New World Prep

2026-2027
Middle School
Code of Conduct

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Introduction

An essential element of our school's mission is to provide a safe and nurturing school environment for all students so that high-quality teaching and learning can take place. To this end, NWP is committed to creating and sustaining a school-wide culture based on respect, civility, good citizenship, character, honesty, and integrity. Our school's behavioral expectations are based on these principles.

Included in this document is the Student Bill of Rights and Responsibilities, which promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

A safe and supportive school depends upon the efforts of all members of the school community—teachers, students, administrators, parents, counselors, social workers, safety personnel, related service providers, cafeteria staff, custodial staff, and bus staff—to treat one another with mutual respect.

- **The President** is expected to ensure and support the Principals, the Deans, and staff so that they work together to create a positive school culture which reflects the school's guiding values of Pride, Respect, Excellence, and Purpose.

- **The Principals are** expected to promote a safe, orderly, and supportive school environment through the active engagement of all school staff members. The Principal will share the information in this document with students, parents, and staff.

- **Students** are expected to treat their peers and school staff members with respect; to take proper care of school equipment and to conduct themselves in a manner that ensures no harm comes to themselves, other members of the school community, or the school's facilities. These responsibilities and students' rights are explained in the Students' Rights and Responsibilities section of this document.

- **Teachers and all school staff** members are expected to maintain a school culture of mutual respect and dignity. They are responsible for informing parents about their children's behavior and progress, and for collaborating with parents to teach and reinforce the social-emotional skills students need to succeed in school and in society. These fundamental life skills include: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. When children develop these skills, they experience more positive relationships with peers, engage in more positive social behaviors, and are less likely to engage in misconduct.

- **Parents** are expected to be active and involved partners in helping their children meet the school's behavioral expectations. They are encouraged to discuss with their child's teacher and other school staff any issues that may affect their child's behavior and to work with the school to identify effective strategies for helping their child meet expectations.

To ensure that the school community - students, parents, and staff - understands the school's behavioral expectations and the consequences when behavioral standards are not met, school leaders will discuss the Student Code of Conduct with parents, students, and staff at the beginning of each school year. In addition, at the end of each school year, the Code of Conduct will be reviewed and amended to best address the ongoing needs of students and the school.

Parents as Essential Partners

Each child's education is the joint responsibility of the family and the school. A strong, positive partnership between parents and school staff is vital to creating a safe and supportive school community that fosters children's academic progress and social and emotional growth. School staff will keep parents informed (via phone call, email, and/or letter) of their child's behavior and progress and enlist parents as partners in addressing areas of concern. As role models, parents and school staff should exhibit the behaviors that they would like to see students emulate.

Family-School Support Framework	
Family Support	**School Support**
Let your child know you believe education is important by making sure s/he reports to school each day on time and ready to learn.	Let students know that education is important by arriving at school on time, ready to teach, counsel, and/or support each child.
Make sure your child is wearing the school uniform as described in the Student Dress Code.	Contact the family if a child is not in uniform so that this issue can be addressed.
Know the school's rules, which are in the Student Code of Conduct. Talk with your child about why it is important to follow these rules. If your child engages in misconduct, work with the school to help your child learn from their mistake. Encourage your child to seek help from an adult in school if s/he feels unsafe or is having any kind of trouble. Help your child establish and maintain positive relationships with peers and adults.	Discuss the Student Code of Conduct with students and engage them in establishing classroom rules. Talk with students and their parents about behavioral expectations. Know school policies and rules. If a student engages in misconduct, address the behavior in a fair and consistent manner. Provide students with social-emotional learning. Follow the rules for reporting student misconduct. Help each student establish and maintain positive relationships with peers and adults.
Know who your child's friends are. If your child is the target of bullying or negative peer pressure from another NWP student, contact the school immediately.	Create an inclusive, supportive classroom and school environment in which all students feel valued and respected. Actively monitor student behavior. Provide prevention and/or intervention services as needed to support positive student behavior.
Each day, check with your child about what's going on at school. Know about your child's homework assignments, special projects or assignments, and upcoming tests.	Make sure students and parents know course objectives and requirements, marking and grading procedures, assignment deadlines and academic expectations. Provide academic support as needed.

Provide your child with a place to study and to complete homework assignments.	Contact parents about student successes. Contact parents when a student does not turn in homework or other assigned projects or fails a test.
If your child is absent, provide the school with the document(s) for an explained absence.	If a student is absent, contact the family. Monitor students' attendance for chronic absenteeism. Provide support as needed.
If a child is often late for school, contact the school to discuss the reasons for their lateness.	Contact parents as soon as a pattern of lateness is identified to provide assistance and support.
If your family moves or if you get a new phone number, provide the school with your new address and/or your new contact information.	Regularly check with students to make sure home contact information is up to date and correct.
If there are changes in your family's home situation that could affect your child's behavior in school or could affect your child's schoolwork, contact the principal or other school leader.	Establish and maintain positive interactions with each student's family. Ensure that the school has established connections with community resources for support services for families.
Be an active member of the NWP parent organization and attend parent workshops that will help you support your child's education.	Support parent participation. Communicate regularly with parents to share student successes and to work together to address a student's academic or social-emotional needs.

Behavioral Expectations

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and respectful school community. To promote positive student behavior, all members of the school community — students, staff, and parents — must know and understand the standards of behavior to which all students are expected to adhere, the supports and interventions that will be used to address misconduct, and the disciplinary consequences if behavioral standards are not met.

All parents and visitors are expected to maintain a safe and respectful environment at all times when working with school staff and at all school activities, both on-campus and off-campus activities. Parents and visitors who fail to follow these expectations will be asked to leave the school event or property, and/or to reschedule therein person/virtual meeting or phone conversation. For example, this includes inappropriate tone, vulgar language, or a hostile attitude of any form. The severity and repeated situations will lead to the parent or the visitor not being permitted on campus or at an off-campus activity.

Annual Discussion with Parents, Students, and Staff

It is essential that each year NWP set aside time to review this code of conduct, the Bill of Student Rights and Responsibilities, and NWP's internet use policy. To ensure that the school community- students, parents, and staff- understand the school's behavioral expectations and the consequences when behavioral standards are not met, at the beginning of each school year, school leaders will discuss the Student Code of Conduct with parents, students, and staff.

This review will be age-appropriate so that all students know and understand the behavior expected of them when they are in school. This is especially important when working with children in the early childhood grades, given their developmental capacity to understand behavior and consequences. Included in this discussion will be the behavior expected of students when they are accessing and using the school's internet system.

All students, regardless of age, will be engaged in discussion of the school community's expectations and will be active participants in creating classroom "ground rules" for their behavior.

Expectations for All Staff Members

Equally imperative, all school faculty and staff are expected to affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be firm, fair, and consistent in addressing student behavior in a manner that enables students to learn from their mistakes and be accountable for their misconduct.

Students, parents, and school personnel all have a role in making NWP safe, and must cooperate with one another to achieve this goal. School staff is expected to keep parents informed of their children's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents and school staff should exhibit the behaviors that they would like to see students emulate.

Creating a Safe, Supportive, and Inclusive School

Promoting Positive Student Behavior

School culture and climate have a profound impact on students' academic progress and their relationships with peers and adults. NWP is committed to promoting a positive school culture that provides students with a supportive environment in which to grow both academically and socially. NWP believes it is important to take a proactive role in nurturing students' prosocial behavior. **Social-**

emotional learning (SEL) is a basic component of our school's program of universal prevention for all students. Effective SEL helps students develop fundamental life skills, including:

- Self-awareness
- Self-management
- Responsible decision-making
- Relationship skills
- Social awareness



When students develop these skills, they experience more positive relationships with peers, engage in more positive social behaviors, and are less likely to engage in misconduct.

NWP believes that establishing a school-wide tiered framework of behavioral supports and interventions is essential to implementing progressive discipline. The goal of behavioral supports is to foster resiliency, help students understand and follow school rules, and support them in developing the skills they need to meet behavioral expectations.

Our school administrators, teachers, counselors, and other school staff members are committed to engaging our students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and their parent(s). Intervention and prevention strategies include, but are not limited to:

- support and services to address personal and family circumstances
- social-emotional learning
- conflict resolution
- peer mediation
- anger management
- stress management
- communication skills acquisition
- the use of alternate instructional materials and/or methods; enrichment services and/or
- development or review of functional behavioral assessments and behavioral intervention plans, which should be developed and/or reviewed as an early intervention strategy.

If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student will be referred immediately to the Committee on Special Education (CSE).

Through the use of support and intervention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Prevention

Equally important, NWP believes student engagement is integral to creating a positive school culture that fosters students' social-emotional growth and academic achievement. Providing students with multiple opportunities to participate in a wide range of prosocial activities and, at the same time, bond with caring and supportive adults can help prevent negative behaviors. Examples include:

- meaningful opportunities to share ideas and concerns and participate in school-wide initiatives (e.g., student government, student forums; school-wide community service projects, SEL and SEL Programs, Mediation, Restorative Circles, etc.);

- student leadership development;

- co-curricular after-school activities (e.g., student clubs, including sports-related clubs; service organizations; team sports; etc.)

- periodic recognition of students' achievements in a wide range of academic and co-curricular areas;

Such opportunities, coupled with prevention and intervention support services, provide students with the experiences, strategies, skills, and support they need to thrive.

Addressing the Needs of Students with Disabilities

Students with disabilities, Section 504 plans, or who are "presumed to have a disability" are entitled to assert specific procedural safeguards under The Individuals With Disabilities Education Act (IDEA.) A student is presumed to be a student with a disability if the parent has expressed concern in writing that the student needs special education and/or related services, the parent has made a written request for an evaluation of his/her child, the parent or school staff express concern about a pattern of behavior, or the student has been referred for an initial evaluation.

The principal or other school official imposing a suspension or removal shall be responsible for determining whether the student who has engaged in misconduct is a student presumed to have a disability. During any period of suspension or removal, including placement in an alternate instructional education setting, students with disabilities shall be provided appropriate alternative instruction.

Manifestation Determination Review

A manifestation determination review must be conducted when a student with a disability or a student who is presumed to have a disability is subject to a disciplinary change in placement, in order to determine if the behavior is caused by or has a direct and substantial relationship to the student's disability and/or was the direct result of the failure to implement the Individualized Education Program (IEP) or Section 504 plan. If the student's behavior is a manifestation of the student's disability, the student may not be disciplined for the behavior. However, if the student's behavior is determined not to be a manifestation of the student's disability, the student may be subject to discipline for the behavior.

A disciplinary change of placement occurs if the student will be removed from his/her regular program for: (1) more than 10 consecutive school days as a result of a school's suspension; (2) more than 10 cumulative school days in a 40-school-day period as a result of three or more disciplinary actions

(president suspension, principal suspension, and/or teacher removal); or (3) more than 10 cumulative school days in a school year as a result of disciplinary actions that the principal determines constitute a pattern of removals.

Functional Behavior Assessments and Behavior Intervention Plans

A functional behavioral assessment (FBA) is the process of determining why a student engages in behaviors that impede learning and how the behavior relates to the environment. An FBA is based on direct observation, information from teachers, providers and parents. It is used to understand the student's behavior, including when and why it occurs, and to develop recommendations to address the behavior.

If a student with an IEP is subject to disciplinary action and a determination has been made that the behavior is a manifestation of the student's disability, a **functional behavior assessment (FBA)** must be conducted or updated and a **behavioral intervention plan (BIP)** developed or modified. Additionally, even when a student's behavior is determined not to be a manifestation of a student's disability, an FBA can help provide a more in-depth understanding of the student's behavior.

The FBA must be based on multiple sources of data, obtained across multiple settings and times of day including, but not limited to: information obtained from direct observation of the student; information from the student, the student's teacher(s), related service provider(s) and others with whom the student interacts; and a review of available data and information from the student's record and other sources, including any relevant information provided by the student's parents/caregivers. An FBA must be conducted by a team; the principal will designate the team and its facilitator.

A BIP is based on the results of an FBA and includes, at a minimum: a description of the problem behavior; global and specific hypotheses as to why the problem behavior occurs; and intervention strategies that include positive behavioral supports and services to address the behavior. The BIP must identify intervention strategies to be used to alter events to prevent the occurrence of the behavior, teach the individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s). Baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness. The BIP must be monitored (and reported to the parent) using the same data collection measures (frequency, intensity, duration and/or latency) that were used to collect baseline data for the FBA. The goal is for the problem behavior to decrease as the replacement behavior increases.

After an FBA has been conducted, the IEP team must be convened to review the results of the FBA, develop a corresponding BIP (if appropriate), and update the student's IEP to indicate if a particular device or service, including an intervention, accommodation, or other program modification, is needed to address the student's behavior.

Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of IDEA and its implementing regulations, NWP may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change in the student's placement. The principal shall ensure that copies of the special education and disciplinary records of a student with disabilities, if subpoenaed or otherwise required by law, are transmitted for consideration to the appropriate authorities to whom a crime is reported.

Bullying and Bias-based Behavior

It is the policy of NWP to maintain a safe and supportive learning environment that is free from harassment, intimidation, and/or bullying committed by students against other students and free from discrimination committed by students against other students on account of actual or perceived race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight. In compliance with the New York State Dignity for All Students Act (DASA), NWP has a DASA Coordinator to support the follow-up of these incidents.

Discrimination, harassment, intimidation and/or bullying are prohibited in school, during school hours, before or after school, while traveling in school vehicles and on other than school property when such behavior disrupts or would foreseeably disrupt the educational process, or endangers or would foreseeably endanger the health, safety, morality, or welfare of the school community.

Positive interpersonal and intergroup relations and respect for diversity among students and between students and staff are core beliefs upon which NWP is founded. The ability of students to learn and meet high academic standards and our school's ability to educate its students are compromised when students engage in discrimination or harassment, bullying, or intimidating behavior toward other students. These behaviors pose a serious threat to all students, and it is the responsibility of the entire NWP school community to prevent such behavior and quickly and effectively address it when it occurs.

What is Bullying?

Bullying behavior is very different from conflict. Conflict occurs when two people with the same relative amount of power have different points of view or want different things. Conflict occurs as a natural part of interaction with others, such as two friends arguing over which movie to see or a brother and sister in conflict over whose responsibility it is to babysit a younger sibling. Bullying is a form of peer abuse—not conflict between peers of equal power and control.

Bullying is behavior that is intended to cause some kind of harm. The person doing the bullying purposely says or does something to hurt the target of his/her behavior.

There is always an **imbalance of power** (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted. The person engaging in bullying behavior knows s/he has a power advantage. Students who bully others use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Examples include:

- An older student verbally abuses younger students on the bus and does not let them sit where they want
- A bigger child threatens a smaller child for his lunch
- A very popular teenager intimidates others to do his/her bidding

Bullying is **aggressive behavior** by one individual (or group) that is **directed at a particular person** (or group). The aggressive behavior is **unwanted and negative**. It is deliberate and unprovoked. The targeted person(s) is/are harmed by what is purposely being said or done. There is only one person feeling emotionally upset—the person who is the target of the bullying. The person who engages in bullying behavior derives some sense of satisfaction from his/her behavior and does not feel sorrow or regret about the harmful effects of their behavior. Some examples include:

- A student intentionally bumps into a classmate whenever they pass in the hallway and encourages other students to laugh
- An athlete taunts another student about his sexual orientation in the locker room
- Classmates make fun of a student's clothes or mock a student's accent or taunt him/her about his / her grades

Microaggressions are brief, everyday exchanges, verbal and non-verbal, that send messages to certain individuals that because of their group membership, they have little worth. These small exclusions, expressions, and gestures are often overlooked as contributing to negative school climate and, over time, can cause emotional harm. Some examples include:

- Avoiding an empty seat in class because it is next to a larger girl or boy
- Heavy sighing to indicate disapproval each time a student of a particular race or ethnicity walks into the classroom
- Spreading belongings across a table and onto an empty chair so there is no space for another student to join a group

Bullying is usually **a pattern of behavior repeated over time**. However, bullying <u>can</u> occur in a single incident. It can take many forms - physical, verbal, social, emotional or electronic.

- **Physical harassment** involves physical injury or threat of injury.
    - Examples include: Hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things.

- **Verbal harassment** refers to derogatory teasing, taunting, or insulting someone. Written discrimination, harassment, intimidation, and/or bullying includes electronic communications (cyber-bullying) using information technology including, but not limited to: Internet, cell phone, email, personal digital assistant, social media, blogs, chat rooms, and gaming systems.
    - Examples include: Name-calling, teasing, inappropriate sexual comments, taunting, and threatening to cause harm.
        - A group of students regularly call another student names and hold her/him up for ridicule in front of others
        - A student repeatedly uses social media to embarrass and harass a classmate
        - A student gets others to go along with excluding a particular Scholar from participating in activities in which she would otherwise be included

- **Social harassment** refers to the use of peer rejection or exclusion to humiliate or isolate a person.
    - Examples include: Spreading rumors about someone, excluding others on purpose, telling other students not to be friends with someone, embarrassing or threatening to embarrass someone in public.

Bullying can occur before and after school hours, in a school building or at locations such as on a playground, on a school bus while a student is traveling to or from school, or on the Internet. **Cyber-bullying** is harassment or bullying using any form of electronic communication and includes incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment.

School staff who observe or are alerted that this behavior is occurring **must** take appropriate action to intervene to stop such behavior and must report the behavior as described below.

Reporting

Any student who believes that he/she has been the victim of discrimination, harassment, intimidation, and/or bullying by another student, **and all students** with knowledge of such behavior, should report the incident immediately to NWP's Dignity Act Coordinator or to any other school employee.

Any staff member who witnesses student-to-student discrimination, harassment, intimidation and/or bullying or who has knowledge or information or is told by another that a student may have been the victim of such behavior by another student is required to promptly orally report the alleged act to the Dignity Act Coordinator or to the principal/designee within one school day and file a written report with the principal/designee or the Dignity Act Coordinator no later than two school days after making the oral report. The school will keep all reports on file.

If a parent has concerns that their child is the target of bullying or discriminatory behavior, they should report their concerns to the principal or the Dignity Act Coordinator.

All reports of harassment, discrimination, and/or bullying behavior will be investigated. Reports should be made as soon as possible after the incident so they can be effectively investigated and addressed.

- If a student's conduct violates the Student Code of Conduct, appropriate disciplinary action will be taken.
- If the behavior constitutes criminal activity, the police will be contacted.

Prevention

Because bullying is a behavior, it can be changed and replaced with more positive prosocial behavior. Integral to preventing student-to-student bullying and/or bias-based behavior is effective social-emotional learning that helps students develop social-emotional core competencies.

- Students who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers.

- Bullying behavior is primarily a relationship problem. Students who develop caring and concern for others and establish positive relationships are less likely to engage in bullying or discriminatory behavior.
- Students who have learned how to make responsible decisions and handle challenging situations ethically and constructively are less likely to be bystanders and more likely to act as allies if a peer is the target of harassment of any kind.

Clarifying school-wide rules that prohibit bullying and discrimination and discourage bystander behavior (on-looking) is also vitally important in helping students play a pivotal role in bullying prevention.

Progressive Discipline

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline that provides for concurrent accountability and behavioral change. The goal is to teach prosocial behavior and prevent a recurrence of negative behavior by helping students learn from their mistakes. Essential to this goal is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Be given the opportunity to learn prosocial strategies and skills to use in the future and
- Understand the progression of more stringent consequences if the behavior recurs

Code of Conduct

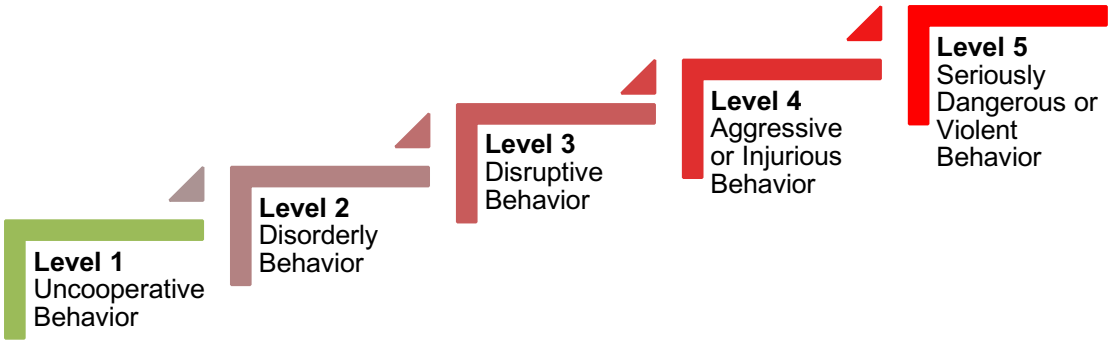
In determining how best to address inappropriate conduct, the school will evaluate all of the circumstances surrounding the conduct. The following factors will be considered prior to determining the appropriate disciplinary measures:

- the student's age and maturity;
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and support and intervention measures applied for each);
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the social-emotional status/needs of all persons involved in the behavior;
- the student's IEP (Individualized Education Program), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable.

Graduated Accountability

The Student Code of Conduct provides graduated accountability measures for students who engage in repeated misbehavior despite prior interventions and/or prior imposition of appropriate disciplinary measures. In conjunction with a range of disciplinary measures, the code includes a range of guidance intervention measures, which may be used to address misbehavior.

Infractions are grouped into five levels based on the severity of the infraction.



More severe accountability measures will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials will exhaust less severe disciplinary responses and use guidance interventions.

Infraction Levels

Uncooperative Behavior	conduct that demonstrates a failure to follow faculty and staff directives
Disorderly behavior	conduct that disturbs the effective functioning of the school and/or the educational process
Disruptive Behavior	conduct that substantially interferes with the educational process
Aggressive or Injurious Behavior	conduct that harms or that attempts to harm a student or staff member
Seriously Dangerous or Violent Behavior	conduct that causes, attempts to cause or could cause serious physical harm to students or staff

Supports and Interventions

When a student engages in inappropriate behavior, along with accountability, youth development interventions must be considered based on the type of behavior in which a student has engaged. Such interventions are an integral part of a progressive response to misconduct that focuses on helping students learn from their mistakes and provides them with the life skills they need to avoid a repetition of the negative behavior in the future.

When used consistently and appropriately, taking a youth development approach provides students with meaningful social-emotional learning, helps improve student behavior, lowers the incidence of repeated misbehavior, and contributes to a more positive school environment. Support services may include any of the interventions cited in this code or a combination of services that best meet the needs of the individual student.

Types of Interventions

Parent Outreach: School staff should keep parents informed about their child's behavior and work with parents to address areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication and/or a meeting at the school. **NOTE**: It is important that there is meaningful consultation and communication between the school and the home. NWP will arrange for interpretation and translation services, if necessary, to communicate with a parent. Guidance conferences attended by the principal or his/her designee, a school counselor, the student's parent(s), and one or more of the student's teachers are an effective means of encouraging parental input and will be held with students when appropriate.

Short-Term Behavioral Progress Reports: The principal and/or a teacher may send behavioral progress reports to parents on a regular basis until the student demonstrates that s/he is effectively managing his/her behavior in class and/or in the school as a whole.

Principal or Guidance Conference: The principal and/or one or more teachers may request a guidance conference with the student and, when appropriate, with the parent. The purpose of the conference is to review the student's inappropriate behavior, find solutions to the problem, and then address academic, personal, and /or social-emotional issues that may have caused or contributed to the behavior.

Individual Behavior Contract: An individual behavior contract is a written agreement created by a student in collaboration with one or more school staff members. The contract identifies specific behavioral objectives and specific actions the student will take to meet the objectives. It sets regularly scheduled meetings to review progress and to decide when the contract is completed. The contract is signed by the student and teacher and, when appropriate, by the parent.

Counseling: A student may be referred to a school counselor and/or support staff for individual or small-group counseling. Counseling provides students with an outlet to privately share issues that may be negatively impacting their attendance, behavior, and/or academic success. Small-group counseling can address needs such as stress management, anger management, developing effective conflict resolution and/or communication skills, etc. Students discuss and formulate goals, and learn problem-solving strategies that will enable them to overcome a variety of personal challenges. Counselors will conference with parents on a regular basis to discuss the student's progress. The counseling support team may use various other interventions, including, but not limited to, teacher consultation, family meetings, etc.

Mentoring: A mentoring program matches a mentor (counselor, teacher, student, and/or administrator) with a student in need of additional support. The objective of this relationship is to help the student in his/her personal, academic, and social development.

Referral to a Community-Based Organization (CBO): Students may be referred by the principal to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.

Referral for Substance Abuse Counseling: In the case of a student who is presenting problems with substance abuse, including the use, possession, or distribution of illegal drugs, drug paraphernalia, and/or alcohol, the principal may refer the student for substance abuse counseling either provided by the school or through an outside community-based organization.

Referral to Counseling Services for Bullying, Intimidation, or Harassment: When a student or group of students engages in bullying, including cyber-bullying, intimidation, or bias-based harassment, of another student or group of students, both the target of the behavior and the student(s) who engage(s) in this behavior should be referred to separate appropriate counseling, support, and education services provided by school staff or a community-based agency. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for bullying, intimidation, or harassment. Students who have engaged in bullying behavior may receive individual counseling to address this behavior; small-group counseling for bullying behavior is not an option.

Referral to Counseling Services for Bias-Based Bullying, Intimidation, or Harassment: When a student or group of students engage(s) in bias-based bullying, intimidation, or harassment of another student or group of students, both the victim(s) and the student(s) who engage(s) in this behavior should be referred to separate appropriate counseling, support, and education services provided by school staff or a community-based agency. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for bias-based bullying, intimidation, or harassment. Students who engage in bias-based bullying behavior may receive individual counseling to address this behavior; small-group counseling for bullying behavior is not an option.

Referral to Counseling Services for Youth Relationship Abuse or Sexual Violence: When a person uses a pattern of threatened or actual physical, sexual, and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior for separate appropriate school or community-based counseling, support, and education. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for suspected relationship abuse.

Progressive Support and Disciplinary Accountability

Student misbehavior is handled on a case-by-case basis. In all cases, one or more guidance interventions and supports are put in place in conjunction with the disciplinary response to an incident of student misconduct to address the reason(s) for the inappropriate behavior and help the student learn from her or his mistake.

Graduated accountability measures are used to address student misconduct based on the nature and severity of the student's behavior. More severe accountability measures are imposed when there is a pattern of persistent misconduct or when a student's incident of misconduct requires or is most appropriately addressed by a targeted or significant disciplinary response along with guidance interventions

Taking a Restorative Approach to Sustaining a Safe and Supportive School Community

All members of the NWP school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of our community value and respect one another. Students are the largest group of stakeholders in our school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. When our students feel accepted, valued, respected, and included, they build a positive connection to school, and we foster their resiliency.

Universal Prevention

Community building is an ongoing process that provides the framework for our school to offer our students social-emotional learning. Briefly defined, “Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development.” (Elias et al, 1997)

Providing our students with instruction in social/emotional skills is both an overarching prevention strategy and a primary intervention strategy, especially for children who will benefit significantly from an expanded “toolkit” of responses that includes appropriate, prosocial strategies for effectively interacting with others.

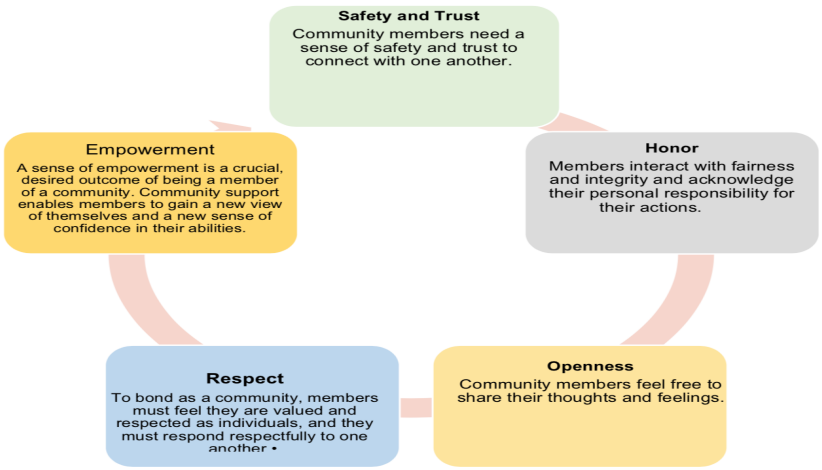
Effective social-emotional learning helps students develop fundamental life skills:

- recognizing and managing emotions;
- developing caring and concern for others;
- establishing positive relationships;
- making responsible decisions; and
- handling challenging situations constructively and ethically

Such skills help prevent negative behaviors and the disciplinary consequences that may result when students do not live up to behavioral standards.

The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.

As a student engages in social-emotional learning, among the strategies and skills s/he learns are active listening and other conflict resolution communication skills s/he can use to talk through an issue or conflict directly with the person with whom s/he disagrees. Students also learn that it is important to ask for help if needed to resolve a conflict, whether through peer mediation or through a restorative circle. Community building circles reinforce this learning. Community building circles focus on:



Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of NWP's progressive approach to discipline. A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

1. What happened?
2. Who was harmed or affected by the behavior?
3. What needs to be done to make things right?
4. How can people behave differently in the future?

Restorative Interventions

Regardless of the restorative practice used to address an incident of misconduct, each practice is based on students' voluntary participation, willingness to take responsibility for one's actions and readiness to repair harm so that the students involved and the school community as a whole can move forward feeling safe and respected.

Peer Mediation: An impartial, third-party student peer mediator facilitates the negotiation process between peers who are in conflict so that they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that the disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. Mediation is not used when one individual has been victimized (for example, in cases of harassment or bullying) by another.

Restorative Circles: When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the prosocial skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community.

Formal Restorative Conference: A trained facilitator together with individuals who have acknowledged causing harm and those who have been harmed. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired.

Determining a Disciplinary Response

In determining appropriate accountability, school personnel authorized to address misconduct must consult this document (The Student Code of Conduct). It is required that school personnel evaluate the totality of the circumstances surrounding the conduct. Therefore, as previously stated, the following factors must be considered prior to determining the appropriate disciplinary measures:

- the student's age and maturity;

- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary, support, and intervention measures applied for each);
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;
- the number of persons involved in the behavior;
- the social-emotional status/needs of all persons involved in the behavior;
- the student's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable.

Every reasonable effort will be made to correct student behavior through counseling and other school-based interventions such as restorative practices. Referrals may be made to outside agencies if the school believes such a support will best meet the needs of a specific child. Support and interventions are essential as inappropriate behavior, or violations of the Discipline Code, may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs

Support and interventions are an essential adjunct to disciplinary measures. An appropriate disciplinary response should emphasize prevention and effective intervention, foster resiliency, prevent disruption to a student's education, and promote the development of a positive school culture. When a student's misconduct results in a placement out of the classroom, the school will consider, when appropriate, using peer mediation or the restorative circle process as an effective strategy to support a successful return to the student's regular program.

If the conduct of a student is related to a disability or suspected disability, discipline, if warranted, will be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

The infractions listed in the Student Code of Conduct are not all-inclusive. Students who engage in misconduct that is not listed are subject to appropriate disciplinary measures by the teacher, principal or other school personnel based on violation of school rules.

Disciplinary Responses

Disciplinary responses should be progressive. Please see the **Progressive Support and Disciplinary Responses** for the range of disciplinary options including the use of a formal restorative conference. Note that In-school Disciplinary Actions may include Afterschool Reflection Time (ART), Saturday Reflection Time (SRT) and/or exclusion from extracurricular activities or communal lunchtime. If these in-school consequences are used, they must not take place during class time and cannot result in a student missing instruction.

Range of Disciplinary Responses

NWP uses a range of graduated disciplinary consequences beginning with In-School Disciplinary Actions to hold students accountable for inappropriate behavior. The school's decision to use a disciplinary action must take into consideration a number of factors, including the nature and severity of the student's misconduct.

The fulfillment of the disciplinary responses is mandatory. Failure to meet these expectations will lead to high disciplinary consequences, including dismissal. All disciplinary consequences must be met within a reasonable time frame established by the school.

In-School Disciplinary Actions

In-school disciplinary actions may include reprimand, parent conference, reflection time, exclusion from co-curricular activities or communal lunchtime, confiscation of personal property (cell phones, games, toys, electronic devices, etc), or loss of other privileges. In-school consequences may not result in a student or students missing instruction and must not deprive the student from eating lunch.

Removal from a Classroom by a Teacher

A student who has engaged in behavior which has substantially disrupted the educational process and/or substantially interfered with the teacher's authority over the classroom may be removed from the classroom by the teacher for a period of 1 to 3 days. Removal from the classroom applies only to the class of the removing teacher. All removed students must be permitted to attend classes that are taught by teachers other than the teacher requesting the removal (e.g., music, art, science, etc.)

A removed student must be sent to a location within the school where s/he will be provided with continued instructional services, including classwork and homework. While student misbehavior must be handled on a case-by-case basis, every effort should be made to address substantially disruptive classroom behavior using Disciplinary Actions A-G along with appropriate supports and interventions prior to implementing a teacher removal.

Suspension

Suspension is a serious disciplinary response which may be imposed only when a student has engaged in significant disruptive, aggressive, dangerous, or violent behavior that endangers the safety, morals, health, or welfare of others. Responsibility for suspension from school rests with the principal. All suspended students will receive alternate instruction within 24 hours of suspension. Suspended students will be sent to an assigned room within the school building, supervised by school staff, to serve their suspension.

The principal is authorized to place students on a short-term (1-5 days) suspension for a violation of the Student Code of Conduct. (See Short-Term Suspensions below.) The student and the student's parent will be provided with the opportunity for an informal conference with the principal/designee in the case of a short-term suspension to discuss the misconduct and the reason for the disciplinary response. The president of the school is authorized to place students on a long-term suspension (6 or more days) (See Long-Term Suspensions below.) The student and the student's parent(s) will attend a formal conference with the president in the case of a long-term suspension.

Alternate Instruction

In keeping with New York State Education Law, students who are removed from class, suspended, or expelled will be provided with alternative instruction to enable the student to continue to make academic progress. The school will make provisions for alternative instruction for a suspended student during the entire suspension period. For an expelled student, the school will make provisions for the student until the student is enrolled in another school or until the end of the school year, whatever comes first. Alternative instruction will not be the provision of homework, assignments, or study hall.

All suspended students will receive alternate instruction within 24 hours of suspension. Suspended students will be sent to an assigned room within the school building to serve their suspension. Students serving suspension will be supervised by school staff. Teachers and instructional support staff, such as reading coaches, Title I staff, Teaching Assistants, or counselors, will arrange times throughout the day, to be coordinated by the in-school suspension staff, when they will be available to work directly with students in the in-school suspension room. During the period of suspension, teachers are expected to provide the same assignments to suspended students as will be completed in class.

Students on suspension are expected to report to school on time, in full uniform, and are expected to turn in all academic assignments to the in-school suspension staff. A student on suspension is prohibited from participating in any school events or co-curricular activities during the days of suspension and for 20 school days following the suspension. A student's exclusion from such activities is automatic and ends when the student's suspension is completed.

Supports for Students During and Returning from Suspension

In order to maximize students' abilities to meet social/behavioral expectations and academic standards within the school community, NWP will provide appropriate support services to students during suspension and when they return from suspension to their regular school program. Students with IEPs will be provided with appropriate special education services that allow them to make progress toward the student's IEP goals.

The goal of support at all grade levels is to prepare students to return to their regular school programs with increased prosocial attitudes and with social and emotional strategies and skills that foster resilience and reduce the likelihood of recidivism. Support services may include any of the range of supports and interventions or a combination of services that best meets the needs of the individual student.

Types of Suspension

Short-Term Suspension

The principal has the authority to suspend a student for between 1 and 5 days when the student's behavior presents a clear and present danger of physical injury to students or school staff members or prevents the orderly functioning of classes or other school activities or events. Suspended students must be provided with instruction including classwork and homework in a designated site within the school.

Long-Term Suspension

A long-term suspension of 6 or more days may be imposed by the president. A suspension of greater than five days may be appealed to the Board. A student who receives a long-term suspension must be provided with the opportunity for a hearing at which to present evidence and witnesses on his/her behalf and to question the school's witnesses. Students have a right to have an attorney at a long-term suspension hearing.

If the school proves the charges against a student and the suspension is upheld, the president or Board may impose one of the following consequences:

- Immediate Reinstatement: The president/Board may reinstate the student to the regular school program immediately following the decision to uphold the suspension.

- Extended Suspension for 6 or more days during which the student receives education in an alternate setting within the school with the opportunity for early reinstatement based upon the student's behavioral and academic progress.

- Extended Suspension for 6 or more days during which the student receives education in an alternate setting within the school with no opportunity for early reinstatement based upon the student's behavioral and academic progress.

The decision for early reinstatement based on a student's behavior and academic progress rests with the president of the school. A parent may appeal for early reinstatement to the Board.

Students on suspension may not participate in any communal activities of the school, including recess, communal lunch, or any other co-curricular activities, events, or functions, regardless of the day or time at which they are held until the student has completed their suspension and returns to the regular school program.

Behavior Contract

Scholars who have exhibited a pattern of persistent misconduct by violating the school's Progressive Discipline Policy—including multiple suspensions or participation in serious incidents determined by the school to be injurious, substantially disruptive, or unsafe—may be placed on a behavioral probation contract if their actions are inconsistent with our community values.

This formal agreement will explicitly detail behavioral standards and clarify that any subsequent infractions or egregious misconduct may lead to more stringent disciplinary responses, including the possibility of immediate expulsion, consistent with school policy and relevant regulations.

Re-Entry Conference

The principal will schedule a re-entry conference with the parent and child before the student's return from either a short-term or long-term suspension. The purpose of this conference is to support the child's successful transition back into his/her full schedule and to ensure that supports are in place as needed. For an acceptable and serious reason, if a parent is not able to attend a re-entry conference in person, the principal will schedule a phone conference. If for whatever reason(s) parent contact is not made, the principal will meet with the student and the student's guidance counselor to support their successful transition back into the school community.

Expulsion

NWP recognizes that to establish an environment that supports learning, the school must balance the needs of the individual student to attend school and the need for safety and order in school and in classrooms. The President reserves the right to expel a student based on a single incident of seriously dangerous or violent behavior which has caused or would have been reasonably expected to cause egregious harm.

The President also reserves the right to expel a student based on a consistent pattern of less serious incidents of misconduct (Levels 3 and 4 in the Student Code of Conduct) when, despite the repeated application of progressive discipline and multiple efforts to provide guidance interventions and supports, the student has demonstrated no positive change in behavior so that it is clear that continued placement in the school will not serve the educational needs of the student in question or the needs of the school community.

For an expelled student, the school will make provisions for alternative instruction for the student until the student is enrolled in another school or until the end of the school year, whatever comes first. Alternative instruction will <u>not</u> be the provision of homework, assignments, or study hall.

Right to an Appeal

Any student who is given a short-term suspension may appeal the decision to the president of the school. Any student who is given a long-term suspension (more than 5 days) or who is expelled has the right to appeal the decision in writing to the Board of Trustees within 10 days of the date of the ruling. An appeal is heard at the discretion of the Board Chairperson, by the School President (CEO) or by a Trustee subcommittee (of one or more Trustees designated by the Board Chairperson) In such a case, the school sets a hearing date, and the student and/or his/her parent/guardian are notified in writing. The request for appeal will be presented to the entire Board of Trustees for review and determination. A final determination letter will be sent to the student's parent/guardian indicating approval or denial of the appeal.

Probationary Period (New School Year)

Students who have demonstrated an inability to meet the behavioral expectations will be placed on probation the following school year and are at a high risk of losing their seat at NWP if behaviors are not improved. These students and their parents/guardians will be informed of this probationary period at the start of the school year. Criteria for probation include, but are not limited to, the following actions or behaviors from the previous school year: long-/short-term suspensions, excessive LRT/ART/SRT's, Reflection Room Time, excessive absence, excessive lateness, and repeat behaviors that put the safety and well-being of themself and/or others at risk. Students with IEPs will have the specific details of their IEPs taken into consideration regarding probation.

<u>Key Definitions</u>

For purposes of this code, the following definitions apply:

- **Reflection Time** refers to mandated after-school attendance as a disciplinary response to student misconduct when the principal has decided that removal from the classroom or other disciplinary response would be inappropriate. The student's parent will be notified prior to the imposition of After School Reflection Time (ART) to ensure there is no impediment to the student remaining after school, including the assurance that the student will have appropriate transportation home following detention.

- **Exclusion from School Transportation** refers to a student's riding privilege being revoked by the principal for a set period of time as a result of Level 3-5 behavior while being transported to and/or from school. The principal will only make this decision based on the misconduct officially reported by the Office of Pupil Transportation and the findings of the subsequent school investigation. The student's parent will be notified prior to the revocation of riding privilege and the parent will be responsible for ensuring that their child travels to and from school safely while the child's riding privilege is revoked. Should exclusion from riding privilege amount to non-attendance, the school will make appropriate arrangements for the student's continued academic progress.

- **Parent** means a parent, guardian, or person in parental relation to a student.

- **School property** refers to any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a school, or in or on a school bus.

- **School function** means any school-sponsored co-curricular event or activity.

- **Weapon** means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. NWP has classified weapons into two categories:

WEAPONS	
Category I	**Category II**
• Firearm, including pistol, starter gun, and handgun, silencers, electronic dart, shotgun, rifle, machine gun, or any weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosive • Stun gun/weapon • Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun) • Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword) • Dagger, stiletto, dirk, razor blade, box cutter, case cutter, utility knife, and all other knives • Billy club, blackjack, bludgeon, chukka stick, and metal knuckles • Slingshot (small, heavy weights attached to or propelled by a thong) and slungshot (small, heavy	• Acid or dangerous chemicals (such as pepper spray, mace) • *Imitation gun or other imitation weapon • Loaded or blank cartridges and other ammunition • *Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire, etc.).

knots at the end of and propelled by a rope or cord) ● Martial arts objects including kung fu stars nunchucks and shurikens ● Explosives, including bombs, firecrackers and bombshells	
Note: Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal will consider whether there are mitigating factors present. In addition, the principal will consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance, and weight.	

Taking Disciplinary Action

When a student engages in inappropriate behavior, the school is expected to integrate supports and interventions with disciplinary action for the express purpose of holding students accountable and simultaneously helping students learn from their mistakes. The disciplinary responses which follow provide a range of options to be used to best meet each student's individual needs. While student misbehavior must be handled on a case-by-case basis, schools are expected first to implement primary (non-removal) disciplinary consequences to address student misconduct whenever possible and appropriate before imposing a more stringent disciplinary response.

Grades 6- 8 Level 1 - Noncompliant/Uncooperative behavior			
Infraction		**Supports and Interventions**	**Range of Disciplinary Responses**
1.1	Unexcused absence from school (A-D)	● Parent outreach ● Intervention by counseling staff ● Guidance Conference ● Individual or group counseling ● Conflict Resolution ● Peer Mediation ● Community Circle ● Restorative Circle ● Development of individual behavior contract ● Short-term behavioral progress reports ● Mentoring ● Community Service (with parent consent) ● Referral to a community-based organization ● Functional Behavioral Assessment (FBA) ● Behavioral Intervention Plan (BIP)	A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal conference with student by appropriate school administrator to address the misbehavior and its consequences D. Parent Conference E. In-school disciplinary action (e.g. reflection time, behavioral contract, exclusion from co-curricular activities or communal lunch time or other privileges) F. Removal from classroom by teacher G. Suspension
1.2	Failure to wear the school uniform (A-E)		
1.3	Being late to school or class (A-E)		
1.4	Failing to be in one's assigned place on school premises; cutting class/school (A-E)		
1.5	Engaging in verbally rude or disrespectful behavior (A-F)		
1.6	Behaving in a manner that disrupts the educational process (e.g., making excessive noise; running in the hallway) (A-F)		
1.7	Wearing clothing, headgear, or other items that are unsafe or disruptive to the educational process (A-E)		

1.8	Using school computers or other communications or electronic equipment without permission (A-E)		
1.9	Bringing items to or using items in school that are disruptive to the educational process, including toys, Party Snaps/fireworks, smoke/stink bombs, etc.; using a cell phone in school; using electronic or smart devices without permission. (A-F)		

Grades 6 - 8 Level 2 - Disorderly Behavior			
Infraction		**Supports and Interventions**	**Range of Disciplinary Responses**
2.1	Failing to comply with the reasonable directives of school staff and/or acting in a disrespectful manner to school staff (A-F)	• Parent outreach • Intervention by counseling staff • Guidance Conference • Individual or group counseling • Conflict Resolution • Peer Mediation • Community Circle • Restorative Circle • Development of individual behavior contract • Short-term behavioral program reports • Mentoring • Community Service (with parent consent) • Referral to a community-based organization • Functional Behavioral Assessment (FBA) • Behavioral Intervention Plan (BIP)	A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal conference with appropriate administrator D. Parent Conference E. In-school disciplinary action (e.g. reflection time, behavioral contract, exclusion from co-curricular activities or communal lunch time or other privileges) F. School bus suspension/write-up/referral G. Removal from classroom by teacher H. Suspension
2.2	Leaving class or school premises without the permission of supervising school personnel (A-F)		
2.3	Possession or Smoking and /or use of tobacco products, including cigarettes, electronic cigarettes, chewing tobacco, etc and/or possession of matches or lighters (A-G)		
2.4	Gambling (A-G)		
2.5	Using profane, obscene, vulgar, or lewd language, gestures, or behavior to demean others (A-G)		
2.6	Misusing property belonging to others or to the school (A-G)		
2.7	Engaging in or causing disruption on the school bus (A-G)		
2.8	Lying to, giving false information to, and/or purposely misleading school personnel (A-G)		

**Exclusion from school transportation may occur only after a school investigation of the incident, including consulting with the bus driver and/or bus monitor.*

Grades 6 - 8 Level 3 - Disruptive Behavior			
Infraction		**Supports and Interventions**	**Range of Disciplinary Responses**
3.1	Defying or disobeying the lawful authority or directive of school personnel in a way that substantially disrupts the educational process and/or poses a danger to the school community Cutting school or trespassing (going to another school or another NWP Campus). NOTE: This behavior does not include Level 1 or 2 infractions for uncooperative/ noncompliant or disorderly behavior, such as using profane language; or wearing prohibited clothing; or bringing prohibited items to school. (A-F; G with authorization)	• Parent outreach • Intervention by counseling staff • Guidance Conference • Individual or group counseling • Conflict Resolution • Peer Mediation • Community Circle • Restorative Circle • Development of individual behavior contract • Short-term behavioral program reports • Mentoring • Community Service (with parent consent) • Referral to a community-based organization • Functional Behavioral Assessment (FBA) • Behavioral Intervention Plan (BIP)	A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal conference with appropriate administrator D. Parent Conference E. In-school disciplinary action (e.g., reflection time, behavioral contract, exclusion from co-curricular activities or communal lunch time or other privileges) F. Removal from classroom by teacher G. Short-term Suspension (1-5 days) H. Long-Term Suspension (6 or more days) I. Expulsion
3.2	Using slurs based on actual or perceived race, ethnicity, color, national origin, weight, gender, gender identity, gender expression, sexual orientation, religion, citizenship or immigration status, or disability (A-I)		
3.3	Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (A-G)		
3.4	Engaging in gang-related behavior e.g., wearing or displaying gang apparel and/or accessories, writing gang graffiti, making gang gestures or signs) (A-H)		
3.5	Engaging in vandalism, graffiti, or other intentional damage to school property or property belonging to		

	staff, students, or others (A-G; H if substantial damage)		
3.6	Knowingly possessing property belonging to another without permission, touching or searching through another's belongings without permission. (A-H)		
3.7	Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means (A-H)		
3.8	Violating the school's internet use policy (A-H)		
3.9	Engaging in scholastic dishonesty, which includes but is not limited to cheating (e.g., copying from another's test paper; using unauthorized material during a test; collaborating without authorization with another student); plagiarizing (taking another's work and using it as one's own for credit); assisting another student to engage in such actions (A-I)		
3.10	Posting or distributing libelous material, including posting such material on the internet (A-I)		
3.11	Possessing controlled substances or prescription medication without authorization or illegal drugs, drug paraphernalia, including marijuana products, tobacco products, vaping, and/or alcohol (D-H)		
**Exclusion from school transportation may occur only after a school investigation of the incident, including consulting with the bus driver and/or bus matron.*			

Addressing Level 4 and Level 5 Behaviors

This progressive code of conduct is predicated upon concurrent supports/interventions with a disciplinary response to address student misconduct so that students learn from their misbehavior. The Progressive Ladder of Support and Disciplinary Consequences calls for universal prevention for all students and the early identification of students who are in need of additional and/or specific support services.

The school must address Level 4 and 5 behaviors in accordance with the Progressive Ladder of Support and Disciplinary Consequences and the progressive approach to discipline outlined in this Code of Conduct. The code provides a range of disciplinary responses for these types of behaviors in order to ensure that all relevant factors are considered in determining the appropriate response. Federal and state law, however, require that for some incidents of student misconduct, a suspension must be imposed. These suspensions are subject to review and modification on a case-by-case basis in accordance with law and NWP policy.

<table>
<tr><th colspan="3">Grades 6- 8
Level 4 - Aggressive or Injurious Behavior</th></tr>
<tr><th colspan="2">Infraction</th><th>Supports and Interventions</th><th>Range of Disciplinary Responses</th></tr>
<tr><td>4.1</td><td>Engaging in sexual conduct on school premises or at a school function (D-H)</td><td rowspan="4">• Parent outreach
• Intervention by counseling staff
• Guidance Conference
• Individual or group counseling
• Conflict Resolution
• Peer Mediation
• Restorative Circle
• Development of individual behavior contract
• Short-term behavioral program reports
• Mentoring
• Community Service (with parent consent)
• Referral to a community-based organization
• Referral to appropriate substance abuse counseling services
• Referral to counseling services for youth relationship abuse or sexual violence
• Referral to counseling services for bias-based bullying, intimidation or harassment
• Functional Behavioral Assessment (FBA)
• Behavioral Intervention Plan (BIP)</td><td rowspan="4">D. Parent Conference

E. In-school disciplinary action (e.g. reflection time, behavioral contract, exclusion from co-curricular activities or communal lunch time or other privileges)

F. Removal from classroom by teacher

G. Short-term Suspension (1-5 days)
H. Long-Term Suspension (6 or more days)

I. Expulsion</td></tr>
<tr><td>4.2</td><td>Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior or exposure, or sending or posting sexually suggestive messages or images) (D-H)</td></tr>
<tr><td>4.3</td><td>Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass (D-H)</td></tr>
<tr><td>4.4</td><td>Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-</td></tr>
</table>

	bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass (D-H)		
4.5	Engaging in physically aggressive behavior other than minor alterations as described under 3.3, which creates a substantial risk of or results in minor injury (D-H)		
4.6	Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury (D-H)		
4.7	Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the Internet (D-H)		
4.8	Using controlled substances or prescription medications without appropriate authorization or using illegal drug, including vaping, and/or alcohol (G-I)		

**Exclusion from school transportation may occur only after a school investigation of the incident, including consulting with the bus driver and/or bus matron.*

Grades 6 - 8
Level 5 - Seriously Dangerous or Violent Behavior

Infraction		Supports and Interventions	Range of Disciplinary Responses
5.1	Starting a fire	• Parent outreach • Intervention by counseling staff • Guidance Conference • Individual or group counseling • Conflict Resolution • Peer Mediation • Restorative Circle • Development of individual behavior contract • Short-term behavioral • program reports • Mentoring • Community Service (with parent consent) • Referral to a community-based organization • Referral to appropriate substance abuse counseling services • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bias-based bullying, intimidation or harassment • Functional Behavioral Assessment (FBA) • Behavioral Intervention Plan (BIP)	H. Long-Term Suspension (6 or more days) I. Expulsion
5.2	Threatening to use or using force to take or attempt to take property belonging to another or to the school		
5.3	Using force against or inflicting or attempting to inflict serious injury against school personnel		
5.4	Using extreme force against or inflicting or attempting to inflict serious injury against students or others		
5.5	Planning, instigating or participating with another person or persons in an incident of group violence		
5.6	Engaging in threatening, dangerous, or violent behavior that is gang-related		
5.7	Engaging in physical sexual aggression; compelling or forcing another to engage in sexual activity		
5.8	Selling or distributing illegal drugs or controlled substances and/or alcohol		
5.9	Possessing or selling any weapon, other than a firearm		
5.10	Using any weapon other than a firearm to threaten or to attempt to inflict injury upon school personnel, students, or others		
5.11	Possessing or using a firearm		

Students' Rights and Responsibilities

As members of a school community built upon the principles of respect, civility, good citizenship, character, honesty and integrity, students have certain rights and responsibilities. Students' rights fall into three categories: the right to a free education; the right to freedom of expression; and the right to

due process should they fail to live up to the standards of the code of conduct. These rights charge each student to be a valuable and positive member of the NWP school community.

Along with student rights come important responsibilities to oneself, one's peers and school personnel, and the school community as a whole. When students live up to these responsibilities, they demonstrate their own growth and maturity and, by doing so, make an essential contribution to the well-being of the whole NWP school community.

Student Responsibilities
Responsible behavior by students is the only way to preserve the students' rights set forth in this Student Code of Conduct. Violation of any of these responsibilities may lead to disciplinary measures. Students are expected to:
1. Attend school each day, arrive on time, be in their assigned class and work to the best of their ability in all academic and co-curricular activities to attain their highest level of achievement
2. Be prepared for class with required materials and properly maintain school books and other school equipment
3. Be familiar with the Student Code of Conduct and abide by all school rules, regulations and policies
4. Behave in a manner that contributes to a safe learning environment which does not violate other students' right to learn
5. Share information with school officials regarding matters which may endanger the health and welfare of members of the school community
6. Respond to directions given by school staff in a respectful, positive manner
7. Behave in a polite, truthful and cooperative manner with students and school staff that reflects the highest standards of good conduct and sportsmanship
8. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the dignity and rights of others
9. Show respect for school property and respect the property of others
10. Be polite, courteous, and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, and refrain from making slurs based on these identity characteristics
11. Promote good human relations and act to build understanding among members of the school community
12. Seek adult help in addressing problems that may lead to misconduct
13. Use non-confrontational methods to resolve conflicts and use strategies and skills to control anger
14. Help maintain a school environment that is free of weapons, illegal drugs, controlled substances and alcohol
15. Bring to school only those personal possessions which are safe and do not interfere with the learning environment
16. Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
17. Express themselves in speech, writing and other modes of expression, including electronic expression in a manner that promotes cooperation and does not interfere with the educational process;

18. Provide positive leadership in student government and forums and in a co-curricular program that addresses the range of physical, social, and cultural interests and needs of students
19. Adhere to the guidelines established for dress in the student uniform policy, and dress appropriately for school functions
20. Keep parents informed of school-related matters, including academic progress in school, social and educational events, and ensure that parents receive communications that the school gives to students to bring home to their parents.

Scholar-Athletes Expectations

To participate in New World Prep's athletic program is a privilege, and a student must come with the attitude that they are scholar-athletes. They are held to a standard that requires them to model both in and outside the classroom pride, respect, excellence, and purpose.

Academics: If a scholar-athlete is not fulfilling his or her responsibilities in the classroom, s/he can be temporarily removed from the team to focus on his or her academics. Once the scholar-athlete has demonstrated readiness to balance academics and athletics, s/he may return to the team. This can be done either through the school's policy regarding eligibility or by the principal at any time during the season if the scholar-athlete demonstrates a deficiency in his or her academics.

Behavior: When a scholar-athlete is not following the school's policies and meeting expectations, as explained in the Family Handbook or Code of Conduct, s/he can be temporarily removed from the team by the principal.

- **Suspension:** A scholar-athlete who is suspended from school will not play or participate in any sports activities (practice or games) until the suspension has been served. The scholar-athlete will be ineligible for 20 days starting from the date of the suspension.
- Scholar-athletes can attend games (but not play) and participate in practice once they have served their suspension. Suspended scholar-athletes whose parents have not met with the principal about the suspension will not regain their eligibility until a parent meeting has been held.
- Scholar Athletes who are deemed ineligible to participate in school activities may still be permitted to attend practices and team activities but may not actively participate in competitions, games, performances, or other eligibility-based events until they are no longer ineligible.

- **ART/SRT:** If a scholar-athlete receives an ART and/or an SRT on the day of a practice or game, s/he must first attend the assigned ART/SRT. Once the scholar-athlete serves the ART/SRT, s/he may attend practice or participate in a game.

- Coaches may add additional appropriate consequences with the approval of the Athletic Director and Principal.

- The principal may modify consequences based on additional information and consultation with the Dean of Students and the Athletic Director.