

NORTH LAWNSDALE COLLEGE PREP
HIGH SCHOOL



STUDENT CODE OF CONDUCT

&

ANTI-BULLYING POLICY

SY 2019-2020

ACKNOWLEDGEMENT OF RECEIPT STUDENT CODE OF CONDUCT

Student Agreement

I, _____ (print student's name) have received and read the Student Code of Conduct ("SCC") for North Lawndale College Prep. I am aware of my rights and responsibilities under the SCC. Furthermore, I understand that inappropriate student behavior will result in interventions and consequences as stated under the SCC.

Student Signature Date

Parent/Guardian Agreement

Dear Parent or Guardian:

North Lawndale College Prep believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the SCC.

I am the parent or guardian of the above-named student. I have received and read the SCC. I understand that by signing this document, I agree to support and promote the goals of the SCC and make every effort to work with the school in resolving all disciplinary matters.

Parent/Guardian Signature Date



North Lawndale College Prep (NLCP) is a coed, public charter high school with two campuses that serve students in grades 9-12. NLCP exists to create a better future by developing and empowering transformational leaders. We do this by providing a comprehensive high school education and the supports necessary to graduate from college. As an organization, we value passion, commitment and relationships. Our success is distinguished by three critical elements: *An academic model that builds both the academic and the social and emotional skills our students will need for their future success; Caring and engaged professionals; And a competitive and attractive brand.*

We believe:

Every student is capable of college graduation.

- We identify needed skills and offer experiences for students and families necessary for post-secondary success through a supportive environment.
- We provide a rigorous, accessible academic experience and a variety of opportunities to build social, emotional and academic skills.
- We structure our program to prepare students to graduate from 4-year colleges.
- We market college continually from application through graduation.

Every member of NLCP lives peace within community.

- We celebrate unity and embrace our differences.
- We actively promote an emotionally and physically safe community.
- We stand as leaders for the Beloved Community.

Every member of NLCP works collaboratively to achieve common goals.

- We count on each other as compassionate, competent, courageous colleagues.
- We intentionally foster an environment of mutual respect.
- We create a single unified NLCP voice.
- We foster honest and clear channels of communication within the NLCP community.
- We intentionally build and maintain relationships based on respect and compassion between members of the NLCP community (faculty, parents, students).

Healthy and meaningful relationships between students and adults are the foundation for student growth.

- NLCP intentionally models respectful relationships by practicing humility, demonstrating courage, and working together to the benefit of all students.
- We cultivate trust and honesty in all interactions.
- NLCP staff act with mindfulness of students' experiences, abilities, and challenges to promote personal and academic maturity.

Learning is growth towards mastery.

- We inspire life-long learning.
- We challenge our students and hold them accountable to high academic standards.
- We will implement relevant curriculum for a community that starts at various places and learns in different ways.
- We create a culture where students take responsibility for their own learning with academic integrity.

PURPOSE

The Student Code of Conduct (SCC) supports our school in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. North Lawndale College Prep (NLCP) is committed to an instructive, corrective, and restorative approach to behavior as our primary means of discipline. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind

student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families.

RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

Student Responsibilities

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by the school principal(s), teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

Parent/Guardian Rights

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal(s), teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

School Staff Rights

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration
- To receive supportive professional development and resources

School Staff Responsibilities

- To explicitly teach, re-teach and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary
- To treat everyone in the school community fairly and with respect
- Provide clear and timely feedback to students and parents regarding academic performance, providing opportunities to improve.
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community

- For administrators to apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and record disciplinary action in Power School.

President Responsibilities

- To monitor the implementation of prevention strategies and the safety and security program in each school
- To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, and disability at the request of the board or for the information/development of our staff.
- To prepare recommendations for improving school discipline
- To create guidelines for effective school discipline
- To establish procedures for reciprocal reporting with the Chicago Police Department



GENERAL REQUIREMENTS

AT NLCP we seek to be proactive and restorative in our approach to student discipline. We have a behavior matrix (see below) that guides our interventions around behavior. When behaviors become more serious, disrupt teaching and learning, or excessive, we employ the Student Code of Conduct.



NLCP Behavior Matrix

Consequence Ladder		Disciplinary Action	
Step 1	Verbal Warning	1 Hour	<ul style="list-style-type: none"> • Profanity • Leaving Class without Permission • Defiance - Uniform
Step 2	Write-up		
Step 3	1 Hour Detention & Phone Call Home		
Step 4	Removal from Class 3 Hour Detention & Phone Call Home	3 Hour	<ul style="list-style-type: none"> • Repeated Insubordination • Cutting Class • Electronic Device • Threatening Language • Fight Initiation • Horseplay • Academic Dishonesty
Cumulative Daily Write-ups			
3 Write-ups	1 Hour Detention		
6 Write-ups	3 Hour Detention		

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by NLCP (such as a school bus), and while using NLCP's Network/Technology. Network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the intranet system or mainframe systems, whether owned or contracted or otherwise used for school purposes.

The SCC also applies to student behavior outside of school if:

- (1) a student engages in a Group 5 or 6 behavior, and
- (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school.

This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

To address inappropriate behavior, a principal or his/her designee must:

- Redirect to correct behavior. All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.

- Intervene to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.
- Gather information by talking to all students, teachers, school staff, or other witnesses to the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow CPS' Search and Seizure Policy (<http://policy.cps.edu/download.aspx?ID=190>). Identify factors that may have contributed to the incident and seek to understand the full context.
- Analyze whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.
- Discuss with the student and provide the opportunity to explain his/her actions.
- Inform the student of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
- Allow the student to respond and explain his/her actions.
- Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences. **No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.**
- Make a determination and assign interventions or consequences according to the SCC.
- Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior. **The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the SCC.**
- Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
- Avoid consequences that will remove the student from class or school, if possible. Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.
 - If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first, and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.
 - School staff members must respond to behaviors in a manner that models respect and does not seek to publicly embarrass the student.
- No restrictions may be placed on food options.
- Complete report in Power School for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.
- Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.

- The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.

APPEALS

If a student has been suspended or referred for an expulsion hearing, the parents/guardians may appeal by contacting the President (via email or by delivering a letter to the school office) including a written explanation around the reason for the appeal.

The President will review the appeal and determine:

- whether any factual errors were made in the principal's investigation,
- whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
- whether prior interventions were attempted when appropriate,
- whether the length of the suspension was commensurate with the student's inappropriate behavior, and
- in the case of a request for an expulsion hearing, whether the request was appropriate.

The President's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.

If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to NLCP's Board President:

Bruce Miller
BruceMiller@lawndale.org

The start of a student's expulsion is not delayed by the parents/ guardians' appeal. The Board President will convene a committee of at least two additional active board members and render a decision concerning the appeal. The decision of the committee regarding the appeal shall be final.

Restoring the student's participation in the school community

If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians.

When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

SUSPENSION GUIDELINES

During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student may be assigned a skill-building in-school suspension if:

- Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and
- The student was informed of the his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- A copy of the misconduct report was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student may be assigned an out-of-school suspension if:

Out-of-school suspension is listed as an available consequence for the SCC behavior category, and

- The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented, or
- The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented, and
- The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- A copy of the misconduct report was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with Principal's Approval (President's Knowledge). The student's attendance will still be marked as suspended. The Principal must approve and communicate any other exception to the out-of-school suspension guidelines.

If approved by the President or designee, a student suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

EXPULSION HEARING GUIDELINES

Request for Expulsion Hearing

Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.

If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal may request an expulsion hearing for the student. A school principal may also request assignment to an intervention program.

If a student's inappropriate behavior falls within Group 6 of the SCC, a school principal must request an expulsion hearing for a student for any student violating section 6-1.

The President's designee will review the expulsion hearing request and determine whether to refer the student to the Law Department for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

Emergency Assignment to Interim Alternative Education Setting

Students who commit Groups 5 or 6 misconducts may be assigned to an interim alternative education setting on an emergency basis ("emergency assignment") while a request for an expulsion hearing is pending without being given the opportunity for a hearing before an independent hearing officer.

Requests for emergency assignment must be approved, facilitated, and implemented by the President's designee. The President's designee may request additional information when considering requests for emergency assignment.

General education students may be placed in an interim alternative education setting if their presence at the home school poses a continuing danger to people or property, or an ongoing threat of disruption to the academic process. The student will be assigned to the Safe Schools Alternative Program until the expulsion final determination is issued.

Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency assignment when in possession of weapons or drugs, or for inflicting serious bodily harm.

Expulsion Hearing Procedures

- The Board Designated Hearing Officer schedules the expulsion hearing.
- The Principal will send parents/guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail, or by personal delivery.
- Before the hearing, school principal or designee are responsible for case preparation (by identifying witnesses and relevant documents and reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written.
- The hearing will be conducted before the designated Hearing Officer.
- The Principal will call witnesses to testify and introduce documents/evidence regarding the incident.

- The student may also call witnesses to testify and introduce documents/evidence regarding the incident.

Expulsion Final Determination

- After the hearing, the hearing officer will make a recommendation for intervention or discipline, up to expulsion for a set term of two calendar years.
- The hearing officer's recommendation may be modified on a case-by-case basis by the President.
- If a student is expelled, alternative program placement may be offered for the period of the expulsion.
- The hearing officer may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the President or board designee.
- A student who is recommended for participation in the intervention program in lieu of expulsion but who fails to successfully complete the program shall be expelled.
- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

Transition when Expulsion Complete

- When a term of expulsion is completed, the student will be transferred to his/her home school.
- For students attending the Safe Schools Alternative Program, a transition meeting, including the student, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's transition back into the home school environment.

POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, the campus principal or designee must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School officials must not contact CPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting CPD.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

School officials must assess the situation before determining whether or not to contact CPD to report a criminal act.

School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or "look-alikes" of such substances. If so, CPD must be notified.
- Whether the student was in possession of a firearm. If so, CPD must be notified.
- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student's conduct,
- And whether the student presents an imminent danger to the health, safety, or welfare of others.

Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Possible Violations of Criminal Law

**Consider factors above prior to notifying CPD*

- Gambling (3-2)
- Forgery (3-7)
- False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified (4-1)
- Extortion (4-2)
- Assault (4-3)
- Vandalism or criminal damage to property that costs less than \$500 (4-4)
- Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5)
- Fighting – more than two people and/or involves injury (4-6)
- Theft or possession of stolen property that costs less than \$150 (4-7)
- Possession, use, sale, or distribution of fireworks (4-8)
- Trespassing on school property (4-11)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4)
- Inappropriate sexual conduct (5-7)
- Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at a school related function or before school or before a school related function (5-18)

Violations of Criminal Law

**Consider factors above prior to notifying CPD*

- Knowingly or intentionally using the NLCP network or information technology devices to spread viruses to the NLCP network (4-12)
- Aggravated assault (5-1)
- Burglary (5-2)

- Theft or possession of stolen property that costs more than \$150 (5-3)
- Gang activity or overt displays of gang affiliation (5-6)
- Engaging in any other illegal behavior which interferes with the school's educational process, including attempt (5-8)
- Persistent or severe acts of sexual harassment (5-9)
- False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified (5-10)
- Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12)
- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the NLCP network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14)
- Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel (5-15)
- Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function (5-17)
- Participating in a mob action (5-19)
- Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm (6-1)
- Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable (6-2)
- Arson (6-3)
- Bomb threat (6-4)
- Robbery (6-5)
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the purpose of intoxication, or second or repeated violation of Behavior 5-17 (6-6)
- Sex acts which include the use of force (6-7)
- Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8)
- Murder (6-9)
- Attempted murder (6-10)
- Kidnapping (6-11)
- Theft or possession of stolen property that costs more than \$1,000 (6-12)

Student Behaviors Covered by the SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

Group 1 lists behaviors that are inappropriate.

Group 1
1-1 Running and/or making excessive noise in the hall or building
1-2 Leaving the classroom without permission
1-3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction
1-4 Loitering, or occupying an unauthorized place in the school or on school grounds
1-5 Failing to attend class without a valid excuse Persistent tardiness to school or class (3 or more incidents per semester)
1-6 Use of the NLCP network for the purpose of accessing non-educational materials, such as games and other inappropriate materials
1-7 Unauthorized use or possession of cellular telephones or other information technology devices
1-8 Unauthorized use or possession of cellular telephones or other information technology devices

Available Interventions and Consequences
<ul style="list-style-type: none">• Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence• Recommended instructive, corrective, or restorative response• Detention-lunch, before school, after school, or Saturday

Group 2 lists behaviors that disrupt.

Group 2
2-1 Posting or distributing unauthorized written materials on school grounds
2-2 Leaving the school without permission
2-3 Interfering with school authorities and programs through walkouts or sit-ins
2-4 Initiating or participating in any unacceptable minor physical actions
2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC
2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures
2-7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters
2-8 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities
2-9 Failing to provide proper identification
2-10 Unauthorized use of school parking lots or other areas
2-11 Use of the NLCP network for the purposes of distributing or downloading non-educational material

Available Interventions and Consequences

- Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence
- Recommended instructive, corrective, or restorative response
- Detention-lunch, before school, after school, or Saturday
- Skill-building in-school suspension up to three days

Group 3 lists behaviors that seriously disrupt.

Group 3

- 3-1 Disruptive behavior on the school bus⁶
- **3-2 Gambling – participating in games of chance or skill for money or things of value
- 3-3 Fighting– physical contact between two people with intent to harm, but no injuries result
- 3-4 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability
- 3-5 Second or more documented violation of a Group 1 or 2 behavior category
- 3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process
- **3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document
- 3-8 Plagiarizing, cheating and/or copying the work of another student or other source
- 3-9 Overt display of gang affiliation
- 3-10 Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities (see Anti-Bullying Policy for full definition before assigning an intervention or consequence)
- 3-11 Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings
- 3-12 Use of the NLCP network for a seriously disruptive purpose not otherwise listed in this SCC/including any social networking site
- 3-13 Threatening language/intimidation of a staff member

Available Interventions and Consequences

- Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence
- Recommended instructive, corrective, or restorative response
- Detention-lunch, before school, after school, or Saturday
- Skill-building in-school suspension up to three days

ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED Group 3 INAPPROPRIATE BEHAVIOR

- Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for 3-5 days

Group 4 lists behaviors that very seriously disrupt.

Group 4

- **4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified
- **4-2 Extortion – obtaining money or information from another by coercion or intimidation
- **4-3 Assault¹³ – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery

**4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500

**4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury

**4-6 Fighting¹⁴ – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury

**4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150

**4-8 Possession, use, sale, or distribution of fireworks

4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process

4-10 [this code intentionally left blank]

**4-11 Trespassing on NLCP property – entering NLCP property when previously prohibited or remaining on school grounds after receiving a request to depart

*4-12 Knowingly or intentionally using the NLCP network or information technology devices to spread viruses to the NLCP network

4-13 Possession of any dangerous object as defined by this SCC, first documented behavior

4-14 Use or possession of alcohol in school or at, before, or after a school related function, documented behavior

4-15 Initiating or participating in inappropriate physical contact with school personnel such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel

Available Interventions and Consequences

- Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence
- Recommended instructive, corrective, or restorative response
- Detention-lunch, before school, after school, or Saturday
- Skill-building in-school suspension up to three days
- Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for 3-5 days

Group 5 lists behaviors that most seriously disrupt.

Group 5

*5-1 Aggravated assault – assault¹⁸ with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel

*5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein

*5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150

**5-4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence.

5-5 [this code intentionally left blank]

*5-6 Gang activity or overt displays of gang affiliation¹⁹

**5-7 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force

*5-8 Engaging in or attempting any illegal behavior which interferes with the school's educational process

*5-9 Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment

*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified

5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC

5-12 Battery or aiding or abetting in the commission of a battery, which results in a physical injury.

5-13 This code intentionally left blank.

5-14 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, or harass, bully or otherwise intimidate others or hacking (Intentionally gaining access by illegal means or without authorization) into the NLCP network to access/change/create student records or other unauthorized information, or to otherwise circumvent the IT security system.

5-15 *Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to school personnel

5-16 Inappropriate consensual sexual activity

*5-17 Use or possession of illegal drugs, narcotics, controlled substances, 'look-alikes of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or school-related function

**5-18 Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school related function

*5-19 Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police

Available Interventions and Consequences

- Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for 5-8 days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs)

ADDITIONAL CONSEQUENCES AVAILABLE

- Recommend instructive, corrective, or restorative response
- Request assignment to an intervention program
- Request expulsion hearing
- Revocation of network privileges for up to two years (for behaviors involving improper use of the CPS network or information technology devices, revocation or network privileges for up to two years

Group 6 lists behaviors that are illegal and most seriously disrupt.

Group 6

*6-1 Use, possession, and/or concealment of a firearm²⁷/destructive device or other weapon²⁸ or "look-alikes" of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm

*6-2 Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable²⁹

*6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others

*6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated

*6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force

*6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes"³⁰ of such substances, contraband,³¹ or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5-17³²

*6-7 Sex acts which include the use of force

*6-8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery

*6-9 Murder – killing an individual without legal justification

*6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder

*6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine

*6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000

**Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.*

***Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.*

Available Interventions and Consequences

- Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for 5-8 days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs)
- Request for expulsion hearing

ADDITIONAL CONSEQUENCES AVAILABLE

- Recommend instructive, corrective, or restorative response
- Request assignment to an intervention program
- Revocation of network privileges for up to two years (for behaviors involving improper use of the CPS network or information technology devices, revocation or network privileges for up to two years

SPECIAL NOTES:

School Rules and Academic Progress

Poor academic achievement is not an inappropriate behavior. The SCC and school rules may not be used to discipline students for poor academic progress or failure to complete in-class and homework assignments.

Instead, struggling students should be considered for academic or behavioral interventions to help them improve.

Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

NLCP Cellular Phones and Other Information Technology Devices Policy

Electronic devices such as cell phones, MP3 players, and tablets can be a distraction to the learning environment and can also be a safety concern. All students are expected to comply with the school's electronic device policy, as communicated by staff and administration. The policy will be communicated at the beginning of the school year. Nevertheless, students are always expected to comply with requests to keep phones silent and out of sight. In the event a student violates the policy, his or her device will be confiscated and turned in to the office. Only a parent or guardian can reclaim confiscated electronic devices. (Cell phone may be returned at the end of the school day at the Dean or Principal discretion) Parents/guardians can pick-up devices from 7:30 – 8:00 A.M. or 3:30 – 5:00 P.M. Monday through Friday. Students who refuse to hand over a device upon request will be issued additional disciplinary consequences.

Sample devices include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

School Dress Codes and Uniform Policy

STUDENT DRESS CODE

NLCP is firmly committed to building a community with a strong college prep identity of which we can be proud. Research shows that students who dress smart will have a positive self-image, and this will inevitably have an impact on their behavior and their quality of their work. Uniforms must be clean and in good condition at all times. This includes all student attendance days. Damaged uniforms must be repaired or replaced. Also, all uniforms must be properly sized (no tight, revealing, or saggy clothes).

The uniform school policy consists of the following, which must be worn daily:

SHIRTS

- Students in grades 9-11 will wear a specialized white uniform polo shirt with the NLCP seal
- Seniors will wear a red shirt with gold seal
- Shirts must be tucked in

SWEATERS/VESTS

- Student may wear a **black sweater (vest, cardigan, or pull over) with or without NLCP logo**. Students are **Not Allowed** to wear hoodies, coats, jackets, fleece, or jeans jacket during the school day. Students who choose to wear non-NLCP sweaters must wear a black sweater (no other acceptable colors allowed).

STANDARD BOTTOMS

- Slacks: Full length Standard Khaki pants (no shorts, capri's, denim, or extremely tight-fitting pants).
- Young ladies are allowed to wear a knee length skirt
- Students must always wear a belt (Boys & Girls)

SHOES

- Students may wear shoes of their choice; however,
- For safety reasons, enclosed shoes must be worn at all times. Flip flops, slippers/house shoes, and sandals are not acceptable.

ASSESSORIES

- Hats/head wraps/scarves/bonnets/bandanas are never to be worn in the building by males or females. This includes out of uniform days.
- Black and brown headbands solid (no words) under 1" wide.

STUDENT IDs

- All students will display their ID on a lanyard worn around their neck.
- All students are provided an NLCP issued ID. Replacement IDs are issued at cost of (\$5.00) to students. If the student is unable to provide payment at time of printing, the cost is added to student fees.
- Students are not allowed to cover up, deface or alter the identification card in any manner.

NON-UNIFORM DAYS:

There are some days when students are permitted to attend school in a non-NLCP uniform. These days will be clearly communicated to parents and students by the NLCP administration.

On non-uniform days, students must still dress appropriately for an academic environment and will adhere to the following guidelines:

- No shorts (male or female)
- All skirts must be knee length
- All shoes must be enclosed
- Clothes (specifically pants) should be free of holes
- No revealing tank tops/visible bra straps/tube tops/strapless tops

- All t-shirts or sweatshirts with words, phrases or images must be appropriate for an academic environment (no reference to gangs/cliques/drugs/alcohol/swearing, etc.)

Locks & Lockers

- All lockers are the property of NLCP and may be subject to random searches as necessary or warranted according to the Student Code of Conduct. NLCP students are assigned a locker and locker partner for the school year. Additionally, students will be using an NLCP lock. Replacement locks cost \$5.00 and may be purchased in the Main Office. Any non-NLCP lock will be removed from a student's locker. Students are advised to securely lock all of their belongings in their assigned locker and are prohibited from sharing their locker with students who are not assigned to it. Furthermore, students are responsible for all items in their assigned locker.

Food & Drinks

- All food and beverages must be consumed in the lunchroom. There is **Absolutely No Eating** in the **Classroom or Hallway**. Students may **Have Water Only** in the classroom setting. Students **Should Not Have** food, juice, soda, black bags etc. in classrooms or hallways. **EXCEPTION:** Classroom parties (Notify Administration in advance)

Dating Violence Statement

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects, that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking.

School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the student victim of dating violence receives appropriate support services and information, consulting police support where appropriate.

SCC and Other Laws, Policies, Rules, and Contracts

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, NLCP Policies, and all other applicable state and federal laws.

Corporal punishment is expressly prohibited.

No employee of NLCP may inflict corporal punishment of any kind upon persons attending any NLCP campus.

NLCP ANTI-BULLYING POLICY



Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of NLCP to create a learning environment in all its school communities where students are protected from bullying, so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

NLCP asks every student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This Policy protects NLCP students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. The Board or its designee will re-evaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

Bullying is prohibited:

- during any school-sponsored or school-sanctioned program or activity;
- in school, on school property, on school buses or other NLCP transportation, and at designated locations for students to wait for buses and other NLCP provided transportation;
- through the transmission of information from an NLCP computer or computer network, or other electronic school equipment;
- when communicated through any electronic technology or personal electronic device while on school property, on school buses or other NLCP provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on NLCP provided transportation;
- when it is a Student Code of Conduct ("SCC") Group 5 or 6 behavior that occurs off campus but most seriously disrupts any student's education.

Definitions

"Bullying" means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- placing the student in reasonable fear of harm to the student's person or property;
- causing a substantially detrimental effect on the student's physical or mental health;
- substantially interfering with the student's academic performance; or
- substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the SCC. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

"Cyberbullying" means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require a district or school to staff or monitor any non-school-related activity, function, or program.

"Retaliation" means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/ consequences according to this policy and the SCC.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions.

These interventions are designed to prevent Peer Conflict from escalating to Bullying.

“Restorative Measures” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs.

Intervening to Address Bullying

Responsibilities of NLCP Employees/Contractors

All NLCP employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- report the incident of bullying or retaliation to the Principal/designee as soon as practicable, but within 24 hours,
- cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying but must notify an adult at school, and an adult at home, as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/designee as quickly as practicable. Reports can be made to any NLCP employee or contractor in person to the Principal/designee. Anonymous reports will be accepted by the Principal/designee. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.

Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/designee shall document the extension in the investigation report and shall notify the parties involved.

The investigation shall include:

Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.

Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.

Assessing the individual and school-wide effects of the incident relating to safety and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.

When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.

Comprehensively documenting the details of the investigation.

When the investigation is complete, the Principal/designee shall ensure the investigation report is attached to the Incident Report.

Notification

On the same day the investigation is initiated, the Principal/designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report.

When the investigation is complete, the Principal/designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying.

If the investigation results in the imposition of consequences, the Principal/designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target's parent/guardian, the Principal/designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/ Impairments when considering interventions and consequences for students with disabilities.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this Policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner and shall impose any consequence immediately and consistently.

The Principal/designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high.

What Not to Do:

- Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying.
- Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus on feelings but changing thinking. The Principal/designee may refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if necessary, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies but may also need support and help in changing their own behavior. The Principal/designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the President.

Consequences for NLCP Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all NLCP employees to implement this Policy. The content of such professional development shall include, but not be limited to:

- Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;
- Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and
- Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

- NLCP will incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students.

APPENDIXES

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards.

Saturday, and before- and after-school detentions do not count toward the 10-day limit.

Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit.

Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident.

Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single incident.

Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. Without such consultation and approval from the

Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the SCC, the following apply:

School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing.

School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.

All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

The IEP Team Must

Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:

- the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
- the conduct in question was the direct result of the school's failure to implement the student's IEP.
- Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the SCC, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

Reference Guide for Group 4, 5, and 6 Behaviors

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.

Knives, including but not limited to:

Steak knife or other kitchen knives

Pen knives

Pocket knives

Hunting knives

Swiss Army knife
Box cutters
Razors

Tools, including but not limited to:

Hammers
Screwdrivers
Saws
Crowbars
Metal pipes
Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

Mace
Pepper spray
Live ammunition
Live bullets
Broken bottles or other pieces of glass
Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include but are not limited to:

Pistol Revolver
Other firearms
Any part or portion of a machine gun or rifle

Knives - these include but are not limited to the following types of knives: Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife) Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include but are not limited to:

Tear gas guns Projector bombs Noxious liquid gas Grenades
Other explosive substances

Other Objects - these include but are not limited to:

Blackjack Slingshot Sand club Sandbag
Metal/brass knuckles Throwing stars Tasers/stun guns

"Look-Alike" Firearms - these include but are not limited to:

B.B. guns Air guns
Other objects, including "toys" or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated of the SCC. If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.

Sporting Equipment - these include but are not limited to:

Baseball bats Golf clubs

Personal Grooming Products - these include but are not limited to:

Nail clippers/files

Combs with sharp handles Tweezers

Schools Supplies-these include but are not limited to:

Scissors

Laser pointers Pens/Pencils Rulers

Padlocks/Combination locks and other objects commonly used for educational purposes