

Student and Parent Handbook 2021-2022

Welcome to Noble!

We are honored that you made the decision to send your student to a Noble campus. We are so excited to welcome you into the Noble community and to spend the next academic year learning, growing, and achieving together. We truly believe your brilliance and presence will be one of our greatest assets at Noble. Our aim is to center the voices of students and families in order to create an environment where each student flourishes socially, emotionally, and academically. At Noble, we ensure that all students have equitable and positive school experiences that equip them to complete college and lead choice-filled lives.

Founded in 1999, we now serve over 12,000 students from every neighborhood in Chicago. As partners in the education of your student over the next four years and beyond, we aim to ensure you have joyful, positive experiences and are relentlessly supported.

This Student and Parent Handbook outlines policies related to your student's educational experience at Noble. Should you have any questions about the contents of this handbook, please reach out directly to staff at your student's campus. For more information about Noble's partnership with parents and families and how to be involved, please visit <https://nobleschools.org/parents-and-community/> or email info@nobleschools.org.

Here's to a wonderful school year!

Please note that this handbook is subject to change. Any changes will be provided in writing.

Name _____

Campus _____

Advisor _____

Noble Campus Directory

Baker College Prep

2710 E. 89th Street
Chicago, IL 60617
(773) 535-6460
Neighborhood: South Chicago
Established in 2013
Website: nobleschools.org/baker

Butler College Prep

821 E. 103rd Street
Chicago, IL 60628
(773) 535-5490
Neighborhood: Pullman
Established in 2013
Website: nobleschools.org/butler

Chicago Bulls College Prep

2040 W. Adams Street
Chicago, IL 60612
(773) 534-7599
Neighborhood: Near West Side
Established in 2009
Website: nobleschools.org/bulls

DRW College Prep

931 S. Homan Avenue
Chicago, IL 60624
(773) 893-4500
Neighborhood: Homan Square
Established in 2012
Website: nobleschools.org/drw

Gary Comer College Prep

7131 S. South Chicago Avenue
Chicago, IL 60619
(773) 729-3969
Neighborhood: Grand Crossing
Established in 2008
Website: nobleschools.org/comer

Gary Comer College Prep Middle School

1010 E. 72nd Street
Chicago, IL 60619
(773) 535-0755
Neighborhood: Grand Crossing
Established in 2011
Website:
nobleschools.org/comermiddle

Golder College Prep

1454 W. Superior Street
Chicago, IL 60642
(312) 265-9925
Neighborhood: West Town
Established in 2007
Website: nobleschools.org/golder

Hansberry College Prep

8748 S. Aberdeen Street
Chicago, IL 60620
(773) 729-3400
Neighborhood: Auburn Gresham
Established in 2012
Website:
nobleschools.org/hansberry

ITW David Speer Academy

5321 W. Grand Avenue
Chicago, IL 60639
(773) 622-7484
Neighborhood: Belmont Cragin
Established in 2014
Website: nobleschools.org/speer

Johnson College Prep

6350 S. Stewart Avenue
Chicago, IL 60621
(312) 348-1888
Neighborhood: Englewood
Established in 2010
Website: nobleschools.org/johnson

Mansueto High School

2911 W. 47th Street
Chicago, IL 60632
(773) 349-8200
Neighborhood: Brighton Park
Established in 2016
Website:
nobleschools.org/mansueto

Muchin College Prep

1 N. State Street
Chicago, IL 60602
(312) 445-4680
Neighborhood: Loop
Established in 2009
Website: nobleschools.org/muchin

The Noble Academy

1443 N. Ogden Avenue

Chicago, IL 60610
(312) 574-1527
Neighborhood: Near North Side
Established in 2014
Website:
nobleschools.org/nobleacademy

Noble Street College Prep

1010 N. Noble Street
Chicago, IL 60642
(773) 862-1449
Neighborhood: West Town
Established in 1999
Website:
nobleschools.org/noblestreet

Pritzker College Prep

4131 W. Cortland Street
Chicago, IL 60639
(773) 394-2848
Neighborhood: Hermosa
Established in 2006
Website: nobleschools.org/pritzker

Rauner College Prep

1337 W. Ohio Street
Chicago, IL 60642
(312) 226-5345
Neighborhood: West Town
Established in 2006
Website: nobleschools.org/rauner

Rowe-Clark Math & Science Academy

3645 W. Chicago Avenue
Chicago, IL 60651
(773) 242-2212
Neighborhood: Humboldt Park
Established in 2007
Website:
nobleschools.org/roweclark

UIC College Prep

1231 S. Damen Avenue
Chicago, IL 60608
(312) 768-4858
Neighborhood: Illinois Medical District
Established in 2008
Website: nobleschools.org/uic

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The Noble Community Pact

“To love all children, we must struggle together to create schools we are taught to believe are impossible: schools built on justice, love, joy, and anti-racism” - Bettina Love

At Noble, we work to ensure all of our students have an equitable and positive experience when they walk through our doors. We want our students to be able to explore ideas and concepts, grow socially and emotionally, and be physically, mentally, and emotionally safe and supported. The Community Pact is a promise between Noble schools, students, and families to contribute to an equitable and positive experience together. The Noble Community Pact will delineate the following:

- What positive school culture looks like at Noble
- What physical, emotional, and personal safety looks like at Noble
- What resources you have access to as a Noble scholar and parent/guardian

The Noble Community Pact consists of the following:

- Fundamental Beliefs
- Noble's Commitment to Equity in Interventions
- Rights and Responsibilities
- Noble's Community Philosophy
- The NCP Response to Infractions

This section of the handbook contains essential information that every family and student needs to know in order to have a successful school year. Please refer to it throughout the year as your questions surface. We look forward to partnering with you to ensure that everyone has the resources and relationships necessary to have a positive school experience at Noble. The Noble Community, inclusive of families, students, and staff, is committed to creating schools built on justice, love, joy, and anti-racism.

Fundamental Beliefs

In order to build and maintain an equitable and positive learning environment where all scholars can thrive, we must hold these three fundamental beliefs that, as a school community,

- We respect and value ourselves
- We respect and value each other
- We respect and value our shared learning environment

At Noble, our school community includes students, families, and staff. We define respect as due regard for the feelings, ideas, wishes, rights, traditions, physical boundaries, differences, and property of others. We work together to create an environment in which students and staff feel respected and are comfortable excelling socially and academically.

Noble's Commitment to Equity in Interventions

In order to maximize learning time and promote positive behaviors, every school uses a restorative practice model that emphasizes behavioral growth, relationships, and community. Restorative practices help school community members understand the impact of their behavior and repair any harm they may have caused to themselves or others.

Every school has a multi-tiered system of support for students' academic, physical, mental, emotional, and behavioral needs. If behavior infractions that threaten student and staff safety or severely disrupt the learning environment occur, the school's response aims to 1) minimize the impact of the incident, 2) repair harm, and 3) address the underlying needs behind student behaviors. In accordance with Noble's commitment to equity, all intervening responses must protect each student's right to instructional time and be applied without bias.

Noble is committed to applying school remediation policies and practices in a fair and equitable manner so as not to disproportionately impact students and families who have been historically underserved in schools based on race, ethnicity, gender, ability, sexual orientation, socioeconomic status, etc. Noble knows that an equitable and positive school experience that is safe, affirming, and grounded in trust requires working in solidarity with all students, families, and staff. To that end, Noble will continue to consult with students, families, and staff advisory committees to annually review The Noble Community Pact to ensure it meets the needs of our school communities.

The Noble Community Pact applies to actions of students 1) while on school property during school hours, before school hours, and after school hours 2) while traveling on school vehicles to or from a school activity, team function, or event, 3) off school grounds at all school-sponsored activities or events that have a reasonable relationship to the school, and 4) while using the school's internet network or any electronic devices intended for school-related activities. This pact also applies to actions of students off school property before or after school hours if those actions pose a substantial likelihood of disruption to the learning environment in the school

Rights and Responsibilities

Noble is a community of students, families, and educators. The purpose of this section is to outline our collective rights and responsibilities, as we aim to align and partner with one another throughout this educational journey.

Students have the right and a responsibility to

- Be emotionally, physically, and mentally safe
- Be respected as an individual and treated courteously, fairly, and respectfully by other students and school staff
- Treat teachers, staff, other students, themselves, and property with respect
- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, familial status, or disability
- Attend school daily and receive the support necessary to be prepared for class and complete assignments to the best of their ability
- Inform school staff of any issues impacting their learning environment or educational experience
- Self-advocate via dialogue with school staff regarding any decisions or consequences issued as a result of their actions

Parents/Guardians have the right and responsibility to

- Be consistently informed of their child's attendance, performance, and overall well-being;
- Feel included in the educational journey of their child
- Advocate for their child by informing school personnel of any issue or circumstance that may impact their child's educational experience
- Have a proactive voice in how to support their child
- Receive information and prompt notification of unsafe, inappropriate, or disruptive behaviors of their child and any safety or disciplinary actions taken by campus staff and/or school staff
- Ensure their child brings to school only those things that are appropriate in a school setting
- Participate in decision-making processes affecting school policies, procedures, and the education of their child

Campus staff members have the right and responsibility to

- Establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other's identities and cultures
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities and for all students
- Uphold the policies, rules, and regulations of Noble Schools, the classroom, and The Noble Community Pact, including proactive, preventive, and positive behavioral growth strategies in cooperation with students, parents/guardians, and campus staff
- Communicate policies, expectations, and concerns to students and parents/ guardians and respond to concerns from students and parents/ guardians in a timely manner

- Engage parents/guardians when their child requires additional behavioral support
- Seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies

Noble Support Teams have a right and responsibility to

- Provide support, consultation, and professional development to principals and campus staff to help them support all students, particularly in areas of instructional support and restorative practices
- Ensure policies are in compliance with civil rights laws, state law related to student discipline, and research-driven best practices in school
- Monitor data to identify and address any disparities or rates of exclusion between students on the basis of disability, race, gender, or other identity markers

Our Community Philosophy

We believe students thrive academically, emotionally, and socially in safe spaces where they are authentically invested, empowered, and are made to feel as though they belong. The Noble Classroom guides our approach to instruction. The Noble Community Pact’s primary goal is to maintain safe, supported communities that are conducive to learning and that allow students to set and achieve their most ambitious academic goals while flourishing emotionally and socially. At its core, creating community is rooted in relationship building and honoring humanity. As such, our primary response to breaches of our community pact is to be corrective and restorative, rather than punitive.

In the event that a breach or conflict arises that cannot be resolved through verbal correction and/or redirection, documentation and a referral will be made to the Culture Team, who will initiate the following five-step restorative process:

1. **Accountability:** This is an acknowledgement that a harm has been done to the community.
2. **Understanding:** This is an explanation of the problem, its negative effects on the community, and how the relationship was affected.
3. **Reflection:** The student or students, with the help of an intervening adult, will determine why the problem behavior occurred and what the student can do to prevent the action in the future.
4. **Consequence:** This is a result or effect of an action. This may include a verbal warning, restorative practice, community service, or an individualized response related to the breach.
5. **Atonement:** This is a means by which the relationship can be put back on track. Atonement, literally meaning “reparation for offense or injury,” is key to restorative practices.

Discussions with students and mediations between students are intended to lead to a reconciliation that is humanizing to all parties involved. Our aim is to evoke a sense of communal responsibility without using guilt or shame as tactics to induce empathy. Mediations may include an apology or an action, such as participating in a restorative justice circle with the harmed party. Being clear and consistent in our response creates a rich and healthy environment for students, teachers, and staff because everyone understands the consequences of behavior. Mediations may also help to create an environment in which learning, not behavior, is the emphasis. At the same time, Noble also understands that different students respond to different types of interventions. As a result, it is important for students to understand that all students may not receive the same intervention for the same behavior. If a student is unable or unwilling to participate in the five-step restorative process outlined above, the school may engage the family for additional support. If a student’s behavior is a risk to the health and well-being of the student or other members of the school community, Noble reserves the right, as a last resort, to suspend or expel a student following Noble’s Behavior Management Policy, which reflects Noble’s behavior management philosophy and complies with Illinois law.

The Noble Community Pact and Response to Infractions

The purpose of The Noble Community Pact is to ensure all students have equitable and positive experiences that protect their **learning time** along with their **physical, mental, and emotional safety**. In order to maximize learning time and promote positive behaviors, every school will use a restorative approach that emphasizes behavioral growth, relationships, and community above rules and regulations. Restorative practices help school community

members understand the impact of their behavior and repair any harm they may have caused to themselves or others.

In order to best implement systems and structures that will support robust restorative practices, campuses will have at least implemented the following practices at their campus:

- Peer Mediation Program
- Wellness Room/Space/Corner
- Restorative Circles
- Mediation Process (led by staff)
 - Inclusive of a process for scholars to surface any issue with campus staff
- Scholar and family engagement (before and after use of exclusionary discipline)

Remediation Process

Our goal is to create a safe and supportive environment where all students can develop the academic, social, and emotional skills needed to become engaged citizens. Therefore, we are committed to addressing challenges in student conduct in the most restorative way possible. The goal of remediation is to be instructional and corrective so as to reduce the likelihood of challenges reoccurring. Our approach is tailored to the individual and individual incident.

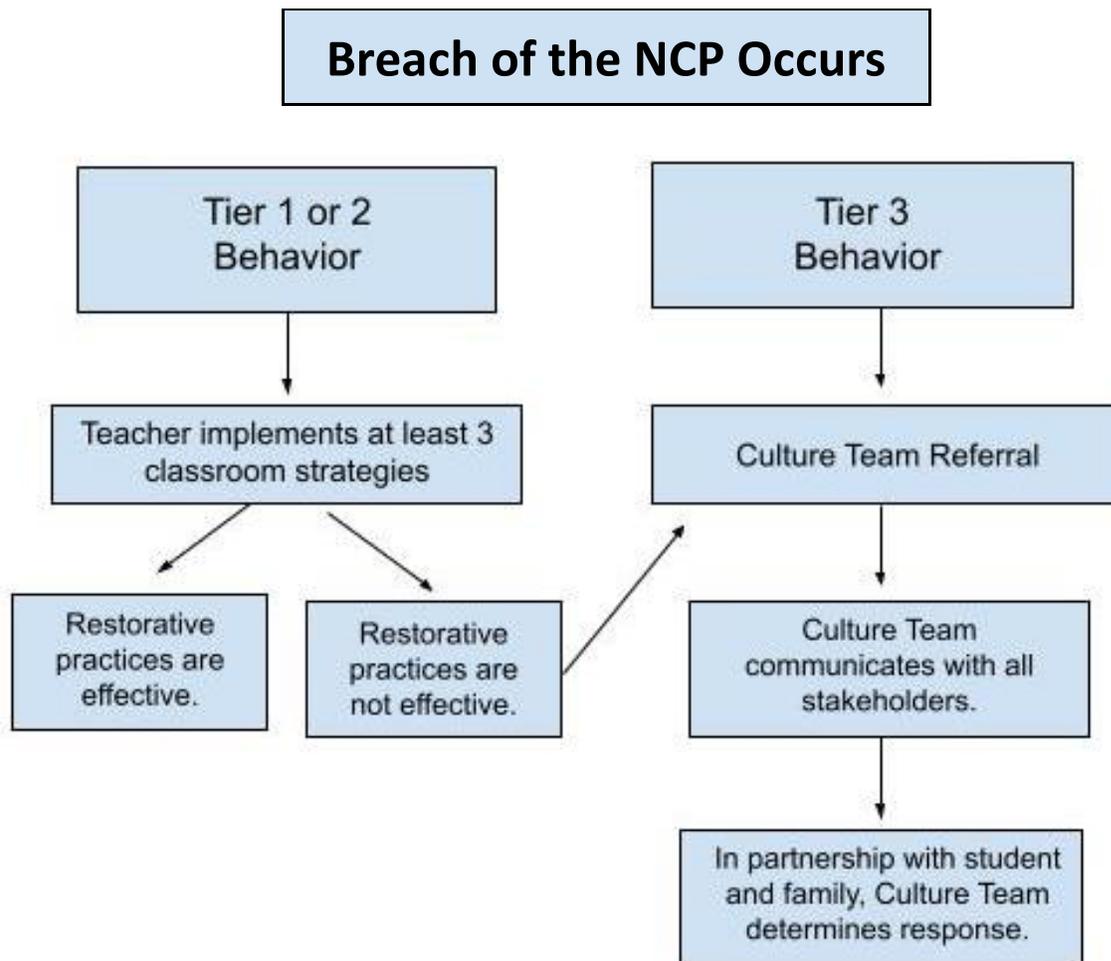
This process requires that **teachers** engage in self-reflection and lead restorative conversations when needed. In partnership with students, teachers must proactively create a safe and supportive classroom culture. When remediation is needed and not a threat to safety, teachers must implement at least three classroom strategies before referring to the Culture Team.

This process requires that **Culture Teams** collaborate with **Instructional Teams** (including **Instructional Leaders**) and act as “restorative coaches.” They will provide feedback on planning documents and/or classroom execution in order to ensure that proactive and restorative practices are effectively implemented. Culture Teams should facilitate the school’s response when responses to Tier 1 or 2 behaviors are ineffective and/or when Tier 3 behaviors occur. Multi Tiered Systems of Support (MTSS) Teams require representatives from both Culture and Instructional Teams.

In addition, this process requires that **students** act as partners in the creation and sustaining of campus culture. This may include, but is not limited to, providing feedback on teacher planning documents and serving as peer mediators.

Out-of-school suspensions and expulsions should be used only as a last resort and for legitimate educational purposes (according to SB100 standards). When an incident occurs, consideration shall be given first to whether the incident can be appropriately addressed using restorative practices, through behavior support practices, or through another available, appropriate intervention that will enable the student to remain in school. To prevent students from being excluded from school unnecessarily, **school staff must attempt non-exclusionary remediation prior to using out-of-school suspensions or expulsions, except in exigent and emergency situations involving school safety.**

Remediation Process Flow Chart



Tiered System of Behavioral Response

The bank of responses below are in no particular order and are for staff guidance when responding to behaviors. Other restorative practices may be acceptable to employ for certain situations and can be done in conjunction with guidance from the Manager of Student Culture and Support.

*Elevated response is the maximum consequence that can be given for that particular tier of behaviors

Tier 1	Initial Response	Elevated Response*
Interfering with learning in the classroom (talking, excessive noise, out of seat, possessing items that distract other students from learning)	<ul style="list-style-type: none"> Classroom level response co-created in partnership with scholars Reteach/review classroom expectations Redirect in the moment as a corrective response 	<ul style="list-style-type: none"> Family phone call <p><i>If teacher has implemented classroom-based interventions & student behavior continues:</i></p> <ul style="list-style-type: none"> Administrator/Student/Teacher conference *Classroom removal Refer to Culture Team
Cell phone: visible and/or audible without permission	<ul style="list-style-type: none"> Classroom level response co-created in partnership with scholars Family phone call Reteach/review classroom expectations Restorative conferencing Direct in the moment corrective response 	<ul style="list-style-type: none"> Parent/guardian to pick up the confiscated device Problem-solve the behavior during a teacher-student conference Targeted support group <p><i>If after teacher has implemented classroom-based interventions & student behavior continues:</i></p> <ul style="list-style-type: none"> Administrator/Student/Teacher conference *Classroom removal Refer to Culture Team
Dress code		
Not meeting agreed upon classroom norms		
Profanity/foul language		
Tardy to class		
Tardy to school		
Plagiarism		
Chewing gum	<ul style="list-style-type: none"> Discarding gum 	<ul style="list-style-type: none"> Family phone call

*Classroom Removals:

- Prior to classroom removals or Culture Team involvement in Level 1 student behaviors, teachers are responsible for implementing at least three classroom level strategies to support the student getting their needs met in the classroom environment. Depending upon the severity of the behavior, short term removal of the student from the classroom may be appropriate.
- At Noble, we follow the research-based recommendation that students only be removed from the learning environment for a maximum of 25 minutes and adolescents (middle school) up to 15 minutes. After a student is de-escalated, they will return to class. If a student has not de-escalated after the recommended time has elapsed, the student will remain with Culture Team members until he, she, or they are ready to return to class.

Tier 2	Initial Response	Elevated Response*
Repeated Plagiarism	<ul style="list-style-type: none"> ● Assignments/homework must be handed into the office ● Community service ● Implementation of check-in/check-out ● Referral to student support team(MTSS) ● Restorative conferencing ● Restitution ● Reteach/review expectations ● Loss of credit for academic dishonesty at the discretion of teacher 	<ul style="list-style-type: none"> ● Administrator/Teacher/Parent/Guardian conference ● Character Academy: not to exceed 1-2 days ● Community service (appropriate to correct the behavior) ● R3: Reflect, Respond, Repair (before school, at lunch, after school) ● Referral to culture team ● Parent/guardian to pick up the confiscated device
Bullying/threats/harassment *see Anti-bully policy		
Cell phone: audible and usage		
Not cleaning up area after use		
Gambling		
Improper use of technology *as defined by Noble's Technology Acceptable Use Policy		
Damage to property		
Repeated Tier 1 & 2 Culture Team referrals		
Throwing objects		
Solicitation or sale of any goods or services for any fundraiser or other reason while in the school (unless done for a school-sponsored club or organization with approval from the school's administration)		
Non-attendance without an authorized excuse (cutting a school day)		

Tier 3	Initial Response	Elevated Response*
Verbal altercation or assault	<ul style="list-style-type: none"> ● Administrator/Teacher/Parent/Guardian Conference ● Community service ● R3: Reflect, Respond, Repair (before school, lunch, after school) ● Peace circle ● Referral to community-based organizations ● Restorative conferencing ● Targeted support group 	<ul style="list-style-type: none"> ● Character Academy ● Temporary loss of privileges <p>*see suspension and expulsion table for egregious or repeated behavior</p>
Possession, use, intoxication, of alcohol or illegal drugs, or drug paraphernalia or look-alike item	<ul style="list-style-type: none"> ● Administrator/Teacher/Parent/Guardian Conference ● Community service ● R3: Reflect, Respond, Repair (before school, lunch, after school) ● Peace circle ● Restorative conferencing ● Referral to community-based organizations ● Targeted support group 	<ul style="list-style-type: none"> ● Character Academy ● OSS ● Temporary loss of privileges <p>*see suspension and expulsion table for egregious or repeated behavior</p>
Physical altercation or assault		
Gang-related or group organized disruptive activity		
Distribution, or sale of alcohol or illegal drugs, or drug paraphernalia or look-alike item		
Sexual threats, sexual harassment, sexual misconduct (including sexting), bullying or hazing of staff or students including sexual harassment and threats on the internet	<ul style="list-style-type: none"> ● Administrator/Teacher/Parent/Guardian Conference ● R3: Reflect, Respond, Repair (before school, lunch, after school) ● Peace circle ● Restorative conferencing ● Targeted support group ● Community service ● Referral to community-based organizations <p>*Sexual assault/harassment must be reported to CPS Office of Student Protections</p>	<ul style="list-style-type: none"> ● Character Academy ● OSS ● Expulsion ● Temporary loss of privileges <p>*see suspension and expulsion table for egregious or repeated behavior</p>

Suspension or Expulsion

Given the goal to maximize student learning time, suspension or expulsion should be used as a last resort. Restorative practices that teach responsibility and maintain relationships and community should be used whenever possible. Additionally, in accordance with SB100, the following limitations apply:

- Suspension for 1-3 days:
 - The student's continuing presence in school poses a threat to school safety or a disruption to other students' learning opportunities
 - Principal or their designee have taken all reasonable steps to resolve such threats, address such disruptions, and minimize the length of the suspension
- Suspensions for 4-8 days:
 - The student's continuing presence in school poses a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school
 - School officials have taken all reasonable steps to resolve such threats, address such disruptions, and minimize the length of the suspension
 - School officials have determined that other appropriate and available behavioral and disciplinary interventions have been exhausted (including the restorative practices outlined above)
 - The student is provided appropriate and available support services during the suspension
- Expulsion
 - All of the requirements for a 4-8 day suspension are met
 - Removing the student from the school is in the best interests of the school

Campus administration uses discretion to determine behaviors that require out-of-school student discipline. Determinations will be made on a case-by-case basis, considering the individual circumstances.

Please note, while the table on the following page allows for exclusionary discipline as a consequence, a suspension or expulsion will only occur consistent with the philosophy and approach stated above.

Code	Behavior	Initial Response	Elevated Response
3-2	Possession or use of tobacco/nicotine or related items (such as lighters, matches, e-cigarettes) or look-alike item	<ul style="list-style-type: none"> Administrator/Teacher/Parent/Guardian Conference Community service R3: Reflect, Respond, Repair (before school, lunch, after school) Peace circle Restorative conferencing Referral to community-based organizations Targeted support group 	3 day suspension, confiscation of item
4-1	Gross disrespect as defined by <ul style="list-style-type: none"> Verbal altercations that require intervention to ensure safety Profane language and/or obscene gestures made towards a fellow student, staff member or visitor (verbal, written, or on the internet) Excessive displays of affection and/or sexual acts Excessive disruptions within the classroom to learning opportunities of other students 	<ul style="list-style-type: none"> Administrator/Teacher/ Parent/Guardian Conference and/or Character Academy 	1 day suspension
6-1	Arson	<ul style="list-style-type: none"> Character Academy, parent/guardian conference, and R3: Reflect, Respond, Repair or 1 day suspension 	Referral for expulsion hearing
6-3	Distribution, or sale of alcohol or illegal drugs, or drug paraphernalia or look-alike item	<ul style="list-style-type: none"> Administrator/Teacher/Parent/Guardian Conference Community Service R3: Reflect, Respond, Repair (before school, lunch, after school) Peace circle Restorative conferencing Referral to community-based organizations Targeted support group 	Referral for expulsion hearing
6-4	Fighting/Battery		
6-5	Gang-related or group organized disruptive activity		
6-6	Theft, robbery, or extortion	<ul style="list-style-type: none"> Restitution, Parent conference and R3: Reflect, Respond, Repair or 1 day suspension, and/or character development class 	Referral for expulsion hearing
6-7	Threats, harassment, sexual misconduct (including sexting), bullying or hazing of staff or students including sexual harassment and threats on the internet	<ul style="list-style-type: none"> Administrator/Teacher/Parent/Guardian Conference R3: Reflect, Respond, Repair (Before school, lunch , after school) Peace Circle Restorative Conferencing Targeted Support Group Community Service Referral to community-based organizations <p>*Sexual assault/harrasement must be reported to CPS Office of Student Protections</p>	Referral for expulsion hearing
6-8	Vandalism or damage of school or community property including hacking into or disrupting network technology systems	Restitution of property and cost. In addition, parent conference and R3: Reflect, Respond, Repair or 1 day suspension	Referral for expulsion hearing
6-9	Possession of weapons/dangerous objects	tem permanently confiscated. In addition, parent conference and R3: Reflect, Respond, Repair or 1 day suspension, and/or character development class	Referral for expulsion hearing
6-11	Use or attempted use of weapons/dangerous objects or look-alike items.	1 year expulsion referral	2 year expulsion referral

Suspension/Expulsion Process

Suspension Process

Students who have been suspended may not appear on campus nor may they attend any school functions (before school, after school, during the evening, or over the weekend) while suspended. Students in violation of this policy will be considered trespassing. Students may, however, enter the school to take or prepare for certain assessments and, with Principal approval, complete Restorative Programs. Students will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally, students are given as many days to turn in work as they were suspended.

In the event a student is subject to exclusionary discipline, he/she/they will be provided with all legal required notices:

1. The student will be provided a pre-suspension review conference during which the student will be informed of the alleged misconduct and will be given the opportunity to respond. If the student's presence poses continuing danger to persons or property or an ongoing threat of disruption to the educational process, then he/she/they will not be provided a pre-suspension review conference, and the suspension will commence immediately.
2. Parent(s)/guardians(s) will be called and informed of the suspension.
3. Parent(s)/guardian(s) will be provided with a misconduct report and suspension letter (via email, mailed home, or hand delivered to the parent(s)/guardian(s)).
4. The student will be required to participate in a mandatory re-engagement meeting where staff will help the student plan for a successful re-entry back into the learning environment and make a clear plan for any necessary restorative actions.

Within five (5) business days of the notice of the suspension, a parent/guardian or student may request a review before a hearing officer, Noble's Manager of Student Culture & Support. The request and reason for the review of the suspension must be made in writing and sent to Noble's Manager of Student Culture & Support, either by email (SuspensionAppeal@nobleschools.org) or by mail (1 N. State St., Chicago, IL 60602) postmarked within the five (5) business days of notice of the suspension. Untimely requests will not be considered. At the review meeting, the parent/guardian as well as representatives of the campus may appear and discuss the suspension and may be represented by counsel. Within five (5) business days after the review meeting, the hearing officer will provide a written summary of the evidence provided and make a recommendation to the Director of Student Culture and Support, who will take such action as he/she/they finds appropriate. The Director of Student Culture and Support will provide written notice of the final decision via first class mail. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not be served.

Expulsion Process

Noble strives to provide the support necessary for all students to be successful and views expulsion as a rare occurrence and last resort. When expulsion is recommended, the steps in order are the following:

1. Principal or designee recommends the student for expulsion and sends a misconduct report to the Exclusionary Oversight Committee for review.
2. The Exclusionary Oversight Committee--consisting of the Director of Student Culture, Director of Student Services, Chief Equity Officer, and the Chief Education Officer--reviews the misconduct report to determine that a) a student has committed an offense(s) which is (are) grounds for expulsion, b) that school officials have exhausted other appropriate and available behavioral and disciplinary interventions, and c) that the student's continued presence poses a threat to the safety of other students, staff, or members of the school community and/or substantially disrupts, impedes, or interferes with the operation of the school.
3. If the Committee determines that a hearing is appropriate, the Principal or designee contacts (minimum three attempts) parent(s)/guardian(s) to schedule the expulsion hearing, documents that contact in PowerSchool, and notifies parent/guardian of the expulsion hearing via first class mail, certified mail, and email, if available. The notice of the expulsion hearing shall request the parent/guardian to appear and include the time, date, and place for the hearing; briefly describe what will happen during the hearing; detail the specific act of gross

disobedience or misconduct resulting in the decision to recommend expulsion; state the recommended length of expulsion (not to exceed two calendar years); state that expulsions are determined on a case by case basis; and ask whether the student will be represented by an attorney. If the student will be represented by an attorney, the parent/guardian should provide the attorney's contact information to the Principal or designee at least twenty-four (24) hours prior to the hearing.

4. At the expulsion hearing, Noble's designated Expulsion Hearing Officer (not to be a member of the Exclusionary Oversight Committee, the CEO, or a member of campus staff) will conduct the expulsion hearing. Representatives of the campus may present evidence and/or witnesses related to whether the student engaged in the misconduct, the prior interventions attempted or determination that no other appropriate interventions were available, and the threat or disruption posed by the student. A parent/guardian is strongly urged to attend. The parent(s)/guardian(s), student, and/or his/her/their representative may cross examine campus witnesses and present evidence and/or witnesses related to the same topics as well as why the student should not be expelled.
5. The Expulsion Hearing Officer provides a summary of evidence and recommendation to Noble's CEO and the parent/guardian within two (2) business days of the hearing.
6. The CEO makes an expulsion decision and notifies parent(s)/guardian(s) within five (5) business days of the expulsion hearing. If the student is expelled, the decision shall (a) include the specific reasons why removing the student from the school is in the best interests of the school (including how the student's continuing presence in school would pose a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school), (b) state a rationale for the specific duration of the expulsion, and (c) document whether other behavioral and disciplinary interventions were attempted (or whether school officials determined that there were no other appropriate and available interventions).
7. A parent/guardian may appeal the CEO's determination of expulsion within five (5) business days of the notice of expulsion. The reasons for the appeal of the expulsion must be put in writing to Noble's Expulsion Appeal Committee either by email (ExpulsionAppeals@nobleschools.org) or by mail, postmarked within the three (3) business days of receipt of the notice of expulsion (1 N. State St., Chicago, IL 60602). The Chairman of the Board, will serve as the leading member of a three- board member, Expulsion Appeal committee, which as a group will review the appeal reasons, the Expulsion Hearing Officer summary, the CEO determination, and any response to the appeal but will not hear new evidence. The Expulsion Appeal Board will make a decision on the appeal within three (3) business days of receipt of the appeal and notify the parent(s)/guardian(s) in writing of the determination.
8. For assistance with school placement information after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

Any student expelled from a Noble campus must have prior consent from the principal to be on school grounds or to attend any school sponsored event.

Procedural Guide for Students with Disabilities

School officials may suspend students with disabilities for a total of up to 10 cumulative school days in one school year in the same manner as nondisabled peers. Federal regulations allow for the suspension of students with disabilities in excess of 10 school days in the school year if the behavior was not a manifestation of the student's disability or if the suspensions do not create a pattern of removals that constitutes a change of placement. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, schools will need to hold a Manifestation Determination Review (MDR) to determine whether additional out of school suspension days are necessary. If MDR determines that the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the DeOffice of Diverse Learners Supports and Services 773-553-1905 is absolutely necessary. Without such consultation and approval from theOffice of Diverse Learners Supports and Services, the 10 school day limit on out of school suspensions will continue to apply.

When school officials anticipate a discipline referral for a suspension that will exceed the 10-day limit or for expulsion, the following apply:

1. The school must provide written notice to the parent/guardian of the suspension or request for an expulsion hearing and the date of an Individualized Education Plan (IEP) or 504 Manifestation

Determination Review (MDR) meeting, which must be held within 10 school days of the decision to request the expulsion hearing or additional suspension days. Schools must also provide the parent/guardian with a written copy of the Notice of Procedural Safeguards.

2. The IEP or 504 Plan team must:
 - a. 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 or 504 Plan. The behavior is a manifestation of the student's disability if (1) 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 (2) the conduct in question was the direct result of the school's failure to implement the student's IEP or 504 Plan.
 - b. 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.
3. If an advocate or legal counsel is obtained, the school should be notified 24 hours prior to the MDR and the contact information of the advocate and/or legal counsel must be shared.

If the student's behavior is not a manifestation of the disability, the student will be subject to The Noble Community Pact. 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. Students with disabilities who are expelled will continue to be provided a free and appropriate public education in an alternative educational setting.

If the student's behavior is a manifestation of the disability, exclusionary discipline beyond 10 school days will not be imposed.

All MDRs are subject to legal review by the Office of Diverse Learners Supports and Services.

All procedural safeguards contained in The Noble Community Pact related to students with disabilities are equally applicable to those students with IEPs and 504 Plans, except that a student with a 504 plan who is expelled need not be provided a free and appropriate public education.

Terms to Know

- **Character Academy**: An curriculum-based in-school suspension program where students participate curriculum and in restorative practices to repair harm to their community
- **Circles**: Rituals and structures create a safe and equitable space for people to communicate and connect with one another. Peace Circles are one type of circle ritual that engage all involved parties to develop agreements that resolve conflicts and disciplinary issues.
- **Deescalation (Crisis Prevention and Intervention)**: The process of supporting students in avoiding or completing the cycle of escalation more quickly by appropriately responding to student levels of need
- **Exclusionary Discipline**: Temporary removal of a student from his or her regular educational setting through Out of School Suspension or In-School Suspension (Character Academy) due to a violation of school rules or policies
- **Expulsion**: A permanent removal (for up to 2 calendar years) of a student from his or her regular educational setting due to a violation of serious schools rules or policies
- **Interventions**: Instructional and prevention-based practices that define, teach, and reinforce clear, objective behavioral expectations. Such practices promote equity, as defined in policy, and consistency.
- **Lockers, Locks, and Other School Property**: Student lockers, desks, and parking lots are school property. Students have no reasonable expectation of privacy in these places including personal effects left therein. Accordingly, school officials may inspect and search school property and the personal effects left in there at any time without notice or warning. All locks must be school locks purchased through the school office; any other lock will be removed without notice.
- **MTSS (Multi-Tiered Systems of Support)**: A systemic approach designed to identify and coordinate evidence-based interventions. MTSS can include positive behavioral interventions and supports (PBIS).

Social Emotional Learning (SEL) programs and approaches are often seen as an important component of universal approaches within MTSS, because they are designed to promote positive academic and behavioral outcomes in all students.

- Out of School Suspension: After a scholar has been determined to be a threat to the safety of others, out of school suspension may be employed to ensure safety of all parties involved.
- Peer Mediation: A voluntary student-led process in which a small group of trained Peer Mediators work with students who requested or were referred students (students who have broken a school rule or who are in conflict) to understand the impact of their actions and repair harm.
- Police Report: School personnel may contact law enforcement in two situations: 1) to seek assistance with an emergency situation, or 2) to notify law enforcement of alleged illegal behavior (non-emergency situations). A campus official will take reasonable actions to inform parent(s)/guardian(s) prior to or shortly after the police are called. A school staff member shall immediately notify the office of the principal in the event that he/she/they (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his/her/their supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the principal or designee shall immediately notify the local law enforcement agency, state police, and any involved students' parent/guardian. 'School grounds' includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself. In non-emergency situations, school officials must not contact law enforcement to request removal of a disruptive student from the school, including classrooms, common areas, and school-sponsored events.
- R3: Respond, Reflect, Repair: Formerly known as detention, R3 is a space where students will be able to reflect on their decisions/actions in a curriculum-based setting outside of the classroom setting.
- Release to colleges: In part due to the nature of The Noble Community Pact, as well as the confidentiality of student records, it is our policy not to report disciplinary records or infractions to colleges except with written permission from the parent/guardian or adult student.
- Restorative Practices: Restorative practices means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that 1) are adapted to the particular needs of the school and community, 2) contribute to maintaining school safety, 3) protect the integrity of a positive and productive learning climate, 4) teach students the personal and interpersonal skills they will need to be successful in school and society, 5) serve to build and restore relationships among students, families, schools, and communities, and 6) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.
- Searches: Students and/or personal property of students may be searched when there is reasonable suspicion the student has broken the law or has violated The Noble Community Pact and the search will turn up evidence of that wrongdoing. Each search must be reasonable in scope and justified at its inception. Student personal property may be seized if the search produces evidence of a violation of the law and/or The Noble Community Pact. The search must always be conducted by a staff member who is the same gender as the student, and there must always be a second staff member present as a witness.
- Social Media/Networking: The principal (or designee) may investigate or require a student's cooperation in an investigation if there is specific information about an activity on the student's social networking account that violates The Noble Community Pact. A student may be required to share the reported conduct during the investigation. The school may not request password or account information.
- Weapon Definition: For the purposes of The Noble Community Pact, weapon is defined as any object which may be used, is intended to be used, or is attempted to be used for bodily harm including, but not limited to a firearm or firearm "look-alike," sticks, brass knuckles, knives, box cutters, bullets, screw drivers, saws, metal pipes, b.b. guns, toy guns, slingshots, mace/pepper spray, billy clubs, or broken bottles and/or replicas.
- Wellness Room/Space/Corner: A dedicated, safe, and neutral space in a school building for students to work through difficult emotions and challenging situations with the help of a Culture Team member, teacher, or campus staff member.

Anti-Bullying Policy

Bullying is contrary to Illinois law and Noble policy. It is serious and may result in an elevated behavioral response consistent with The Noble Community Pact.

Bullying is prohibited on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital or parental status, physical or mental disability, sexual orientation, gender-related identify or expression, military status, unfavorable discharge from military service, status of being homeless, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Bullying is prohibited in each of the following situations:

- During any school-sponsored education program or activity
- While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities
- Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment
- Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. Bullying in these circumstances will be addressed only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred. School staff are not required to monitor any non-school-related activity, function, or program

Definitions

For the purposes of this policy and as defined under the Illinois *School Code*, the terms used mean the following:

Bullying includes cyber-bullying and means any severe or pervasive 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
- Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the 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.

Aggressive conduct toward other students that is not severe or pervasive shall not be deemed as bullying, but may constitute other inappropriate behavior listed in The Noble Community Pact. Students who engage in bullying conduct shall be disciplined under The Noble Community Pact.

Cyber-bullying means bullying through the use of technology or any electronic communications, including without limitation, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system, including without limitation, electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that 1) are adapted to the particular needs of the school and community, 2) contribute to maintaining school safety, 3) protect the integrity of a positive and productive learning climate, 4) teach students the personal and interpersonal skills they will need to be successful in school and society, 5) serve to build and restore relationships among students, families, schools, and communities, and 6) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school system, including without limitation school and Network administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Reporting

Students, school staff, and the parent/guardian who witness or know information about actual or threatened bullying shall immediately report it to the campus Principal, the designee identified on the campus website, or any Noble employee. A report may be made orally or in writing by completing the "Bullying Report" form located on the campus website (under the "Students" section). Anonymous reports are also accepted. No disciplinary action will be taken solely on the basis of an anonymous report.

Investigating

The principal/designee shall promptly investigate and address reports of bullying. All reasonable efforts will be made to complete the investigation within 10 school days after the date the report of bullying was received.

As part of the investigation, the principal/designee shall:

- Be notified of the reported incident of bullying as soon as possible after the report is received.
- Take into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
- Involve appropriate school support personnel and other school staff with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- Investigate whether a reported incident of bullying is within the permissible scope of the school's jurisdiction.

Notification

Consistent with federal and state laws and rules governing student privacy rights, the principal/designee shall promptly inform the parent/guardian of all students involved in the alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

In addition, the principal/designee shall, consistent with federal and state laws and rules governing student privacy rights, provide the parent/guardian of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal/ designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The principal/designee shall document each of these notifications to parent(s)/guardian(s).

Interventions and/or Elevated Responses

When an investigation determines that bullying occurred, the principal/designee will immediately impose the appropriate Noble Community Pact response. The principal/designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Additionally, the

principal/designee shall provide the victim with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

Any form of intimidation, reprisal, harassment, or retaliation directed against any person who reports bullying or provides information during an investigation about actual or threatened bullying is prohibited. Any such act by a student will be treated as bullying and met with the appropriate response consistent with this policy and under The Noble Community Pact.

A student will not be punished for reporting bullying or supplying information about actual or threatened bullying, even if the school's investigation concludes that bullying did not occur. However, knowingly making a false accusation or providing false information will be treated as bullying and met with the appropriate response consistent with this policy and under The Noble Community Pact.

Distribution & Review

This policy shall be posted on the Noble Schools website and included in the student handbook, and, where applicable, posted where other policies, rules, and standards of conduct are currently posted. The policy also must be distributed annually to parents/guardians, students, and school personnel, including new employees when hired, and must also be provided periodically throughout the school year to students and faculty.

Noble shall review and re-evaluate this policy and make necessary and appropriate revisions every two years and file the updated policy with the Illinois State Board of Education. The policy must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

The principals/designees shall assist with the evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

- The frequency of victimization
- Student, staff, and family observations of safety at a school
- Identification of areas of a school where bullying occurs
- The types of bullying utilized
- Bystander intervention or participation

The evaluation process may include the use of relevant data and information that the school already collects for other purposes. Noble must post the information developed as a result of the policy evaluation on the Noble website, or if a website is not available, the information must be provided to school administrators, board members, school personnel, parents/guardians, and students.

This policy must be consistent with all Noble policies.

Academic Policies

Promotion and Graduation Policy

For the 2021-2022 school year, in order to be promoted to the next grade level or graduate, students must meet requirements in both academics and enrichment.

Academics

All students who earn credits for Noble's minimum academic promotion and graduation requirements will meet the academic requirements for promotion or graduation. Students who earn an F in a class may be required to enroll in and pass a corresponding makeup class in order to meet the academic requirements for promotion or graduation.

Community Service/Enrichment

Community Service/Enrichment credits are classes or activities undertaken outside of the regular school schedule. Enrichment is a graduation requirement only. Students are encouraged to earn enrichment credit by pursuing their

unique interests. In consideration of the pandemic impact on students' ability to participate in enrichment opportunities, class of 2022 will have a reduced requirement of a minimum of 25 hours (.25 credit) of class time, study time, practice time, or community service. Each year the graduation requirement will increase by .25 credit. Class of 2023 will require .50 credit hours, class of 2024 will require .75 credit hours, and class of 2025 and beyond will require 1.0 enrichment credit hours.

Minimum Academic Promotion and Graduation Requirements		
Content	Min Credit Requirement	Details
English/Language Arts	4	2 years of which are writing intensive courses.
Math	3	Students are required to take an additional year of advanced math beyond the equivalent of Algebra 1 and Geometry.
Science	3	2 years of which must be lab science
Social Science	3	Course offerings must allow for meeting constitutional requirements
Electives (Fine Arts, Performing Arts, Technology)	1	Elective credits can be earned through any of the following class types: fine arts, performing arts, music, technology, financial literacy. This list is not exhaustive and context may change based on campus context.
World Language	2	Campus schedules will determine if 1 credit of World Language is earned per semester or per year.
Health + Fitness	participation	PE participation is required for all students 9th-12th grade.
College Seminar	participation	Participation in a college seminar course is required for all seniors.
Total Credits	16 credits required	
<p>Note: For SY22, one credit is equal to one year (2 semesters) of coursework. *There is an exception for World Language requirements, as explained above.</p> <p>In addition to the minimum graduation requirements, all graduates must a) have participated in the state's final accountability assessment (currently the SAT or DLM-AA); b) have completed FAFSA, Alternative App, or official Opt-Out form, and c) have passed an assessment and/or completed a course that integrates the U.S./Illinois constitutions into its curriculum. Participation in advisory is required.</p> <p>*In all instances, Individualized Education Plans for students with IEPs take priority in determining promotion and graduation.</p>		

For 2021-2022, Noble's minimum academic promotion and graduation requirements* are as follows:

Grade	Promotion Criteria
6th to 7th grade	3 total credits; Required: 1 Reading, 1 Math, Health and Fitness Participation
7th to 8th grade	7 cumulative credits; Required: 2 Reading, 2 Math, 1 Science, 1 Social Science, 1 English, Health and Fitness Participation
8th to 9th grade	12 cumulative credits; Required: 3 Reading, 3 Math, 2 Science, 2 Social Science, 2 English, Health and Fitness Participation
9th to 10th grade	3 total credits; Required: 1 English Language Arts, Health and Fitness Participation
10th to 11th grade	7 cumulative credits; Required: 2 English Language Arts, 1 Math, 1 Science, 1 Social Science, Health and Fitness Participation
11th to 12th grade	12 cumulative credits; Required: 3 English Language Arts, 2 Math, 2 Science, 2 Social Science, Health and Fitness Participation
12th grade graduation	16 cumulative credits; Required: 4 English Language Arts (two of which must be writing intensive), 3 Math (students must take up to Alg II), 3 Science (two of which must be lab science), 3 Social Science, 2 World Language, 1 Elective, Health and Fitness Participation, College and Career Seminar Participation

In addition to the minimum graduation requirements, all graduates must a) have participated in the state's final accountability assessment (currently the SAT or DLM-AA); b) have completed FAFSA, Alternative App, or official Opt-Out form, and c) have passed an assessment and/or completed a course that integrates the U.S./Illinois constitutions into its curriculum

*In all instances Individualized Education Plans for students with IEPs take priority in determining promotion and graduation

Credit Recovery

Students who do not meet Noble's minimum academic and enrichment promotion requirements will be expected to make up this requirement as outlined below. Only students who have completed all graduation requirements are eligible to receive a diploma. Students who do not meet all the requirements at least one week before the subsequent school year retain their current grade level classification until requirements are met. When documented accommodations are relevant (e.g., medical), promotion eligibility will be made on an individual basis.

Academics

Students may be required to enroll in Credit Recovery courses (e.g. summer school or night school) to recover credit required to promote. The costs of these classes are \$70 for 0.5 credit classes, with a minimum of 20 hours of coursework, and \$140 for 1.0 credit classes, with a minimum of 40 hours of coursework. Students may also recover credit by retaking the course the following school year.

Enrichment

Campus specific make-up program costs vary from \$25-\$75.

Promotion/Graduation Appeal Process

If a student is not eligible for promotion or graduation due to not meeting one or both of the Noble promotion requirements, a parent/guardian may communicate and advocate on the student's behalf if they feel the school did not communicate the possibility of this outcome in advance and clearly. A parent/guardian may appeal Noble's final determination of ineligibility for promotion or graduation within three business days of the notification. The reasons for the appeal must be put in writing to the Head of Schools either by email (PromotionAppeals@nobleschools.org) or by mail, postmarked within 3 business days (1 N State Fl 6M, Chicago, IL 60602). The Head of Schools will decide on the appeal within the three business days of receipt of the appeal and notify the parent of the determination.

Early Graduation

In SY21, as a reconciliation effort, early graduation was permitted for students who would have graduated prior to June of 2021 had they not been retained due to behavior*. This decision was rooted in our commitment to reconcile with students and families who were impacted by a racist promotion/graduation policy. The decision was not rooted in a policy shift to allow early graduation moving forward. Early graduation, however, is under consideration as the Academic Operations Design Team crafts promotion and graduation policy for SY23 and beyond.

Therefore, all students, including those who meet the minimum requirements for graduation, are required to carry a full, rigorous course schedule.

*Noble will continue to offer early graduation and reduced schedules for the small number of students who were previously identified as impacted by our past racist policy, but opted not to exercise our reconciliatory opportunities in SY21.

Grading Policies

- Campuses operate on a 40-week school year. There are two semesters per year; each semester is approximately 20 weeks long.
- Students will receive progress reports every two weeks. Parents/guardians should attend report card pick-up at the end of every quarter. Parents/guardians and students can also regularly track progress in PowerSchool.

- Students receive credits at the end of each semester for classes they have passed.
- Teachers will provide multiple opportunities for students to demonstrate mastery of material, including a generous retake policy to ensure students have adequate opportunities to demonstrate learning.
- All grades range from 50%-100%. This change creates a less penalizing gradebook structure for our students.

Letter Grade	Percent	GPA	Letter Grade	Percent	GPA
A+	97-100	4.3	C	73-76	2.0
A	93-96	4.0	C-	70-72	1.7
A-	90-92	3.7	D+	67-69	1.3
B+	87-89	3.3	D	63-66	1.0
B	83-86	3.0	D-	60-62	0.7
B-	80-82	2.7	F	50-59	0.0
C+	77-79	2.3			

Honors classes are awarded a 0.5 GPA point bonus, and Advanced Placement/International Baccalaureate/Dual Enrollment/Dual Credit classes are awarded a 1.0 GPA point bonus when calculating weighted grade point averages. Pass/fail classes are credit-bearing; however, they do not factor into grade point averages. Pass/fail requirements are determined by each campus. Full credit classes have twice the impact on GPA calculations than half credit classes.

Extra credit

Extra Credit can only be made available to the whole class and not to individuals and may be available on assignments or assessments at any time.

Honor Roll

Students are named to the honor roll based on the following criteria:

- High Honor Roll: 3.5+ current, unweighted GPA
- Honor Roll: 3.0-3.49 current, unweighted GPA
- If a student earns anything less than a B- in any class, they are ineligible

Class Rank

Class rank is determined by the cumulative weighted GPA and calculated after each semester.

Academic Integrity

Noble strives for integrity, honesty, and fairness in our academic pursuits. All members of the campus community, students and staff alike, share the responsibility of ensuring that these standards are upheld. It is essential that

teachers make clear the expectations of assignments and what completing assignments with academic integrity looks like in order to combat instances of plagiarism.

Students must always be responsible for their own work and not engage in any manner of cheating. Plagiarism and cheating will result in loss of assignment credit and/or failure according to the discretion of the teacher. Staff may also implement a response aligned to The Noble Community Pact.

Plagiarism

Copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious offense.

Deliberate plagiarism

- Copying of a phrase, sentence, or a longer passage from a source and claiming it as one's own
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own
- Obtaining a term paper and submitting portions of the work or the entirety of the work as one's own

Accidental plagiarism

- Forgetting to place quotation marks around another writer's words
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea

Cheating

- Obtaining a copy of tests or scoring devices
- Altering scores/grades
- Copying another student's answers during an assessment
- Providing another student questions or answers to, or copies of, actual test or quiz questions
- Having or using non-permitted materials during assessments
- Duplicating another student's project or work for submission as one's own work
- Having someone other than the student prepare the student's homework, paper, project, laboratory report, or take-home test
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test

Commitment to Student Success

Noble is dedicated to providing all students with the reasonable level of support needed to fulfill this mission, but we also understand that there are times when some students need more support. The following section provides more information related to a student's rights and expectations when they or their families experience extraordinary situations.

Students in Temporary Living Situations (STLS)

Noble adheres to all federal and state laws protecting the rights of students in temporary living situations (STLS) students. Additionally, students enrolled in the STLS program will have all school fees, except lost materials, waived. If families would like the assistance of the STLS program, please contact the main office to speak with the STLS liaison.

Accommodating Individuals with Disabilities

Noble will reasonably accommodate individuals with disabilities, including at parent-teacher conferences, school programs, and school meetings. Individuals with disabilities should notify campus if they have a disability that requires special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

If the above or other concerns surface, please contact your student's advisor, other staff members at your campus, or campus principal.

Dress Code Policy

At Noble, we believe a dress code will ensure all students have an equitable and positive student experience by fostering a sense of school identity and community, while increasing school safety and security by making the presence of visitors/outside immediately apparent.

Campuses must work to support students in temporarily acquiring missing items. In situations where the dress code requirements cannot be met, a campus staff member will contact the parent/guardian (which will be logged in PowerSchool) and, as long as the student adheres to Noble's Basic Principle and Self-Expression policy as outlined below, the student will return to class. The dress code is in effect from the start of the first class to the end of the last class and remains in effect for any after school programming on campus (e.g. office hours, enrichment classes, etc.), except where mandated by religious requirements or with a note from a medical professional. At school events and sporting events outside of the school building and on dress down days, rules on attire may be adjusted, but Noble's Basic Principle and Self-Expression policies always remain in effect.

Our expectations are that parents/guardians ensure students follow our dress code, and students are responsible for knowing and following the student dress code during school hours and school activities. To ensure effective and equitable enforcement of this dress code, school staff shall uphold the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, culture observance, household income, or body type/size.

Basic Principle

Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, chest, and nipples are fully covered. Bottoms must be worn at or above the hips. There are no coverage requirements for cleavage or length requirements for shorts/skirts. School branded items cannot be altered in any way, meaning students are asked not to cut, rip, or tie school branded items. All items listed below must meet this basic principle.

Dress Code Details

- 1. Shirts and Outerwear**
 - a. Students must wear an unaltered school branded top
- 2. Bottoms**
 - a. Students may wear unaltered school branded bottoms of any color
 - b. Otherwise, students must wear bottoms in khaki, black, or blue color
- 3. Shoes**
 - a. Students must wear shoes
- 4. Head Coverings**
 - a. Students may wear head coverings that honor religion and/or culture or if necessitated by a medical issue
 - b. Students may not wear hats, hoods, and balaclavas/ski masks
- 5. PE Dress Code**
 - a. Students must be in an unaltered school branded top or a school-issued leotard for dance classes
 - b. Students must wear athletic bottoms and shoes
 - c. Students may be still required to participate in physical activities if they are not in full athletic gear
 - d. Students will be allowed accommodations to the PE dress code for religious purposes
- 6. Self-Expression** The use of tattoos, hair styles, jewelry, socks, accessories, and piercings as a medium to express individuality and identity is welcome at Noble. Expressions that meet any of the following criteria are not permitted
 - a. convey implied or expressed obscenities or sexual vulgarities
 - b. promote the use of drugs, alcohol, or tobacco products
 - c. promote or incite violence, gang activity, or other illegal acts,
 - d. convey other messages that are reasonably likely to create a substantial disruption or invade the

Enrollment and Attendance Policy

Transfer Enrollment

Transferring from One Noble Campus to Another Noble Campus

Current students who have attended classes at a Noble campus and are in good standing may transfer to another Noble campus if the campus is accepting transfer students (i.e., only if the campus has open seats). To be in good standing, students must not have a pending suspension(s) or expulsion at their current Noble campus. Movement from one Noble campus to another may only take place during transfer windows as designated by Noble. Families interested in transferring from one Noble school to another should reach out to the administration of their current campus to discuss the process. A student's current promotional status and outstanding fees at the current Noble campus will carry over to the new Noble campus once the transfer is complete.

Expedited Hardship Transfers

A hardship appeal process exists for students who need an expedited transfer from one Noble school to another for safety reasons. A request to transfer from one Noble school to another for the purpose of convenience does not qualify as a hardship. Hardship transfers will only be granted when all other reasonable measures have been taken and when it is shown that the transfer is absolutely necessary for the safety of the student. Students who qualify for a hardship appeal may only transfer into a campus that is accepting transfer students. If approved, the transfer may occur outside of the district-wide transfer windows. Parents/guardians who believe their child may qualify for a hardship appeal should contact Noble's Department of Student Enrollment & Recruitment at (833)-BE-NOBLE to initiate the process.

Students Transferring to a Noble Campus from a Non-Noble Campus

Students transferring to a Noble campus from another high school may have a semester's worth of successfully completed classes count as a semester of Noble credit. Students who do not meet Noble's minimum academic and enrichment promotion requirements will be expected to make up this requirement as outlined above (in the Promotion and Graduation Policy section). Students may only enroll at a Noble campus pending campus enrollment capacity. Prior to being admitted to any Noble campus, transfer students must complete the entire term of any suspension or expulsion imposed on the student by any public or private school.

Fees

Each campus charges a standard annual fee of \$180 and charges additional fees as outlined by the campus. This fee defrays the cost of [books, lab equipment, etc]. Any fees paid to a Noble campus are non-refundable after the student's first day of attendance. In addition, students who fail any of the promotion requirements will be expected to enroll in a make-up class, per the costs previously listed.

Noble will assist in the payment of all school fees for students whose families demonstrate financial hardship. Students in temporary living situations (STLS) will have all school fees waived per STLS guidelines. Other students whose families encounter financial hardship may apply for a payment plan through the main office at their campus. A payment plan will allow families to reduce payments and/or extend payment timelines so that students may still participate in mandatory school activities without penalty for the inability to pay. In addition, promotion or graduation will not be denied on the basis of an inability to pay fees. Parents/guardians may apply separately to the free and reduced lunch program. To apply or to receive notice of the criteria, contact a campus administrator.

Attendance

Absences may be excused only for an illness, doctor's appointment, observance of a religious holiday, pre-approved college visit, death in the immediate family, or verifiable family emergency. These absences can be excused only when confirmed by the parent/guardian and verified by the campus main office within 48 hours of the student's return to school. If a student is going to be absent, parents/guardians should inform the campus main office before classes begin.

Students who are eligible to vote will have a two-hour window to vote during the school day. Campus administration will communicate the exact two-hour timeframe with students and parents/guardians two weeks before early voting or the election.

Students who are absent will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, they would have to turn in make-up work by the second day they return.

Community service and enrichment hours are not counted if done during school day hours on which students are absent or suspended. Students who are absent for all or part of any day may not attend or participate in any extra-curricular event or sporting event without written permission from the principal.

Students who are absent for all or part of any day for “cut days,” “senior cut days,” “skip days,” “ditch days,” or any similar events may be denied participation in any extracurricular event or sporting events. Additional response may be warranted and students may not be eligible for makeup work.

Leaving Campus

Students are not permitted to leave campus once they are inside the building. Leaving the campus without authorization may result in an initial response or an elevated response.

Early Dismissals or Late Arrivals

Whenever possible, students are encouraged to make medical or other appointments after school hours or on weekends. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

- The legal guardian or designated emergency contact with guardian approval must come to sign the student in or out of school.
- The student must make up missed work.
- Only early dismissals or late arrivals for a verified doctor’s appointment, observance of a religious holiday, death in the immediate family, pre-approved college visits, or verifiable family emergency will count as excused absences. All other late arrivals or early dismissals are considered unexcused. Official documentation verifying the absence should be brought to the campus main office upon arrival to school.
- Should the need arise due to extreme weather conditions, principals may implement a delayed start time for their campus. Also, should the need arise due to public transportation emergencies, students should follow their campus appeal process and submit verification from the Chicago Transportation Authority to confirm the delay.

Homebound and Hospital Attendance

Homebound instruction will be provided if a student’s medical doctor provides written documentation anticipating that, due to a medical condition, the student will be unable to attend school for two or more consecutive weeks or be absent on an ongoing intermittent basis totaling two or more weeks. Parents/guardians may contact the school to obtain the homebound form and to obtain more information.

Emergency Management Planning

Each school has identified and will implement a customized emergency management plan to maintain a safe and secure learning environment. This includes emergency protocols, contact information, communication procedures, and evacuation or contingency plans. Emergencies include school lockdowns, evacuations, shelter-in-place situations, or allergies.

Teachers, administrators, staff, and students should train and routinely complete drills following these plans so they will be prepared in the event of an emergency. In any emergency drill or evacuation, students should remain

silent, follow their teacher, and stay with their class in the designated area and wait for further instructions. Anyone violating this procedure is jeopardizing the safety of the school.

Guests

The safety of our students and staff is our top priority. For this reason, our exterior doors remain locked at all times, and guests must adhere to the following protocol.

Guests are defined as individuals other than enrolled students and campus staff. Upon entry, guests must go directly to the main office or the reception desk where they must sign in and receive a visitor's badge. Guests must only access the areas of the school that satisfy the intention of the visit. Once the visit is complete, guests should sign out, return the visitor's badge, and exit the building as soon as possible. Loitering or refusal to leave upon the request of school staff may result in removal by law enforcement.

Trespassing on school grounds is prohibited. Further, it is prohibited by law to commit criminal damage to school property, to vandalize school property, or to distribute/deliver written or printed solicitation within 1,000 feet of school property for the purpose of inviting students to an event when a significant purpose of the event is to commit or solicit illegal acts or will otherwise be held in or around abandoned buildings.

Threatening or offensive acts or language by a guest will not be tolerated. Guests are expected to respect the educational environment and are subject to removal from the school at the discretion of staff. Guests in such situations may also be banned from future visits to the school or campus events after receiving appropriate due process.

Right to access

If an announced site for a school program or public event is not accessible to a parent/guardian, student, or community member, the individual may, 10 days in advance of the program, request that the program be relocated to a site that would meet their needs or that another accommodation be made. Requests should be made to the principal of the campus, who will make reasonable accommodations.

No Solicitation

Students may not sell any goods or services for a fundraiser, charity or any other reason whatsoever while on school grounds unless they are doing so with the express consent of campus staff and for a school-sponsored club or organization.

NobleFit

Noble cares deeply about student wellness. NobleFit is a community of educators that enhances Noble's mission by empowering students to engage in supportive, experiential, and growth-oriented health and fitness programming.

The NobleFit Journey

Through physical education courses and after school enrichment, students may choose NobleFit Challenges (fitness experience or proficiencies) from our NobleFit Journey Badge Categories. The NobleFit Journey Badge Categories include personal, experiential, community, and advanced fitness. Students may earn badges, honors, and medals through their participation in the NobleFit Journey.

Sexual Health Education

Noble campuses provide sexual health education to all students. In accordance with relevant law, course material and instruction will be developmentally appropriate, medically researched, accurate, and complete. Further, course material and instruction will place emphasis on both abstinence and contraception for the prevention of

pregnancy and sexually transmitted diseases. Course material and instruction will stress that abstinence is the ensured method of avoiding unintended pregnancy, sexually transmitted diseases, and HIV/AIDS.

Noble views parents/guardians as the primary educators of their children for sexual health. A parent/guardian may submit a written request to the campus that their child be excused from taking or participating in any class or course in comprehensive sex education. In addition, as allowed by state law, designated, trained staff members or designated, trained third parties may distribute male and female condoms in specified locations at Noble campuses; a parent/guardian may submit a written request to the campus that their child not access these resources.

Noble League

All Noble campuses are members of the Noble League and the Illinois High School Association (IHSA). The Noble League is the competition mechanism of Noble athletics, academics, arts, and school spirit. Noble League coaches enhance the Noble mission by empowering students to compete and learn through growth-oriented competition.

Sports Eligibility and Redemption Eligibility

All eligibility is determined on a weekly basis. To be eligible to participate in sports, Noble students must

1. Pass IHSA equivalent of 2.5 credit hours in the current and previous semester
2. Maintain a cumulative or current 2.3 GPA (unweighted)
3. Meet additional campus or coach requirements

Sport Physicals

Students who choose to try out for and/or participate in a sport are required to have an annual physical on file with the campus. The physical must be current within 395 days preceding any date of participation in any such practice, contest, or activity.

Fees for Sport Participation

Campuses may charge a reasonable fee for participation in sports. Fees help cover costs associated with operating an athletic program.

Campus-Issued Equipment and Uniforms

Campuses may issue uniforms and equipment for their sport. Campus-issued uniforms and equipment must be returned at the end of a season in similar condition as originally issued, minus regular wear and tear. Students who do not return issued equipment and uniforms, or who return damaged materials, may be required for replacement costs.

Non Campus-Issued Items

Students may be required to purchase personal items essential for their sport (i.e. socks, under shirts, shorts, athletic shoes, or protective gear).

Noble League Competition Expectations

Noble League students should compete in exciting and empowering environments. Participants and spectators should feel welcome, safe, and supported. Fans are encouraged to be loud, proud, and respectful.

- All staff must model Noble's core values and be respectful to students, fans, security, and game officials.
- Coaches and players must clean benches and locker rooms.
- Approved students and staff are allowed on game sidelines/benches.
- Staff may ask for outside food, drink, and gum to be discarded before entry.
- Noble concession stands may not sell homemade food.
- Anyone may be removed if actions, words, or attire interfere with the safety and support of students.
- Staff may ask spectators to remove head coverings other than those worn for religious, culture and/or medical reasons.
- Staff may search bags or use a detector to promote a safe environment.

Risk of Injury: There is risk of injury in PE classes, fitness events, athletic competitions, training, and practices. The Noble Network, its campuses, and employees are not liable for any accidental harm that may occur. Coaches, teachers, and trainers may provide first aid to a student in case of injury in connection with these activities.

Concussion Policy

Noble takes the well-being of its students seriously. It has developed a program to manage student concussions and head injuries consistent with the Youth Sports Concussion Safety Act. The return-to-play and return-to-learn protocols established by the Concussion Oversight Team are available at www.nobleleague.com. The campus specific Emergency Action Plan is available and posted at each campus. Each student and student's parent/guardian must sign a concussion information form each school year before participating in an interscholastic athletic activity, acknowledging that they have received and read written information that explains concussion prevention, symptoms, treatment, oversight, and guidelines for safely resuming participation in an athletic activity 24 hours following a concussion. The form is included in this handbook's appendix and must be turned in to the designated campus staff member prior to participation in the activity. In addition, all student-athletes are required to annually watch the Illinois High School Association's video about concussions.

Mandated Reporting of Abuse or Neglect

A mandated reporter is a person who, because of his or her profession, is legally required to report any suspicion of child abuse or neglect to the relevant authorities. These laws are in place to prevent children from being abused and to end any possible abuse or neglect at the earliest possible stage.

All school personnel are mandated reporters, meaning Noble staff are required to report suspicions or claims of abuse or neglect to the relevant authorities (normally DCFS). Mandated reporters are required to report suspected child abuse or neglect as soon as possible after they have reasonable cause to believe that a child who is under 18 years old has been harmed or is in danger of being harmed physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to protect the child from harm.

Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must take all of the following steps:

1. Call the DCFS hotline at (800) 25-ABUSE
2. Notify the principal or social worker
3. Complete an incident report

No one in the workplace is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Medical Policies

Immunizations and Health Exams

All students entering in 6th and 9th grade or transferring into a Noble campus for the first time must submit proof that a health examination and required immunizations were completed within the 12-month period prior to the entry date for the current school year by October 15th. All students, at any grade level, who fail to submit the required health examination and immunization documentation (and who are not otherwise exempt from such requirements under Illinois law) may be withheld from school until such time as the student presents proof of the health examination and required immunizations.

If a student is transferring into Noble from out-of-state, and they do not provide the required proof of immunizations by October 15, they may only attend class if the student provides proof that an appointment to receive the immunizations has been scheduled. If the proof of health compliance is not submitted within 30 days

after starting classes, then the student may not be permitted to attend classes until proof of the vaccinations has been properly submitted.

Dental and Vision Requirements

All 6th and 9th grade students must have an annual dental examination and present proof of such examination by May 15th. The dental examination must have taken place within 18 months prior to May 15th of the current school year. Eye exams are only required for Noble students enrolled at an Illinois school for the first time.

Parent(s)/guardian(s) may submit a waiver for this requirement for students who show an undue burden or lack of access to the dentist and/or optometrist or physician who performs eye examinations. This waiver form must be submitted by the aforementioned deadlines or by the deadline set by your campus.

Students who fail to provide proof of a dental or eye examination or to establish that they are otherwise exempt from those requirements may have their report cards withheld until the student complies.

Vision screenings, if any, conducted by the school are not a substitute for a complete eye and vision evaluation by an eye doctor. If vision screenings are offered by the school, students are not required to partake if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

Allergies

If a student has an allergy that would limit participation in school activities or the food program, the parent/guardian must provide written documentation from a medical professional detailing the type and extent of the allergy along with activities and foods that should be avoided.

Medications

If a student requires medication during school hours, the distribution of the medications will be supervised by the authorized employee or nurse under the following guidelines required by state law:

1. Prescription medications must be supplied in the original pharmacy container.
2. The container must be identified with the following information: student name, name of medication, and doctor's name and phone number.
3. Documentation from a doctor must be on file at the school before any prescription medication will be administered to a student.
4. Parent/guardian must sign the medicine administration release.
5. Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.

Each campus will identify a primary and backup employee authorized to administer medication in the absence of the school nurse. Generally campuses will designate the main office as the place to receive medications. For situations requiring additional or different accommodations, each campus will work with parent(s)/guardian(s) to create a plan best suited for the student's needs.

The proper forms must be completed in the school main office annually. For over-the-counter medication, a note signed by the parent/guardian with directions must be on file at the school. Furthermore, a log will be kept on file that has the name of the student, the name of medication, the date and time it was administered, and the name of the person who administered it.

Students are not allowed to have medication in their possession or in their lockers. This includes over-the-counter medications. Students are permitted to carry EpiPens and inhalers consistent with the student's doctor order and parent/guardian consent. An emergency action plan will be developed for any student self-administering such medication. Non-permitted medications will be confiscated.

Noble and its campuses, employees, and agents are exempt from liability or professional discipline, except in the case of willful or wanton misconduct, as a result of any injury arising from the administration of asthma medication, an EpiPen, or an opioid antagonist. Parent/guardian must sign and return an acknowledgement of this policy to Noble.

If Noble or its employees administer an EpiPen, asthma medication, or opioid antagonist, whether or not undesignated, Noble will provide the parents/guardians with notice after such administration.

Personal Property Liability

Noble is not liable for theft or damage to personal property that students bring on school property.

School Issued Property

Students are responsible for keeping their textbooks, Chromebooks, lockers, locks, and any other school issued property in the condition in which they received them, or pay the cost of replacement.

Snow Days/School Cancellation

Noble Network campuses follow the Chicago Public Schools (CPS) with respect to snow days and other weather-related issues. If CPS cancels school because of weather, so will Noble campuses. Call CPS at 773-553-1000 to find out if they have cancelled school.

Student Initiated Groups

Non-curriculum related student groups can meet on school premises, including for the purpose of religious, political, or philosophical discussion during non-instructional time if approved by the building principal, subject to the following:

- Attendance at the meeting must be voluntary and student initiated.
- The meeting will not be school-sponsored.
- One or more school employees shall be present in a supervisory, non-participatory capacity only.
- Non-school persons may not direct, conduct, control, or regularly attend meetings.
- All school rules, applicable laws, and the constitutional rights of other persons must be observed.

Approval by the principal may not be denied on the basis of the religious, political, philosophical, or other content of the speech at a meeting unless the meeting does, or is likely to, materially and substantially interfere with educational activities within the school, is unlawful, or is in violation of any applicable Noble policies or campus rules.

Non-curriculum related student groups shall also be granted the following:

- Access to classrooms in the school for meetings and events during non-instructional time.
- Access to designated bulletin boards, upon which student groups may post written materials that have been reviewed and signed by a faculty member or administrator at the school (a disclaimer of school sponsorship may be required on such written materials).
- The ability to submit student group announcements to be made during advisory periods.
- The opportunity to hold fund raising activities and engage in community service.
- Access to scrolling video screens where announcements and events are communicated.
- Inclusion of the group in the school yearbook.

Non-curriculum related student groups cannot participate in or make presentations as a group to town hall assemblies held in the school. In addition, the school will not spend public funds on non-curriculum related student

groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of the activities and opportunities listed above.

Student Rights

The right of students to freedom of expression shall not be abridged, provided that such right shall not cause the substantial likelihood of disruption within the school or impinge on the rights of other students. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (1) to express their views through speech and symbols, (2) to write, publish, and disseminate their views and (3) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

Freedom of speech: A student's right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and culture of the school in a material or substantial way.
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No student's speech may be obscene.
- Students may not say (slander) or write (libel) things about another person that damage that person's reputation and are not true, if they know the statement to be false or don't care whether it is true or false.
- Students may not use words which when spoken are likely to produce a violent action.
- Students may not use speech to invade the rights of others, including racial, sexual, ethnic, or religious slurs.

Freedom of press

Students may express themselves in publications and other written materials and unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, invasive of privacy, harassing, or likely to provoke disruptive, unlawful, or violent behavior. Distribution or posting of publications, signs, and other materials must comply with the same standards and may be limited by the campus principal or his/her designee to designated times and places to avoid disruption and litter. Noble reserves the right to regulate the content of school sponsored expressive activities to comply with applicable journalistic standards as well as the general standards listed above.

Freedom of religion

Students have the right to be absent from school for observance of the holy days of their religion. These absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the student's return to school. Students will be allowed the opportunity to make up any work from an absence due to religious observance for equivalent credit. These absences do not count towards the final promotion attendance number.

Equal Educational Opportunities

No student shall, on the basis of his or her sex, sexual orientation, race, color, national origin, ancestry, ethnicity, language barrier, religious beliefs or religious affiliation, physical or mental disability, gender identity or expression, status as homeless, economic and social conditions, military status, order of protection status, immigration status, actual or potential marital or parental status, including pregnancy, or association with a person or group with one of more of the aforementioned actual or perceived characteristics be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. Any student may file a discrimination grievance with the Noble Coordinator of Nondiscrimination (contact information listed below). Complaints will be investigated and processed pursuant to the Uniform

Grievance Policy. No student shall be subjected to retaliation because of asserting a right or participating in the grievance process. The Coordinator of Nondiscrimination also serves as Noble's Title IX Coordinator. Title IX prohibits discrimination on the basis of sex, including in admission.

Rights of Students with Disabilities

Noble will provide students with disabilities with a free and appropriate public education in the least restrictive environment as required by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Noble seeks to ensure that students with disabilities are identified, evaluated, and provided appropriate services. Students with disabilities who do not qualify for an IEP under the IDEA may qualify for services under Section 504 if the student has a physical or mental impairment that substantially limits one or more major life activity, has a record of such impairment, or is regarded as having such an impairment. Contact the Senior Director of Student Services for information about these rights.

Intimidation and Harassment Prohibited

No person, including a Noble employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; nationality; sex; sexual orientation; gender identity or expression; ancestry; age; religion; physical or mental disability; military, status; physical appearance; order of protection status; homeless status; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. Noble will not tolerate harassment, intimidation, or bullying, whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of prohibited conduct include name calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or the wearing or possessing of items depicting or implying hatred or prejudice of one of the characteristics stated above.

This prohibition includes sexual harassment. Any person, including a Noble employee, agent, or student, engages in sexual harassment whenever they make sexual advances, request sexual favors, or engage in other verbal, visual, or physical conduct of a sexual or sex-based nature or imposed on the basis of sex, that affects the tangible benefits or education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, sexual violence, or spreading rumors related to a person's alleged sexual activities.

Any student may file a harassment grievance with the Coordinator of Nondiscrimination. Complaints will be investigated and processed pursuant to the Uniform Grievance Policy. No student shall be subjected to retaliation because of asserting a right or participating in the grievance process. The Coordinator of Nondiscrimination also serves as Noble's Title IX Coordinator. Title IX prohibits harassment on the basis of sex. Allegations of sexual misconduct by a Noble board member, employee, vendor, or volunteer toward a student or former student will be reported by Noble to the CPS Office of the Inspector General's Sexual Allegations Unit (OIG). Allegations of sexual misconduct involving only students will be reported by Noble to the CPS Office of Student Protections & Title IX (OSP). Complaints investigated by CPS OIG or OSP will follow CPS Policies and Procedures. Noble will fully cooperate with OIG and OSP investigations. Allegations of sexual harassment that do not fall under Title IX and that are not investigated by OIG or OSP will be handled using the Uniform Grievance Policy.

Student Records

Student records are confidential and will not be released except as provided by law. Students and their parent(s)/guardian(s) are provided notice of the campus policy upon enrollment and annually thereafter via this handbook.

The official records custodian shall be designated by the campus principal and have responsibility for the maintenance, care, and security of all school student records, whether or not the records are in personal custody or control.

Definition of school student records

"School student record" or "education record" means all recorded information concerning a student and by which a student may be identified individually, which is maintained by or on behalf of the school.

The following shall not be considered school student records:

1. Recorded information maintained for the exclusive use of an employee, provided the recorded information is not shared (except with a substitute) and is destroyed no later than the student's graduation or permanent withdrawal from the school
2. Video or electronic recordings created for security or safety reasons or purposes
3. Electronic recordings made on school buses
4. Any information whether written or oral, received from law enforcement pursuant to state law regarding (1) a student under the age of 17 who has been arrested or taken into custody for a specified offense if law enforcement believes there is an imminent threat of physical harm to students, school personnel or others who are present in the school or on school grounds, (2) a student who is under investigation for a matter directly related to school safety, or (3) any reports from courts or law enforcement about the detention of a student for any criminal offense, any violation of a municipal or county ordinance, or for any proceedings under the Illinois *Juvenile Court Act*

Permanent records

The student permanent record shall consist of the following:

1. Identifying information, including the student's name, address, gender, place and date of birth, and their parent(s)/guardian(s)' names and addresses
2. Academic transcript, including grades, graduation date, grade level achieved, college entrance examination scores (if requested in writing by the student or a parent/guardian), the unique student identifier assigned and used by the student information system, and, if applicable, designation of achievement of the State Seal of Biliteracy, State Commendation toward Biliteracy, and Global Scholar Certification
3. Attendance record
4. Health records (medical and dental documentation necessary for enrollment)
5. Record of release of permanent record information
6. Scores received on all state assessment tests administered in grades 9-12
7. Birth certificate or other evidence required by the Missing Children Records Act

Temporary records

The student temporary record shall consist of all information not required to be in the student's permanent record and must include the following:

1. Scores received on the state assessment tests administered in grades kindergarten-8
2. Report cards received in grades 9-12
3. A completed home language survey form
4. A record of release of temporary record information
5. Information regarding serious disciplinary infractions involving drugs, weapons, or bodily harm to another that resulted in the imposition of punishment or sanction
6. Final finding reports from the Department of Children and Family Services ("DCFS") pursuant to Section 8.6 of the Abused and Neglected Child Reporting Act (no report other than what is required under Section 8.6 shall be placed in the school student record)
7. Any biometric information that is collected in accordance with Section 10-20.40 of the Illinois School Code

8. Health related information (current documentation of a student's health that is relevant to the school participation, not otherwise governed by the Illinois Mental Health and Developmental Disabilities Confidentiality Act)
9. Accident reports
10. Documentation of a student's transfer, including records indicating the school or school district to which the student transferred
11. Information contained in related service logs maintained for a student with an individualized education program under 105 ILCS 5/14-8.02(f)

The student temporary record may also include:

1. Family background information
2. Individual and/or group intelligence test scores, aptitude test scores, and elementary and secondary achievement level test results
3. Reports of psychological evaluations
4. Special education records
5. Records associated with Section 504 of the Rehabilitation Act of 1973
6. Honors and awards
7. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
8. Other disciplinary information
9. Any verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the education of the student
10. Teacher anecdotal records (e.g. description of student behavior or progress or a report of observed behavioral incidents)

Inspection and Access

A parent/guardian or someone specifically designated by the parent/guardian shall have the right to inspect and copy all his/her/their child's school student records with limited exception.

1. No parent/guardian or his/her/their representative will be granted access to confidential letters and statements of recommendation which were placed in the student record prior to January 1, 1975, or when the student has waived access to his/her/their right of access after being advised of his/her/their right to obtain the names of the persons making such recommendations, provided such recommendations are not used for purposes other than those for which they were intended.
2. The school will not provide records to a parent/guardian if the school has been provided with an order of protection or a legally binding document relating to such matters as divorce, separation, or custody that specifically revokes educational rights or prohibits access. Absent such an order, the school will provide access to student records to both parents/guardians.
3. Parent/guardian shall have the right to inspect, challenge, and copy student records of their child until their child meets one of the following criteria, at which time, such rights transfer to the student:
 - a. reaches 18 years of age
 - b. graduates from secondary school
 - c. becomes legally married or enters in military service
 - d. Students shall have the right to inspect and copy their permanent record and their report cards.
4. Whenever a parent/guardian or student desires a copy of information contained in the student's records, they shall submit a written request to the record custodian. Records shall be made available to parent/guardian and eligible students within 10 business days, unless an extension is invoked, in which case the student records will be produced no later than 15 business days after the request.

Access to Records without Parental Consent

In general, student school records will not be released without prior written consent and/or notice, except in very narrow situations specified in the Illinois School Student Records Act and/or Family Educational Rights and Privacy Act. Noble shall grant access to school student records in accordance with the law including, but not limited to, releases to the following persons or in the following situations:

1. Records may be released in response to requests from the State Board of Education with a current demonstrable, educational, or administrative interest in the student, in furtherance of such interest.
2. School staff members and officials (including volunteers, consultants, and contractors who perform an educational or administrative function for Noble and are under its direct control with respect to the use and maintenance of student records) who have a current and legitimate educational or administrative interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records.
3. School officials shall release student records without parent/guardian permission pursuant to a valid court order. A subpoena (unless signed by a judge) is not sufficient. Notice and a right to inspect and challenge the records will be provided if the student or the parent/guardian is not a named party. Please note, school officials will not accept legal notices, warrants, and/or subpoenas on behalf of students and/or families.
4. Student records may be made available without parent/guardian consent to researchers for research purposes, statistical reporting, or planning, provided that no student or parent/guardian shall be personally identified from the information released.
5. Information may be released without parental/guardian consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons. However, notice shall be provided to parent(s)/guardian(s) the next school day after the release.
6. Pursuant to a request by a school formerly attended by the student for records previously transferred by that school and to another school in which the student has enrolled or intends to enroll after notice to the parent(s)/guardian(s), including the right to inspect and challenge the records.
7. In connection with school meal programs

Directory Information

School officials may release directory information from time to time to the general public, including to parent teacher associations, institutions of higher education, and military recruiters, to support student involvement in Noble sponsored and related activities. Such information will only be released for purposes such as parent/guardian communication and to support student and family involvement in extracurricular activities and post high school planning.

Noble will not release the entire contents of its student directory to external organizations for political or commercial purposes. However, Noble reaches out to parents/guardians to inform them of political activity that may impact Noble's charter schools and occasionally seeks to connect Noble parents/guardians with opportunities to advocate for educational issues that impact their children. Noble sometimes works with calling or mailing services for these purposes and may release directory information, namely parent/guardian names and contact information, to those contractors.

Such directory information may be released unless a parent/guardian informs the campus principal in writing within 10 days of provision of this notice that information concerning his/her/their child should not be released.

Student social security number or student identification or unique student identifier will not be designated as directory information.

Directory information is limited to the following:

1. Identifying information: student's name, address, gender, grade level, date and place of birth, parent/guardian names, telephone numbers, and mailing and electronic mail addresses
2. Academic awards, degrees, and honors
3. Information relating to school-sponsored activities, organizations, and athletics
4. Major field of study
5. Period of attendance in school
6. Photograph, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities,

organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs, except that

- a. No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior written consent of the parent/guardian or student, as applicable
- b. No image on a school security videotape recording shall be designated as directory information

Promotional Materials

Noble allows pictures and videos to be used for print and broadcast media purposes and includes pictures and videos of students and staff on our website, on social media, and in promotional materials used to recruit students and staff and to explain Noble to external audiences, such as charter authorizers, researchers, other educational organizations, education advocacy organizations, and funders. By signing the media release form and opting in at the beginning of the school year, parents/guardians consent to allow their children's images to be used for external purposes as well as additional internal purposes (e.g., staff memos and training). If a parent/guardian does not want their child's image to be used for such purposes, they should note their opposition by opting out on the media release.

Protection of Pupil Rights Amendment

Each school year, Noble will notify parents/guardians of Noble's policies on distributing surveys, analyses or evaluations in the areas of political affiliations or beliefs of the student or their parent/guardian; mental or psychological problems or the student or the student's parent/guardian; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships (i.e. lawyers, physicians or ministers); religious practices, affiliations, or beliefs of the student or their parent(s)/guardian(s), and income. The policy shall also include Noble's policy on marketing surveys distributed to students. Noble will notify parents/guardians of the approximate dates during the school year during which such data collection will occur and their rights to opt out of the data collection.

Transmission of Records for Transfer Students

School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll within 10 days of a written request of such official or student, provided that the parent/guardian receives prior written notice of the nature and substance of that information and the right to inspect, copy, and challenge such information.

If the student has unpaid fees and is transferring, Noble may transfer an unofficial transcript of scholastic records, but must forward an official transcript within 10 days after the student has paid all of his or her outstanding fees.

If a student transfers to another school, Noble will send a certified copy of the records and keep the originals.

Challenge procedures

1. Parent/guardian have the right to challenge the accuracy, relevance, or propriety of any entry in their child's school student records, except academic grades, the name and contact information of the Official Records Custodian, and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school records are forwarded to another school to which the student is transferring.
2. A request to challenge the contents of a student record shall be made in writing to the school by the parent(s)/guardian(s) and shall state in specific terms what entries in their child's record are being challenged and the basis of the challenge and the basis of the challenge.
3. The principal shall conduct an informal conference with the parent(s)/guardian(s) within 15 school days of the receipt of the written challenge.
4. If the challenge is not resolved at the informal conference, a hearing shall be convened consistent with the Illinois School Student Records Act.
5. An appeal of the hearing can be made to the State Board of Education.

Statement of dispute

Parents/guardians may insert in the school student record a statement of reasonable length setting forth their position on any disputed information in the record. Noble will include a copy of such statement in any subsequent dissemination of the disputed information.

Maintenance of school records

1. Permanent records will be retained for 60 years after the student leaves Noble.
2. Temporary records will be retained for at least five years after the student leaves Noble.
3. Noble will review a student's temporary record every four years and when a student changes attendance centers.
4. For students with a disability, Noble may, after five years, transfer to the parent(s)/guardian(s) (or student if the student has succeeded to the rights of the parent/guardian) Special Education Records which may be of continued assistance to the student.

Research Use Policy

Student and Family Privacy Rights

In the spirit of continuously seeking best practices for educating our students and better serving our communities, Noble often participates in research studies meant to improve student understanding and pedagogy.

The policy below outlines the rights and expectations students and parents/guardians have with regard to the use of research within the Noble Network.

Surveys

All surveys requesting personal information from students, as well as any other tools used to collect personal information from students, must advance or relate to Noble's educational objectives or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Noble must provide authorization prior to the administration and/or distribution to a student of any survey or evaluation created by a third party. The student's parent/guardian may review the survey or evaluation upon their request and within a reasonable time of their request. This section applies to every survey created by a person or entity other than a Noble official, staff member, or student regardless of whether the student answering the questions can be identified and regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including Noble) containing any of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian
2. Mental or psychological problems of the student or the student's family
3. Behavior or attitudes about sex
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom students have close family relationships
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent(s)/guardian(s)
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program

The student's parent/guardian may:

1. Inspect of the survey or evaluation within a reasonable time of their request, and/or
2. Refuse to allow their child to participate in the survey or evaluation. The school shall not penalize any student whose parent/guardian exercises this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request. The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Supervision of Students

Students are not to be in the building or on the school grounds outside of regular school hours unless participating in a school-sponsored activity under the supervision of school staff.

Supporting Transgender and Gender Nonconforming Students

Privacy

All students have a right to privacy. In addition, transgender and gender nonconforming students have the right

- To keep their transgender, non-binary, or gender nonconforming identity private at school
- To openly discuss and express their gender identity and expression during school and school activities
- To decide when, with whom, and how to share private information

School staff shall not disclose information that may reveal a student's transgender or gender nonconforming identity to others without the student's consent, unless required by law.

Names/Pronouns

Students will be addressed in school by the name and pronoun that correspond to the student's gender identity.

The following is **not required** for students to be addressed by their preferred name and pronouns:

- Court-ordered name change
- Medical or psychological documentation
- Consent from parent/guardian

Official Records

The Network maintains a permanent student record that includes the first name and gender identified by the parent/guardian or student who is age 18 or above. Last names shall only be changed based on a legal name change.

District Electronic Databases

Students are not required to obtain a court-ordered name change and/or submit medical or psychological documentation to have their preferred name and/or gender included in Noble's student information system.

Schools shall also provide a method for a student to change their name and/or gender marker anywhere that it may appear publicly, including (but not limited to) the following:

- School website
- Technology resources
- Student identification cards
- Yearbooks
- Graduation
- Other events

Restroom and Locker Room Accessibility

Students must be allowed to use facilities in a manner that makes them feel safe, affirmed, and included in the school. All students are allowed to use restrooms and locker rooms that correspond with their gender identity. No

student will be forced to use a private facility because of their transgender identity, non-binary identity, or gender expression.

The following accommodations should be assessed on a case-by-case basis, ensuring that students feel supported, safe, and affirmed:

- An alternative request may be made by the student for privacy, safety, or other reasons. Reasonable alternative arrangements may include, but are not limited to, the use of a private area, separate changing schedule, or use of a single-stall restroom.
- Supports and accommodations must also be provided to gender nonconforming students, non-binary students, and students questioning their gender identity.
- Schools shall make the requested restrooms and locker rooms available immediately upon consultation with the student. Any alternative arrangement shall be provided in a way that protects the student's privacy and is consistent with the student's individual support plan.

P.E., Sexual Health Education, Sports, Clubs, School Events

Transgender and gender nonconforming students shall be provided the same opportunities to participate in physical education as all other students. When gender segregation does occur (physical education class activities, clubs, school events, intramural and non-competitive sports), transgender and gender nonconforming students are allowed to participate in accordance with their gender identity, or in a manner that makes them feel safe and included.

Participation in competitive Illinois High School Association (IHSA) and Illinois Elementary School Association (IESA) athletic activities and contact sports will be resolved in accordance with IHSA and IESA rules, which are available on their respective websites.

Dress Code

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression, within the constraints of the dress codes adopted for all students at their schools. In general, schools shall not adopt dress codes that restrict students' clothing or appearance on the basis of gender. Gender neutral dress code applies to regular school days as well as any special events, including graduation ceremonies and prom. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Overnight School Trips

Students shall be permitted to participate in accordance with their gender identity or in a manner that makes them feel safe, affirmed, and included. Accommodations shall be provided to gender nonconforming students, non-binary students, and students questioning their gender identity, regardless of whether the student is consistently asserting their identity at school. The principal or designee shall work with the student to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip. Accommodations for overnight school trips shall be made clear to the student prior to their departure for the trip. Notification of accommodations is generally not required to either the parent/guardian of the transgender or gender nonconforming student or those of their peers.

Technology Acceptable Use Policy

Use of Noble's technical resources, including computers, the internal network, and access to the internet, must be consistent with the academic goals and expectations for the campus. The guidance that follows, known collectively as Noble's Technology Acceptable Use Policy, does not attempt to state all required or proscribed behavior by students. Instead, it provides broad guidelines that are illustrative of the expectations for use of technical resources at your campus. Failure to follow these guidelines or any misuse of the technical resources may result in the loss of privileges, disciplinary action, and/or appropriate legal action.

The following are guidelines for use of technical resources at your campus and Noble equipment used at home:

1. Use of computers, the internal network, and/or access to the internet must be for school purposes only.
2. Computers and all other technical resources must be handled carefully and returned in the same manner in which they were received.
3. Students are responsible for damaged technology and families may be liable for replacement costs of \$150 for Chromebooks if negligence is discovered (liquid spills, cracked screens, and/or circumstances around stolen equipment).
4. Students are accountable for everything done on Noble's technical resources and while using their user ID, including accessing Internet content and sending emails/messages or chats.
5. Noble Hotspots (mobile internet connectivity devices) should only be used for school purposes.
6. Students should use Zoom and Google Meet responsibly. If found in violation of Zoom or Google policies, these vendors can permanently deny students access to their platform.
7. The following are guidelines for use of the internet at your campus and equipment allowed to take home for Noble 1:1 initiatives:
 - a. Students are not allowed to access, use, share, or possess pornographic, gang-related, violent, illegal, or inappropriate digital content.
 - b. Students may not access social media programs, email, chats, blogs, or other online communication platforms without the consent of a staff member.
 - c. Students are not allowed to access, use, or possess unauthorized or illegally obtained hardware, software, data, or files.
 - d. Students are not permitted to introduce non-Noble technology into the school's technical environment, mainly to prevent the spread of viruses, spyware, trojans, or denial-of-service programs.
 - e. Students are not permitted to install any software programs or extensions on their devices.
 - f. Students may not alter network addresses or website identifiers.
 - g. Students must keep their login names and passwords private.
 - h. Students must respect the privacy and rights of others and are not, under any circumstances, permitted to access the records of another student.
 - i. Students may not use technical resources to make inappropriate, degrading, defamatory, or harassing comments about other students, teachers, administrators, or the school.
 - j. Students should not provide personal information for any purpose whatsoever on the internet without prior consent from a campus staff member.
 - k. Students must tell a campus staff member or a parent/guardian as soon as possible if they receive unsolicited contact by anyone over the internet. Students should never share personal information or agree to meet with anyone who solicits such information from them online.
 - l. Students should contact the remote helpdesk (1-833-NobleIT or 1-833-662-5348) for any technical equipment issues.
8. Unless otherwise permitted by campus staff, students may not use technical resources for non-school activities such as playing games, using social media or chat programs, listening to music, watching streaming media, fundraising, or engaging in any commercial activities, including advertising or sales.
9. Files created, accessed, and/or saved by students on school computers are the property of Noble and are not considered private records. As with hard copy files that are stored in a locker, electronic files created, accessed, and/or saved on school computers may be monitored and accessed by campus staff at any time and without notification. This includes emails that are sent or received by students.

Uniform Grievance Policy

Making a Complaint and Enforcement

Students and parents/guardians are encouraged to report to the Coordinator of Nondiscrimination, campus principal, or an assistant principal claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct or violations of their rights under the Constitution, State or federal statute, or policies outlined in this Handbook.

- A student may choose to report to a person of the student's same gender identify or sex.

- Complaints will be kept confidential to the extent possible given the need to investigate.
- Students who make good faith complaints will not be disciplined, and no student shall be subjected to retaliation because of asserting a right or participating in the grievance process.
- An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the campus principal or assistant principal for appropriate action.
- Any Noble employee who is determined, after an investigation, to have engaged in conduct prohibited by Noble policies will be subject to disciplinary action up to and including discharge.
- Any Noble student who is determined, after an investigation, to have engaged in conduct prohibited by Noble policies will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with The Noble Community Pact.
- Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.
- Allegations of sexual misconduct by a Noble board member, employee, vendor, or volunteer against a student or former student will be reported by Noble to the CPS Office of the Inspector General's Sexual Allegations Unit (OIG). Allegations of sexual misconduct involving only students will be reported by Noble to the CPS Office of Student protections & Title IX (OSP). Complaints investigated by CPS OIG or OSP will follow CPS Policies and Procedures. Noble will fully cooperate with OIG and OSP investigations. Allegations of sexual harassment that do not fall under Title IX and that are not investigated by OIG or OSP will be handled using this Policy.
- Allegations of sexual misconduct by a Noble board member, employee, vendor, or volunteer against a student or former student will be reported by Noble to the CPS Office of the Inspector General's Sexual Allegations Unit (OIG). Allegations of sexual misconduct involving only students will be reported by Noble to the CPS Office of Student protections & Title IX (OSP). Complaints investigated by CPS OIG or OSP will follow CPS Policies and Procedures. Noble will fully cooperate with OIG and OSP investigations. Allegations of sexual harassment that do not fall under Title IX and that are not investigated by OIG or OSP will be handled using this Policy.

Procedures

Informal Resolution

The Coordinator of Nondiscrimination will first try to resolve complaints without using this formal grievance procedure.

- A student and/or parent/guardian filing a complaint under this policy may decline any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure.
- The Coordinator of Nondiscrimination will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly.
- If a formal complaint is filed under this policy, the Coordinator of Nondiscrimination will address the complaint promptly and fairly.

Right to Pursue Other Remedies Not Impaired

- The right of a person to a prompt and fair resolution of a complaint filed through these procedures will not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc., although temporary delays may be warranted at Noble's discretion, particularly for concurrent law enforcement investigations., although temporary delays may be warranted in Noble's discretion, particularly for concurrent law enforcement investigations.
- Use of this grievance procedure is not needed in order to pursue other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.
- If a person is pursuing another remedy subject to a complaint under this policy, Noble may continue with a simultaneous investigation under this policy and will do so in all cases required by law.

Filing a Formal Complaint

- A person filing a complaint who wishes to use this grievance procedure may do so by filing a formal complaint with the Coordinator of Nondiscrimination after attempts at an informal resolution have been unsuccessful or declined.

- The person filing the complaint will not be required to file a complaint with the Coordinator of Nondiscrimination and may request that the complaint be managed by the campus principal or assistant principal at the campus who shares their gender identity. If the Coordinator of Nondiscrimination, campus principal that the complaint be managed by the campus principal or assistant principal at the campus who shares their gender identity. If the Coordinator of Nondiscrimination, campus principal and assistant principal are of the same gender, the person filing the complaint may request that the complaint be managed by another senior leader at the campus who shares their gender identity, and assistant principal are of the same gender, the person filing the complaint may request that the complaint be managed by another senior leader at the campus who shares their gender identity.
- The Coordinator of Nondiscrimination or complaint manager or complaint manager may request the person filing the complaint to provide a written statement regarding the nature of the complaint or require a meeting with a student’s parent/guardians.
- The Coordinator of Nondiscrimination or complaint manager shall assist the person filing the complaint as needed.

Deadlines

All deadlines under this policy may be extended by the Coordinator of Nondiscrimination as they deem appropriate. As used in this policy, school business days means days in which Noble’s main office is open.

Investigation

1. The Coordinator of Nondiscrimination will investigate the complaint or appoint a qualified campus Title IX representative to undertake the investigation on his/her/their behalf.
2. The Coordinator of Nondiscrimination shall ensure both parties have an equal opportunity to present evidence during an investigation.
3. The complaint and identity of the person making the complaint will not be disclosed except
 - a. as required by law or any governing agreement
 - b. as necessary to fully investigate the complaint
 - c. as authorized by the person making the complaint, or by the complainant’s parent/guardian if the student is under the age of 18
4. The identity of any adult witness may remain confidential at the discretion of the Coordinator of Nondiscrimination unless required to be disclosed by law or any other governing contracts.
5. The identity of any student witnesses will not be disclosed except
 - a. as required by law or any governing agreement
 - b. as necessary to fully investigate the complaint
 - c. as authorized by the parent/guardian of the student witness, or by the student if the student is 18 or older

Within 30 school business days of the date the complaint was filed, the Coordinator of Nondiscrimination or the appointed campus Title IX representative or the appointed campus Title IX representative shall file a written report of his/her/their findings in PowerSchool and with the designated OSP specialist. The Coordinator of Nondiscrimination may request an extension of time.

Decision and Appeal

Within 5 school business days of receiving the Coordinator of Nondiscrimination’s or Campus Title IX Representative’s report, the Campus Title IX Representative shall communicate the decision in writing to the person who filed the complaint, the accused, and the Coordinator of Nondiscrimination. Decisions will be based on the preponderance of the evidence standard. Within 10 school business days after receiving the decision, the complainant or the accused may appeal the decision through a written request to the Campus Title IX Representative. The written request should include information to identify the incident in question, any information not available at the time of the investigation, and the reason for disagreement with the decision. Any party may submit their request in person or via email with the subject line of “Appeal for [Student Name - DOB XX/XX/19XX].” The Campus Title IX Representative shall promptly forward all materials relative to the complaint and appeal to the Coordinator of Nondiscrimination. Within 30 school business days, the Coordinator of Nondiscrimination shall affirm, reverse, or amend the decision or direct the Campus Title IX Representative to

collect additional information. The Coordinator of Nondiscrimination shall inform the person who filed the complaint and the accused of the final decision in writing.

Coordinator of Nondiscrimination

The Coordinator of Nondiscrimination also serves as the Title IX Coordinator.

Jasmine Stratton
1 N. State Street
Floor 7-Lower
Chicago, IL 60602
jstratton@nobleschools.org
312-521-5287

The following agencies may also be able to answer inquiries related to discrimination or harassment.

U.S. Department of Education Office for Civil Rights (OCR) Chicago Office JCK Federal Building 230 S. Dearborn Street, 37th Floor Chicago, IL 60604 Telephone: (312) 730-1560 Facsimile: (312) 730-1576 Email: OCR.Chicago@ed.gov See www.ed.gov/ocr	Illinois Department of Human Rights (IDHR) Springfield Office 535 West Jefferson 1st Floor Intake Unit Springfield, IL 62702 Telephone: (217) 785-5100 Facsimile: (217) 785-5106 Email: IDHR.webmail@Illinois.gov See www2.illinois.gov/DHR
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Wellness

The purpose of this policy is for Noble to communicate the expectations for a healthy school environment, provide healthier food choices to students, and meet established requirements for nutrition education and physical activity. Noble recognizes that good health and daily physical activity are vital in enabling students' success. Noble has implemented the following goals to align students with good health and develop nutritious habits.

Nutrition Promotion

- Nutrition standards are consistent with the federal regulations.
- Noble will host tasting tables at several schools to encourage sampling new menu items and solicit feedback before menu implementation.
- Noble will develop wellness committees to include collaborative and informative open discussions with students that lead to a better food service experience.
- Noble will provide a fresh salad bar during lunch meals to promote healthier decisions and develop health habits for students' future.

Nutrition Education

- Noble provides students with access to nutritional facts for all food items served for all meals.

Reporting

- The Wellness Policy and school menus are available on Noble's website.

Physical Activity

- NobleFit programming ensures students receive 280 minutes of intense physical activity over the course of 10 school days.

- Staff are encouraged to provide supportive, experiential, growth-oriented health and fitness programming before and after school as a club or enrichment.

Physical Education

- NobleFit programming ensures that students are meeting physical education requirements set by Illinois state standards.

Other School Based Strategies

- All meals must meet or exceed the current nutrition requirements established under the Healthy Hunger-Free Kids Acts of 2010.

Fundraising with Food (Nutrition Standards for Competitive Foods)

- Food & Beverage Marketing: USDA allows the marketing of only those food items that meet USDA Smart Snacks in School nutrition standards.
- Fundraisers involving the sale of food and/or beverage items must meet USDA Smart Snacks in School nutrition standards when sold to students.
- Homemade foods or beverages cannot be served or sold. Given student allergies and other student safety concerns, at no time, including at campus events or as a part of a fundraiser, should homemade food (student or adult-made) ever be distributed to students.

The Food Services Department, led by the Director of Dining Services, shall implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy. Noble will evaluate compliance with the wellness policy for each campus annually. Noble will invite a diverse group of stakeholders to participate in the development, implementation, and review of the policy. Stakeholders may include an administrator, teacher, SFA representative, parent/guardian, student, and medical professional.



Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

- | | |
|--|--|
| <ul style="list-style-type: none">• Headaches• “Pressure in head”• Nausea or vomiting• Neck pain• Balance problems or dizziness• Blurred, double, or fuzzy vision• Sensitivity to light or noise• Feeling sluggish or slowed down• Feeling foggy or groggy• Drowsiness• Change in sleep patterns | <ul style="list-style-type: none">• Amnesia• “Don’t feel right”• Fatigue or low energy• Sadness• Nervousness or anxiety• Irritability• More emotional• Confusion• Concentration or memory problems (forgetting game plays)• Repeating the same question/comment |
|--|--|

Signs observed by teammates, parents and coaches include:

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or displays incoordination
- Answers questions slowly
- Slurred speech
- Shows behavior or personality changes
- Can’t recall events prior to hit
- Can’t recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness



Concussion Information Sheet (Cont.)

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. The Youth Sports Concussion Safety Act requires athletes to complete the Return to Play (RTP) protocols for their school prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest.

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:
<http://www.cdc.gov/ConcussionInYouthSports/>



IHSA Performance-Enhancing Substance Policy

In 2008, the IHSA Board of Directors established the association's Performance-Enhancing Substance (PES) Policy. A full copy of the policy and other related resources can be accessed on the IHSA Sports Medicine website. Additionally, links to the PES Policy and the association's Banned Drug classes are listed below. School administrators are able to access the necessary resources used for policy implementation in the IHSA Schools Center.

As a prerequisite to participation in IHSA athletic activities, we have reviewed the policy agree that I/our student will not use performance-enhancing substances as defined by the policy. We understand that failure to follow the policy could result in penalties being assigned to me/our student either by the my/our student's school or the IHSA.

IHSA PES Policy

<http://www.ihsa.org/documents/sportsMedicine/2017-18/2017-18 PES policy.pdf>

IHSA Banned Drug Classes

<http://www.ihsa.org/documents/sportsMedicine/current/IHSA Banned Drugs.pdf>



IHSA Sports Medicine Acknowledgement & Consent Form

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Acknowledgement and Consent

Student/Parent Consent and Acknowledgements

By signing this form, we acknowledge we have been provided information regarding concussions and the IHSA Performance-Enhancing Substance Policy.

STUDENT

Student Name (Print): _____ Grade (9-12) _____

Student Signature: _____ Date: _____

PARENT or LEGAL GUARDIAN

Name (Print): _____

Signature: _____ Date: _____

Relationship to student: _____

Consent to Self Administer Asthma Medication

Illinois Public Act 098-0795 provides new directions for schools concerning the self-carry and self-administration of asthma medication by students. In order for students to carry and self-administer asthma medication, parents or guardians must provide schools with the following:

- Written authorization from a student's parents or guardians to allow the student to self-carry and self-administer the medication.
- The prescription label, which must contain the name of the asthma medication, the prescribed dosage, and the time at which or circumstances under which the asthma medication is to be administered.

A full copy of the law can be found at <http://www.ilga.gov/legislation/publicacts/98/PDF/098-0795.pdf>.