

## Student and Parent Handbook 2025-2026

Noble Families,

At Noble, we work to ensure that all students have equitable and positive school experiences that equip them to complete college and lead choice-filled lives. The Student and Parent Handbook outlines policies and practices aligned to this mission and vision.

The policies and practices contained in this handbook aim to advance 1) the physical, emotional and mental well-being of all students 2) the college readiness of all students and 3) the daily operations of our schools.

Should you have any questions about the contents of this handbook, please reach out directly to staff at your student's campus. An equitable and positive school experience requires working in partnership with all students, families, and staff. To that end, Noble will continue to consult with students, families, and staff to annually review this handbook to ensure it meets the needs of our school communities.

For more information about Noble's partnership with parents and families and how to be involved, please visit [the Noble website](https://nobleschools.org) or email [info@nobleschools.org](mailto:info@nobleschools.org).



Please note that this handbook is subject to change at any time and without notice. A current version of the handbook will be available on the website at <https://nobleschools.org/student-parent-handbook/>

Name \_\_\_\_\_

Campus \_\_\_\_\_

Advisor \_\_\_\_\_

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## Campus Directory

### **Baker College Prep**

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

### **Butler College Prep**

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

### **Chicago Bulls College Prep**

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

### **DRW College Prep**

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

### **Gary Comer College Prep**

1010 E. 72nd Street (6-8 campus)  
7131 S. South Chicago Avenue (9-12 campus)  
Chicago, IL 60619  
(773) 535-0755 (6-8 campus)  
(773) 729-3969 (9-12 campus)  
Neighborhood: Grand Crossing  
Established in 2008 (9-12 campus)  
Established in 2010 (6-8 campus)  
Website: [nobleschools.org/comer](http://nobleschools.org/comer)

### **Golder College Prep**

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

### **Hansberry College Prep**

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

### **ITW David Speer Academy**

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

### **Johnson College Prep**

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

### **Mansueto High School**

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

### **Muchin College Prep**

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

### **The Noble Academy**

1443 N. Ogden Avenue  
Chicago, IL 60610  
(312) 574-1527  
Neighborhood: Near North Side  
Established in 2014  
Website: [nobleschools.org/nobleacademy](http://nobleschools.org/nobleacademy)

### **Noble Street College Prep**

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

### **Pritzker College Prep**

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

### **Rauner College Prep**

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

### **Rowe-Clark Math & Science Academy**

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

### **UIC College Prep**

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

## The Noble Community Pact

The Noble Community Pact (NCP) is the shared community agreement that guides the partnership between our community of students, families, and educators. The primary goal of the NCP is to maintain **clear, consistent and connected** school communities that promote learning and the well-being of all community members. At its core, creating community is rooted in relationship building and honoring humanity, which we do through the embodiment of shared values. These values represent the mindsets and behaviors we celebrate and correct in Noble Schools.

Noble Values
Diversity, Equity & Inclusion <i>We actively work to make all community members feel seen, heard and welcome.</i>
Follow-Through <i>We honor our commitments.</i>
Self-Awareness <i>We do the work to better understand ourselves so that we can be our best selves.</i>
Respect <i>We treat ourselves and others with dignity and positivity.</i>
Results <i>We believe in our own brilliance and our ability to achieve excellence.</i>

At Noble, students sharpen their social and emotional skills with guidance from dedicated staff, teachers, culture team members, social workers and advisors. Students are intentionally and frequently celebrated for embodying these values, for demonstrating growth in these values, and for helping others embody these values.

Guiding NCP Principles
All students and staff are expected to be models of Noble's core values.
We have high expectations at Noble, and we also understand that students are developing the skills these values require. This development takes time and requires a deliberate approach of support and resources.
Noble schools are places where mutual respect is practiced and reinforced.
All students aspire to exhibit Noble's student mindsets and behaviors and uphold the expectations of the Noble Community Pact. Failure to do so is a normal part of the growth process and of being human.
When students breach the NCP, we respond in a corrective and restorative manner.
Every student is inherently good inside and mistakes are an opportunity to learn.

Since disruptive behaviors disproportionately impact school culture and climate, the bulk of the NCP will focus on what to expect when behavioral values are not upheld by students.

## **Community Expectations**

At Noble, community building begins with staff. In all interactions with students, Noble staff are clear, consistent, and connected. Staff expectations are explained, in detail, in the Noble Staff Handbook.

The Noble Community Pact applies to actions: 1) during school hours, before school hours, and after school hours; 2) while traveling on school vehicles to or from a school activity, team function, or event; 3) off school grounds at all school-sponsored activities or events; 4) off school grounds at any activity or event that has a reasonable relationship to the school; 5) while using the school's internet network or any electronic devices intended for school-related activities; and 6) off school property before or after school hours if those actions pose a substantial likelihood of disruption to the learning environment in the school (e.g. social media). In addition to expectations contained in the Noble Community Pact, campuses also use a Campus Community Pact that outlines supplemental expectations unique to campus context and facilities.

## **Parent/Guardian/Family Conduct and Decorum**

Noble Schools expect a standard of conduct and decorum in words and actions whereby all Noble staff, all students, family members, board members, visitors and other members of the school community interact in a courteous, respectful manner.

Behavior and language that erodes the school community is unacceptable and as such will be addressed when it occurs. Unacceptable behavior includes, but is not limited to: disruptive, demeaning or antagonistic behavior at school, at school-related meetings, at school-sponsored events and activities or off campus if that activity is reasonably related to the school, interferes with the operation of the school, or poses a substantial likelihood of disruption to the school. The following are non-exhaustive examples:

- Inciting or engaging in violence towards anyone or anything.
- Disruptive or disorderly behavior.
- Hazing or bullying, including cyberbullying.
- Teen dating violence; engaging in any sexual violence or harassment, including but not limited to offensive touching, indecent exposure, and sexual assault.
- Using disruptive and/or offensive language, speaking in an insulting or demeaning manner, through personal actions, spoken words, graphic representations or in writing.
- Threatening staff, students, parents, board members, visitors or other members of the school community.
- Damaging or destroying school property.
- Sending abusive, threatening or obscene letters, e-mails or other electronic messages or voice messages.
- Possessing or using a weapon or look-a-like weapon.
- Possessing, using, distributing, selling, purchasing, or under the influence of any prohibited or illegal substance, look-alike drug, or drug paraphernalia, including but not limited to marijuana, alcohol, electronic cigarettes or vape pens.
- Engaging in any activity, on or off campus, that (a) poses a threat or danger to the safety of other students, staff or school property, (b) interferes with, disrupts, or adversely affects the school environment, school operations or an educational function.

Anyone who exhibits unacceptable behavior(s) may be directed to leave the premises and if they are uncooperative and refuse to do so, they shall be subject to ejection and the police may be called. In instances of threats or acts of violence Noble Schools may render a No Trespass Letter, withdrawing the privilege of being on school grounds for the remainder of the school year.

## **Physical Safety at Noble**

At Noble, we aim for school communities that are free from weapons, fights, drugs, and gang activity.

### Acts of Violence

Acts of violence greatly compromise a community's sense of safety and therefore are viewed as significant breaches to our Noble Community Pact. It is the expectation that when parents/guardians and/or students first become aware of potential conflict, they alert campus staff so such instances can be avoided. Seeking staff support to resolve conflict that may lead to violence is expected and celebrated.

It is our expectation that when a student is presented with a potential altercation with another student, a student should walk away or seek adult assistance. Ignoring attempts at violence and/or seeking an adult's help are expected and celebrated.

We also take seriously the actions of those who stand by to watch a fight or encourage it with words, gestures and actions that includes recording, sharing on social media or 'liking' on social media. Such actions are considered inciting violence. The only acceptable actions in the vicinity of a fight are: 1) walking away so that adults can safely de-escalate the situation, 2) helping the participants to stop, and/or 3) getting an adult to help. Any other response may be considered inciting violence and a breach of our Noble Community Pact.

### Student Drug Use & Misuse

At Noble, we consider drug use and abuse to be exceptionally harmful to both the student using and to the safety of the school community as a whole. Given this, students who make the choice to use and misuse, distribute, sell, buy and/or possess drugs (not including authorized over-the-counter medications) while at school or at school functions may be disciplined, up to and including suspension or expulsion.

### **Response to Infractions**

While we believe all students aspire to exhibit Noble's student mindsets and behaviors and uphold the expectations of the Noble Community Pact, we know that at times they will fail to do so, as this is a normal part of the growth process and of being human. Our response to this is designed in a tiered system, which is both corrective and restorative in nature and based on the individual circumstances of the child's behavior and child's academic and behavioral history because we believe every child is inherently good inside and mistakes are an opportunity to learn.

At Noble, being restorative means that we are proactive with interventions and are intentional about building skills and relationships to prevent NCP breaches. After we correct a breach, we evaluate if any harm has occurred and create the conditions for students to take accountability and 'restore' their relationship to the community. This corrective and restorative approach emphasizes positive behavioral development, relationships, and accountability. Practices utilized at Noble toward this endeavor include:

- Staff interactions that are clear, consistent and connected
- Weekly Reflections
- Custom R3s (Respond, Reflect, Repair)
- Incentives and disincentives (including loss of privileges)
- Honor Weeks
- Good Standing
- Quarterly + Summer Self-Discipline Development Programs
- Restorative Practices
  - Re-engagement meetings post-exclusionary practices
  - Mediations (staff led and/or student led)
  - Wellness space
  - Community Service
  - Circles
- In-School Suspension
- Exclusionary Discipline: only used when a student's presence impacts the well-being of the school community and is always aligned to SB100:
  - Out-of-School Suspension
  - Expulsion

### Tiered System of Behavioral Response

This section identifies the specific behaviors that are breaches of the Noble Community Pact and of potential responses to those behaviors. The behaviors are listed in four different tiers, according to the degree of disruption to the learning environment. When breaches occur, all tiered behaviors must be addressed, corrected and documented in PowerSchool (the first and every time).

- Tier 1 lists behaviors that are inappropriate
- Tier 2 lists behaviors that disrupt
- Tier 3 lists behaviors that seriously disrupt
- Tier 4 lists behaviors that most seriously disrupt

In accordance with SB100, when a breach occurs our schools will consider the context and impact of each individual instance to determine which tiered response(s) is most appropriate.

Code	Tier 1   Inappropriate Behavior
1-1	Interfering with the learning of others in the classroom (e.g. out-of-turn talking, excessive noise, out of seat)
1-2	Not meeting a uniform expectation
1-3	Not meeting a school wide expectation
1-4	Use of profanity/foul language
1-5	Tardy to class less than 3 min
1-6	Tardy to school
1-7	Throwing object(s)
1-8	Sleeping during academic class time
Response Menu	<p>All tier 1 breaches must be <b>1) addressed, 2) corrected and 3) logged in Powerschool</b>. Additional responses may include:</p> <ul style="list-style-type: none"><li>• Redirect in the moment</li><li>• Reteach/review classroom expectations</li><li>• Classroom removal (if student does not re-engage or adjust behavior after implementing at least two classroom level strategies)</li><li>• Family phone call</li><li>• Teacher, student, parent/guardian, and administrator conference</li><li>• Restorative conversation and/or circle</li><li>• Targeted support group</li><li>• Other supportive measures or supportive referrals deemed appropriate by the school</li></ul>



Code	Tier 2   Disruptive Behavior
2-1	Repeated Tier 1 breaches: <i>only the Culture Team may consider this breach and escalate to responses below</i>
2-2	Student cell phones must remain inaudible and unused throughout the entire school day—from the first bell to the last bell. Each school will specify if phones can be stored in a pocket, bag or locker, but they should not be out or in use at any time
2-3	Headphones or similar device of any kind may not be in use at anytime (this includes covering or in ears) without explicit permission from staff for classroom purposes
2-4	Student refusal to correct a uniform infraction
2-5	Academic dishonesty/ forgery/plagiarism
2-6	Gambling
2-7	Improper use of technology *as defined by Noble's Technology Acceptable Use Policy
2-8	Non-attendance without an authorized excuse (e.g.missed Weekly Reflections, cutting a school day, cutting a class, excessive tardy to school, or tardy to class more than 3 min).
2-9	Leaving the classroom without permission
2-10	Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances
2-11	Solicitation or sale of any goods or services for any fundraiser or other reason while in the school (unless done for a school-sponsored club or organization with approval from the school's administration)
2-12	Gross disrespect <ul style="list-style-type: none"> <li>• Verbal altercations that disrupt the learning environment, but do not require adult intervention to prevent a physical altercation.</li> <li>• Continuous disruption to the learning environment.</li> <li>• Profane language and/or obscene gestures made towards a fellow student, staff member or visitor (verbal, written, or on the internet)</li> </ul>
2-13	Egregious Horseplay (i.e. physical contact between students that is disruptive and/or elicits the same staff response as a physical altercation)
2-14	Violating campus perimeter policies at spaces throughout the community (e.g. businesses, parks, private property)
Response Menu	<p>All tier 2 behaviors must be <b>1) addressed, 2) corrected and 3) logged in PowerSchool</b>. Additional responses may include:</p> <ul style="list-style-type: none"> <li>• Confiscation of cell phone through the end of the school day</li> <li>• Permanent confiscation of tobacco or nicotine products, matches, cigarette lighters, or vaporizer devices (mandatory)</li> <li>• Classroom removal</li> <li>• Implementation of check-in/check-out</li> <li>• Loss of credit for academic dishonesty per school policy</li> <li>• Teacher, student, parent/guardian, and administrator conference</li> <li>• Restorative conversation and/or circle</li> <li>• Loss of good standing</li> </ul>

	<ul style="list-style-type: none"> <li>In School Suspension: not to exceed 3 days</li> </ul>
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Code	Tier 3   Seriously Disruptive Behavior
3-1	Repeated Tier 2 breaches: <i>only the Culture Team may consider this breach and escalate to responses below.</i> Out-of-school suspension can only be considered for breaches that meet SB 100 criteria.
3-2	Leaving the school without permission
3-3	Overt displays of gang activity: any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, language and signals) that signifies or exhibits affiliation with a gang.
3-4	Gross disrespect <ul style="list-style-type: none"> <li>Verbal altercations that require intervention to ensure safety</li> <li>Excessive use of profane or derogatory language and/or obscene gestures made towards a fellow student, staff member or visitor (verbal, written, or on the internet)</li> <li>Excessive displays of affection and/or sexual acts</li> <li>Excessive disruptions to learning opportunities of other students</li> <li>Disregard for the instructions or direction of school staff causing interruption to other students' participation in school activities</li> </ul>
3-5	Physical altercation or assault: physical contact between two people with intent to harm where the students are responsive to adult intervention and there are no injuries
3-6	Inciting violence (watching, recording or encouraging a fight with words or gestures)
3-7	Possession, use, intoxication, of alcohol or illegal drugs, or drug paraphernalia or look-alike item
3-8	Trespassing on Noble property – entering Noble property when previously prohibited or remaining on school grounds after receiving a request to depart
3-9	Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel
3-10	Willful or malicious destruction or defacing of the property of others or damage to property at a cost less than \$500
Response Menu	<p>All Tier 3 behaviors must be <b>1) addressed, 2) corrected and 3) logged in PowerSchool.</b> A campus must respond to a Tier 3 infraction from this menu:</p> <ul style="list-style-type: none"> <li>R3</li> <li>In School Suspension up to 3 days</li> <li>Out-of-school suspensions of three days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.</li> </ul> <p><b><u>Supplemental Responses to Tier 3 Breaches</u></b> Additional potential responses to Tier 3 behaviors in addition to the required responses listed above.</p> <ul style="list-style-type: none"> <li>Immediate classroom removal</li> <li>Teacher, student, parent/guardian, and/or administrator conference</li> <li>Permanent confiscation of item (mandatory for 3-7)</li> <li>Restorative circle</li> <li>Referral to community-based organizations</li> <li>Restitution of property and cost (mandatory for 4-10 and 4-11) and an additional consequence</li> </ul>

	<ul style="list-style-type: none"> <li>Targeted support group</li> <li>Self-Discipline Class</li> <li>Loss of good standing</li> </ul>
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Code	Tier 4   Most Seriously Disruptive Behavior
4-1	Repeated Tier 3 breaches: <i>only the Culture Team may consider this breach and escalate to responses below</i>
4-2	Threats, harassment, misconduct, bullying or hazing of staff or students (including that of a sexual nature, electronic nature, and/or that on the internet) * see anti-bullying policy
4-3	Distribution, or sale of alcohol or illegal drugs, or drug paraphernalia or look-alike item
4-4	Gang-related or group organized disruptive activity
4-5	Physical altercation or assault: physical contact between three or more people with intent to harm and/or physical contact between two or more people where students are not responsive to adult intervention and/or physical contact between two or more people that results in injuries
4-6	Egregious acts of inciting acts of violence through others (e.g. directing others to cause harm or attempt to cause harm to others on their behalf)
4-7	Participating in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school staff or Police
4-8	Initiating or participating in inappropriate physical contact with school personnel with intent to harm school personnel
4-9	Arson
4-10	Theft, robbery, or extortion
4-11	Vandalism or willful or malicious damage of school or community property exceeding \$500 (including hacking into or disrupting network technology systems)
4-12	Possession of weapons/dangerous objects or look-alike items (e.g. mace, knife, gun)
4-13	Use or attempted use of weapons/dangerous objects or look-alike items
4-14	Possession, use or attempted use of a firearm
Response Menu	<p>All Tier 4 breaches must be <b>1) addressed, 2) corrected and 3) logged in PowerSchool</b>. Sexual misconduct between students must be reported to CPS Office of Student Protections. A campus must respond to a Tier 4 infraction from this menu:</p> <ul style="list-style-type: none"> <li>In School Suspension</li> <li><b>Out-of-school suspensions of three days or less</b> may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities for the operation of the school</li> <li><b>Out-of-school suspensions of longer than three days</b> (not to exceed 10) may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.</li> <li>The principal may request an <b>expulsion hearing</b> at their discretion. Possession, use or attempted use of a firearm will result in an automatic referral for expulsion.</li> </ul> <p><b><u>Supplemental Responses to Tier 4 Breaches</u></b></p> <ul style="list-style-type: none"> <li>R3</li> <li>Teacher, student, parent/guardian, and administrator conference</li> <li>Permanent Confiscation of item (mandatory for 4-3, 4-12 and 4-13)</li> <li>Restitution of property and cost (mandatory for 4-10 and 4-11)</li> </ul>

	<ul style="list-style-type: none"> <li>• Peace circle</li> <li>• Referral to community-based organizations</li> <li>• Targeted support group</li> <li>• Self-Discipline Class</li> <li>• Loss of good standing</li> </ul>
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### Student Self-Discipline System

**Weekly Reflections:** A student is assigned a weekly reflection if they earn five Tier 1 behavior logs and/or one Tier 2 behavior log in a week.

Students can earn multiple Weekly Reflections in a week but will only be required to complete one per week. Any remaining Weekly Reflections from the week are added to the Cumulative Weekly Reflection total. A Weekly Reflection is a one hour consequence, before or after school, during which students reflect on the reasons for which they are there. Weekly Reflections often take place on Fridays but are scheduled by each campus.

**Cumulative Weekly Reflections:** All of the Weekly Reflections a student earns in a week are calculated into a Cumulative Weekly Reflection total, which counts towards the threshold to quarterly and summer self-discipline classes.

The only means to reduce the Cumulative Weekly Reflection count is through Honor Weeks, as described below, or a campus specific intervention.

**Missing Weekly Reflection:** A student who does not attend the Weekly Reflection will have 1 added to their Cumulative Weekly Reflection total and be required to complete the Weekly Reflection the following week.

Accepting advance notice to reschedule a Weekly Reflection is campus discretion.

**Quarterly Self-Discipline Class:** A student is required to attend a Quarterly Self-Discipline class if they skip 2 or more Weekly Reflections in a quarter or if they earn 15 or more Cumulative Weekly Reflections in that quarter.

A campus may also require a student to attend the Quarterly Self-Discipline if they earn a Tier 3 or Tier 4 behavior log in that quarter. Quarterly Self-Discipline is four hours in length.

**Summer Self-Discipline Class:** A student who earns 40 or more Cumulative Weekly Reflections over the course of the year is required to attend a Summer Self-Discipline class.

A campus may also require a student to attend the Summer Self-Discipline if they earn a Tier 3 or Tier 4 behavior log. The Summer Self-Discipline class is 20 hours in length.

**Missing Self-Discipline Class:** A student who misses the Quarterly Self-Discipline class will need to take it the following quarter.

Any incomplete Quarterly Self-Discipline classes at the end of the year will need to be made up in the Summer Self-Discipline Class.

**In order to be promoted to the next grade level or graduate, students must meet requirements in self-discipline, as described in the Promotion/Graduation section.**

### Honor Weeks

A student who is in attendance for every offered school day in a given week and does not earn a Weekly Reflection, and does not engage in a Tier 3 or Tier 4 breach, will earn an Honor Week. Honor Weeks celebrate behavioral growth and allow a student to remove one Weekly Reflection from their *Cumulative Weekly Reflections*. Honor weeks are available to any student who has 2 or more *Cumulative Weekly Reflections*.

### Good Standing

School events (e.g. sports, dances, prom, camps, activities, field trips) serve as an additional opportunity to deepen the connection to the school community. As such, participation in school events are contingent upon students meeting academic, attendance, and self-discipline benchmarks set by their campus. Students who repeatedly fail to meet the expectations outlined in our Parent and Student handbook may lose their good standing status at the discretion of the campus. For those who are not in good standing, this could result in not being eligible to participate in school events.

A graduating senior may lose the privilege of participating in graduation if they engage in a Tier 3 or Tier 4 infraction in proximity to the ceremony date.

### Class Removals

Prior to classroom removals or Culture Team involvement in Tier 1 student breaches, teachers are responsible for implementing two classroom level strategies to encourage reengagement in the classroom environment because we want students to remain connected to their teachers and classes. Depending upon the severity of the breach, short term removal of the student from the classroom may be appropriate.

If a student engages in a Tier 2, 3 or 4 breach or has not de-escalated after the recommended time has elapsed, the student will remain with Culture Team members until they are ready to return to class.

### Head of Schools / CEO Discretion

Our tiered approach allows us to align our response to the severity, disruption, and overall impact the child's behavior has on the school environment. If a breach occurs at a multiple campus or Noble-wide activity or event, the Head of Schools and/or the CEO maintain discretion to decide which tiered response, up to and including a recommendation for expulsion, is deemed appropriate given the larger impact on multiple campuses and/or the greater Noble community.

A multiple-campus and/or network wide student event is defined as any event or activity where two or more campuses are invited and/or participating on behalf of their campus or Noble Schools, on and off of Noble property.

## **Suspensions and Expulsions**

### Out-of-School Suspension

In accordance with SB100, the following limitations apply:

- Suspension for 1-3 days:
  - The student's continuing presence in school poses a threat to school safety or a disruption to other students' learning opportunities
  - Principal or their designee have taken all reasonable steps to resolve such threats, address such disruptions, and minimize the length of the suspension
- Suspensions for 4-10 days:

- o The student's continuing presence in school poses a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school
- o School officials have taken all reasonable steps to resolve such threats, address such disruptions, and minimize the length of the suspension
- o School officials have determined that other appropriate and available behavioral and disciplinary interventions have been exhausted
- o The student is provided appropriate and available support services during the suspension

#### Expulsion

- All of the requirements for a 4-10 day suspension are met
- Removing the student from the school is in the best interest of the school, including considerations of:
  - o The student's continuing presence in school poses a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school
  - o School officials have taken all reasonable steps to resolve such threats, address such disruptions, and minimize the length of the discipline
  - o School officials have determined that other appropriate and available behavioral and disciplinary interventions have been exhausted

All discipline is determined on a case-by-case basis.

#### Suspension Process

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

In the event a student is subject to exclusionary discipline, they will be provided with all legally required notices, as part of the following process:

1. Review the alleged misconduct and evidence
2. The student will be provided a pre-suspension review conference during which the student will be informed of the alleged misconduct and asked for the student's input or statement.
3. Consider whether the student's continuing presence poses a threat to the safety of the school community or a (substantial) disruption to educational opportunities
4. Review prior attempted interventions
5. Consider additional appropriate and available alternative interventions before reaching a decision regarding a suspension
6. Parent(s)/guardians(s) will immediately be called and informed via email of the suspension, followed by a misconduct report with additional details, including the process to appeal.
7. The student will be required to participate in a mandatory re-engagement meeting where staff will help the student plan for a successful re-engagement back into the learning environment and make a clear plan for any necessary restorative actions.

When parents or guardians disagree with a suspension determination, they have the right to request a review of the suspension.

Within five (5) business days of the notice of the suspension, a parent/guardian or student may request a review before a hearing officer, Noble's Manager of Student Culture & Support. The request and reason for the review of the suspension must be made in writing and sent to Noble's Manager of Student Culture & Support, either by email ([suspensionappeals@nobleschools.org](mailto:suspensionappeals@nobleschools.org)) or by mail (1 N. State St., floor 6, Chicago, IL 60602) postmarked within the five (5) business days of notice of the suspension. Untimely

requests will not be considered. At the review meeting, the parent/guardian as well as representatives of the campus may appear and discuss the suspension and may be represented by counsel. Within five (5) business days after the review meeting, the hearing officer will provide a written summary of the evidence provided and make a recommendation to the Director of Student Culture and Support, who will take such action as he/she/they finds appropriate. The Director of Student Culture and Support will provide written notice of the final decision via first class mail. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not be served.

### Expulsion Process

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

1. Principal or designee recommends the student for expulsion and sends a misconduct report to the Exclusionary Oversight Committee for review.
2. The Exclusionary Oversight Committee is comprised of a diverse body of Noble leaders and reviews the misconduct report to determine whether: a) the student has committed an offense(s) which is (are) grounds for expulsion; b) school officials have exhausted other appropriate and available behavioral and disciplinary interventions; and c) the student's continued presence poses a threat to the safety of other students, staff, or members of the school community and/or substantially disrupts, impedes, or interferes with the operation of the school.
3. If the Committee determines that a hearing is appropriate, the Principal or designee contacts (minimum three attempts) parent(s)/guardian(s) to notify the parent/guardian of the recommendation for expulsion and to schedule the expulsion hearing, documents that contact in PowerSchool, and notifies parent/guardian of the expulsion hearing via first class mail, certified mail, and email, if available. The notice of the expulsion hearing shall request the parent/guardian to appear and include the time, date, and place for the hearing; briefly describe what will happen during the hearing; detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion; state the recommended length of expulsion (not to exceed two calendar years); state that expulsions are determined on a case by case basis; and ask whether the student will be represented by an attorney. If the student will be represented by an attorney, the parent/guardian should provide the attorney's contact information to the Principal or designee at least twenty-four (24) hours prior to the hearing.
4. At the expulsion hearing, Noble's designated Independent Hearing Officer (not to be a member of the Exclusionary Oversight Committee, the CEO, or a member of campus staff) will conduct the expulsion hearing. Representatives of the campus may present evidence and/or witnesses related to whether the student engaged in the misconduct, the prior interventions attempted or determination that no other appropriate interventions were available, and the threat or disruption posed by the student. A parent/guardian is strongly urged to attend. The parent(s)/guardian(s), student, and/or his/her/their representative may cross examine campus witnesses and examine any documentary evidence (e.g. written documents, photographs, audio recordings, and video recordings) presented by the campus. The parent(s)/guardian(s), student, and/or his/her/their representative may present evidence and/or witnesses to counter or disprove the allegations and present information for the Independent Hearing Officer to consider that supports the expulsion recommendation being denied.
5. The Independent Hearing Officer provides a summary of evidence and recommendation to Noble's CEO and the parent/guardian within two (2) business days of the hearing.
6. The CEO makes an expulsion decision and notifies parent(s)/guardian(s) within five (5) business days of the expulsion hearing. If the student is expelled, the decision shall (a) include the specific reasons why removing the student from the school is in the best interests of the school (including how the student's continuing presence in school would pose a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school), (b) state the length of expulsion, (c) state a rationale for the specific duration of the expulsion, and (d) document whether other behavioral and disciplinary interventions were

attempted (or whether school officials determined that there were no other appropriate and available interventions).

7. For assistance with school placement information after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

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

### **Procedural Guide for Students with Disabilities**

Students with disabilities (students with IEPs or Section 504 Plans or students in the referral process) are subject to disciplinary procedures. Noble shall comply with state and federal laws and regulations when disciplining special education students. Students who have qualified for special education services shall be disciplined in accordance with the requirements set forth by the Individuals with Disabilities Education Act (IDEA), as amended, in order to guarantee access to a free and appropriate public education (FAPE).

School officials may suspend students with disabilities for a total of up to 10 cumulative school days in one school year in the same manner as nondisabled peers. Federal regulations allow for the suspension of students with disabilities in excess of 10 school days in the school year if the behavior was not a manifestation of the student's disability. If a student is recommended for suspension for more than the 10 school days, a meeting shall be convened consistent with the IDEA, the Illinois School Code and their implementing regulations. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, a Manifestation Determination Review (MDR) is held to determine whether the student's conduct was a manifestation of the student's disability and whether the student may be suspended in excess of 10 days. If the team determines the conduct was not a manifestation of the student's disability, the student may be suspended in excess of 10 cumulative school days.

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

1. The school must provide written notice to the parent/guardian of the suspension or request for an expulsion hearing and the date of an Individualized Education Plan (IEP) or 504 Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the decision to request the expulsion hearing or additional suspension days. Schools must also provide the parent/guardian with a written copy of the Notice of Procedural Safeguards.
2. The IEP or 504 Plan team must:
  - a. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP or 504 Plan. The behavior is a manifestation of the student's disability if (1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or (2) the conduct in question was the direct result of the school's failure to implement the student's IEP or 504 Plan.
  - b. Review, and revise, if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.
3. If legal counsel is obtained, the Principal should be notified in writing at least 24 hours prior to the MDR and the contact information of the legal counsel must be shared.

If the student's behavior is not a manifestation of the disability, the student will be subject to The Noble Community Pact. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services. Students with disabilities who are expelled will continue to be provided a free and appropriate public education in an alternative educational setting.



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

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

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

In certain situations, to the extent applicable, a student's Behavior Intervention Plan or relevant portions of the IEP will be implemented in lieu of or in concert with the The Noble Community Pact to ensure equitable and appropriate interventions and consequences in light of individualized student needs.

### **Anti-Bullying Policy**

Bullying is contrary to Illinois law and Noble policy. It is serious and may result in an elevated behavioral response consistent with The Noble Community Pact. This policy and The Noble Community Pact are based on and have been drafted with the engagement of a range of school stakeholders, and incorporate input from students and parents/guardians.

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

Bullying is prohibited in each of the following situations:

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

### **Definitions**

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

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

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

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

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

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

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that 1) are adapted to the particular needs of the school and community, 2) contribute to maintaining school safety, 3) protect the integrity of a positive and productive learning climate, 4) teach students the personal and interpersonal skills they will need to be successful in school and society, 5) serve to build and restore relationships among students, families, schools, and communities, 6) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and 7) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

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

#### Bullying Prevention and Response Plan

Noble shall develop and maintain a bullying prevention and response plan that advance's Noble's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirement listed below.

Noble uses the definition of bullying provided in this section. Bullying is contrary to State law and the policy of Noble. However, nothing in Noble's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment of the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

#### Reporting

Students, school staff, and the parent/guardian who witness or know information about actual or threatened bullying shall immediately report it. A report may be made orally or in writing by completing the Bullying Report form located on the campus website (under the "Students" section) or by contacting the Network Support Team at 312-521-5287. Anonymous reports are also accepted. However, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

### Investigating

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

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

- Be notified of the reported incident of bullying as soon as possible after the report is received.
- Take into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
- Involve appropriate school support personnel and other school staff with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- Investigate whether a reported incident of bullying is within the permissible scope of the school's jurisdiction.
- Regardless of the outcome of the investigation, provide the victim and any other students who require it with information regarding services that are available within the Network and community, such as counseling, supportive services and other programs.
- If a student has an IEP or 504, the school should conduct a meeting to determine whether the student's receipt of appropriate services was affected by the 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 support and services are needed to address the inappropriate behavior and develop the student's social and emotional skills.

### Notification

Consistent with federal and state laws and rules governing student privacy rights, the principal/designee shall promptly inform the parent/guardian of all students involved in the alleged incident of bullying within 24 hours after the school administration is made aware of the student's involvement and discuss, as appropriate, the availability of social work services, counseling, school psychological services, or other interventions and restorative measures.

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

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

### Interventions and/or Elevated Responses

When an investigation determines that bullying occurred, the principal/designee will immediately impose the appropriate Noble Community Pact response. The principal/designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Additionally, the principal/designee shall provide the victim and any other students who require it, including the alleged perpetrator, with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

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

A student will not be punished for reporting bullying or supplying information about actual or threatened bullying, even if the school's investigation concludes that bullying did not occur. However, knowingly

making a false accusation or providing false information will be treated as bullying and met with the appropriate response consistent with this policy and under The Noble Community Pact.

#### Distribution & Review

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

Noble shall review and re-evaluate this policy periodically every two years. Appropriate Noble officials will assist with the evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

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

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

This policy must be consistent with all Noble policies.

### **Academic Policies**

#### **Promotion and Credit Recovery**

Noble's promotion policy requires that students demonstrate genuine academic achievement and a commitment to self-discipline, attendance and enrichment in order to make progress toward earning their high school diplomas. In order to be promoted to the next grade level or graduate, students must meet requirements in academics, self-discipline, attendance and enrichment. When documented accommodations are relevant (e.g., medical), promotion eligibility will be made on an individual basis. Students with IEPs will be held accountable to promotion/graduation criteria as set forth in their IEP, if applicable. Noble campus and network leaders monitor promotion status for all students regularly.

Students who do not meet Noble's minimum requirements by the last day of school will be expected to make up requirements in summer school. Only students who have completed all graduation requirements are eligible to receive a diploma.

Students who do not meet all the requirements at least one week before the subsequent school year will retain their current grade level classification in PowerSchool and may be assigned to alternative programming until requirements are met. The student may continue in the progression of course work and may stay with their advisory cohort, but the PowerSchool classification will not change as an acknowledgement that the student is off track for on time graduation. Students are not repeating the school year but rather continue to remain in the grade level until they have met all promotion requirements. Students who are non-promoters are required to meet policies for their original cohort grade level, and they will have the opportunity to reconcile grade levels at any point in the school year once the pending requirement(s) have been fulfilled.

A student may repeat the entire grade on rare occasions and only in partnership with the parent/guardian and the Chief Education Officer. If approved, the student will repeat the entire grade and will repeat all courses, accumulate zero credit for the year, and will not move forward with their current advisory. Courses taken from the year the student is repeating will remain on transcripts with an NC and will not impact GPA.

### Academics

All students who earn credits for Noble's minimum academic promotion and graduation requirements, as referenced in the charts below, will meet the academic requirements for promotion or graduation.

#### *Academic Credit Recovery*

Students may be required to enroll in Credit Recovery courses to promote (i.e. summer school, night school, or retake the course during the normal school day). Whatever the path, the failed course grade will always remain on the transcript but, when credit is recovered, will be removed from GPA calculations.

Summer and night school classes are graded on a Pass/Fail system. For a Pass/Fail recovery class, a student must achieve a 70% or higher to receive a Passing grade. The Passing grade is recorded on transcripts but does *not* impact GPA.

When a student retakes the course during the normal school day, they will earn a letter grade. The letter grade is recorded on transcripts and *is* calculated into GPA.

### Self-Discipline

Self-discipline is a critical life-skill and is defined as the ability to regulate one's emotions, thoughts, and behaviors in different situations by effectively managing stress, controlling impulses, strengthening relationships and motivating oneself. Students who need more support with self-discipline and with upholding the agreements of the NCP will be required to enroll in quarterly and/or summer self-discipline courses.

*Quarterly Self-Discipline Class:* A student is required to attend a Quarterly Self-Discipline class if they skip 2 or more Weekly Reflections in a quarter or if they earn 15 or more Cumulative Weekly Reflections in that quarter. A campus may also require a student to attend the Quarterly Self-Discipline if they earn a Tier 3 or Tier 4 behavior log in that quarter. The Quarterly Self-Discipline class is four hours in length.

*Summer Self-Discipline Class:* A student who earns 40 or more Cumulative Weekly Reflections over the course of the year is required to attend a Summer Self-Discipline class. A campus may also require a student to attend the Summer Self-Discipline if they earn a Tier 3 or Tier 4 behavior log. The Summer Self-Discipline class is 20 hours in length.

### Attendance

Attendance is an important life skill and, as decades of Noble alumni data illustrates, one of the most critical indicators for whether a Noble student will eventually succeed at college. As such, Noble monitors student attendance closely throughout the school year and, when a student is deemed off track, requires additional support to help students improve their understanding of and further develop habits around attendance.

Students who have 18 or more Cumulative Promotion Absences (Promotion Absences minus Present Weeks) during the school year will be required to attend a 20-hour summer school course in order to be promoted to the next grade or graduate. A student's Promotion Absences include all absences, except those coded religious, mental health, homebound, or medical.

Students who have accrued 9 or more Promotion Absences are eligible for Present Weeks. Students who are in attendance for every offered school day in a given week (including shortened weeks due to holidays

or staff development) with 0 absences will earn 1 Present Week. Present Weeks honor students improved attendance and remove 1 absence from their Cumulative Promotion Absence total.

Students must complete all mandatory attendance required programming to promote or to receive their diploma.

#### Community Service/Enrichment

Outside of a few campus-driven exceptions, community Service/Enrichment credits are generally classes or activities undertaken outside of the regular school schedule. Enrichment is a requirement for promotion and graduation. Students are encouraged to earn enrichment credit by exploring their unique interests and passions. Class of 2026 and beyond are required to complete 1.0 enrichment credit hours by graduation, earning 0.5 enrichment credits by the end of junior year. Additionally, students from the Class of 2029 and beyond must earn 0.25 hours of enrichment every year to be considered on track for graduation. Community service and enrichment hours will not be counted if they are completed during school hours when a student is absent or suspended.

#### *Enrichment/Community Service Credit Recovery*

Students must work with campus leaders to make up enrichment/service hours during the summer to prepare for graduation. Campus specific make-up program costs vary from \$25-\$75.

#### **Minimum High School Graduation Academic Credits**

Content	Minimum Credits	College Readiness Recommendation	Notes
English/Language Arts	4.0 Credits	4.0 Credits	Must include 2 credits with intensive writing coursework
Math	3.0 Credits	4.0 Credits	Must include 1 credit of Algebra, 1 credit of Geometry, 1 credit of advanced math
Science	3.0 Credits	3.0 Credits	Must include 2 credits of lab science
Social Science	3.0 Credits	4.0 Credits	Must include 1.0 credit of US History or combined 1.0 credit of US History/American Gov. & must include 0.5 credit of Ethnic Studies
Health + Fitness	2.0 Credits	2.0 Credits	Includes the teaching of Noble's health content/standards
World Language	2.0 Credits	2.0 Credits	Students can earn through any combination of world language courses, including American Sign Language
College & Career	1.0 Credit	2.0 Credit	Must include 1.0 credit of seminar course taken senior year
Electives	1.0 Credit	2.0 Credit	Includes all courses not directly outlined elsewhere (arts, technology, etc.)
Financial Literacy	0.5 Credit	1.0 Credit	
<b>Total Credits</b>	<b>19.5 Credits</b>	<b>24.0 Credits</b>	



## Additional Minimum Graduation Requirements

Content	Scope	Notes
Enrichment <i>and/or</i> Community Service	100 hours/1.0 credits	Class of 2026 & beyond
Advisory	Participation	Advisory participation every year is required for all students 9-12th grade
Financial Aid	Participation	Completion of FAFSA, Alternative App, or official Non-Participation waiver
Assessment	Participation	Required State Assessments (e.g. ACT/DLM-AA)
Computer Literacy	Participation	Class of 2026 & beyond includes intensive Computer Literacy Instruction integrated into coursework
Note: One credit is equal to one year (2 semesters) of coursework. In all instances, Individualized Education Plans for students with IEPs take priority in determining promotion and graduation, as do special accommodations for applicable multilingual learners.		

### For 2025-26, Noble's minimum academic promotion requirements\* are as follows:

Grade	Notes
6th to 7th	3.0 cumulative credits; where required includes: 1.0 Credit ELA, 1.0 Credit of Math, 1.0 Credit of PE/Health & Advisory Participation
7th to 8th	8.0 cumulative credits; where required includes: 2.0 Credits of ELA, 2.0 Credits of Math, 2.0 Credits of PE/Health, 1.0 Credits of Science, 1.0 Credits of Social Science & Advisory Participation
8th Grade Graduation	13.0 cumulative credits: where required includes 3.0 Credit of ELA, 3.0 Credit of Math, 3.0 Credit of PE/Health, 2.0 Credits of Science, and 2.0 Credits of Social Science, 100 Hours/1.0 Credit of Enrichment, & Advisory Participation
9th to 10th	4.0 Cumulative Credits; where required includes 1.0 Credits of ELA and 1.0 Credits of Math & Advisory Participation 25 hours/0.25 Enrichment Credits
10th to 11th	9.0 Cumulative Credits; where required includes 2.0 Credits of ELA, 2.0 Credits of Math, 1.0 Credit of Science, and 1.0 Credit of Social Science, & Advisory Participation Class of 2029 & Beyond: 50 hours/0.5 Enrichment Credits
11th to 12th	12.0 Cumulative Credits; where required includes: 3.0 Credits of ELA, 2.0 Credits of Math, 2.0 Credits of Science, 2.0 Credits of Social Science, & Advisory Participation Class of 2027 & 2028: 50 hours/0.5 Enrichment Credits; Class of 2029 & Beyond: 75 hours/0.75 Enrichment Credits
12th Grade Graduation	See full list of credit and additional minimums listed in early cited Graduation minimums tables
*In all instances, Individualized Education Plans for students with IEPs take priority in determining promotion and graduation	

## Promotion/Graduation Appeal Process

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



## **Early Graduation**

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

That said, Noble may offer early graduation and/or reduced schedules in very rare circumstances that must be approved by the Chief Education Officer. For example, in cases of 5th year seniors, it is critical that our students and families are being extremely proactive with night and summer school opportunities to try and avoid these situations but, if there just were not enough opportunities to make up all the necessary credits, with CEdO approval, a reduced load can be offered to a 5th year senior if needed/preferred by all parties.

## **Advisory**

Advisory is one of the most impactful support tools that Noble provides for its students and families. The advisory program is designed to offer sustained support from adults who encourage students to explore their purpose and aspirations. At its core, advisory provides dedicated time for students to assess their progress toward promotion, foster relationships, and build a sense of community with their peers. Advisors serve as the primary point of contact for families. All Noble campuses offer advisory every year, and participation in this program is an essential criterion for promotion.

## **Enrichment**

Enrichment (i.e. extracurricular) credits are a promotion and graduation requirement with the purpose of encouraging students to further explore their interests outside their typical class load, fostering their sense of identity via experience, while also developing strong, diverse college application profiles. Enrichment credits are classes or activities (including online classes or activities) undertaken outside of the regular school schedule. Enrichment credits can be earned through school-sponsored or pre-approved external developmental experiences, including but not limited to athletics, clubs, courses, volunteer hours, attending office hours, and involvement in community organizations. In addition, students can complete community service hours as a way to earn enrichment credit, with each hour awarding 0.01 enrichment credit (25 hours/.25 enrichment credits). Students cannot perform community service hours if absent from school, with the exception of campus-sponsored "day of service" or service-learning opportunities scheduled during the school day. Community service should not be awarded in situations where the students are paid.

Outside of a few campus-driven exceptions, enrichment credit is designed to demonstrate how a student has enhanced their high school experience by exploring interests beyond what is necessary in their day-to-day life. As such, activities like a part-time job or taking care of siblings would not qualify for enrichment credit. In addition, college trips or elective classes during the school day would not qualify for enrichment credit. Students can earn enrichment credit for participating in development experiences with our external partners; examples include field trips with approved mentoring programs like CHAMPS Male Mentoring Program, Lion's Pride, etc. While students cannot earn enrichment credit through traditional paid hourly work experiences, students can earn enrichment credit for opportunities with organizations that offer stipends associated with traditional enrichment offerings (e.g. After School Matters.) Similarly, campus-sponsored/organized internships, which often come with some sort of pay structure, also qualify for enrichment.

## **Grading Policies**

- Campuses operate on a 40-week school year. There are two semesters per year; each semester is approximately 20 weeks long.
- Students will receive progress reports every two weeks. Parents/guardians should attend report card pick-up at the end of every quarter. Parents/guardians and students can also regularly track progress in PowerSchool.
- Students receive credits at the end of each semester for classes they have passed.
- Teachers will provide multiple opportunities for students to demonstrate mastery of material, including a generous retake policy to ensure students have adequate opportunities to demonstrate learning.
- All grades range from 0%-100%.

Letter Grade	Percent	GPA	Letter Grade	Percent	GPA
A+	97-100	4.3	C	73-76	2.0
A	93-96	4.0	C-	70-72	1.7
A-	90-92	3.7	D+	67-69	1.3
B+	87-89	3.3	D	63-66	1.0
B	83-86	3.0	D-	60-62	0.7
B-	80-82	2.7	F	0-59	0.0
C+	77-79	2.3			

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

#### Report Card Pick Up

Report Card Pick Up (RCPU) is an intentional pause in our calendar dedicated to building and cultivating relationships among staff, families, and students as we all partner together in the education of our students. Students' progress, wellness, and promotion status can be discussed at conferences, and next steps can be discussed together.

#### Extra credit

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

#### Honor Roll

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

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

#### Class Rank

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

#### **Academic Integrity**

Noble strives for integrity, honesty, and fairness in our academic pursuits. All members of the campus community, students and staff alike, share the responsibility of ensuring that these standards are upheld. It is essential that teachers make clear the expectations of assignments and what completing assignments with academic integrity looks like in order to combat instances of plagiarism.

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

## Plagiarism

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

### Deliberate plagiarism

- Copying of a phrase, sentence, or a longer passage from a source and claiming it as one's own. This includes the misuse of Artificial intelligence for submission as one's own work (see AI policy below)
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own
- Obtaining a term paper and submitting portions of the work or the entirety of the work as one's own

### Accidental plagiarism

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

### Cheating

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

## **Artificial Intelligence**

Artificial Intelligence is an exciting and rapidly evolving part of today's society. Noble does not aim to ban its use, as it can be a useful learning and supplementary support tool for students (and teachers) and will likely have a deep presence in the future. As such, Noble believes it is more beneficial to adopt an approach of responsible exposure to this technology rather than a complete avoidance of the technology. That said, when deciding to use AI, students must be safe, responsible and act with the highest integrity.

A Noble student must avoid producing AI material that the student labels as original pieces of work. Teacher guidelines and expectations should be followed closely to avoid labels of plagiarism and the consequences associated with plagiarism; when AI is used as a learning or support tool, students must cite the use of AI and describe how AI was used to learn deeper or enhance the work. In the end, even when properly used and cited, the student is ultimately responsible for any learning or materials modified by AI. As always, students are responsible for material accuracy, bias, etc.

Students are prohibited from providing Sensitive Employee and Student Data (as defined below) to AI chatbots.

- Personally identifiable information (PII) such as first or last names, addresses, phone numbers, email addresses, social security numbers, driver's license numbers, passport numbers, employee identification numbers, biometric identifiers or any other data that could identify a specific individual.
- Protected health information (PHI) such as medical histories, treatment details, diagnoses, insurance details, social security numbers, or any other health-related information.

- Identifiable educational or school student records such as grades, test scores, evaluation results, disciplinary records, special education status, or any other details found in temporary or permanent student records.
- Financial information such as credit rating/scores, credit card numbers, bank account numbers, income details, credit/debt details, billing information, or any other financially sensitive data.
- Passwords, encryption keys, access codes, WiFi logins, or any other details that could grant access to secure accounts or systems.
- Otherwise confidential and/or proprietary Noble information, including non-public school reports, memos, plans, blueprints, processes, initiatives or any other internal documents.

Even as we recognize the benefit of leveraging AI, we are cognizant that use of AI chatbots poses risks to sensitive data and information security. AI chatbots rely on storing, analyzing, and continuously learning from the data provided to them in order to improve their capabilities. This also means any Sensitive Employee and Student Data given to an AI chatbot could potentially be retained indefinitely, inappropriately disclosed to third parties, and compromised. Failure to comply with this policy could result in corrective action in accordance with the Noble Community Pact.

## **Commitment to Student Success**

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

### **Students in Temporary Living Situations (STLS)**

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

### **Individuals Needing Accommodations**

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

If the above or other concerns surface, please contact your student's advisor, campus's Dean of Student Services or Case Manager, or campus principal.

### **Service Animals**

State and federal laws allow a student with a disability to be accompanied by a service animal (e.g., a service dog) that is individually trained to perform specific work or tasks for the benefit of the student. The work or tasks performed by the service animal must be directly related to the student's disability. The animal may accompany the student to all school functions. Please contact your campus for more information. Note, emotional support animals are not permitted at Noble.

### **Transgender and Gender Nonconforming Students**

#### Privacy

At Noble, we respect our students' privacy rights. To that end, transgender and gender nonconforming students have the right:

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

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

#### Names/Pronouns

Students will be addressed in school by the name and pronoun that correspond to the student's gender identity. The following is **not required** for students to be addressed by their preferred name and pronouns:

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

#### Official Records

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

#### District Electronic Databases

Students are not required to obtain a court-ordered name change and/or submit medical or psychological documentation to have their preferred name and/or gender included in Noble's student information system. Schools shall also provide a method for a student to change their name and/or gender marker anywhere that it may appear publicly, including (but not limited to) the following:

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

#### Restroom and Locker Room Accessibility

Students must be allowed to use facilities in a manner that makes them feel safe, affirmed, and included in the school. All students are allowed to use restrooms and locker rooms that correspond with their gender identity. No student will be forced to use a private facility because of their transgender identity, non-binary identity, or gender expression.

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

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

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

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

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

### Dress Code

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

### Overnight School Trips

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

For students with health concerns, the school must ensure school chaperones are aware and have been trained to meet the needs of the student.

### **Undocumented , Mixed-Status, and DACA Students**

At Noble, we support and serve students regardless of their immigration status, country of origin, and racial, ethnic, or linguistic background. This section is intended to provide guidance on the following: who are undocumented students; Noble's policies regarding "sanctuary"; support for students with mixed status families; and the impact of DACA on students and staff. First, the following definitions will guide this segment:

#### Appropriate Terminology

- Undocumented: An umbrella category to describe a person who is not a permanent resident (holds a "green card") or is a U.S. Citizen.
- DREAMer: An undocumented student or recent graduate who would benefit from the DREAM Act (if passed). Frequently associated with a high academic achieving student.
- DACA (Deferred Action for Childhood Arrivals): Executive order announced in 2012 that grants temporary status & work authorization.
  - On October 5, 2022, the Fifth Circuit Court of Appeals issued a decision that declared DACA to be unlawful which prohibits the consideration of first time DACA applications – to apply to the DACA Rule. This rule does not apply to current holders. Applications to renew DACA and Advance Parole remain available.
- Mixed Status Families: A family that is composed of members with different immigration statuses (e.g. undocumented, citizen, permanent resident)
- Temporary Protected Status (TPS): is a program that offers a temporary legal status to certain immigrants in the United States who cannot return to their country of origin due to ongoing armed conflict, natural disaster, or other extraordinary reasons.
- The U nonimmigrant status (U visa) is set aside for victims of certain crimes who have suffered mental or physical abuse and are helpful to law enforcement or government officials in the investigation or prosecution of criminal activity

#### Unacceptable terminology

- "Illegal": is a racially charged slur used to dehumanize and discriminate against immigrants and people of color regardless of migratory status. "Alien": is a disparaging and offensive term. "Alien" refers to a resident of one country who was born in or owes allegiance to another country and has not acquired citizenship by naturalization in the country of residence (distinguished from citizen)

### Noble's commitment to supporting undocumented students and families

Noble is committed to creating a supportive environment that affirms our students and fosters trusting relationships that will allow our students to feel safe and supported, and subsequently focus on academic achievement.

In order to create a supporting environment for undocumented students, Noble has established a team that directly focuses on providing holistic support to Noble campuses, and Noble alumni. The Office of DREAMer Supports is embedded in the Noble Support Team and provides guidance to students and alumni. In addition, every Noble campus has appointed a staff to serve as a DREAMer Liaison. Please contact the Noble Support Team or the campus to contact the liaison directly.

Noble campuses are encouraged to create a consistent message through different mechanisms that affirm the following:

- Reaffirming our commitment to undocumented and mixed status families
- Providing students a point person that they can come to if they have questions or would like to connect their family to resources
- Reiterate that campus is a safe space for students

### Noble's Policies Regarding "Sanctuary"

Noble will do everything we can to keep our students safe while they are at school. As part of CPS, we support the policies and procedures introduced by the city to ensure students at all public schools, including ours, are protected as much as possible. Chicago is a "Sanctuary City," codified by the Welcoming City Ordinance of the City of Chicago. This essentially means that no local Chicago officials - including law enforcement and public educators - will assist federal agencies in identifying undocumented residents. Noble does not allow federal immigration officials into our buildings without a verified judicial warrant, nor do we maintain any central repositories of student or personnel data that indicate immigration status.

Should ICE (Immigration and Customs Enforcement) agents visit a Noble school, please notify Noble's Chief Operating Officer and/or Noble's General Counsel.

### Noble's plan of Action in Case A Federal Immigration Official visits our schools

Noble's plan of Action in case of a visit from an Immigrations and Customs Enforcement (ICE):

- ICE agents are not permitted into any Noble buildings unless they present a verified judicial warrant. If agents arrive at a school, ICE agents should wait outside while we process their request. **Only Noble's General Counsel or Associate General Counsel can confirm that ICE agents have a valid warrant and authorize them to enter the building or receive any student or staff information.**
- Principals will directly contact Noble's General Counsel and/or Chief Operating Officer who will respond to an incident
- Noble's leadership will notify the Network College Team for legal aid and support.
- Schools are not to share student information with ICE. If they request student records, contact the Legal Team at [studentrecords@nobleschools.org](mailto:studentrecords@nobleschools.org). Please remember that student records include any and all recorded information that may individually identify a student - including emails, home addresses, and miscellaneous documents. Noble will not share student records with ICE except in the rare exception of a mandated court order or consent from the parent/guardian.

### Noble's plan of Action in Case A Parent(s) is Apprehended by ICE

Currently, undocumented immigrants are being apprehended at an increased rate across the country. While Illinois state law and local Chicago ordinances prohibit local law enforcement from cooperating with U.S. Immigration and Customs Enforcement (ICE) or detaining individuals solely based on immigration status, there is a risk that individuals apprehended in Illinois may be transferred to detention facilities outside of Illinois for processing.

If a student seeks help from Noble staff because a parent(s) has been apprehended, please reach out to the Noble Support Team, specifically Jackie Rueda at 312-597-3496. Families can reach the ICIRR family

support hotline at 1-855-HELP-MY-FAMILY (1-855-435-7693). The following organizations offer services to detained immigrants:

- [National Immigrant Justice Center](#)
- [Illinois Coalition of Immigrant and Refugee Rights](#)
- [Latinos Progresando](#)

Families are highly encouraged to update their emergency contact information on a regular basis. In the event a student is left stranded at a school because a parent is detained, staff will work through the entire emergency contact list and have someone remain with the student until a parent, guardian, or emergency contact arrives.

## **Enrollment and Attendance Policy**

### **Enrollment and Transfers**

Enrollment at a Noble campus is available to any Chicago resident. We currently offer 17 high school options and one middle school option. All campuses are tuition-free and open-enrollment. Information about how to enroll at Noble is available at [nobleschools.org/enroll](http://nobleschools.org/enroll).

#### Transferring from One Noble Campus to Another Noble Campus

Current students who have attended classes at a Noble campus and are in good standing may transfer to another Noble campus if the campus is accepting transfer students (i.e., only if the campus has open seats). To be in good standing, students must not have a pending suspension(s) or expulsion at their current Noble campus. Movement from one Noble campus to another may only take place during transfer windows as designated by Noble. Families interested in transferring from one Noble school to another should contact Noble's Admissions Department at (833)-BE-NOBLE to initiate the process. A student's current promotional status and outstanding fees at the current Noble campus will carry over to the new Noble campus once the transfer is complete. Students who have documented excessive Tier 3 and/or Tier 4 behavior infractions may be ineligible for an intercampus transfer. Students who are granted an intercampus transfer should continue attending class at their current campus until the start date at the new campus. Students who are approved for an intercampus transfer will not be eligible to transfer to another Noble campus via the intercampus transfer policy for the remainder of the school year.

#### Expedited Hardship Transfers

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

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

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



## **Attendance and Truancy**

### Definitions

- Excused Absence - Verifiable student absence aligned to one of the reasons below. Students will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, they would have to turn in make-up work by the second day they return. Please note, excused absences count towards a student's promotion absence total.
- Unexcused Absence - Non-verified student absence. Students may not be able to complete missing work for credit

### Illness Policy

At Noble Schools, we are committed to maintaining a healthy environment for all of our students and staff. Don't have your child stay home unless they are truly sick. In alignment with the American Association of Pediatricians, reasons to keep your child home from school include a temperature greater than 100.4 degrees, vomiting, diarrhea, a hacking cough, toothache, or other infectious illnesses.

Students sometimes avoid school due to anxiety (symptoms may include decreased appetite, feeling tired, stomachache, headache, etc). If you are worried that your child may be suffering from anxiety, talk with your child's advisor, social worker, or other school staff to discuss the challenge and identify what can help your child stay in school.

If your child has chronic health issues, please share any information and diagnoses from your child's healthcare provider with the school to determine what support the school can provide to ensure your student is healthy, safe, and attending school consistently.

### Absences may be excused for the following reasons

- Illness, including the mental or behavioral health of the student;
  - Students may not exceed more than 5 mental health days per school year
- Observance of a religious holiday;
- Death in the immediate family or family emergency;
- Other situations beyond the control of the student, as determined by Noble. These include and are not limited to:
  - Doctor's appointments
  - Out of school suspension
  - Pre-approved college visits
- Such other circumstances that cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student

### Verification of excused vs. unexcused absences

Absences can be excused only when confirmed by the parent/guardian within 48 hours of the student's return to school. If a student is going to be absent, parents/guardians should inform the campus main office before classes begin.

### Attendance Tracking

In order to best identify and support students who are chronically absent and/or truant, Noble will provide the following data below by campus and by student. Each campus will employ campus specific MTSS strategies to support students who are chronically absent or truant.

- Current daily attendance rate
- Current weekly attendance rate
- Year to date attendance rate

### Unexcused absences + Truancy Process and Supports

Campuses will alert families of all unexcused absences. At the 5th consecutive unexcused absence, the school will initiate the truancy protocol below:

- Identify students who are chronically absent or truant for 5 consecutive days
- Contact parent and student to understand reason behind chronic absenteeism and/or truancy
- Initiate home visits as necessary to determine reason for absence and the supports that are necessary
- Send certified letters to parents after 5th, 10th(optional), 15th and 20th day consecutive days of absence

#### Attendance Interventions and Supports

Students with excused absences will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, they would have to turn in make-up work by the second day they return. Each campus will employ campus specific MTSS strategies for students who are chronically absent and or truant to ensure proper interventions are provided. These may include but are not limited to:

- parent conferences
- student counseling
- provide families with information about existing community services that are available

#### Additional Attendance Expectations

Students who have an unexcused absence for all or part of any day may not attend or participate in any extracurricular event or sporting event without written permission from the principal.

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

Students are not permitted to leave campus once they are inside the building. Students who are absent for all or part of any day may not attend or participate in any extra-curricular event or sporting event without written permission from the principal.

#### Early Dismissals or Late Arrivals

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

- The legal guardian or designated emergency contact with guardian approval must come to sign the student in or out of school. In the event the student cannot be picked up by a legal guardian or designated emergency contact, permission to dismiss the student may be submitted via email to the school by the parent/legal guardian. The student will be dismissed upon receipt of the emailed written permission.
- The student must make up for missed work.
- Only early dismissals or late arrivals for a verified doctor’s appointment, observance of a religious holiday, death in the immediate family, pre-approved college visits, or verifiable family emergency will count as excused absences. All other late arrivals or early dismissals are considered unexcused. Official documentation verifying the absence should be brought to the campus main office upon arrival to school.

#### Homebound and Hospital Attendance

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

For students with IEPs or 504s, parents or guardians should work with the IEP or 504 team or school leaders to determine if homebound or hospital instruction is appropriate.

### Voting

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

### **Inclement Weather and Emergency School Closings**

Should the need arise due to extreme weather conditions, principals may implement a delayed start time for their campus. Also, should the need arise due to public transportation emergencies, students should follow their campus appeal process and submit verification from the Chicago Transportation Authority to confirm the delay.

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

### **School Calendar**

The most up to date school calendar can be accessed on Noble's website: <https://nobleschools.org/>

## **Emergency Management Planning**

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

Teachers, administrators, staff, and students should train and routinely complete drills following these plans so they will be prepared in the event of an emergency. In any emergency drill or evacuation, students should remain silent, follow their teacher, and stay with their class in the designated area and wait for further instructions. Anyone violating this procedure is jeopardizing the safety of the school.

## **Family Engagement**

Noble is committed to working with families and the broader community to achieve our mission. We believe this partnership will ensure that all students have equitable and positive school experiences that equip them to complete college and lead choice-filled lives. Family resources are updated live at <https://nobleschools.org/family-and-organization-partnerships/>

### **Parent and Family Advocacy Council (PAC)**

A Noble Parent and Family Advisory Council (PAC) is a monthly space where parents, guardians, family members, and staff come together to engage in content and conversations that will support this group with the ability to guide students towards excellent outcomes. If you are interested in joining the PAC or have other questions related to family engagement, please reach out to [nobleadvocacy@nobleschools.org](mailto:nobleadvocacy@nobleschools.org).

## **Fees**

### **Definition of School Fees**

"School fee" means any monetary charge collected by a Noble campus from a student or the family as a requirement for the student's participation in any curricular or extracurricular program of the school.

"School fees" that are subject to this policy are listed below, and Noble Schools does not impose a fee when it requires that a student provide their own ordinary supplies or materials (e.g., pencil, paper, notebooks), which are necessary to participate in any curricular or extracurricular program.

School fees include, but are not limited to, the following examples:

- All charges for required textbooks and instructional materials.
- All charges and deposits collected by a school for use of school property (for example, locks, towels, and laboratory equipment).
- Charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or extracurricular activity (for example, annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/vocational education or the sciences).
- Charges for participation in curricular or extracurricular programs:
  - Community Service/Enrichment credits to meet minimum graduation requirements.
  - Sports charges or deposits for uniforms or equipment related to varsity and intramural sports, or to fine arts programs.
- Charges for supplies required for a school day or particular class (e.g. uniforms, laboratory or art supplies).
- Graduation fees (e.g., caps, gowns.)
- School records fees and school health services fees
- Driver's education fees accessed by the school (excludes fees accessed by The Office of the Illinois Secretary of State)

"School fees" do not include:

- Fines and other charges made for the loss, misuse, or destruction of school property.
- Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items
- Charges for optional travel undertaken by a school club or group of students outside of school hours such as Summer of a Lifetime.
- Charges for admission to school dances, athletic events or other social events.
- Charges for optional community service or recreational activities/participation.
- Charges for credit recovery.

### **Annual Fees**

Each campus charges a standard annual fee of \$180 and charges additional fees as outlined by the campus. The first bill or fee notice of each school year will inform families that Noble waives fees for those who are unable to afford them in accordance with this policy as well as the process for applying for a fee waiver. A notice of waiver availability will be attached to every bill for fees or fines that families receive. Any fees paid to a Noble campus are non-refundable after the students first day of attendance, unless the family is eligible for the aforementioned waivers. In addition, students who fail any of the promotion requirements will be expected to enroll in a make-up class, per the costs previously listed.

### **Fee Waivers**

General conditions for a partial or full waiver of school fees:

- All school fees will be waived for Students in Temporary Living Conditions (STLS).
- Students who qualify for Free Priced Meals, as determined by the State of Illinois through a Financial Income Information Form, are eligible for a waiver of school fees.
- Students who suffer significant extenuating circumstances may be eligible for a waiver of some school fees or may apply for a payment plan. Extenuating circumstances include a very significant loss of income due to severe illness or injury in the family or unusual expenses incurred because of a natural catastrophe. The school will make the final decision as to what is allowable on a case by case basis in a non-discriminatory fashion.

Other students whose families encounter financial hardship may apply for a payment plan through the main office at their campus. A payment plan will allow families to reduce payments and/or extend payment timelines so that students may still participate in mandatory school activities without penalty for the inability to pay. In addition, promotion or graduation will not be denied on the basis of an inability to pay fees.

If you believe your family may qualify for a fee waiver, please contact your campus office to complete the Family Income Information Form. Additional documentation (including but not limited to pay stubs, tax

returns, evidence of receipt of food stamps or Temporary Assistance for Needy Families) may be requested during our review of your application. If an application for a waiver is denied, the campus will mail a copy of the decision, stating the reason for denial, to the family at the address listed in Powerschool within thirty (30) calendar days of receipt of the request. The decision will inform the family of their right to appeal the decision within the time provided and will inform the family that they may reapply for a waiver during the school year if their circumstances change or if the basis of the decision or reason for which they were denied a waiver changes.

Please go [here](#) for more information on school fee waivers.

## **Guests**

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

Guests are defined as individuals other than enrolled students and campus staff. Upon entry, guests must be screened via Evolv - a weapons detection system - and then go directly to the main office or the reception desk where an approved form of identification will be scanned. You will then receive a visitor's badge that should be visible throughout your visit. Guests must only access the areas of the school that satisfy the intention of the visit. Once the visit is complete, guests should inform the front office of their leave, and exit the building as soon as possible. Loitering or refusal to leave upon the request of school staff may result in removal by law enforcement.

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

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

### Right to access

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

## **Health and Wellness**

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

### **Nutrition**

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

### Nutrition Promotion

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

### Nutrition Education

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

### Other School Based Strategies

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

### Reporting

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

### Fundraising with Food (Nutrition Standards for Competitive Foods)

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

### **Physical Activity**

In addition to student participation in (at a minimum) two years of NobleFit, staff are encouraged to provide supportive, experiential, growth-oriented health and fitness programming before and after school as a club or enrichment.

Physical Education programming ensures that students are meeting physical education requirements set by Illinois state standards. There is risk of injury in PE classes and fitness events. Noble Schools, its campuses, and employees are not liable for any accidental harm that may occur. Coaches, teachers, and trainers may provide first aid to a student in case of injury in connection with these activities. Please see "*Concussion Policy*" on page 36 for additional information concerning concussions and head injuries.

### **Sexual Health Education**

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

Noble views parents/guardians as the primary educators of their children for sexual health. A parent/guardian may submit a written request to the campus Sexual Health Education Coordinator or PE teacher that their child be excused from taking or participating in any class or course in comprehensive sex education. In addition, as allowed by state law, designated, trained staff members or designated trained third parties may distribute male and female condoms in specified locations at Noble campuses; a parent/guardian may submit a written request to the campus that their child not access these resources. Parents/Guardians may use [this form](#) and submit it to the campus' Sexual Health Education Coordinator or NobleFit teacher if they chose to opt their child out.

<b>No Solicitation</b>
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Students may not sell any goods or services for a fundraiser, charity or any other reason whatsoever while on school grounds unless they are doing so with the express consent of campus staff and for a school-sponsored club or organization.

## **Noble League**

All Noble campuses are members of the Noble League and the Illinois High School Association (IHSA). The Noble League is the competition mechanism of Noble athletics, fitness, academics, and the arts. The Noble League facilitates league and championship competitions for over 20 sports and activities. Noble League coaches enhance the Noble mission by empowering students to compete and learn through growth-oriented competition.

### **Noble League Offerings**

<b>Fall Sports</b>	<b>Winter Sports</b>	<b>Spring Sports</b>	<b>Activities</b>
Boys Soccer	Boys Basketball	Baseball	Chess
Boys 16-Inch Softball	Competitive Cheerleading	Boys Rugby	Debate
Cross Country	Competitive Dance	Boys Volleyball	Honor Music Festival
Football	Girls Basketball	Girls Soccer	Marching Band
Girls Flag Football	Step	Softball	E-Sports
Girls Rugby	Wrestling	Track & Field	Theatre Arts
Girls Volleyball			Visual Arts
Sideline Cheerleading			

### **Noble League Academic Eligibility**

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

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

### **Participation Day of Game**

Students who have an unexcused absence may not attend or participate in an after-school sporting event that same day without written permission from the principal.

### **Sport Physicals**

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

### **Fees for Sport Participation**

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

### **Campus-Issued Equipment and Uniforms**

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

### **Non Campus-Issued Items**

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

#### Noble League Student and Parent Expectations

Student-athletes, parents, and all other spectators are expected to display respect and intentional sportsmanship toward other students, coaches, game officials, game personnel, and spectators. Inappropriate language, taunting, verbal altercations, and physical altercations are subject to consequences - including but not limited to game or season suspension - by the IHSA, Noble League, and Noble Schools. Noble League students should compete in exciting and empowering environments. Participants and spectators should feel welcome, safe, and supported.

#### Official Noble League Event Rules and Regulations

1. Game personnel and coaches must model, monitor, and uphold Noble's Core Values in all interactions.
2. Spectators may be removed from a contest for disruptive behavior and language.
3. Spectators who exhibit repeated disruptive behavior may be banned permanently.
4. Staff may ask spectators to remove head coverings other than those worn for religious, cultural and/or medical reasons.
5. Staff may ask for outside food, drink, and gum to be discarded before entry.
6. Staff may search bags or use a detector to promote a safe environment.
7. Noble concession stands may not sell homemade food.
8. Only approved students and staff are allowed on game sidelines/benches.
9. Coaches and players must clean benches and locker rooms after a contest.

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

#### Concussion Policy

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

#### Noble Statement on Hazing in Sports

The Noble Schools and the Noble league, as part of the local community standards effort, is promoting healthy, safe, and balanced lifestyles. Student organizations and athletic teams can play a vital role in this process, and can provide transformative opportunities for friendship, leadership, and personal growth and discovery. Hazing of any kind is antithetical to these goals; therefore, Noble Schools prohibits hazing activities, whether by an individual or an organization. Hazing incidents will be reported to campus leadership and consequences will align with the Noble Student and Parent Handbook. The Noble League reserves the right to temporarily or permanently suspend a student-athlete, coach, or team for hazing.

#### **Mandated Reporting of Abuse or Neglect**

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



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

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

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

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

## **Medical Policies**

### **Immunizations and Health Exams**

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

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

If a parent or guardian believes their student is exempt from this policy based on religious or medical grounds, please contact the Noble Support Team.

### **Dental and Vision Requirements**

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

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

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

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

**Allergies**

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

**Medications**

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

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

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

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

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

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

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

**Self-Administration**

A student may possess and self-administer diabetes medication, an EpiPen, medication prescribed for asthma for immediate use at the student's discretion, or other medication as provided for in a qualifying plan and provided the student's parent/guardian has completed and signed the relevant form(s). Qualifying plans include an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form, a 504 plan, and an IEP, as well as a Diabetes Care Plan. This authorization must be renewed annually. Parents/guardians are strongly encouraged to provide back-up medication to be kept in the health office.

Noble shall not incur liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless Noble and its employees and agents against any claims, except based on willful and wanton

conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

### **School Distribution of Narcan**

For purposes of this policy, "opioid antagonist" means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride ("Narcan") or any other similarly acting drug approved by the U.S. Food and Drug Administration.

A school nurse or other trained school personnel will provide and/or administer an undesignated opioid antagonist to a student when they, in good faith, believe a student is having an opioid overdose. Each school principal shall maintain the names of trained personnel who can administer opioid antagonists on campus. Consistent with 105 ILCS 5/22-30(f), each campus will maintain a supply of opioid antagonists during normal school day hours and during school sponsored events, to the extent such undesignated opioid antagonists are available. (Note - Noble may not maintain undesignated opioid antagonists and any requirements under this policy are void if the school is unable to obtain a prescription for opioid antagonists or is unable to fill the prescription for opioid antagonists).

Within three (3) days after the administration of an undesignated opioid antagonist, Noble will submit a report regarding the administration of undesignated opioid antagonists when used to the parent, prescriber, and Illinois State Board of Education. Noble's report to the Illinois State Board of Education will include the following information: (1) the age and type of individual receiving the opioid antagonist (i.e., student, staff, or visitor); (2) the location where symptoms developed or were first noticed; (3) the type of person administering the opioid antagonist (i.e., school nurse or trained personnel); and (4) any other information required by the State Board of Education.

Noble shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of a medication, including an opioid antagonist. And, pursuant to Illinois law, a student's parent/guardian must indemnify and hold harmless Noble and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of the administration of an opioid antagonist.

See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

### **Personal Property Liability**

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

### **School Issued Property**

Students are responsible for keeping their textbooks, Chromebooks, lockers, locks, and any other school issued property in the condition in which they received them. Students may be required to pay replacement costs for damaged school-issued property, including, but not limited to, the items mentioned above.

### **Student Initiated Groups**

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

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

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

Non-curriculum related student groups shall also be granted the following (to the same extent as curriculum-based groups):

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

Non-curriculum related student groups cannot participate in or make presentations as a group to town hall assemblies held in the school. In addition, the school will not spend public funds on non-curriculum related student groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of the activities and opportunities listed above.

## **Student Rights**

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

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

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

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

Freedom of press

Students may express themselves in publications and other written materials and will not be censored so long as their publications and written materials are signed by the author(s), and are not disruptive,

defamatory, obscene, invasive of privacy, harassing, or likely to provoke disruptive, unlawful, or violent behavior. Distribution or posting of publications, signs, and other materials must comply with the same standards and may be limited by the campus principal or his/her designee to designated times and places to avoid disruption and litter. Noble reserves the right to regulate the content of school sponsored expressive activities to comply with applicable journalistic standards as well as the general standards listed above.

#### Freedom of religion

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

#### Equal Educational Opportunities

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

#### Rights of Students with Disabilities

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

#### Intimidation and Harassment Prohibited

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

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

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

## **Student Records**

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

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

### **Definition of school student records**

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

The following shall not be considered school student records:

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

### **Permanent records**

The student permanent record shall consist of the following:

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

#### Temporary records

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

1. Scores received on the state assessment tests administered in grades kindergarten-8
2. A completed home language survey form
3. A record of release of temporary record information
4. Information regarding serious disciplinary infractions involving drugs, weapons, or bodily harm to another that resulted in the imposition of punishment or sanction
5. Final finding reports from the Department of Children and Family Services ("DCFS") pursuant to Section 8.6 of the Abused and Neglected Child Reporting Act (no report other than what is required under Section 8.6 shall be placed in the school student record)
6. Any biometric information that is collected in accordance with Section 10-20.40 of the Illinois School Code
7. Health related information (current documentation of a student's health that is relevant to the school participation, not otherwise governed by the Illinois Mental Health and Developmental Disabilities Confidentiality Act)
8. Accident reports
9. Documentation of a student's transfer, including records indicating the school or school district to which the student transferred
10. Information contained in related service logs maintained for a student with an individualized education program under 105 ILCS 5/14-8.02(f)

The student temporary record may also include:

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

#### **Inspection and Access**

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

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

#### Access to Records without Parental Consent

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

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

#### Directory Information



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

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

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

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

Directory information is limited to the following:

1. Identifying information: student's name, address, gender, grade level, date and place of birth, parent/guardian names, telephone numbers, and mailing and electronic mail addresses
2. Academic awards, degrees, and honors
3. Information relating to school-sponsored activities, organizations, and athletics
4. Major field of study
5. Period of attendance in school
6. Photograph, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs, except that
  - a. No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior written consent of the parent/guardian or student, as applicable
  - b. No image on a school security videotape recording shall be designated as directory information

#### Promotional Materials

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

#### Protection of Pupil Rights Amendment

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

marketing surveys distributed to students. Noble will notify parents/guardians of the approximate dates during the school year during which such data collection will occur and their rights to opt out of the data collection.

#### Transmission of Records for Transfer Students

School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll within 10 school days of a written request of such official or student, provided that the parent/guardian receives prior written notice of the nature and substance of that information and the right to inspect, copy, and challenge such information. Noble may extend the production by an additional 5 school days, in compliance with the Illinois School Student Records Act.

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

#### **Challenge procedures**

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

#### Statement of dispute

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

#### **Maintenance of school records**

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

#### **Destruction of school records**

Noble will follow the maintenance guidelines, above, to maintain temporary records for five (5) years and permanent records for sixty (60) years after a student leaves Noble. Noble will then destroy the student records, in the normal course of business, once the applicable retention period has been met. Parents or students (if over the age of 18) may review temporary or permanent records at any time prior to their destruction by contacting the relevant Campus Operations Lead.

#### **Research Use Policy**

##### Student and Family Privacy Rights

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

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

### Surveys

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

### Surveys Created by a Third Party

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

### Survey Requesting Personal Information

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

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

The student's parent/guardian may:

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

### Instructional Material

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

## **Supervision of Students**

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

## **Technology Acceptable Use Policy**

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

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

1. Use of computers, the internal network, and/or access to the internet must be for school purposes only.
2. Computers and all other technical resources must be handled carefully and returned in the same manner in which they were received.
3. Students are responsible for damaged or lost technology. This includes paying the full replacement cost for a lost, broken, or stolen Chromebook. A fee schedule should be provided and students with fee waivers should not be responsible in any way.
4. Students are accountable for everything done on Noble's technical resources and while using their user ID, including accessing Internet content and sending emails/messages or chats.
5. Noble Hotspots (mobile internet connectivity devices) should only be used for school purposes.
6. Students should use Zoom and Google Meet responsibly. If found in violation of Zoom or Google policies, these vendors can permanently deny students access to their platform.
7. The following are guidelines for use of the internet, internal or external, with Noble issued/managed equipment:
  - a. Students are not allowed to access, use, share, or possess pornographic, gang-related, violent, illegal, or inappropriate digital content.
  - b. Students are not allowed to access, use, or possess unauthorized or illegally obtained hardware, software, data, or files.
  - c. Students are not permitted to use non-Noble technology on the school's network, mainly to prevent the spread of viruses, spyware, trojans, or denial-of-service programs.
  - d. Students are not permitted to install any software programs or extensions on their devices.
  - e. Students may not alter network addresses or website identifiers, including use of proxy servers or virtual private networks to bypass network security systems (firewalls, etc.)
  - f. Students should not share their login names or passwords..
  - g. Students must respect the privacy and rights of others and are not, under any circumstances, permitted to access the records of another student.
  - h. Students may not use technical resources to make inappropriate, degrading, defamatory, or harassing comments about other students, teachers, administrators, or the school.
  - i. Students should not provide personal information for any purpose whatsoever on the internet without prior consent from a campus staff member.
  - j. Students must tell a campus staff member or a parent/guardian as soon as possible if they receive unsolicited contact by anyone over the internet. Students should never share personal information or agree to meet with anyone who solicits such information from them online.
8. Unless otherwise permitted by campus staff, students may not use technical resources for non-school activities such as playing games, using social media or chat programs, listening to music, watching streaming media, fundraising, or engaging in any commercial activities, including advertising or sales.
9. Files created, accessed, and/or saved by students on school computers are the property of Noble and may not be considered private records. Electronic files or digital content created, accessed, and/or saved on school computers or accessed through Noble user ID accounts may be monitored and accessed by the IT Department and campus leadership, under Legal guidance, at any time and without notification. This includes Noble user account activity and/or emails that are sent or received by students on any internet connected device.

## Uniform Policy

At Noble, we believe a student uniform promotes an equitable and positive student experience by 1) fostering school identity, pride and community, and 2) enhancing school safety by making the presence of visitors/outside immediately apparent.

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

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

### Basic Principle

Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, chest, and nipples are fully covered (e.g. bottoms must be worn at or above the hips.) School branded items cannot be altered in any way (e.g. items may not be cut, ripped, tucked/hiked up, rolled, or tied). All items listed below must meet this basic principle.

### Noble Uniform Details

#### **1. Tops and Outerwear**

- a. Students must wear unaltered Noble-branded, campus-approved tops. Noble-branded approved cardigans, jackets, vests, etc worn as uniform tops must be buttoned/zipped up.
- b. Students may only wear unaltered Noble-branded, campus-approved outerwear.
- c. Campuses may require students to wear a school-ID
- d. Outerwear accessories (e.g. gloves, earmuffs, scarves) are not permitted.

#### **2. Bottoms**

- a. Students must wear solid (~90%) black bottoms
  - i. Examples: pants, leggings, skirts, sweats/joggers, jeans, shorts
  - ii. Rips, logos (e.g. Nike swoosh), and branded designs (e.g. Adidas stripes) are permitted.

#### **3. Shoes**

- a. Students must wear closed-toe shoes (e.g. gym shoes)

#### **4. Head Coverings**

- a. Students may wear head coverings that honor religion and/or culture or if necessitated by a medical issue
- b. Hoods are not permitted (hoodies may be permitted as a campus-approved top, but the actual hood must remain down)
- c. Students may not wear hats, durags, bonnets or balaclavas/ski masks
- d. Students may not cover their eyes with sunglasses (transition sunglasses are permitted)

#### **5. PE Dress Code**

- a. Students must be in an unaltered school-branded, Noble League, or NobleFit branded top or a school-issued leotard for dance classes
- b. Students must wear athletic bottoms or school-branded sweats or shorts
- c. Students must wear gym shoes to enhance safety during physical activity
- d. Students may not wear jeans, skirts, dress pants, or open-toed shoes, crocs, or slippers for PE (unless for religious purposes)
- e. Students may be still required to participate in physical activities or complete a written assignment if they are not in full athletic gear
- f. Students will be allowed accommodations to the PE dress code for religious purposes

### **Self-Expression**

The use of tattoos/body art, hair styles, jewelry, socks, accessories, and piercings as a medium to express individuality and identity is welcome at Noble. Expressions that meet any of the following criteria are not permitted

- a. convey implied or expressed obscenities or sexual vulgarities
- b. promote the use of drugs, alcohol, or tobacco products
- c. promote or incite violence, gang activity, or other illegal acts,
- d. convey other messages that are reasonably likely to create a substantial disruption or invade the rights of other students
- e. depict or imply, in the opinion of school administration, hatred or prejudice against a protected class

<h3><b>Universal Complaint Policy</b></h3>
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### **Making a Complaint and Enforcement**

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

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

cooperate with OIG and OSP investigations. Allegations of sexual harassment that do not fall under Title IX and that are not investigated by OIG or OSP will be handled using this Policy.

## **Procedures**

### Informal Resolution

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

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

### Right to Pursue Other Remedies Not Impaired

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

### Filing a Formal Complaint

- A person filing a complaint who wishes to use this complaint procedure may do so by filing a formal complaint with the Coordinator of Nondiscrimination after attempts at an informal resolution have been unsuccessful or declined.
- The person filing the complaint will not be required to file a complaint with the Coordinator of Nondiscrimination and may request that the complaint be managed by the campus principal or assistant principal at the campus who shares their gender identity. If the Coordinator of Nondiscrimination, campus principal and assistant principal are of the same gender, the person filing the complaint may request that the complaint be managed by another senior leader at the campus who shares their gender identity.
- The Coordinator of Nondiscrimination or complaint manager or complaint manager may request the person filing the complaint to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent/guardians.
- The Coordinator of Nondiscrimination or complaint manager shall assist the person filing the complaint as needed.

### Deadlines

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

### Investigation

1. The Coordinator of Nondiscrimination will investigate the complaint or appoint a qualified campus Title IX representative to undertake the investigation on his/her/their behalf.
2. The Coordinator of Nondiscrimination shall ensure both parties have an equal opportunity to present evidence during an investigation.
3. The complaint and identity of the person making the complaint will not be disclosed except
  - a. as required by law or any governing agreement
  - b. as necessary to fully investigate the complaint

- c. as authorized by the person making the complaint, or by the complainant's parent/guardian if the student is under the age of 18
4. The identity of any adult witness may remain confidential at the discretion of the Coordinator of Nondiscrimination unless required to be disclosed by law or any other governing contracts.
5. The identity of any student witnesses will not be disclosed except
  - a. as required by law or any governing agreement
  - b. as necessary to fully investigate the complaint
  - c. as authorized by the parent/guardian of the student witness, or by the student if the student is 18 or older

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

#### Decision and Appeal

Within 5 school business days of receiving the Coordinator of Non Discrimination or Campus Title IX Representative's report, the Campus Title IX Representative shall communicate the decision in writing to the person who filed the complaint, the accused, and the Coordinator of Nondiscrimination. Decisions will be based on the preponderance of the evidence standard. Within 10 school business days after receiving the decision, the complainant or the accused may appeal the decision through a written request to the Campus Title IX Representative. The written request should include information to identify the incident in question, any information not available at the time of the investigation, and the reason for disagreement with the decision. Any party may submit their request in person or via email with the subject line of "Appeal for [Student Name - DOB XX/XX/20XX]." The Campus Title IX Representative shall promptly forward all materials relative to the complaint and appeal to the Coordinator of Nondiscrimination. Within 30 school business days, the Coordinator of Nondiscrimination shall affirm, reverse, or amend the decision or direct the Campus Title IX Representative to collect additional information. The Coordinator of Nondiscrimination shall inform the person who filed the complaint and the accused of the final decision in writing.

#### Coordinator of Nondiscrimination

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

Jasmine Stratton

1 N. State Street, Floor 6

Chicago, IL 60602

jstratton@nobleschools.org/312-521-5287

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

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

Under Illinois School Code amendments made by Faith's Law, aimed to address sexual abuse prevention and response in schools, Noble was required to implement new training, policy and procedural requirements, as of July 1, 2023. Of these requirements, all Noble employees and contractors must be trained on child sexual abuse, including evidence-informed training on preventing, recognizing, reporting and responding to child sexual abuse and grooming behavior.



Additionally, Noble is required to conduct an employment history review of allegations of sexual misconduct for all applicants for employment (including contractors) who will have direct contact with children or students.

Here is a copy of the Sexual Abuse Response and Prevention Resource Guide for reference. This resource guide is also available on Noble's website and upon request.