovery program (available as requested on a case by case basis)
- GED prep and testing when needed/appropriate.
- Family Engagement – three Family Development Meetings are offered during a student's full participation with Center Point. Families are required to attend during normal programming hours. Sessions are focused on building parental skills and reparation of parent/child relationships. Arrangements can be made to conduct meeting(s) in a family's home.



- Accountability for probation violations including for non-compliance related to Weekend Alternative Program discharges
  - Students may be referred to start with other programs such as Bridge and/or the Weekend Alternative Program.
  - Students may be referred to start the program and have the Weekend Alternative Program used as sanctions only.
- Medical clearance is a mandatory requirement – activities are physically challenging
- Youth on medication accepted.
- Students are transported to and from center point for programming. Parent(s)/Guardian(s) are responsible for all other transportation needs and scheduling of appointments.

**Program Mission:**

Through a healing centered approach, we strive to nurture change and growth in youth, families, and communities

**Program Goal:**

“Every Student a Successful Graduate” - Youth who are productive, connected and engaged positively in their schools and communities.

**Program Objective:**

Students will build a foundation of knowledge and skills through successful completion of their individualized treatment goals directed by their Individual Success Plan, which encompasses a trauma-informed approach in the following domains:

- 1.

## Center Point Day Program Components

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Competency skill development is presented through an array of different modalities including classroom instruction, vocational training counseling groups, adventure-based activities, experiential learning, community service projects and a curriculum-oriented approach.

### Skill areas

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#### Academic Skills:

- Educational programming at the Wilderness Center is provided through the Capital Areas Intermediate Unit (C.A.I.U.)
- All Certified teachers are and two have a Special Education Certification
- IEP reviews and evaluations are conducted as necessary
- Assessment of educational achievement at intake and discharge
- Small class sizes (1 teacher and 12 students)
- Two Mental Health workers five-days-a-week
- Two Social Worker five-days-a-week
- Two Educational Para-Professionals
- Credits earned fully transferable
- Study skills sessions
- Truancy issues managed through family engagement

#### Pro-Social Skills:

- Communication
- Emotional/Anger Management & Conflict Resolution
- Self-esteem building
- Developing positive peer relationships
- Decision making
- Community Service
- Vocational Skills- Work Force Readiness, Horticulture, & Indoor Outdoor Maintenance
- Mental Health (D&A & Counseling provided by Diakon's Family Life Services Outpatient)
- Evidence Based programming
  - Girls Circle
  - Boys Counsel
  - Anger Management
  - Substance Awareness/Towards No Drug Abuse
  - Restorative Practices
  - Wilderness based teambuilding

## Work Force Development/Independent Living – Employable Portfolio Content

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### Section 1: Employable Competencies

- A copy of the PACTT Employable/Soft Skills Checklist with the completed competencies marked
- Information on career fields – information on two career fields that the student has researched based on his or her specific interests
- Career plan – A written plan focusing on action steps, resources, and time needed to be successful in the student's identified career
- Cover Letter and Resume
- Personal fact sheet – a list of facts that would help a student to complete a job application (i.e. addresses and phone numbers of references, personal contact information, social security number, etc.)
- A completed job application to use as a model
- Completed W4 and I-9 forms to use as samples
- Request for references – sample letters/ E-mails requesting a reference from non-family members
- Possible interview questions and developed responses

- Financial Aid - completed copy of a FAFSA application (if of appropriate age), and/or information on where to obtain financial information for post-secondary opportunities

## **Section 2: Education and Career and Technical Training**

- Copy of a current transcript
- Career and technical competency list – a copy of a career and technical competency list that was used doing career and technical instruction. The competencies that are completed should be marked off and signed by an instructor. Copies should also be placed in the students’ educational and discharge files
- Entry-Level certifications (ServSafe, Valvoline, OSHA-5, First Aid & CPR) original certifications should be placed/secured in the portfolio. Copies of certifications should be placed in the students’ educational and discharge files.

## **Section 3: Awards, Certifications of Completion, Honors**

- Any awards, certifications, and honors placed in this section

## **Section 4: Resources**

- Resources that may help a student with future education or employment opportunities go in this section; including copies of fact sheets developed by the Juvenile Law Centre

## **Section 5: Miscellaneous**

- Any other information, awards, or relevant information are included in this area
- RESCARE – Offering students opportunities to receive stipends for workforce experiences

## **Vocational Skills**

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Vocational skills training is presented by program staff members to enhance a students’ job preparation skills and future employability. Deserving graduates will be provided with a certificate of achievement, a letter of recommendation from the program, and/or an internship over post-programming, if applicable. Attainment of these skills will equip students to pursue either part or full-time job opportunities in their communities. Vocational training is available to interested students in three different areas, they are:

- Horticulture – planting, growing, harvesting, and marketing products grown in an on-site 14,000 square foot greenhouse
- Indoor Outdoor Maintenance – Facility Management.
  - o Educational credits are given to students who meet educational requirements
  - o Center Point is affiliated with PACTT (Pennsylvania Academic & Career Technical Training)
  - o Community service hours are earned through volunteering to work for non-profit organizations within the geographic area of the facility, independent living homes, local community gardens, social projects, i.e. campus/vocation/education
  - o Basic Mechanics
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## Family Engagement

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Through a healing-centered approach, the Clinical Restorative Practice Coach (CRPC) will work closely with each family. The CRPC is responsible for coordinating/facilitating, recording, maintaining, tracking & distributing the below documentation via intake memo and Individual Service Plan reports.

Upon beginning the program, an Individual Service Plan (ISP) meeting will be conducted within 30 days of the date of placement. The entire service team, including the family, will be invited via emailed invitation and/or phone call. If the parents or the agency representative(s) are not able to be present, the ISP can, in most cases be conducted via teleconference. During the meeting, students' goals will be established in the following areas: Outside Agency/ Leisure and Recreation, Substance Abuse, Education, Employment/Vocational, Behavior, and Family Participation.

Competency will be developed in the relation to these goals as well as personal coaching related to progress and family feedback. Family development meetings will be provided for a family and student of Center Point. The meetings will help the family identify student and family strengths, concerns, available resources, and intended goals. These factors stem from a strength-based approach that supports the family and student in creating a Family Plan and student-created goals that are agreed upon through collaboration. These goals will be represented in the Individual Service Plan as students' Family-Based Goals. During the meeting, a review of the education plan and a progress report of the student's current status in the program will be discussed. The goal is to have as many resources available for a student and their family to be successful in their community, using a strength-based and collaborative approach.

Throughout the program year, families will be invited to schedule events called Community Days to participate in specially designed activities to create fun, shared experiences. The families will have the opportunity to meet with program staff and teachers, share a meal prepared by the students in our culinary program, and participate in a variety of Community Day activities.

## Restorative Practices

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*Restorative practices* refers to a defined set of behaviors used by students, staff, and administrators in an effort to establish, maintain, and rebuild relationships. Establishing positive relationships begins with the staff member creating a sense of community within the classroom. Through a shared sense of community, instances of disruptive behavior are diminished.

When disruptive behaviors occur in the program, the result is harm to the program and to individuals. The student responsible for causing the harm should engage in restorative practices in order to return the relationships or the community to their original, positive state.

**Restorative conversations** – Restorative conversations are the first step to repairing a damaged relationship. During these conversations a staff or teacher will lead the conversation using affective statement with all parties involved. Restorative practices are not disciplinary actions and should not be considered disciplinary responses to inappropriate behavior. Restorative practices are a way to engage a student to repair relationships within the community to maintain a positive culture.

### **Affective Questions:**

#### **Directed to the person demonstrating challenging behavior:**

1. What happened?
2. What were you thinking of at that time? And What have you thought of since?
3. Who has been affected by what you have done? In what way have they been affected?
4. What do you think you need to do to make things right?

#### **Directed to the person that has been harmed:**

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?



## Diakon Responsibilities

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**Executive Director:** responsible for the overall direction, administration, and quality of the Day Program, Bridge, Wilderness Challenge, and Weekend Alternative Program.

**Assistant Administrator:** responsible for planning and implementing programming within the Day Program, including supervising shift supervisors.

**Program Supervisor:** responsible for the day-to-day safety and direct supervision of the program.

**Clinical Restorative Practice Coach:** responsible for the clinical treatment and student progress at Center Point Day Program. The CRPC is responsible for all Restorative Practice aspects of the program and assists with the coaching and training of staff members. Collaborates with CAIU and Center Point staff on ways how to support students' needs during programming. Responsible for being an advocate for Center Point students and families, through collaboration (FDP meetings, treatment plans, students' progress), guiding families to community resources, and fostering a positive and healthy family relationship with the student and family.

**Behavior Interventionist:** provides individual and group support/competency services to an assigned group of students. In addition, behavior planning/follow-up and communicating to all pertinent parties.

**Day Program Counselor:** responsible for the day-to-day safety and direct supervision of program participants, providing individual and group support/competency services to assigned groups of students.

**Day program Activities Assistant:** responsible for supporting the day-to-day operations of the Center Point programming including transportation to and from the program, keeping appointments and supporting the supervision of youth enrolled in the program.

## General Information

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### Building Administrators and Office Staff

|   |                    |  |
|---|--------------------|--|
| Jason Brode, Executive Director                       | 717-960-6724       | <a href="mailto:brodej@diakon.org">brodej@diakon.org</a>     |
| Jeremias Garcia, Assistant Administrator              | 717-960-6745       | <a href="mailto:garciaj@diakon.org">garciaj@diakon.org</a>   |
| Tim Dorsey, CAIU Supervisor                           | 717-732-8400 X8614 | <a href="mailto:tdorsey@caiu.org">tdorsey@caiu.org</a>       |
| Natasha Goodhart, Clinical Restorative Practice Coach | 717-960-6736       | <a href="mailto:goodharn@diakon.org">goodharn@diakon.org</a> |
| Kristin Weary, Administrative Assistant               | 717-960-6701       | <a href="mailto:wearyk@diakon.org">wearyk@diakon.org</a>     |

## School Hours and Calendar

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The instructional hours at Center Point Day Treatment Program are 7:45 a.m. to 2:30 p.m., Monday through Thursday and 7:45 a.m. to 12:00 p.m. on Fridays. Students may enter the building at 7:45 a.m. Center Point is not responsible for students who are dropped off at school prior to 7:45 a.m. Center Point Day Treatment Program operates on its own calendar. The school calendar will be distributed the first week of school.

## Schedule for Interim Reports and Report Cards

### End of Marking Period

October 27  
January 18  
March 26  
June 3

## Emergency and Inclement Weather Procedures

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### Emergency Contingency Plans

If an emergency should arise when students are in school, appropriate action will be taken to protect the health and safety of everyone. Throughout the school year, the students and staff will participate in planned safety drills. This includes fire drills, intruder drills, and severe weather drills. We will continue to follow the guidance of the CDC, the governor, and/or the Pennsylvania Department of Education regarding Covid-19. If you have any questions, please contact your student's program supervisor.

### Changes to School Sessions Due To Inclement Weather

In the event that a classroom or building is required to close due to Covid-19, you will be contacted via our **Remind App** via text message or email. You may also be contacted by other Center Point staff to confirm receipt and information. If a classroom or building has to close due to Covid-19, we will shift from in-person learning to virtual instruction and you will receive details from your student's teacher. For this reason, it is critical that your student's teacher have current phone numbers should you need to be reached at any time during the day.

Center Point may occasionally need to delay the opening of or close school, or provide an early dismissal due to weather or other emergencies. In these situations, Center Point will announce delays, closings, and early dismissals via the **Remind App** and on the Diakon Wilderness Center Website. Additionally, a web-based communication system, will be used to communicate with all parents/guardians through a recorded phone message in the event of a delay, closing, or early dismissal. Parents/guardians are encouraged to tune in to local television/radio stations when there is a forecast for severe weather while school is in session.

- Students whose home school district is cancelled due to weather are excused from Center Point that day. ALL other students must attend.
- If a student's home district is operating on a weather related delay, then they are on that delay.
- Otherwise, *Center Point* Follows South Middleton School District for weather related closings and delays.

### Make-up Days

Please note that the CAIU calendar may not align exactly with a district's calendar. This is because of differences in the number of staff days and when in-services are scheduled.

IMPORTANT NOTE: A student's home school district may also announce a delay, closing or early dismissal. If your local conditions warrant it, your student's transportation driver may follow your home district's schedule and contact you with alternate plans/times. Please direct any questions regarding Center Point delay, closing, or early dismissal policies to the program Supervisor.

### Communication

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

### Classroom Visitation

Parents are welcome to visit their student's classroom, but are asked to give 48-hours' notice prior to scheduling the visit with the classroom teacher. In order to minimize disruption to the educational program, staff will coordinate and schedule the visit (typically kept to 1 period during instructional time only). Time to conference with the teacher can also be scheduled; however, it should not take the teacher away from instructional time with the class. All visitors must bring valid government issued identification.

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

### Parent/Teacher Conferences

As the need arises, parent/teacher conferences may be arranged by appointment with each student's teacher. Parents wishing to schedule a conference may submit a request in writing to their student's teacher. (A 48-hour notice is requested) The teacher will contact the parent/guardian to arrange for a mutually agreeable date and time. Conferences

scheduled during the instructional day may need to be time limited in order to minimize the impact on classroom instruction. If a parent requests an IEP meeting, the teacher will follow CAIU procedures to schedule the meeting.

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

### **Child Abuse Reporting Requirements**

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

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

### **Attendance**

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

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

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

- Unlawful applies to a student who is seventeen (17) years of age or younger.
- Unexcused applies to a student who is eighteen (18) years of age or older.

**Written Excuses:** All absences will be recorded as unlawful/unexcused until the Intermediate Unit receives a written excuse. The written excuse should be submitted to the student's classroom teacher upon the student's return to school and should include the student's full name, date(s) of absence, reason for absence, and signature of parent/legal guardian or physician. A written excuse is still required even if the parent/legal guardian previously contacted the school to report the absence. Excuse notes may be sent via email from the parent or legal guardian to the child's teacher.

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

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

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

A student returning from an extended absence (3 or more days) should submit a doctor's note. If a student accumulates ten (10) days of cumulative absences, a doctor's note for each absence, thereafter, may be required by the student's district of residence.

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

A person convicted of violating Compulsory School Attendance may be:

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

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

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

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

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

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

### **Withdrawals and Transfers**

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

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

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

**IMPORTANT:** If the student has not been enrolled into the new district and the family has moved, the student will not be permitted to attend Center point until enrollment is confirmed by the new school district.

## Transportation

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

- If your student is transported by Center Point, the driver will contact you prior to the start of school with your student’s pick up and drop off times.
- If your student is transported by the CAIU, the driver will contact you prior to the start of school with your student’s pick up and drop off times.
- If your student’s transportation is provided by your home district, please contact your district transportation office for information.
  - All drivers will give you contact phone numbers to call when your student is unable to attend school. Please contact your driver each day your student is unable to attend. If you are unable to contact them, you are urged to contact the Center Point Supervisor at 717-317-6680.

## Food Services

### Cafeteria Procedures

1. Students will transition to the cafeteria and sit in their assigned seat during their designated lunch period. Lunch periods are thirty (30) minutes long.
2. Lunch is a time for social interaction with peers. Students are encouraged to engage in quiet conversation with those seated in close proximity to them. Staff monitoring the lunch period will address any loud or disruptive behavior.
5. Breakfast and lunch are served daily and feature a complete meal. Beverages provided in school include water, fruit juices and milk products.

\*Students are not permitted to bring food or drinks from home. Any dietary concerns should be discussed with Center Point staff during the intake process.

## General School Health Guidelines

Please see Covid-19 specific guidance for information about daily monitoring and screening for your student. We ask that you check your student’s temperature, possible Covid-19 exposures, and symptoms DAILY before sending him or her to school. We will follow any masking recommendations made by the CDC and PA Dept of Health throughout the school year. Voluntary wearing of universal face covering will remain an option for staff, students, families and visitors.

Consistent with last school year, our approach to Covid-19 mitigation may change throughout the 2022-23 school year.

Staff, students, families, and visitors should stay home if they are not well or exhibiting Covid-19 symptoms (one or more symptoms in Group A; or two or more symptoms in Group B; or are taking fever reducing medication). Please call to inform the school of the absence and seek any appropriate medical treatment.

|  |   |
|--|---|
| <b>GROUP A</b><br>One or more symptoms | Cough, shortness of breath, difficulty breathing, new olfactory disorder, or new taste disorder   |
| <b>GROUP B</b><br>Two or more symptoms | Fever (measured or subjective), chills, rigors, myalgia, headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose |

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

A. Any student suspected of suffering from a contagious condition including, but not limited to, impetigo, pink eye, or scabies will be excluded from school until written notification of treatment and physician's release to return to school is provided by his/her physician.

B. Any student with nits or head lice will be sent home from school and is permitted to return only after successful treatment. Upon returning to school, the student needs to be transported to school by the parent and checked by the school nurse and/or designated staff prior to reentry to his/her classroom. The student will be readmitted to school and transportation services when he/she has been cleared for reentry by the school nurse or designated staff.

C. If your student is absent due to illness for more than three days, a doctor's excuse is required.

### **Illness and First Aid**

The appraisal of students' health occur each time a student is seen by a First Aid trained staff regardless of reason. Those who are seen for reasons of illness or injury are evaluated and treated. If it becomes necessary for a student to be sent home due to illness, the parent/guardian is responsible for transportation. In the event of an illness or injury whereby the student is to be sent home, Center Point staff will contact the parent/guardian and arrange for pick-up of their ill or injured student. It is then the parent's responsibility to arrange for further care.

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

Center Point Day Treatment Program is committed to providing a safe and nurturing environment for students. Center Point understands the increasing prevalence of life threatening allergies among students and staff. Recognizing that the risk of exposure to allergens can be reduced in the school setting, Center Point is committed to working in cooperation with our educational community to minimize risks and provide a safe learning environment for all. Center Point relies heavily on parental cooperation in implementing these important safety precautions.

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

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

### **Required Student Physicals**

Center Point follows state guidelines regarding physicals. These can be provided through the family's primary care physician. Center Point staff will contact the family when the student is in need of a physical.

### **Medication Policy**

A. To the extent possible, school personnel encourage parents to administer medication at home before school, immediately after school, and at bedtime, unless otherwise specified by the physician.

B. If medication needs to be administered in school, it will be administered by the direct order of the physician and the written request of the parent or guardian.

C. The physician's direct written order must be provided to Center Point and include the following:

1. The name of the student.
2. The name of the medication.



3. The dosage of the medication.
  4. The time at which or special conditions under which the medication shall be given.
  5. The period during which the medication can be given if indicated.
- D. The medication must be in an original pharmacy container labeled with the student's name, name of medication, dosage of medication, instructions for administration, and physician's name.
- G. A parent/guardian is responsible for ensuring that the Center Point receives the medication and/or appropriate equipment necessary for implementing the administration/ procedure prescribed by physician. The parent/guardian may enlist a responsible adult to assist with the delivery of said items to Center Point. At the conclusion of the school year, unused medication and/or equipment shall be returned to the student's parent/guardian.

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

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Center Point Day Treatment Program is a smoke-free/tobacco free campus. Tobacco product encompasses not only tobacco, but also vaping products including Juuls and other electronic cigarettes. Smoking/vaping by students, staff, or visitors is forbidden on Center Point property.

# The Code of Student Conduct

## Tiers of Interventions

Major initiatives in Center Point are Restorative Practices and Positive Behavioral Intervention & Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Both of these initiatives have a Multi-Tiered Support System (MTSS). Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

### Three Tiers of Intervention:

#### Tier 1 – All Students

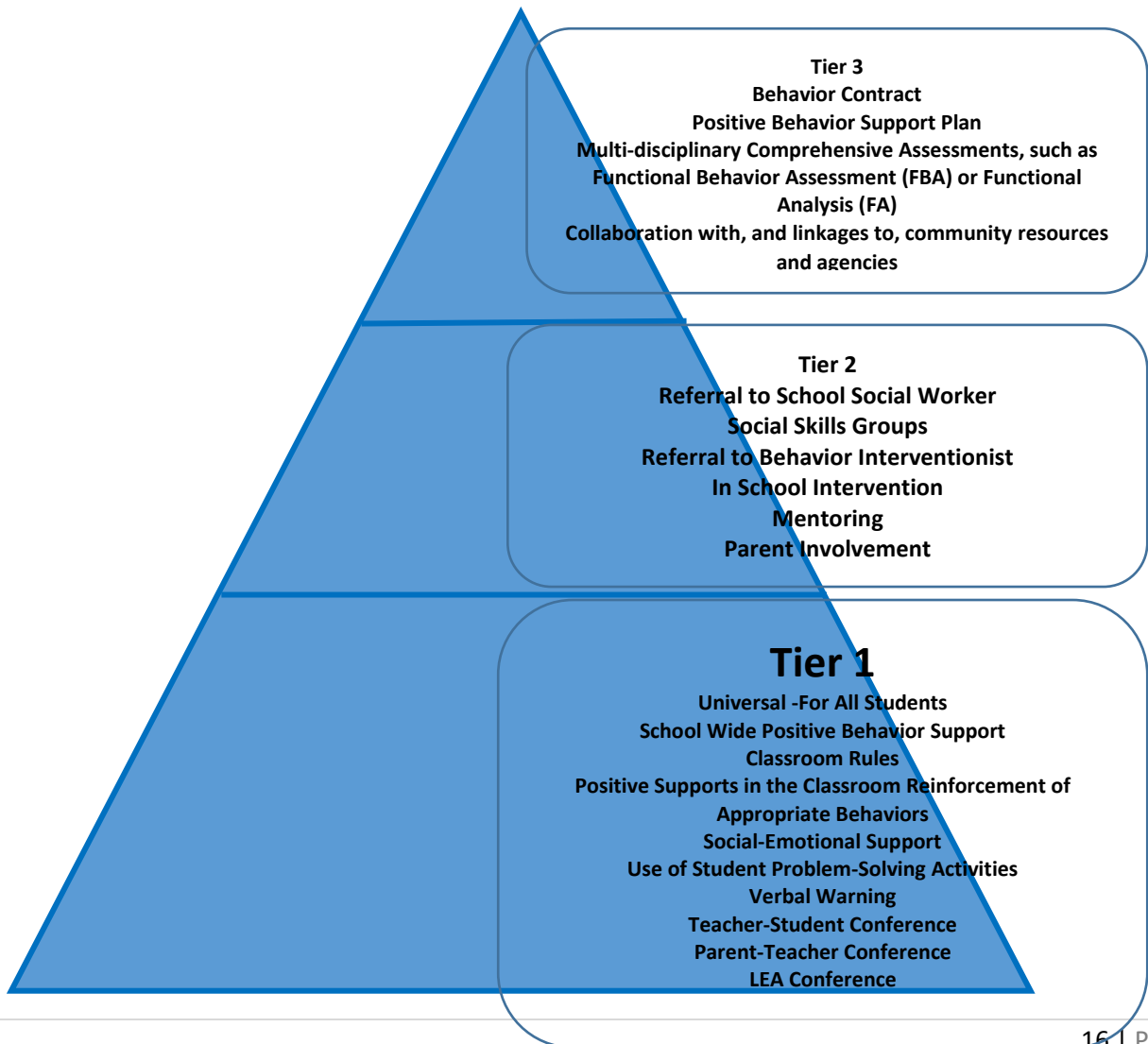
- general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

#### Tier 2 – Targeted Interventions

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

#### Tier 3 – Intensive Individualized Interventions

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



## **The Code of Student Conduct**

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### **Levels of Interventions**

**The Code of Student Conduct shall apply to all students at all times on all Center Point Day Treatment Program properties, including:**

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

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

As with any incident of student behavior, program administrators must exercise informed judgment as to whether a student's actions constitute a violation of the program's policy and/or regulation. The levels, shown on the following page, guide administrators to use progressive interventions to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed.

Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this Code of Student Conduct, the consequence may be expulsion from Center Point Day Treatment Program. Restitution for loss or damage may be required in addition to any other prescribed intervention.

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

## Minor Behavioral Offense/Violation

|   |  |
|---|--|
| <p><b>Attack-</b> Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.</p> <p><i>...on students</i><br/> <i>...on others</i><br/> <i>...on staff</i></p>   | <p>Category 5 (Transient Threat)- no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action</p> |
| <p><b>Class skipping</b> – any unauthorized absence from school or class.</p>   |  |
| <p><b>Computer Misuse-</b> Any unauthorized or inappropriate use of technology-related resources.</p>   |  |
| <p><b>Destruction of Property/Vandalism -</b><br/>         Damage, destruction, or defacement of property belonging to the school or others.</p>  | <p>Low Value (Below 25\$)</p>  |
| <p><b>Disrespect Toward others-</b> Inappropriate comments or physical gestures to others.</p>  |  |
| <p><b>Disruption of program/classroom-</b> that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to, chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, etc.</p>  |  |
| <p><b>Violation of dress code -</b> Wearing items that do not meet dress code requirements.</p>   |  |
| <p><b>Inappropriate Language -</b> Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening.</p>   |  |
| <p><b>Improper Physical Contact -</b> Forceful actions against another— unintended to do physical harm, i.e. horseplay, roughhousing.</p>   |  |
| <p><b>Defiance/Insubordination -</b> Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, which includes, but is not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow search.</p> |  |
| <p><b>Leaving an Area / Elopement</b></p>   | <p>On Campus- Leaving the classroom or other assigned area without permission from the adult in charge and</p>   |
| <p><b>Public Display of Affection-</b> acts of physical intimacy in the view of others, such as, Hugging, Holding Hands, Sitting on a lap, kissing</p>  |  |
| <p><b>Stealing- below 25\$-</b> the action or offense of taking another person's property without permission or legal right and without intending to return it</p>  |  |
| <p><b>Inappropriate Language-</b> coarse joking, using cuss words, name-calling, exclusion, etc.</p>  |  |
| <p><b>Property Misuse-</b> using their own or other's property inappropriately (at the wrong time or for the wrong purpose).</p>  |  |
| <p><b>Sleeping during class or activity</b></p>   |  |
| <p><b>Refusal to participate during class/activity</b></p>  |  |

| <b>Major Behavioral Offense/Violation</b>  |   |
|--|---|
| <p><b>Alcohol and other drugs</b> - Alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs, over-the-counter medications, look-alikes, and substances represented as controlled substances, and drug paraphernalia.</p> <p>• <b>1st Offense:</b><br/><i>Suspension and CPDAC or DCDDA</i></p> <p>• <b>2nd Offense:</b><br/><i>May request extended</i></p>  | <p><b>Under the Influence</b>- state of intoxication which is criminal during certain activities, such as public intoxication</p>   |
|  | <p><b>Possession</b>- The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense.</p>  |
|  | <p><b>Consumption</b>- The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.</p>  |
|  | <p><b>Distribution</b> - A student has disseminated or transferred any of the substances listed in this offense with or without compensation.</p>   |
|  | <p><b>Possession with Intent to distribute</b> - The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to another person/ people with or without compensation.</p> |
| <p><b>Arson/Fire</b> - Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.</p>   |   |
| <p><b>Attack</b>- Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.</p> <p><i>...on students</i><br/><i>...on others</i><br/><i>...on staff</i></p>  | <p><b>Category 1</b>- A physical attack causing serious physical injury</p>   |
|  | <p><b>Category 2</b>- A physical attack causing minor physical injury</p>   |
|  | <p><b>Category 3</b>- A physical attack without injury but may include other aggressive physical action against another</p>   |
|  | <p><b>Category 4 (Substantive Threat)</b> - threats where there is a serious intent to harm someone</p>   |
| <p><b>Bomb Threat</b>- The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause in writing, in person, or by phone.</p>  |   |
| <p><b>Bullying</b> - Repeated, conscious, willful and deliberate intent, direct or indirect, to physically or psychologically intimidate or distress someone else; physical, social, or verbal actions or intimidation toward another person with negative intent.</p>   |   |
| <p><b>Destruction of Property/Vandalism</b> - Damage, destruction, or defacement of property belonging to the school or others.</p>  | <p>High Value (25\$ and above)</p>  |
| <p><b>False Fire Alarm</b>- Pulling a fire alarm or reporting a fire or other dangerous situation without valid cause.</p>   |   |
| <p><b>Harassment/intimidation</b> Intentional conduct, including verbal, physical, or written conduct, or intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefit opportunities, or performance, or a student's physical or psychological well-being and is:</p> <ul style="list-style-type: none"> <li>• Motivated by bias based on an actual or a perceived personal characteristic, including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or</li> <li>• Threatening or seriously intimidating; and either occur on school property, a school activity or event; or on a school bus; or substantially disrupt the orderly operation of a school. This can include harassment and stalking.</li> </ul> |   |
| <p><b>Leaving an Area / Elopement</b></p>  | <p><b>Off Campus</b> leaving school grounds during regular school hours without permission and without a parent/guardian or someone listed on the emergency card.</p>   |
| <p>Putting Substances in another person's food or drink or on another person's body - Putting any substances in another person's food or drink, which poisons or contaminates that food or drink, or on a person's body, which causes injury or harm to the person.</p>  |   |
| <p><b>Sexual Activity</b> - Inappropriate behavior of a sexual nature, including, but not limited to, indecent exposure, consensual sex, or possession of sexually explicit material.</p>  |   |

|  |   |
|--|---|
| <b>Sexual Assault</b> - Intentionally engaging in behaviors toward others that are physical and sexually aggressive; unwanted touching of another.   |   |
| <b>Sexual Harassment</b> - Unwelcome sexual advances, requests for sexual favors, and/or other intentional and inappropriate verbal, written, or physical conduct of a sexual nature (physically suggestive actions but not actual touching).  |   |
| <b>Tobacco:</b> Possession, use, sale, or distribution of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus. | Possession- The student has on his/her person, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense.  |
|  | Consumption- The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.  |
|  | Distribution - A student has disseminated or transferred any of the substances listed in this offense with or without compensation.   |
|  | Possession with Intent to distribute - The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to another person/ people with or without compensation. |
| <b>Trespassing</b> - Being on school property without permission, including, refusing to leave property, while suspended or expelled; includes breaking and entering.  |   |
| <b>Unsafe Actions</b> - Any action that has the potential to cause danger or physical harm to self or others, to include Reckless Vehicle Use.   |   |
| <b>Weapon-</b> Use of a weapon to injure any person on school property.  |   |
| <b>Refusal of Check-In</b>   |   |
| <b>Refusal to complete RLC</b>   |   |
| <b>Theft- above 25\$-</b> the action or offense of taking another person's property without permission or legal right and without intending to return it   |   |



## The Code of Student Conduct- Behavior on the School Transportation

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

### Video/Digital Cameras and Recording Devices

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

| <b>Transportation Behavior Expectations &amp; Safety Requirements for All Students</b>   |   |
|--|---|
| <p>Riding the school vehicle is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the vehicle. School suspension is a possible sanction.</p> <p>Students are expected to observe the following rules for safety and courtesy on the bus. Parents are responsible for the supervision and safety of students from home until they board the vehicle, and from the vehicle stop to home.</p>  |   |
| <b>Waiting for Transportation</b>  | <b>When Transport Arrives</b>   |
| <ul style="list-style-type: none"> <li>• All Center Point students will be transport directly from their place of residence to Center Point and back.</li> <li>• Exercise safe pedestrian practices while on the way to the waiting area.</li> <li>• Students need to be ready to board the vehicle 15 minutes before the scheduled pickup.</li> <li>• Be aware, cautious, and respectful of traffic.</li> <li>• Wait in a safe place, clear of traffic, and away from where the transport vehicle stops.</li> </ul>   | <ul style="list-style-type: none"> <li>• Remain at the waiting area until the vehicle comes to a complete stop.</li> <li>• Check traffic from all directions, then check again.</li> <li>• Before walking from the waiting area to the entrance of the vehicle be certain that all traffic in all directions has stopped.</li> <li>• When safe to board, do so promptly.</li> <li>• Upon entering the vehicle proceed directly to an available or assigned seat</li> </ul>  |
| <b>During Transport</b>  | <b>Exiting Transport</b>  |
| <ul style="list-style-type: none"> <li>• Follow instructions of transport personnel.</li> <li>• Be respectful of all people, including all vehicle personnel.</li> <li>• Use language appropriate for the school setting.</li> <li>• Keep the vehicle neat and clean.</li> <li>• Do not eat or drink.</li> <li>• Talk quietly and politely.</li> <li>• Students must sit in their assigned seat, if one has been assigned by school vehicle personnel or school staff.</li> <li>• Stay seated while the vehicle is in motion; keep aisles and exits clear.</li> <li>• No hazardous materials, nuisance items, or animals are permitted on the vehicle.</li> <li>• Be respectful of the rights and safety of others.</li> <li>• Do not extend head, arms, or objects out of vehicle windows.</li> <li>• Appropriate use of electronic devices including, but not limited to, cell phones and tablets that does jeopardize the safe operation of the vehicle or the safety of the Vehicle occupants is permitted.</li> <li>• Remember that school rules apply to the school vehicle. For example, use or possession of tobacco products, alcohol, and other drugs is not allowed.</li> </ul> | <ul style="list-style-type: none"> <li>• Remain seated until the vehicle comes to a complete stop.</li> <li>• Exit the vehicle at the vehicle stop area in an orderly manner.</li> <li>• Exit at your designated stop only</li> <li>• Check traffic from all directions, then check again.</li> <li>• When safe to exit, do so promptly.</li> <li>• Be aware of and avoid the “danger zone,” the twelve-foot area immediately surrounding the stopped school vehicle.</li> <li>• Exercise safe pedestrian practices while on the way from the vehicle stop to your home.</li> <li>• Students should go directly into the residence upon exiting transportation</li> </ul> |

## Student Responsibilities

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

### Student Attire

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

#### Clothing

- Cannot create a disruption to the learning environment (as deemed by school staff/administration)
- Cannot show profanity, obscenity, violence, sex, or symbols of hate
- Cannot promote alcohol, tobacco products, or drugs
- Cannot promote gang colors or gang-related signs
- No dresses or skirts unless shorts are worn under them
- Avoid shorts/pants with high slits, frays or revealing cutouts
- Shorts must be no shorter than mid-thigh length, should not pose the risk of exposing to private areas
- No visible midriffs
- No see through clothing
- No exposed underwear, including; boxers, boxer briefs, boy shorts, thongs, etc.
- No spaghetti strap tank tops/camisoles, off the shoulder straps/halter tops, bralettes, backless shirts, strapless, or drop arm tanks
- Shoes must be closed-toed and have a back
  - No Steel toed shoe
- Center Point is a wilderness based program, any clothing that hinders the capability of participating in program activities will be deemed as inappropriate

**Remember:** You will be working and traveling in a wilderness area, where mud, water, dirt, and rocks are prevalent.

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

## Technology Resource Use by Students

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

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

#### **Students shall:**

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

#### **Students shall not:**

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

### ***Directed Internet use***

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

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

Students are allowed to utilize cell phones while in the van, however, they are required to turn in the phone during the check-in process. Cell phones should not be shared with other students. If utilizing the phone for music, the student must be wearing headphones.

No pictures or videos should be taken of other students or staff members.

- If a student is caught with a cell phone or refuses to turn it in during check-in:
  - First Offense= the cell phone will be confiscated and returned at the end of the day.
  - Second offense= the cell phone will be confiscated and a parent or guardian will have to pick it up.
  - Third offense= the cell phone will be confiscated and a parent or guardian will have to pick it up.
  - Forth Offense or higher= the restorative process will be followed and may include a formal conference

### **Contraband**

Students should have nothing but clothing on their person at Center Point.

#### **Exceptions:**

Writing Journal, appropriate Jewelry, house Key, chap stick, feminine products

- When a student has work or an appointment, they may bring a bag with a change of clothes and a wallet, which will be searched by staff upon arrival – **this must have prior approval by program supervisor ahead of time**
- Contraband **includes**, but is not limited to:
 

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>○ Any amount of money</li> <li>○ Pens and pencils</li> <li>○ Lighters</li> <li>○ weapons</li> <li>○ Cigarettes, Juuls, Vape, vape batteries, etc.</li> </ul> | <ul style="list-style-type: none"> <li>○ Prescription and non-prescription drugs</li> <li>○ Food &amp; Liquids</li> <li>○ Combs/Brushes</li> <li>○ Make up</li> <li>○ Body spray</li> <li>○ Purses, gym bags, etc.</li> </ul> |
|---|---|

  - ALL bags that are brought in will be searched upon arrival and students will not have access to bag/item during the school day.
  - All items that are deemed unsafe or could do harm (drugs, tobacco, liters, vapes, food, drinks, etc.) will NOT be returned to students at the end of the day

## Explanation of Point System

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Points are earned on a scale of 1-5 (5 being the highest points earned). The scale is defined as follows:

**5=** I met all of the expectations. I completed all assignments and followed all the classroom norms and Restorative rules without redirection.

**4=** I completed all assignments and followed all classroom norms and restorative rules with only minor redirections to stay on task or check my behaviors. I accepted redirection the first time.

**3 =** I completed all assignments, however, I needed multiple redirections to follow all of the classroom norms and restorative rules. I was unwilling at first to follow redirections but eventually responds.

**2 =** I did not complete my assignments, I needed multiple redirections to follow all of the classroom norms and restorative rules. I was unwilling at first to follow redirections but eventually responds. I left my assigned area without permission, however, returned missing less than  $\frac{1}{4}$  of the class.

**1 =** I did not complete my assignments, I needed multiple redirections to follow all of the classroom norms and restorative rules. I did not respond to redirection. I left my assigned area without permission, however, returned missing less than  $\frac{1}{2}$  of the class.

**0=** I did not complete my assignments, I needed multiple redirections to follow all of the classroom norms and restorative rules. I did not respond to redirection. I left my assigned area without permission, and did not return or missed more than  $\frac{1}{2}$  of the class. I slept through the class or refused to attend. I was asked to leave the room due to my behavior. I broke one of the Restorative Rules.

**Level System**

| <b>Level</b>   | <b>Expectation</b>  | <b>Incentives</b>  |
|----------------|---|--|
| <b>Level 1</b> | <ul style="list-style-type: none"> <li>• 70% or higher for 3 consecutive weeks (earning 175+ points per week)</li> <li>• Once on level 1- must maintain 70% or higher weekly</li> <li>• After 2 consecutive weeks of lower than 70% student will drop 1 level</li> <li>• 1 major referral= drop 1 level</li> <li>• 3 minor referrals of same offense= drop 1 level</li> </ul> | <ul style="list-style-type: none"> <li>• Extra 25 school store points per week</li> </ul> <p>*Must be on at least level 1 to be considered for reward trips and level incentives</p>   |
| <b>Level 2</b> | <ul style="list-style-type: none"> <li>• 75% or higher for 3 consecutive weeks (earning 190+ points per week)</li> <li>• Once on level 2- must maintain 75% or higher weekly</li> <li>• After 2 consecutive weeks of lower than 75% student will drop 1 level</li> <li>• 1 major referral= drop 1 level</li> <li>• 3 minor referrals of same offense= drop 1 level</li> </ul> | <ul style="list-style-type: none"> <li>• Eligible to choose assigned table in the dining hall</li> <li>• Extra 50 school store points per week</li> </ul>  |
| <b>Level 3</b> | <ul style="list-style-type: none"> <li>• 80% or higher for 3 consecutive weeks (earning 200+ points per week)</li> <li>• Once on level 3- must maintain 80% or higher weekly</li> <li>• After 2 consecutive weeks of lower than 80% student will drop 1 level</li> <li>• 1 major referral= drop 1 level</li> <li>• 3 minor referrals of same offense= drop 1 level</li> </ul> | <ul style="list-style-type: none"> <li>• Eligible to choose assigned seat in the dining hall</li> <li>• Eligible to attend Thursday school store</li> <li>• Extra 100 school store points per week</li> </ul>  |
| <b>Level 4</b> | <ul style="list-style-type: none"> <li>• 85% or higher for 3 consecutive weeks (earning 215+ points per week)</li> <li>• Once on level 4- must maintain 85% or higher weekly</li> <li>• After 2 consecutive weeks of lower than 85% student will drop 1 level</li> <li>• 1 major referral= drop 1 level</li> <li>• 3 minor referrals of same offense= drop 1 level</li> </ul> | <ul style="list-style-type: none"> <li>• Eligible to choose seat in circle</li> <li>• Eligible to choose assigned seat in the dining hall</li> <li>• Eligible to attend Thursday school store</li> <li>• Extra 150 school store points per week</li> </ul>   |
| <b>Level 5</b> | <ul style="list-style-type: none"> <li>• 90% or higher for 3 consecutive weeks (earning 225+ points per week)</li> <li>• Once on level 5- must maintain 90% or higher weekly</li> <li>• After 2 consecutive weeks of lower than 90% student will drop 1 level</li> <li>• 1 major referral= drop 1 level</li> <li>• 3 minor referrals of same offense= drop 1 level</li> </ul> | <ul style="list-style-type: none"> <li>• Eligible to choose seat in circle</li> <li>• Eligible to choose assigned seat in the dining hall</li> <li>• Eligible to attend Thursday school store</li> <li>• Eligible to run routines and circles</li> <li>• Extra 250 school store points per week</li> </ul> |

## Grievance Policy

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To assume that all students having issues or concerns are address in a satisfactory manner, the Diakon Wilderness Center has established the following grievance policy and procedure:

1. Grievance forms will be available to all students upon request. These forms will also be accessible on or near each grievance box.
2. If a student requests a grievance form they will be given one at the earliest convenient time to do so and will be appropriated time to complete the grievance form and place it in the box.
3. All grievance boxes will be emptied during end of day security checks and will be sorted and filed in the appropriate program directors mail box.
4. All grievances must be responded to by the appropriate program director within 48 hours with the exception of those filed on Friday. All grievances filed on a Friday will be responded to no later than Monday afternoon.
5. If at this time the student feels the issue is still unresolved, the grievance will be filed with the Administrator of the Wilderness Center. The Center Administrator will then review the grievance, which may (but not necessarily) include discussion with the student and all pertinent staff. The Center Administrator will decide the issue within the maximum time of one week and report the results of his/her decision at the next staff meeting.
6. Should parents feel that their youth's rights of safety have been violated, they may contact the youth's Case Manager or appropriate Director to address the issue through the grievance procedure.



## **Student Discipline**

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### **Disciplinary Action**

Students spend the majority of their time in classroom environments where behavior is expected to meet the high standards set by Center Point Day Treatment Program.

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

### **In School Intervention**

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

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

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

## Glossary

### Absence, unlawful

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

### Absence, lawful

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

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

### Academic Dishonesty

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

### Alcohol and Other Drugs

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

### Possession

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

### Consumption/Use

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

### Distribution/Sale

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

Possession with Intent to

### Distribute

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

### Ammunition

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

Any other object which by virtue of its shape or design gives the appearance of any of the aforementioned.

school-sponsored activities. Students and parents are required to participate.

### Arson/Fire

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

### Attacks

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

#### Category I

A physical attack causing serious physical injury

#### Category II

A physical attack causing minor physical injury

#### Category III

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

### Category IV (Threats)

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

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

### Behavioral Contract

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

### Bias Behavior/Language

Intentional conduct, including verbal, physical, graphic or written conduct, or an intentional electronic communication directed towards a person or group of persons that:

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

### Bomb Threat

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

### Bullying

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

Cyber-bullying, Relational Bullying)

### Bystanders

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

### Cell Phone Misuse

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

### Computer misuse

Any unauthorized or inappropriate use of technology-related resources.

### Category I

- Intentionally loading/distributing a virus, malware, malicious program
- Installing/running/using/distributing a keystroke logger program (used to capture logon credentials/ passwords/
- Possession of a keystroke logger including on portable media
- Using or attempting to use credentials other than your own
- Altering or attempting to alter grades/any school record. Includes attendance, test scores

- Theft of hardware or components/parts
- Changing configuration(s) on network equipment. Includes servers, switches, and routers

### Category II

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

### Category III

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

### Category IV

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

### Conference

A communication that takes place either face

-to- face or by telephone.

### Conflict Resolution

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

### Consequence

A result that follows from an action or condition.

### Criminal Behavior

Any behavior that is considered an infraction against the law.

### Cutting Class

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

**Cyber-bullying** (Posted in public forum) The use of information and communication technologies — email, mobile devices, text messages, instant messaging, defamatory personal websites, personal polling sites, or a combination of these — to support deliberate, repeated, and hostile behavior by an individual

or group with the intention of physically or psychologically intimidating others.

(See also Bullying)

#### **Dangerous Implements**

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

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

#### **Detention**

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

#### **Disrespect Toward Others**

Inappropriate comments or physical gestures to others.

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

#### **Disruptive Clothing or Appearance**

Articles of personal appearance that may create a significant risk of a material and substantial disruption to the educational process or the operation of the school. This includes, but is not limited to, clothing, hats, jewelry, book bags, or other articles of personal appearance which depict profanity, vulgarity, obscenity, violence, symbols of hate, or promote use or abuse of tobacco products, alcohol, or other drugs, gang colors or gang-related signs on personal or school material. Additionally, except in individual cases as approved by the principal of a school, the following specific items are not permitted: bare feet, tank tops, hats, caps, hoods, chains, spikes, or other head wear except as required for health, safety, or religious purposes, and clothing worn in such a manner so as to reveal underwear or bare skin between the upper chest and mid-thigh.

#### **Due Process**

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

#### **Electronic Communication**

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

#### **Electronic Device Misuse**

Unauthorized/inappropriate use of communication devices, such as cell phones, and other electronic devices during the school

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

#### **Expulsion**

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

#### **Extended Suspension**

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

#### **False Fire Alarm**

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

#### **False Information/Accusations**

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

#### **Fighting**

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

#### **Fireworks/Explosives**

Combustible or explosive substances or combination of substances or articles, including fires, smoke bombs, and flares  
Forgery/Counterfeit Currency Purposely signing another person's name or making and/or distributing realistic copies of something, especially money, in order to defraud or deceive.

#### **Gambling**

Wagering money or property.

#### **Gang Related Activity**

A group or association of three or more individuals who individually or collectively:

- engage in a pattern of criminal activity;
- have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and
- have in common an overt or covert organizational or command structure, which includes but is not limited to:
  - a common name;
  - identifiable marks, colors, signs (gestures/terminology), or symbols;
  - a claim to turf or territory; and
  - associate on a regular basis.

Pattern of criminal gang activity (gang activity)  
The commission of, attempted commission of, conspiracy to commit, or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

#### **Solicit**

Urging, advising, inducing, encouraging, requesting, or commanding another.

#### **Underlying crime**

A crime as defined under Pennsylvania Law  
**Anti-social behavior**

Any conduct that may cause property damage or physical or psychological harm to others, including but not limited to, injury, harassment, theft, vandalism, and alcohol or illegal drug use, distribution or intent to distribute controlled dangerous substances.

#### **Gang-like activities**

Any demonstration of gang behaviors, inciting anti-social behaviors, or behaviors similar to those of gangs.

#### **Gang membership**

May include but is not limited to a group or organization comprised wholly or in part of students who seek to perpetuate a gang by taking in additional members from students enrolled in school, with the intent of participating in anti-social, criminal activity or violation of Center Point policies and regulations.

#### **Harassment and Intimidation**

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

- Motivated by bias based on an actual or a perceived personal characteristic, including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or
- Threatening or seriously intimidating; and either occur on school property, a school activity or event; or on a school bus; or substantially disrupt the orderly operation of a school. This can include harassment and stalking.

#### **Types of Bias:**

##### **Disability**

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

##### **Ethnicity/National Origin**

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

##### **Racial**

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

##### **Religious**

- A negative opinion or attitude toward a
- group of persons who share the same religious beliefs regarding the origin and

purpose of the universe and the existence or nonexistence of a supreme being.

#### **Sexual-Orientation**

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

#### **Gender Identification**

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

In School Intervention

The student is removed from their current educational setting and:

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

#### **Inappropriate Language**

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

Improper Physical Contact

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

Inciting/Participating in School **Disturbance**

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

#### **Infraction**

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

#### **Injury**

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

#### **Insubordination (Uncooperative behavior)**

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

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

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

#### **Misuse of Social Media**

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

#### **Mentoring Program**

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

#### **Plagiarism**

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

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

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

#### **Reckless Vehicle Use**

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

#### **Reportable to Police**

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

#### **Restitution**

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

#### **Sexual Activity**

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

#### **Sexual Assault**

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

#### **Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and/or other intentional and inappropriate verbal, written, or physical conduct of a sexual nature (physically suggestive actions but not actual touching).

#### **Stealing**

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

#### **Suspension**

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

Short Term Suspension: 1 – 3 days

Long-term Suspension: 4 – 10 days

Suspension, In-School

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

#### **Tardiness**

Arriving late to school or to class.

Temporary Removal from Class

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

#### **Terroristic Threat or Act**

A threat to commit violence communicated with the intent to terrorize another, to cause

evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk causing such terror or inconvenience, it may mean an offense against property or involving danger to another person.

#### **Theft**

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

#### **Tobacco**

(possession, use, sale, or distribution)

Possession, use, sale, or distribution of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.

#### **Trespassing**

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

#### **Truancy**

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

#### **Unsafe Action**

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

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

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

#### **Firearms**

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

#### **Other Weapons**

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

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

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

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

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