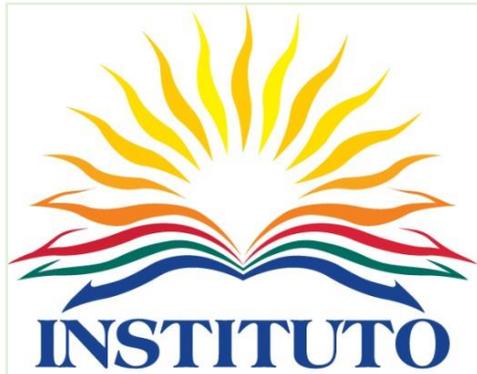


2017-2018

Student Code of Conduct



Health Sciences Career Academy

Dr. Hillyn Sennholtz – Principal
Alfredo Nambo – Assistant Principal
Kimberly Burke – Assistant Principal
Alberto Mendez – Dean of Students
Edwin Ramos – Dean of Students
Alec Brown – Director of Student Involvement

2520 S. Western Ave
Chicago, IL 60608
(773) 890-8020

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Statement of Philosophy – IHSCA Student Code of Conduct

It is the philosophy and commitment of Instituto Health Sciences Career Academy (IHSCA) to maintain safe, nurturing, participatory and productive learning environments that offer each student a genuine opportunity for academic and social-emotional growth sufficient to prepare them to earn a post-secondary degree at a college or university of their choice. In order to maximize learning time and promote positive behaviors, IHSCA has established multi-tiered systems of support for students' academic, social, emotional, and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among students, school staff, and families.

IHSCA is committed to an instructive, corrective, and restorative approach to behavior. To that end, IHSCA brings to bear a variety of resources to increase students' opportunity to experience sustained behavioral success in the school setting (including but not limited to a structured school environment, counseling and advisory services, social workers, psychological and nursing services) as well as a rich array of opportunities for student expression in the form of engaging coursework, student clubs and activities, sports teams, career internships, college planning, and support for graduates before and during their college careers.

If behavior incidents arise that threaten student and staff safety or disrupt the educational process, the response of IHSCA will be to remove the threat and the impact of the incident, repair harm, and address the underlying needs behind student behaviors. Each situation will be considered individually and where disciplinary consequences are warranted, those will be carried out in accordance with the policies codified in the Student Code of Conduct established in this Student Handbook.

In accordance with IHSCA's philosophy, school discipline will be applied respectfully, with scrupulous fairness and consistency, and will protect students' right to instructional time whenever possible. IHSCA will, at all times, treat all students equitably in compliance with local, state, and federal law.



Attendance Policy

Term	Description
Present	To receive a full day of credit for attendance, students must be in attendance for at least 80% of the school day (4 out of 5 periods). To receive a half day of credit for attendance, students must be in attendance for at least 40% (2 out of 5 periods) of the school day.
Excused Absence	<p>Absences may be excused only for the following: (1) student illness; (2) verifiable family emergency and (3) religious observance. If a student is to be absent, the parent/guardian should call the <u>Attendance hotline at 773.890.8050</u> before 7:30 a.m. the day of the absence.</p> <p>Absences are excused only if a written note from the student's parent/guardian is received in the main office within 48 hours of the student's return to school. A doctor's note or other official documentation is required for an absence period of more than three consecutive days. Notes from the doctor must come from the doctor on his/her letterhead. If it is an undue burden for a student to obtain a doctor's note, the student can report to the nurse's office at school. The nurse will verify the student's illness and send the student home. The absence will be excused.</p>
Consequence for Absences	A student who is absent more than 18 days during any school year, for any reason including excused absences for routine medical or other appointments, will be required to attend a summer conference with their parent or guardian. Exceptions may be made only for students who have verifiable medical conditions that prevent their attendance.
Leaving School Campus	During school hours, students are not permitted to leave campus once they are inside the building. Leaving the campus without permission will result in an in-school suspension. The parent/guardian of the student will be notified anytime a student leaves campus without permission by the Principal/designee.
Early Dismissal and Late Arrival	<p>Students should make every effort to schedule medical or other appointments after school hours or on weekends. However, in the event that a student must leave school early or arrive late to school, the following policies apply:</p> <ol style="list-style-type: none"> 1. Early dismissals or late arrivals for verified appointments, with a written note from the student's parent/guardian or medical doctor for a medical appointment, will count as an excused absence from class. Parent/guardian must sign out their student at the IHSCA main office prior to leaving the

	<p>building, except with written approval of the principal or designee.</p> <ol style="list-style-type: none"> 2. Early dismissals or late arrivals due to an implementation of a safety plan also will be excused. 3. Early dismissal for a student participating in an internship or other activity that requires him/her to leave campus early will be excused if the student has the proper documentation on file with the Principal's signature. <p>Any other absences due to early dismissal or late arrival are considered unexcused unless it is for student illness, family emergency or religious observance. When a student must leave school early or arrive late to school, the following procedures must be followed:</p> <ol style="list-style-type: none"> 1. Student must check in with the Receptionist in the Main Office upon arriving to school or before leaving school to obtain a pass. 2. Any required documentation must be provided or be on file. 3. Student must receive written permission to exit the building 4. Only parents, legal guardians, and emergency contacts that are on file may sign out a student. 5. Guardian must complete the sign in/out log.
Making Up Work When Absent	<p>When a student is absent for any reason, it is the student's responsibility to ask his/her teacher for make-up work and/or test. A student shall have an equal number of days as he/she was absent to complete the make-up work. For example, if a student is absent 2 days he/she shall have 2 days to complete the makeup work. A student will be allowed to make up a test within a reasonable time frame following the student's absence as determined by the teacher. The student is responsible for making arrangements with the teacher to make up a test.</p>
Participation in Extra-Curricular Activities	<p>Students who are absent all day or have an unexcused late arrival to school or early dismissal from school may not attend or participate in any extra-curricular activities on that day or night, except with written permission from the Principal or designee. Students who are absent on a Friday may not attend or participate in any extra-curricular activities over the weekend or Monday if it is a school holiday, except with written permission from the Principal or designee. A student must be in school a minimum of 3 periods in order to participate in extra-curricular activities on that day.</p>
Exceptions	<p>Exceptions to any attendance policy can be made only at the discretion of the Principal or designee. Extra consideration is given to cases in which the parent/guardian gives prior notice and presents requested documentation or circumstantial details to the Principal or Assistant Principal at least one week before an absence occurs.</p>
Truancy	<p>After receiving all interventions described in the Handbook that are designated to encourage and support the student's re-entry into school, a student who has 18 or more unexcused absences from</p>

	school is considered truant and may be subject to truancy interventions or reported as truant to law enforcement.
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Unexcused Absence / Truancy Support and Intervention Chart	
Number of Unexcused Absences (Cumulative Absences)	Interventions
1st + each subsequent unexcused absence	Phone call to student's parent/guardian each time the student is absent. A robo-call will be issued to parents notifying them about the absence.
3rd	Mandatory meeting with Dean of Student to develop an Attendance Improvement Plan (AIP) and discuss how attendance impacts the student's academic goals. 3 rd and 4 th absence, Advisor will call parents.
5th	A 5 day certified letter will be sent home notifying student's parent/guardian of 5th unexcused absence, and an Academic Advisor or designees will conduct a home visit to review AIP. Academic Advisor will follow up with Student Support Team on findings.
10th	A 10 day certified letter will be sent home notifying student's parent/guardian of 10th unexcused absence; AIP will be reviewed with Student Support Team. The student will be suspended from all after school programs and extracurricular activities for the semester until student demonstrates 25 consecutive days of attendance. A meeting with the parent or guardian will take place with Assistant Principal, Dean, and Academic Advisor.
15 th	A 15-day probationary warning letter will be sent to parent; AIP will be reviewed by the Student Support Team; Suspension from all after school programs and extracurricular activities for the semester until student demonstrates 25 consecutive days of attendance.
18 th	After receiving all interventions described in the Handbook that are designated to encourage and support the student's re-entry into school, a student who has 18 or more unexcused absences from school is considered truant. Students 16 and under will be referred to DCFS for a wellness check. A certified letter will be sent home notifying students' parent/guardian of 18 th unexcused absence.

Promotion Policy

Academics: Academics: Students must earn 8 IHSCA credits (inclusive of IHSCA-approved offsite study) to be considered members of the Sophomore class, 16 IHSCA credits (inclusive of IHSCA-approved offsite study) to be considered members of the Junior class, and 24 IHSCA credits (inclusive of IHSCA-approved offsite study) to be considered members of the Senior Class. Students must earn 32 credits and 100 community service hours to graduate. Students failing a course or courses will be required to recover the credit by enrolling in an IHSCA-approved, off-site summer school course, an IHSCA-approved off-site credit-recovery program, or an IHSCA-approved virtual high school course or by repeating the course or courses failed at IHSCA at the earliest time at which that course is offered. Any off-site or virtual coursework may involve fees and costs, which will not be the financial responsibility of IHSCA.

Course Sequence					
	GRAD REQ.	9th Grade	10th Grade	11th Grade	12th Grade
English Language Arts	7 Credits	World Literature /Composition 1	American Literature /Composition 2	Contemporary Literature /Composition 3 Avid III	<ul style="list-style-type: none"> • Research Writing Methods/ Rhetorical Writing • English 101 (Dual Enrollment) • English 102 (Dual Enrollment)
History	3 Credits	World History / Avid I	<ul style="list-style-type: none"> • US History / Avid II • AP US History/ Avid II 	History Elective	
Foreign Language	4 Credits	Spanish <ul style="list-style-type: none"> ○ Learners 1 ○ Speakers 2 	Spanish <ul style="list-style-type: none"> ○ Learners 2 ○ Speakers 2 	<ul style="list-style-type: none"> • Spanish <ul style="list-style-type: none"> ○ Learners 3 ○ Speakers 3 • AP Spanish <ul style="list-style-type: none"> ○ Language & Culture ○ Literature & Culture 	<ul style="list-style-type: none"> • Spanish <ul style="list-style-type: none"> ○ Learners 4 ○ Speakers 4 • AP Spanish Literature & Culture • Dual Credit Spanish 101
Mathematics	7 Credits	Algebra 1	Geometry	<ul style="list-style-type: none"> • Algebra 2/ Trig • Pre-Calculus 	<ul style="list-style-type: none"> • Statistics • Pre-Calculus • AP Calculus
Science	5 Credits	Biology	Chemistry	<ul style="list-style-type: none"> • Physics • Chemistry 2 • Adv. Chemistry • Current Public Issue in physical science (107) 	<ul style="list-style-type: none"> • A.P. Biology • Environmental Public Health • Chemistry 2 • Issues in Physical Science (Dual Enrollment) • Current Public Issue in Physical Science (107)
Health Science Careers	3.5 Credits	Principles of Biomedical Sciences	Human Body Systems	<ul style="list-style-type: none"> • Medical Interventions • Health In Society 	<ul style="list-style-type: none"> • Forensics • Biomedical Innovations • Health In Society
Physical Fitness	1.5 Credits	Fitness 1	Fitness 2	<ul style="list-style-type: none"> • Fitness 3 • Dance 	Fitness 4
Elective	1 Credit	Computer Literacy (Required)	Consumer Education (Required)	<ul style="list-style-type: none"> • Sociology • Psychology • Journalism • Latin American Studies • Art • Speech (Required) 	
Total	32 Credits	Community Service			100 hours Required

Transportation Policy

The safety and well being of students is of the upmost importance to Instituto Health Sciences Career Academy (IHSCA). IHSCA's transportation policy is made to ensure that a student's attendance and enrollment is not affected based on transportation challenges.

IHSCA provides a Chicago Transit Authority Reduced Fare Ventra Card to students so that it may cover the fare for public transportation. Students are expected to plan for their own transportation to school. A student should notify school staff in the event they face a challenge arranging for transportation to school. A transportation plan will be created for the student based on the three categories below.

1. Low Income and At Risk Students

Low income and at risk students are identified during the enrollment process. Any staff member may identify students at any time during the school year. IHSCA provides emergency bus fare per individual cases to those students who low income and at risk students.

2. Diverse Learners

Diverse Learners that have an Individualized Education Plan that specifies a transportation accommodation will be provided transportation to and from school at the expense of the Chicago Public Schools (CPS), in accordance to the CPS Transportation Policy. If IHSCA's school calendar does not align with CPS calendar, IHSCA will work with the family to come up with a transportation plan. Students with disabilities will not be denied participation based on their disability. Accommodations will be provided to the students in accordance with the student's IEP at no additional cost to the parent/guardian.

3. Students in Temporary Living Situations

IHSCA provides free bus passes to students who complete an application and qualify for Students in a Transitional Living Situation (STLS).

Uniform Policy

Each IHSCA student represents the school and is expected to **wear the uniform daily** with a sense of pride. Every student's uniform is expected to arrive neat and clean. Students who come to school without the complete uniform or improperly wearing the uniform shall be subject to the Discipline Policy. Parents and students can contact the main office regarding uniform purchase.

Uniform and Appearance
School approved khaki pants (with or without pleats) are required. Exceptions for bona fide religious reasons will be approved. No rubber bands on pant legs. No elastic bands on pants. Pants must be worn at the waist.
Oxford baby blue long sleeve shirt or blouse. Shirt must be tucked in. Student may wear the approved IHSCA polo shirt between May 1st and September 30th.
Red tie, bow tie, or IHSCA Issued Scholastic tie
One of the following must be worn: Navy blue vest with IHSCA logo, the navy blue sweater with IHSCA logo, the navy blue fleece with IHSCA Logo, or navy blue sweatshirt with IHSCA logo.
Black or Brown Belt
All black, white, brown, or grey shoes with matching laces. Black dress shoes for all gala and internship events. No sandals, crocks, flip flops, open toe or open heel shoes.
Black or white socks
Physical Education: Navy blue sweatpants with IHSCA logo. Students may bring their own black shorts (knee length) or sweatpants and a white T-shirt for workouts.
Jewelry / Body Art: Only small hoop (quarter size or less) or stud earrings. No gang-affiliated jewelry; school staff may require student to remove any jewelry that violates the uniform policy or that is thought to endanger school safety. No gauges, or body or facial piercing. Any facial piercings must be removed or covered. Tattoos must be covered.
Hair and accessories: Hair rubber bands or headbands are allowed. No shags, or mullets. No shaved lines in eyebrows. No head covering except for religious exemptions or medical reasons documented with a doctor's note.
Student ID: Must be worn on a lanyard around the students' neck at all times. The picture and grade level must be visible at all times.

Use of Space and Time

The Student Code of Conduct (SCC) provides instruction and guidance while simultaneously promoting desirable student conduct and behavior. The purpose of the SCC is to ensure a positive and safe learning environment for all students. It is vitally important that students, parents, and school personnel understand and follow this Code. Students are encouraged to seek assistance from school personnel to resolve and prevent conflicts, or to report any incidences of threat. The concept of self-discipline means ***students will be responsible for following the IHSCA expectations at all times.***

Classroom Expectations

- The IHSCA classrooms are beautiful and state-of-the-art facilities. They should be maintained by all students.
- Students shall protect IHSCA's property, including but not limited to computers, LCD projectors, chairs, tables, ELMO projectors, screens.
- Before students leave a classroom, they shall clean up by picking up material, disposing of trash and placing desk and chairs in order. All students shall clean up as directed by the teacher.
- A student's parent/guardian shall be responsible for replacing any destroyed or stolen property by the student.
- Students shall keep the noise level appropriate to an educational institution setting.

Hall Passes

- During class time, students must have a hall pass at all times when leaving the classroom. Hall passes are obtained from the classroom teacher.
- One-way passes will be issued in cases where a student is leaving class to meet with another educator for an extended period of time.
- Two-way passes will be issued in situations where a student needs to leave the classroom for a shorter period of time such as using the restroom and must return to class.

Class transitions

- Students shall exit each classroom in an orderly manner. Students shall wait outside the classroom door of their next class until their teacher invites them in. They shall enter the classroom quietly and ready to learn.
- Students shall keep noise level low during the transition.
- Students shall not go to the bathroom when transitioning from one class to the next class. Educators will allow trips to the bathroom only after the first 10 minutes of class and before the last 10 minutes of class.
- Students should move from one classroom to the next in less than 3 minutes.
- Only students with an elevator pass will be allowed to use the north elevator (Car 2).

Lockers

- Lockers are the property of IHSCA. IHSCA reserves the right to search lockers and locker contents at any time.
- IHSCA staff shall assign lockers to students. Students may only use the lock assigned to the locker and may not change lockers. Students will be charged a \$5.00 replacement fee for a missing or lost lock.
- Students shall carry only their books and other materials from class to class during the school day. Backpacks will be kept in lockers.
- IHSCA is not responsible for money or property stolen from lockers or property damage within lockers.
- Students shall have access to lockers only three times during their regular schedule: before school, and at dismissal. Educators may allow students to go to their locker during class only in cases where they feel that it is in the best academic interest of the student. In doing this, educators must send students with a two way locker pass.
- Students who are having problems with their lockers or need to buy a replacement lock need to contact security.

Bathroom Use

- Student restrooms are located at the end of each hallway by the lockers. Students can use the bathrooms by the cafeteria without a Hall Pass only before departing for class at 7:50 a.m. by signing in with Hall Monitor.
- Once the school day begins at 7:50 a.m. until the end of the school day, students will only use the restroom with a pass from their classroom teacher.
- Students shall not go to the bathroom when transitioning from one class to the next class. During class, teachers shall allow only one student from each classroom to go to the bathroom at a time.
- Students will sign a Bathroom Log at the entrance of the bathroom with the time they came in and left. The hall monitors will check the bathroom after students use them to secure the best maintenance of walls, fixtures, and floor. The students will also empty out their pockets before using the bathroom.
- During breakfast and lunch students will only be able to use the restrooms in the cafeteria. Bathroom Log sign-in procedures still apply.
- Students are expected to leave all areas used in the bathroom (including toilets, urinals, sinks) clean and ready to be used for the next student, visitor, or staff.

Breakfast Procedures

- All students are encouraged to have breakfast every morning.
- Students will have breakfast in their classrooms.
- Students are responsible for cleaning up after themselves, including ensuring that desks, chairs, and floors are clear of any breakfast waste.

Lunch Procedures

- Students will have 30 minutes for lunch. Students are responsible for cleaning up after themselves, making sure that their table, chair, and floor area is clear of any lunch waste.
- Students shall eat lunch only in the cafeteria. Students are not permitted to eat lunch in the classrooms, hallways, and bathrooms, except while under the supervision for discipline staff.
- Students who bring their own lunch (with school permission), due to dietary reasons, must keep their lunch in their locker, except while eating in the cafeteria.

Closed Campus Policy

Students shall remain in the school building from the time they arrive to the time of dismissal unless a parent/guardian excuses the student pursuant to the early dismissal policies and procedures. Students shall not enter the building prior to 7:00 a.m.

Electronic Devices Policy

- Electronic device usage for educational purposes within the classroom is determined per teacher's discretion.
- If not explicitly permitted by the IHSCA classroom educator, the default policy is that electronic device usage is not allowed.
- Upon arriving to school and entering the IHSCA building, students shall:
 - Silence all electronic devices
 - Store their devices on their person, but out of sight of other students, or in their lockers
- Only authorized students shall be allowed to carry or use photo or video cameras. Teachers or other supervisor in charge of the yearbook and newsletter will authorize such student use of these cameras. Student Council or any other IHSCA Club may only carry or use cameras with the prior written authorization of the Director of Student Involvement.
- Violation of this policy will result in confiscation of the electronic device and will require parent pick-up of the electronic device.
- IHSCA will not be responsible for damaged, lost, or stolen personal electronic devices.

Food and Drink Policy

No outside food or drink will be permitted during school hours without permission from IHSCA administration. Students are not allowed to leave the classroom to get food or drinks. Students are not allowed to leave the cafeteria with food or drinks. Clear water bottles are the ONLY drinks allowed to be brought into the classrooms with the exception of the computer and science labs. No food or drinks are allowed in any of the computer and science labs.

- No gum is allowed in building.

Tobacco Policy

Smoking and any use of tobacco products or tobacco alternatives, as well as possession of matches or cigarette lighters or "look alike," are prohibited. "Hookah pens" e-cigarettes, "vape pens" and similar devices are prohibited on or around school grounds at all times and on school field trips and any other IHSCA sponsored events and/or activities.

Medication Policy

Students may not have medication (prescription or over-the-counter) on their person or in their lockers at school or any school functions. Exceptions may be made for epi-pens, asthma inhalers, or diabetic supplies if health care providers indicate so. If students must take medication during the school day, it must be brought to the office in the original bottle by the parent/guardian, and proper documentation must be completed. It will be kept locked in the office and available to students at the time designated by their doctor. Students who violate this policy will be subject to disciplinary consequences.

Substance Abuse Policy

Students shall not possess any unlawful narcotic, stimulant, alcohol, prescription drug, or other controlled substances or "look alike". Students shall not distribute, sell, or be under the influence of illegal drugs or alcoholic beverages in the school building or on school grounds, in school vehicles or buses, or at any

school-sponsored activity at any time, whether on or off school grounds. Students shall not market or distribute any illegal substance nor advise other students of the availability of any illegal substance. Students shall not be under the influence of any unlawful narcotic, stimulant, alcohol, prescription drug, or other controlled substances while at school or a school sponsored event. Students are prohibited from using and/or possession of marijuana at school or school sponsored events, even if the student has a valid prescription.

Classroom Norms (Acuerdos)

All IHSCA teachers shall develop and distribute classroom expectations that are aligned with school-wide norms (Acuerdos). Once developed each student signs the agreement acknowledging acceptable behavior. Each student receives a copy of the agreement. The original copy remains in the teacher's file.

Discipline Policy

IHSCA's Discipline system is designed to encourage positive behavior as well as discourage behavior that may disrupt the educational environment. The discipline system is in place anywhere/anytime when students are representing IHSCA (both on and off campus), and when the behavior in question causes a substantial likelihood of disruption to the educational process at IHSCA. The chart set forth below delineates a progressive disciplinary scale for common infractions. The purpose of the chart is to notify students of the consequence they may receive for a particular infraction so that the student may be deterred from committing the infraction in the first place. Notwithstanding the chart set forth below, specific discipline will be issued on an individual basis in accordance with the best interests of the student being disciplined and IHSCA retains the discretion to assign different interventions/restorative responses and disciplinary consequences as may be appropriate in a particular case.

- Detentions will be served before or after school.
- Detention can be assigned for any violations that fall under Code 1.1 – 1.4B.
- Detention can take the form of behavior improvement work, silent academic work or community service.
- Failure to attend a detention will result in an increased consequence and other listed interventions, which can take the form of parent call/conference, or in-school/out-of-school suspension and will be determined by the discipline team.
 - 1st missed detention = 60 minute detention
 - 2nd missed detention = Parent conference + agreed consequence
 - 3rd + missed detention = In- School Suspension for 2 periods
 - Any parent conference missed by parent will then result in an out of school suspension.
- The parents/students have the right to appeal a discipline consequence to the school administration if the appeal is presented to the principal in writing within twenty-four hours of verbal/ written notice of the discipline consequence, whichever is sooner.

Code	Description of Unacceptable Behaviors	Intervention or Restorative Response	Suggested Disciplinary Consequence
Dress Code			
1.1	Dress code violations that cannot be corrected immediately or that the student refuses to correct, including but not limited to: <ul style="list-style-type: none"> • Wearing garments other than the standard IHSCA uniform. • Missing pieces of the uniform • Piercings (micro-dermic piercings) • Not wearing identification around the neck 	<ul style="list-style-type: none"> • Student Conference • Parent Involvement • Robo Call is made 	1 st violation = Detention is assigned and Parent Notification 2 nd violation = Detention is assigned and Parent Notification 3 rd violations = In-School Suspension is assigned and Parent conference Refusal to change behavior can result in Out of school suspension: See code 2.1C
Tardy/Hallway Policies			
1.2A	Tardy to class	<ul style="list-style-type: none"> • Student Conference • Parent Involvement • Parent shadow day • Attendance Improvement Plan 	1 st offense = Detention 2 nd offense = Administrative detention 3 rd + offense = Administrative detention + Parent conference

1.2B	Arriving tardy to school	<ul style="list-style-type: none"> • Student Conference • Parent Involvement • Attendance Improvement Plan 	<p>1st offense = Detention</p> <p>2nd offense = Detention</p> <p>3rd offense = Parent conference</p> <p>4th + offense = Attendance Improvement Plan and Parent conference</p>
1.2C	Cutting class Being in the hallways at any time while classes are in session without a pass	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	<p>1st offense = Detention</p> <p>2nd offense = Parent conference</p> <p>3rd + In-school suspension</p>

Inappropriate and/or Disruptive Behavior

1.3A	<p>Exhibiting language/behaviors that do not show courtesy or regard for the institution or the individual, including but not limited to:</p> <ul style="list-style-type: none"> • Gum Chewing • Inappropriate public displays of affection (PDA) • Writing or leaving eraser marks on tables/desks • Writing on or erasing white board without permission • Not pushing in your chair • Leaving papers/trash behind • Dirtying glass/windows • Improper Elevator Usage 	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	<p>1st offense will result in a detention.</p> <p>2nd offense = Parent conference</p> <p>3rd offense = In-school suspension</p>
1.3B	<p>Engaging in behavior that is disruptive to the orderly process of the educational environment at IHSCA, including but not limited to:</p> <ul style="list-style-type: none"> • Using bathroom more than once per block (beyond emergencies) • Distracting other students • Throwing objects • Passing notes • Being off task/off topic • Talking too loudly or out of turn 	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	

	<ul style="list-style-type: none"> Eating outside the lunch room Eating food brought from outside the school without permission 		
1.3C	<p>Disruptive behaviors in the hallway or lunchroom</p> <p>Disrupting a class/student through the walls/glass</p>	<ul style="list-style-type: none"> Student Conference Parent Involvement 	
Electronic Devices/Technology			
1.4A	Use of electronic device, including but not limited to cell phones, iPods, tablets, cameras, headphones, in violation of the electronic devices policy located on page: 10	<ul style="list-style-type: none"> Student Conference Parent Involvement Parent pick-up 	<p>1st offense = Detention / parent pick-up</p> <p>2nd offense = Parent conference</p> <p>3rd + = Full day In-school suspension. Chronic or repeat violations of electronic device policies may result in an electronic device probation and can result in loss of privileges to carry his or her devices while on school property or at school related functions.</p>
1.4B	<p>Improperly using technology</p> <ul style="list-style-type: none"> On unassigned website On inappropriate or unauthorized website Accessing school networks without permission, whether from within the school or outside the school 	<ul style="list-style-type: none"> Student Conference Parent Involvement 	<p>1st offense = Detention</p> <p>2nd offense = Half day In-school suspension</p> <p>3rd + = Full day In-school suspension</p>

1.4C	Use of electronic devices to send inappropriate messages and/or pictures	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	<p>1st offense = In-school suspension</p> <p>2nd offense = Daily confiscation</p> <p>3rd + = OSS and Parent Conference</p>
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Academic Dishonesty

1.5	All academic dishonesty, including but not limited to forgery, cheating, and plagiarism	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	<p>1st offense = In-school suspension and no credit given</p> <p>Repeat offense = Out of school suspension</p>
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Inappropriate Behaviors

2.1A	<p>Gross Disrespect</p> <ul style="list-style-type: none"> • Using profanity (includes slurs/demeaning language), indecent, immoral, or seriously offensive behavior, gestures, propositions, or harassment. 	<ul style="list-style-type: none"> • Student Conference • Parent Involvement • Mediation 	1-5 days suspension
2.1B	Profane, obscene, indecent and immoral or seriously offensive language and gestures, propositions, behavior, or harassment on the basis of a protected category including but not limited to race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability.	<ul style="list-style-type: none"> • Improvement Plan • Parent Involvement • Mediation 	
2.1C	<p>Refusal to change behaviors</p> <ul style="list-style-type: none"> • Insubordination 	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	
2.2	Gambling	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	
2.3	<p>Fighting – No physical contact between two people and no injuries result.</p> <ul style="list-style-type: none"> • Verbal with intent to harm 	<ul style="list-style-type: none"> • Parent Involvement • Mediation 	

2.4	Use of the IHSCA network or any information technology device for any unauthorized purpose not otherwise listed in this SCC.	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	1-5 days suspension
2.5	Failure to complete an improvement after interventions have been placed to correct behavior	<ul style="list-style-type: none"> • Student Success Team • Parent Involvement 	
2.6	Cutting School for a Day	<ul style="list-style-type: none"> • Parent Conference • Loss of Credit 	
2.7	Engaging in bullying or verbal harassment	<ul style="list-style-type: none"> • Student Conference • Parent Involvement 	1-5 days suspension
Inappropriate and/or Illegal Behavior			
3.1	Obtaining money or information from another person by coercion or intimidation	<ul style="list-style-type: none"> • Parent Involvement • Improvement Plan 	1-5 days suspension
3.2	An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect immediate physical contact.	<ul style="list-style-type: none"> • Parent Involvement • Mediation 	
3.3	Damage to property at a cost less than \$500	<ul style="list-style-type: none"> • Student Success Team • Community Service • Parent Involvement <p>Cost of damage must be paid back</p>	
3.4	Fighting - physical contact between two or more people with intent to harm, or physical contact between two people with intent to harm that results in injury	<ul style="list-style-type: none"> • Parent Involvement • Mediation and/or behavior group 	
3.5	Trespassing <ul style="list-style-type: none"> • On school property 	<ul style="list-style-type: none"> • Parent involvement 	

	<ul style="list-style-type: none"> On school related activities 	<ul style="list-style-type: none"> Community Service 	1-5 days suspension
3.6	Possession of any dangerous object including but not limited to laser pointers, pepper spray, smoke bombs, stink bombs, or any substance that affects the air quality and/or disrupts the educational process.	<ul style="list-style-type: none"> Parent involvement Community Service 	
3.7	Any act that may compromise the safety of themselves or the safety of others.	<ul style="list-style-type: none"> Parent Involvement 	

Seriously Disruptive Behaviors and Illegal Behaviors

4.1	Fighting – serious physical contact between two or more people with intent to cause significant harm, or physical contact between two people with intent to harm that results in injury.	<ul style="list-style-type: none"> Student Success Team Parent Involvement Police notification 	5-10 days suspension and may recommend expulsion
4.2	Stealing – taking something, without permission, that does not belong to that person.	<ul style="list-style-type: none"> Student Success Team Parent involvement Police notification 	
4.3A	Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (also includes use of any computer on or off campus, including social networking websites or use of any form of technology device to threaten, stalk, harass, bully or otherwise intimidate others in a way that has a nexus to the school).	<ul style="list-style-type: none"> Student Success Team Police/Gang Unit notification Parent Involvement 	

4.3B	Any gang representation and/or affiliation on school campus or at school events.	<ul style="list-style-type: none"> • Student Success Team • Police/Gang Unit notification • Parent Involvement 	5-10 days suspension and may recommend expulsion
4.4	Persistent defiance of multiple directives by school personnel.	<ul style="list-style-type: none"> • Student Success Team • Police notification • Parent involvement 	
4.5	Tampering with any emergency management device including but limited to: <ul style="list-style-type: none"> - Fire alarm, fire annunciator panel, pump room, security system, camera system, intercom, AED, fire extinguisher 	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Student must pay cost of the fire department to come 	
4.6	Initiating or participating in any inappropriate, minor physical contact with school personnel.	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Police notification 	
4.7	Damage to property higher than \$500	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Police notification • Community Service 	
4.8A	Use or possession of illegal drugs, narcotics, controlled substance, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or a school related function.	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Substance abuse referral • Police notification 	

4.8B	Use, possession, intent to sell, being under the influence of alcohol, tobacco, or tobacco related products in school or at, before, or after a school related function.	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Substance abuse referral • Police notification 	5-10 days suspension and may recommend expulsion
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Illegal and Most Seriously Disruptive Behaviors

5.1	Use and/or possession of a weapon <ul style="list-style-type: none"> • Weapon: anything that can inflict harm including, but not limited to, a firearm, a stick, brass knuckles, a knife, box cutters, bullets, screw drivers, saws, metal pipes, b.b. guns, toy guns, slingshots, or broken bottles 	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Police notification 	5-10 day suspension and recommendation for a maximum of 2 years or a minimum of 1 year expulsion.
5.2	Arson	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Police and Fire notification 	

5.3	Bomb threat	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Police, Fire, and Bomb Squad notification 	5-10 day suspension and recommendation for a maximum of 2 years or a minimum of 1 year.
5.4	Sale or distribution or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substance, “look-alikes” of such substance, contraband, or any other substance used for the purpose of intoxication or repeated violation of law.	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Police notification 	
5.5	Engaging in any illegal behavior which interferes with the school’s educational process	<ul style="list-style-type: none"> • Student Success Team • Police notification • Parent involvement 	
5.6A	Persistent or severe acts of harassment (includes sexual harassment).	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Police notification 	
5.6B	Sex acts which include the use of force Inappropriate consensual sexual activity on or around the campus. <ul style="list-style-type: none"> • Physical touching • Engaging in sexual acts • Verbal sexual harassment 	<ul style="list-style-type: none"> • Student Success Team • Parent involvement • Police notification 	

Discipline of Students Receiving Special Education Services

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Federal regulations allow suspensions of students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.

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

- 1) School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
- 2) The IEP team must:
 - A. Determine whether the misconduct is a manifestation of student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 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.
 - 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. A functional behavioral assessment can only be done with consent of the parent.

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

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

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

Behavior Interventions

Suspension of Extracurricular Activities

Students referred to the Student Success Team as an intervention may be subject to suspension of extracurricular activities as a consequence for not following through with an improvement plan. For example:

- Sports
- Clubs
- Field trips
- Dances
- Internships
- Fellowships
- Prom*
- Graduation*

*Can only be issued by Principal or designee for extenuating circumstances involving a safety concern.

Out of School Suspension

A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to 10 school days. Students who have been suspended may not be on campus nor attend any school functions (before school, after school, or evening) while suspended. However, such students may enter the school to take state assessments with prior permission of the school. Suspended students will be assigned homework and given the opportunity to make up missed assignments. It is the student's responsibility to follow up with his/her teachers to arrange for make-up work and/or to make up missed tests. A suspended absence is considered an unexcused absence.

Students with disabilities may be suspended up to 10 school days in one school year for violations described herein. Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the students' individual education plan (IEP) or accommodations, when necessary. Please see attachment A: Procedural Safeguards for Discipline of Students with Disabilities/Impairments for additional information.

Prior to issuing a suspension, a campus official shall meet with the student, notify the student of the charges against him or her, and give the student and legal guardian the opportunity to refute the charges. A campus official shall fill out an appropriate misconduct report anytime a student is suspended. At the suspension hearing, student and legal guardian will have the opportunity to present oral, written or visual evidence. A school official shall notify parents as soon as possible after the suspension is issued by a telephone call, message on an answering machine, or email. A written notice of the suspension also shall be sent to the parent/guardian and shall state the reasons for the suspension, including any school rule that was violated, and inform the parent/guardian of their right to a review of the suspension.

A parent may appeal a suspension by requesting a review in writing to the Principal at IHSCA within two business days of receipt of the notice of the suspension. The Principal will make the final determination of any suspension appeal. An appeal does not halt the student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served. School administration will provide the Instituto Health Science Career Academy board with frequent updates on suspension numbers and follow up.

Police Notification

Police may be notified if there is reason to believe a student is involved in any illegal activity. This includes but is not limited to:

- Involvement in a physical altercation
- Bringing a weapon to school
- Possession of illegal substance(s)
- Theft
- False activation of a fire alarm
- Vandalism to school property

Parents will be contacted as soon as reasonably possible after police have been called.

Student Reintegration Plan

Upon a student's return from suspension or outside placement a reintegration plan will be in place to aid a student's return to his educational environment. Supports are set to enable staff to reintegrate the student back to school. The following are intervention plans set in place to support a student's reintegration to school:

Student Conference

Student is addressed by administrator for inappropriate behavior and is informed of consequences that will be recommended or assigned if inappropriate behavior continues.

Parent/Guardian Involvement

A documented dialogue by phone or in person where the parent is informed of an incident/behavior, parent recommendations for interventions are sought and incorporated as appropriate, and future consequences are reviewed.

Improvement Plan

Student, teacher/staff member, dean, counselor, admin, and parent meet to identify areas of needed improvement (academic, attendance, behavior) and establish an improvement plan with SMART (Specific, Measurable, Achievable, Relevant, Time bound) goals. A staff member is designated to review student's progress against goals with student (daily/weekly/monthly) as articulated in the plan. Plan should also include clear consequences and incentives.

Peace/Community Circle

A process that is used by Student Support Team members, where a mutual concern is reflected upon with the common interest of accepting responsibility restoring peace and community in the school. This includes facilitation and two or more students/teachers sharing a common conflict or poor decision.

Mediation/Conflict Resolution

Two or more students participate in a dialogue guided by a mediator to resolve conflict.

Student Support Team

A team of educators and administrators that communicate and collaborate to effectively address the needs and problems of their schools' at risk students focusing on supporting students' social, emotional, and behavioral needs in order to maximize learning.

Behavior Groups

School may provide group therapy sessions that target certain behaviors as needed by the school. Such groups may include, but are not limited to, substance use/abuse, anger management, conflict resolution, communication, relationship building, and anxiety management.

Community Service

Community service may be assigned for the benefit of the community. This includes opportunities such as cleaning, hall monitoring, assisting teacher/staff, or clerical work. Community service completed as a consequence does not count toward community service hours for graduation.

Expulsion Procedures

Expulsion:

When IHSCA's Principal or designee, in his or her discretion, determines that a student has committed an offense(s) which is (are) grounds for expulsion under the IHSCA Student Code of Conduct, the Principal or designee will forward to the Board Chair of IHSCA, the Chief Executive Officer of IHSCA, and the hearing officer appointed by IHSCA's Board, the appropriate misconduct report. The Principal or designee also shall notify the student and his/her parent/guardian of the infraction, the recommendation for expulsion, the date, time and location of the expulsion hearing, and the student's right to be represented at the hearing at his/her own expense, in writing via certified mail. If the student also is suspended, the notification for the suspension will also be sent to the parent/guardian.

The student may be suspended for up to ten (10) school days pending an expulsion hearing conducted by a Hearing Officer appointed by IHSCA's Board. At the hearing, the school administration and student will have the opportunity to present oral and/or written evidence and subject to limitations in law, to cross-examine witnesses. Hearings will be recorded by IHSCA.

Expulsion Final Determination

After the expulsion hearing, the Hearing Officer will submit a written report within two business days to the IHSCA Board summarizing the grounds for expulsion and the evidence presented at the hearing. The Hearing Officer will also include a recommendation as to whether to expel the student and if so, for what period of time, in the report. Students can be expelled for periods of time from the (10) days to two (2) calendar years, depending on the severity of the offense. The Hearing Officer will also provide the parent/guardian and student with a copy of this written report.

The Board will render a final decision within ten (10) business days of the recommendation of the Hearing Officer. The Board's final decision shall be delivered by the most expedient means of communication identified by the parent/guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail. If the student is expelled, the student's enrollment at IHSCA will be terminated for the entire term of the expulsion. The student can reapply for admission once the expulsion is fully served. Students expelled from IHSCA are not banned from returning to their local public schools. The Chicago Public Schools Department of Student Adjudication will support the student and family to re-enroll in another public school.

The parent/guardian and student may appeal the decision of the Board within five (5) business days of notification the expulsion decision. The five business day time period will commence two business days after the expulsion letter is mailed or on the day of receipt, whichever is earlier. The request for an appeal shall be in writing and sent along with any additional evidence to the Board President.

Anti-Bullying Policy

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve. Bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of Instituto Health Sciences Career Academy (“IHSCA”) to create a learning environment where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals. IHSCA asks all students with the support of their parent(s), guardian(s) and the adults at school, to commit to the following principles:

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

Scope

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

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

Bullying is prohibited:

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

Definitions

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

- 1) Placing the student in reasonable fear of harm to the student's person or property;
- 2) Causing a substantially detrimental effect on the student's physical or mental health;
- 3) Substantially interfering with the student's academic performance; or
- 4) Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. Bullying behaviors may also qualify as other inappropriate behaviors listed in the SCC. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student’s intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student’s intent and power imbalances.

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

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

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

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

Intervening to Address Bullying

Responsibilities of IHSCA Employees and Contractors.

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

- 1) Intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- 2) Report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the IHSCA Bullying Complaint Form (Attachment A); and
- 3) Cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

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

Investigation

- 1) The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.
- 2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due

to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.

3) The investigation shall include:

a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.

b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.

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

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

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

f. Comprehensively documenting the details of the investigation.

4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in PowerSchool.

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in PowerSchool. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see "Referrals" section below).

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

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

If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill

development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

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

Assigning Interventions and/or Consequences

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

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

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

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

What Not To Do:

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

Referrals

Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee may refer students who bully to positive-behavior small-group interventions (for anger management,

trauma or social skills), social work, counseling or school psychological services within the school to reinforce the behavioral expectation they violated and increase their social-emotional competency.

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

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the IHSCA Equal Opportunity Compliance Office, or EOCO (telephone: 773/890-8020), within 15 calendar days of notification of the Principal's decision. The Administrator shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by the Administrator. The Administrator may return the incident to the Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The Administrator shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in PowerSchool.

Consequences IHSCA Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their contracts.

Training and Professional Development

Staff

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

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

Schools shall satisfy the documentation requirements established by the Chief Officer of Teaching and Learning or designee to ensure compliance with this curricular requirement.

Appendix A

Instituto Health Sciences Career Academy

Form for Reporting Bullying and Retaliation Investigation Report

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report. Please submit this report to the principal or any school staff

Name(s) and grade(s) of Victim/Target:

Reporting Information (*Optional for students/parents/guardians)

Name & Title of Person Reporting: _____

Relationship to Victim/Target: _____

Phone: _____ Email Address: _____

Incident Information

Name(s) of student(s) accused of engaging in bullying behaviors OR description (if name(s) unknown):

Location of incident: _____

Date and time of incident: _____

Approximate dates, times, and frequency of prior incident(s): _____

Describe what happened and who was present in as much detail as possible (*Required Information):

Date of submission: _____

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Student Agreement

I, _____ (print student’s name) have received and read the Student Code of Conduct (“SCC”) for IHSCA. I am aware of my rights and responsibilities under the SCC. Furthermore, I understand that inappropriate student behavior will result in interventions and consequences as stated under the SCC.

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:
IHSCA believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the SCC.

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

Parent/Guardian Signature

Date



Instituto Health Sciences Career Academy

2520 S. Western Ave

Chicago, IL 60608

(773) 890-8020