

NEW LONDON PUBLIC SCHOOLS

Department of School and
Family Support Services:

Student Code of Conduct

(Rev. 8/2019)



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NEW LONDON PUBLIC SCHOOLS STUDENT CODE OF CONDUCT

PART A: INTRODUCTION OF THE NEW LONDON PUBLIC SCHOOLS (NLPS) STUDENT CODE OF CONDUCT (SCC)

PHILOSOPHY

New London Public Schools (NLPS) is committed to the work of developing schools that are the pride of our community. Our mission starts with the delivery of a high-quality learning experience for every child, every day. Daily, we believe that our words, decisions and efforts transform students' lives. In this transformative process, we commit as an all-magnet district to work tirelessly to help all students progress on their personal journey in terms of academic and social-emotional learning. We believe that to reach the minds of our students, we first must engage their hearts, and that teaching our students how to best manage and exhibit appropriate behaviors is a primary teaching task for all NLPS staff. This SCC is grounded in the belief of creating a positive school culture that includes the process of teaching, modeling and revisiting behaviors; responding to student need rather than reacting on the part of the adults. We believe in "kids first, and always" and that by working together, we can help all of our students to succeed.

This Student Code of Conduct (SCC) is designed to inform parents, students, administration, staff and community members of expected school behavior. It is not intended to promote discipline as the first line of action for students exhibiting challenging behavior(s). NLPS is committed to the utilization of positive strategies in changing student behavior as the first line of action.

STATEMENTS OF RATIONALE

"Climate is based on patterns of students', parents', and school personnel's experience of school life, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing, and satisfying life in a democratic society." (The National School Climate Center, 2014)

THEORY OF ACTION

If we are intentional and determined in our pursuit of supporting the social-emotional development of students and adults, where diversity is celebrated as a strength and collaboration, leadership and relationships are valued as essential to all we do, then we will create a culture and climate of excellence. The following must be considered to create a positive culture:

1. **Social-Emotional Learning**
2. **Positive Behavioral Intervention Systems (PBIS)**
3. **Restorative Practices**
4. **Race, Equity and Implicit Bias**
5. **District-Wide Code of Conduct**

DESCRIPTION

The SCC is a document meant to be used by students, families, and administration/staff to provide a consistent and predictable understanding of the NLPS approach to developing social-emotional skills, teaching behavior, promoting positive relationships, and administering natural consequences. The SCC is not intended to be a step-by-step protocol, but rather, a guide for helping members of the school community navigate through challenging situations while supporting a safe school community. The SCC should not be viewed as a manual for how to discipline a child, but rather an aligning document for how adults can work together to support our students through their most challenging moments. In turn, the SCC offers limits on appropriate, logical consequences, and more importantly focuses on the full array of interventions available to redirect and teach students to succeed. Please note that every situation presents a unique set of circumstances, context, and histories that must be contemplated and reflected in the decision-making process. Recognizing the individuality of children, this SCC provides appropriate flexibility and professional discretion when making decisions.

The NLPS SCC was written in accordance with the NLPS Board of Education (BoE) policies by the SCC Task Force

members including the superintendent, central office staff, administrators, teachers, social workers, psychologists, parents, community members, students and school resource officers.

CONNECTING TO SCHOOL CLIMATE AND CULTURE

Stepping back from the policy guidelines of this document, it is imperative to recognize and highlight the role of a positive school climate and culture as a cornerstone of student learning. Without this positive school climate and culture, learning is impossible. The SCC is an integral part of establishing and maintaining positive school climates and cultures across the district by providing the expectations, guidance and structure for adult decision making in response to student behavior. The NLPS SCC is designed to promote schools with the following core tenets of a positive climate and culture:

- Positive relationships and effective communication with all stakeholders: students, families, teachers/staff, community partners, elected officials and city personnel
- Effective leadership that creates and communicates clear expectations and is accessible and supportive of school staff and staff development
- A learning environment where students and staff feel physically and emotionally safe
- Supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort
- Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning

Relationships, Communication, Leadership, Consistency, Responsiveness, Engaging Education

RIGHTS AND RESPONSIBILITIES

All members of the school community, including students, parents and guardians, school administration, school staff, and the district office, have rights and share responsibilities to support a safe school community. The success of our students depends on shared understanding, intentional and proactive responses and purposeful teaching as part of a student's educational experience. It is dependent on the entire NLPS community and the varied roles they play along a student's journey. Identifying and recognizing the rights and responsibilities of each stakeholder in this formative process requires clear communication and responsiveness, consistency and follow through. These rights and responsibilities are described below:

<p>Student Rights: What Students Can Expect</p> <ul style="list-style-type: none"> • To receive a free high-quality public education • To be safe and supported in school • To be treated fairly, courteously, and respectfully • To be heard when bringing forth both ideas and concerns to the school administration or staff for resolution • To share his/her perspective with staff regarding the incident before receiving a consequence • To be told the reason(s) for any disciplinary action both verbally and in writing • Any consequence assigned is aligned to Student Code of Conduct • To receive time devoted to physical exercise not less than 20 minutes total in a regular school day for elementary school students
<p>Student Responsibilities</p> <ul style="list-style-type: none"> • To respect all members of the school community • To arrive on time and attend school daily • To maintain a positive school climate by being responsible, respectful, cooperative and safe • To understand and comply with all district, school and classroom expectations and policies, outlined in the SCC and Student Handbook • To behave in a manner that focuses on academic success including attending school daily, being prepared for class,

and completing class and homework assignments to the best of his/her ability

- To be responsible and accountable for following school rules and instructions given by the school principal, teachers, and other staff
- To inform school staff about any unsafe behavior or bullying that occurs at school, on the way to and from school, or in the school community

Families Rights: What Families Can Expect

- To have the opportunity to be actively involved in their child's education
- To be treated fairly, courteously, and respectfully by the NLPS administration, teachers, and other staff
- To access information about BoE policies and procedures
- To be notified promptly if their child engaged in behavior that requires intervention and possible consequence
- To receive information about their child's academic and behavioral progress
- To be offered translation and interpretation services

Parent/Guardian Responsibilities

- To maintain a positive school climate by being responsible, respectful, cooperative and safe with all members of the school community
- To engage with NLPS personnel fairly, courteously, and respectfully
- To gain access, read and become familiar with this SCC and Student Handbook
- To recognize and understand that school staff have the responsibility to enforce school expectations, district policies school rules and both federal and state mandates
- To ensure their child attends school regularly, on time and prepared, and to notify the school of absences
- To provide the school with accurate and current contact information and any student updates
- To tell school staff about academic/behavioral concerns or concerns respectfully and in a timely manner
- To discuss with their child about expected behavior in school to foster academic and social success
- To motivate their child to live up to the expectations through positive reinforcement
- To respect other students' privacy rights

School Administration/Staff Rights: What School Administration/Staff Can Expect

- To work in a safe and orderly environment
- To be treated fairly, courteously and respectfully
- To be heard when bringing ideas, complaints or concerns to school/district administration
- To receive supportive professional development and resources for how to better meet the needs of all students specifically connected to social-emotional learning

School Administration/Staff Responsibilities

- To respect all members of the school community and treat everyone fairly
- To explicitly teach, re-teach and model clear behavioral expectations to all students using positive reinforcement
- To follow State of Connecticut Law as a court mandated reporter
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary
- To intervene early and de-escalate inappropriate behaviors
- To communicate proactively to parents as well as other school staff when assistance is needed to address academic or social-emotional needs/concerns
- To apply the SCC accurately and consistently, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and recording all disciplinary actions in PowerSchool

PART B: OPERATIONAL PROTOCOLS

APPLICATION

The SCC always applies to students while they are on NLPS property, including buses, at any school-sponsored activity, including field trips, and while traveling to and from school or any school-sponsored activity. Other incidents that occur off school grounds are generally not addressed. However, we recognize that some incidents that occur off school grounds may seriously affect school safety and school climate. In those cases, and in accordance with state law, NLPS may implement intervention or disciplinary responses based on their impact on school safety and school climate.

KEY FACTORS IN MAKING DISCIPLINARY DECISIONS

When determining consequences for students' disruptive behavior, the following are important factors of consideration in ensuring that a disciplinary response is appropriate:

1. Age, health, and disability or special education status of the student;
2. Prior conduct and record of behavior of the student;
3. Previous interventions with the student;
4. Student's willingness to repair the harm; and
5. Seriousness of the incident and degree of harm caused.

STUDENTS WITH DISABILITIES

NLPS recognizes that additional steps must be taken when students with disabilities are disciplined. The SCC requires principals and school staff to follow BoE policies, NLPS administrative guidelines and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments and developing Behavioral Intervention Plans. NLPS is committed to reducing the disproportionate number of suspensions given to students with disabilities.

COMMITMENT TO NONDISCRIMINATION

NLPS is committed to using our SCC fairly and without discrimination based on a student's Individualized Education Program (IEP), 504 plan, race, ethnicity, national origin, gender, sexual orientation, socio-economic status or religion.

DEFINITIONS OF DISCIPLINARY RESPONSES

When students are disruptive or act inappropriately, school staff and principals should respond rationally, appropriately, and consistently. Educators should attempt positive behavior strategies to encourage appropriate behavior in conjunction with interventions to target behaviors of concern.

Our SCC describes five levels of possible response to inappropriate and disruptive behavior.

- **Classroom level/Interventions:** These interventions are an educator's decision in response to a student who is disrupting or disengaging from the educational process in the classroom. The aim of these interventions is to quickly teach and correct behavior so students can learn and demonstrate safe and respectful behavior within the learning environment. Educators are encouraged to try a variety of teaching and classroom management strategies for an extended period and document the results.
- **Removal from Class:** Removal from class is an educator level decision in response to a student causing a serious disruption of the educational process within the classroom. In the case of removal, the student must be sent to a designated area and the educator must inform the building administrator of the name of the student and the reason for removal. It is the expectation that the staff member who makes the decision to remove the child from class communicates the circumstances with the parent/guardian the day of the removal. If a removal from class results in 90 minutes or more, the discipline must be reported as an In-School Suspension. [This does not meet the level for "seclusion" and "exclusionary time out".]
- **Loss of Privilege/Social Probation:** Loss of Privilege/Social Probation is a response to a student infraction where an educator/administrator removes the rights and privileges of a student to attend a school-sponsored event. Loss of Privilege/Social Probation may have a range of severity in alignment to the infraction from loss of a classroom activity to the loss of privilege to attend a school-sponsored function. For elementary students, removal from recess, in whole or in part, is never an option.

- In School Suspension (ISS): An ISS is an administrative level decision in response to a student infraction significantly disrupting the learning environment resulting in the student being held outside of the classroom for 90 minutes or more. The ISS must be recorded in PowerSchool and communicated to parents by the administrator.
 - All suspensions shall be In-School Suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student must be suspended out of school.
 - School administration may not suspend students ISS more than 15 times in a school year or for a total of more than fifty days without the more formal procedures required for an expulsion.
- Out of School Suspension (OSS): An OSS is an administrative level decision in response to a significant level of disruption that is deemed dangerous/disruptive to the educational environment. During the period of OSS a student is not permitted to be on school property nor attend any school-sponsored events. The OSS must be recorded in PowerSchool and communicated to parents by the administrator. OSS is limited to no more than ten days (when school is in session) at a time and may not extend beyond the school year in which the exclusion was imposed (Conn. Gen. Stat 10-233).
 - A student in grades preschool to two may only be given an Out of School Suspension (or Expulsion) if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is: violent, of a sexual nature, or endangers other persons. (PA 15-96)
 - School administration may not suspend students OSS more than 10 times in a school year or for a total of more than fifty days without the more formal procedures required for an expulsion.
 - An OSS may also be appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than Out of School Suspension or Expulsion, including positive support strategies.
- Expulsion: An expulsion is defined as an exclusion from school privileges for any student in grades three to twelve for more than ten (10) consecutive school days including, but not be limited to, exclusion from the school. The expulsion process is a formal hearing process where members of the Board of Education vote and approve the final disciplinary decision, or the Board designates an impartial hearing officer is assigned to determine the outcome. (BoE Policy 5114.j, Conn. Gen. Stat 10-233d)
 - An expulsion period may extend beyond the school year in which the exclusion was imposed, up to one calendar year.

STUDENT AND PARENT DUE PROCESS RIGHTS WITH RESPECT TO SUSPENSIONS

Listed below are the procedures that must be followed in cases of suspension.

1. Parents must be provided written notification any time their children are removed from the school for disciplinary reasons. Diligent efforts should also be made to contact parents by the telephone and record of attempt must be recorded.
2. Students are entitled to a conference with the principal and school staff when they are removed from the classroom or school for disciplinary reasons.
3. Students must be given an opportunity to tell their side of the story before a placement decision is made for either In School or Out of School Suspension.
4. Students are entitled to make up classwork for full credit and without penalty when they are excluded from school. Each school shall assign a school staff liaison between the suspended student and his or her teachers to support this process. Teachers are required to provide students all daily classwork and assignments and must correct and return all completed work to students on a weekly basis. Students are responsible for completing make-up work in a timely manner.
5. Additional questions about suspensions should be directed to the school's principal.
6. Student will complete the identified re-entry process upon returning to school.

STUDENT AND PARENT DUE PROCESS RIGHTS WITH RESPECT TO EXPULSIONS

The Department of School and Family Support Services represents the Superintendent in processing expulsion decisions. The school must submit a written Superintendent's inquiry when recommending an expulsion. Following the submission of this report, a conference will be held between the school personnel (BoE Policy 5114.j) within 10 school days of the first

day of removal. In accordance with BoE policy, students and parents have a right to appeal an extended suspension (longer than 10 days) or expulsion decision after this conference has occurred.

Students with disabilities cannot be expelled without an IEP or 504 team meeting, as appropriate, at which a manifestation determination is made. Students with disabilities shall not be removed from school for behaviors that are deemed a manifestation of their disability.

If you have any additional questions regarding expulsion procedures, please call the NLPS Executive Director of School and Family Support Services at (860) 447-6010.

PART C: LEVELS OF INCIDENTS

DESCRIPTION OF LEVELING SYSTEM

The NLPS SCC organizes student incidents into five distinct levels ranging from minor acts of misconduct (Level I) to the most significant and potentially illegal acts of misconduct (Level V). For each of these levels, a brief description, suggestions for intervention and protocols for response are provided to guide NLPS staff and administration in making decisions. As previously stated in this document, the decision to level acts of student misconduct may be modified based on the context and specific needs of the student. It is important to note that the levels of incidents are designed to limit, rather than assign, the severity of the discipline for an infraction. Thus, the available interventions and consequences of lower levels are available to subsequent levels.

LEVEL I INCIDENTS

Level I incidents are low level rule violations and minor acts of misconduct that disrupt the orderly operation of the classroom, a school function, extracurricular/co-curricular program or district transportation. Level I incidents are typically handled by the NLPS staff member who observes the student committing the incident and are seen as learning opportunities requiring a direct conversation, reminder or minor discipline to correct.

Suggested Level I interventions are:

- Teacher/student conversation and or private conference
- Student redirection (preferential seating, proximity, cue card, etc.)
- De-escalation strategy
- Positive Behavioral Intervention Systems (PBIS)
- Strategies based on restorative practices
- Mediation
- Parent contact/conference
- Classroom level loss of privileges
- Teacher level detention

If the Level I behavior(s) persists, the staff member may seek support from the school administrator or school support staff regarding an intervention that would best change the student's behavior. Suspension is not an available disciplinary response for Level I violations.

LEVEL II INCIDENTS

Level II incidents are more serious acts of misconduct than Level I incidents. Level II includes acts of misconduct from Level I and acts directed against people or property that do not seriously endanger the health or safety of others. Level II incidents typically call for additional interventions beyond those required in Level I. These interventions must include parental contact and may include the engagement of various school and community supports to develop plans to improve student decision making. If appropriate, Level II incidents may be referred to NLPS administration for low level disciplinary consequences.

Suggested Level II interventions are:

- All level I interventions
- 1:1 counseling (teacher/support staff/parent)
- Referral to Guidance
- Parent/Team conference (including appropriate support staff)
- SRBI Behavioral Process
- Community/Restorative Circle
- School/Community Service
- Referral to outside services as appropriate

- Referral to Attendance Review Board
- Referral to Behavioral Health Supports
- Administrative level detention(s)

For Level II interventions, NLPS staff should provide the student with the opportunity to share their perspective about their misconduct as well as contact the parent/guardian regarding the student action and according plan/discipline. Suspension is not an appropriate disciplinary response for Level II violations.

LEVEL III INCIDENTS

Level III incidents are major acts of misconduct that include repeated serious disruptions of school order and/r threats to the health, safety and property of others. Level III incidents require administrative intervention and support. In addition to all interventions applied in Levels I-II, administrators must utilize the due process protocols spelled out in BoE Policy 5114.5. When a Level III incident occurs, NLPS staff should refer the student to and administrator as quickly as possible with a detailed description of the misconduct. In addition to appropriate levels of support and intervention, Level III incidents may require administrative discipline up to In-School Suspension.

Suggested Level III interventions are:

- All Level I-II interventions
- Referral to outside services as appropriate
- Loss of Privilege/Social Probation
- All discipline up to In School Suspension

For level III interventions, NLPS administrators should provide the student with the opportunity to share their perspective about their misconduct as well as contact the parent/guardian regarding the student action and according plan/discipline. Out of School Suspension is not an appropriate disciplinary response for Level III violations.

LEVEL IV INCIDENTS

Level IV incidents are a significant act of misconduct that disrupts school order, and/or injures the health, safety and property of others. Level IV incidents require administrative intervention and support. In addition to all interventions applied in Levels I-III, administrators must utilize the due process protocols spelled out in BoE Policy 5114.5. When a Level IV incident occurs, NLPS staff should refer the student to and administrator as quickly as possible with a detailed description of the misconduct. IN addition to appropriate levels of support and intervention, Level IV incidents may require administrative discipline up to Out of School Suspension for no more than five days.

Suggested Level IV interventions are:

- All Level I-III interventions
- Referral to outside services as appropriate
- All discipline up to five days of Out of School Suspension

For Level IV interventions, NLPS administrators should provide the student with the opportunity to share their perspective about their misconduct as well as contact the parent/guardian regarding the student action and according plan/discipline. Out of School Suspension of more than five days is not an appropriate disciplinary response for Level IV violations.

LEVEL V INCIDENTS

Level V incidents are the most significant and potentially illegal acts of misconduct that disrupt school order, and/or injures the health, safety and property of others. These acts may include behavior that is illegal and dangerous. Level V incidents require administrative intervention and support. In addition to all interventions applied in Levels I-IV, administrators must utilize the due process protocols spelled out in BoE Policy 5114.5.

When a Level V incident occurs, NLPS staff should refer the student to an administrator as quickly as possible with a detailed description of the misconduct. IN addition to appropriate levels of support and intervention, Level V incidents may require administrative discipline of an Out of School Suspension of six days or more, as well as a referral for expulsion from school. In addition, for specific Level V incidents, NLPD should be notified and alerted for potential arrest.

Suggested Level V interventions are:

- All Level I-IV interventions
- Six days or more Out of School Suspension
- Referral for Expulsion
- Notification to NLPD
- Law Enforcement Referral to Diversionary Program
 - Law Enforcement Mentoring
 - Law Enforcement ticket/fine

For Level V interventions, NLPS administrators should provide the student with the opportunity to share their perspective about their misconduct as well as contact the parent/guardian regarding the student action and according plan/discipline. Out of School Suspension of six days or more, referral for expulsion and notification to New London Police Department are appropriate disciplinary responses for Level V violations.

PART D: STATE OF CONNECTICUT'S DISCIPLINE CODES AND DEFINITIONS

DESCRIPTION

The NLPS SCC organizes disciplinary infractions into three major categories of policy violations, safety violations and attendance violations. These infractions were identified through a careful analysis of nearly 2,500 NLPS disciplinary infractions over the course of school years 2015-2017. The following table provides the **State of Connecticut** discipline code label, infraction name and district assigned description. For each infraction, the SCC provides a leveling window limiting the severity of consequence. As previously stated, this leveling table should not be a decision-making manual but rather a guiding document from which to make an informed, supportive and appropriate decision regarding the assignment of a consequence.

Policy Violations				
Code	Infraction	Description	Level	OK Under 15-96
1410	Theft/stealing	The unlawful taking of personal or school property.	2-5	No
3500	Vandalism	Willful destruction or defacement of property (personal, school) valued at \$50 or more (destroying cell phone, destroying technology, spray painting walls).	3-5	No
3510	Destruction of personal property	The destruction of personal property such as clothing, a book bag, etc., less than \$50 value	1-2	No
3601	Insubordination/disrespect	Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situation in which a student is disobedient.	1-4	No
3604	Cheating	As related to test taking, homework or other educational situations.	1-2	No
3611	Throwing objects	Victimless incident in which student propels an object (rubber band, paper, etc.)	1-2	No
3620	Obscene Behavior	Any behavior that is offensive to morality or decency (lewd behavior, indecent exposure, mooning, etc.)	1-3	Yes
3629	Risk of Injury	Behavior that potentially could result in injury; pranks may fall into this category	1-4	Yes
3634	Failure to attend detention or ISS	Failure to serve assigned discipline.	1-4	No
3638	Dress code violation	Intentional and/or repeated violation of the BoE dress code violation	1-2	No
3644	Accumulation of detentions	Repeated level I or level II behaviors that have been previously addressed with interventions/minor disciplinary consequences (accumulation of referrals).	2-3	No
3653	False information/lying	Intentionally providing false information/lying/forgery	1-4	No
3654	Selling "stuff"	Inappropriate sale of candy, cookies, or other materials (does not include drugs, prescription drugs, stolen property or other contraband).	2-3	No
3671	Cell phone violation	Violation of technology policy: Inappropriate use of the cell phone	1-2	No
3674	Tape recorder/recording device	Videotaping or recording another student or staff member without permission	1-5	No
3685	Misuse of the hall pass	Using a hall pass for reasons other than its designated purpose.	1-3	No
Safety Violations				
Code	Infraction	Description	Level	OK Under 15-96

1100	Arson	Arson is defined for the purpose of this report as the reckless destruction or damage to a building or other school property by intentionally starting a fire or causing an explosion. When fireworks or other incendiary devices are a contributing factor, then the weapon type used must be reported.	5	Yes
1110	Reckless Burning	A person is guilty of reckless burning when he intentionally starts a fire or causes an explosion, and thereby recklessly places a building in danger of destruction or damage. Lighting paper on fire, a garbage can fire, setting a person's personal property on fire etc.	5	Yes
1420	Robbery	The taking or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances using force, fear or the threat of violence. For example, threatening to beat up a student if he does not give up his lunch money. Note: The difference between robbery and theft is that in a robbery, the victim is present and there is either the threat of or actual physical harm.	4-5	Yes
1700	Fighting/ altercation/ physical aggression	Participation in an incident involving physical confrontation in which one or all participants receives at least some type of minor physical injury (black eye, bloody nose or lip, bruises, etc.).	4-5	Yes
1710	Physical altercation	Participation in a physical confrontation or some type of physical aggression that does not result in any injury. This category also includes situations in which one person strikes another causing no injuries.	3-4	Yes
1711	Verbal altercation	Participation in an incident involving a verbal confrontation (i.e., shouting match, yelling, etc.). This can also be the prelude to a more serious issue.	2-4	No
1712	Inciting a fight/riot	Encouraging a student or a group of students to engage in a physical altercation through words, social media posts, written words, or actions.	3-5	Yes
1720	Battery/assault	Striking another person with the intent of causing serious bodily harm to the individual.	5	Yes
1730	Throwing an object (serious)	Intentionally or unintentionally throwing an object resulting in an injury to others.	3-4	Yes
1750	Gang related behavior	Gang related behavior/issues.	3-5	Yes
1800	Harassment (non-sexual)	Physical, verbal, written, or electronic threats, which creates intimidation/ fear of harm. Annoying and/or hurtfully berating a student or group of students or other personnel, creating a threatening or hostile educational environment.	1-5	Yes
1811	Racial slurs/ hate crimes	An incident involving some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability.	4-5	Yes
1817	Threats of bodily harm	Police are notified due to severity of threat and there may or may not be a weapon involved (student threatening to kill a student or staff member).	5	Yes
1900	Harassment (sexual)	Inappropriate and unwelcome communication of a sexual nature or gender-based harassment through verbal/written comments, electronic posts, and/or physical advances that creates an intimidating, hostile, or offensive educational environment (suggestive comments, cat calls, social media posts, leering,	4-5	Yes

		gestures, jokes; or pressure to engage in sexual activity).		
1910	Sexual Battery	Oral, anal, or vaginal penetration forcibly or against the will of a person or where the victim is incapable of giving consent. Sexual contact forcibly and/or against the will of a person or where the victim is incapable of giving consents because of his/her youth and/or mental incapacity. For example, rape, fondling, indecent liberties, child molestation, sodomy, or statutory rape.	5	Yes
1920	Sexual offense	Consensual sexual contact. There is no force or the threat of force. Fondling or oral sexual contact are examples.	3-5	Yes
2100	Stabbing	The intentional puncturing of the skin using some type of sharp instrument. The type of weapon used (e.g., knife, pencil/pen) must be indicated.	5	Yes
2700	School threat/bomb threat	Any threat (verbal, written or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building, property or harm to students and/or staff (e.g., bomb threat, chemical/biological threat, terrorist threat). The police/security personnel must be involved	5	Yes
3600	Policy Violation-Arrest	Off campus arrest that violates a publicized policy of BoE and seriously disrupts the educational process of a school.	4-5	Yes
3610	Disorderly conduct	Repeated disruptive behavior or any acts that seriously disrupt the learning environment.	3-4	No
3624	Obscene language/profanity	Use of obscene language or actions in written, oral, physical, or electronic form.	1-4	No
3626	Spitting	Intentionally spitting on a student or staff member.	3-4	No
3627	Inappropriate behavior	Non- aggressive, non-malicious, horseplay/play fighting with no intent to harm	1-3	No
3628	Disruptive behavior	Disruption of class; or causing a disruption in the hallway, cafeteria or other area of the school.	1-2	No
3649	Safety code violations	Intentionally violating safety codes (running in halls, misuse of lab equipment, pulling fire alarm, bomb threat)	1-5	No
3700	Weapon only	Possession of a deadly weapon, dangerous instrument, or martial arts weapon.	5	No
3800	Drugs/alcohol/ tobacco only	Ranging from possession/use to distribution of drugs/alcohol/tobacco	3-5	No
3701	Knife; 2 ½ inches or longer	Steak knife, hunting knife, etc.	4-5	Yes
3702	Knife; less than 2 ½ inches	Pen knife, boy or girl scout pocket knife	4-5	Yes
3703	Box Cutter	A small tool that is made for opening cardboard boxes and that has a very sharp blade that can be pushed in and out of its case.	4-5	Yes
3711	Handgun	Any authentic firearm that can be held and fired with one hand such as a revolver or a pistol.	5	Yes
3714	Pellet, BB, or air gun	Includes homemade blow guns/pea shooters	5	Yes
3715	Slingshot	A Y-shaped stick with an elastic strip between the prongs for propelling stones and other small objects.	5	Yes
3717	Stun gun	A battery-powered, hand-held weapon that fires an electric charge when held against a person and activated by a trigger or button, used particularly by police, to immobilize a person briefly and without injury.	5	Yes
3720	Explosive Device	Pipe bomb/chemical bomb or other types of explosive devices meant	5	Yes

		to kill or harm.		
3722	Fireworks/firecrackers	A small explosive charge and a fuse in a heavy paper casing, exploded to make noise and/or firework.	4-5	Yes
3730	Defensive Device	Gas repellent, mace, chemical/pepper spray.	5	Yes
3470	Martial arts device	Chinese star	5	Yes
Attendance Violations				
Code	Infraction	Description	Level	OK Under 15-96
3632	Tardiness	Reporting to school or class after required start time	1-2	No
3641	Presence in an unauthorized area	Being in an unauthorized area.	1-3	No
3631	Skipping class	Intentionally failing to attend class without permission from school staff	1-3	No
3648	Leaving class without permission	Leaving class without permission.	1-3	No
3635	Leaving school grounds	Leaving the school grounds without permission.	1-3	No

PART E: CONCLUSION

The NLPS SCC is a living document that represents the collective input of NLPS stakeholders determined to support student success. As any document, we recognize that policy is only one small part of the solution that relies so greatly on so many individuals to support our students. As a point of process, this document will be reviewed, revised and reshaped moving forward as our system continues to evolve to better support student needs.

The NLPS SCC acknowledges the complexity of decision making at the school level in response to student behavioral infractions. By no means does this policy guideline attempt to place a one size fits all approach on the unique and twisting narratives of supporting students in need, but rather seeks to provide guidance, clarity and a solid starting ground for expert decision making.

When students succeed, schools flourish, homes thrive, neighborhoods blossom and communities transform. By working together, and by viewing education through the lens of “our kids,” the hope is that this document will unite us all as we reach our goal of achieving nothing less than excellence for New London.

PART F: REFERENCES

We would like to thank the references listed below for the inspiration that their plans and documents have provided in our effort to develop the NLPS SCC. To all our contributors, both named and unnamed in this acknowledgement, we offer our deepest appreciation, gratitude and admiration for helping us identify our pathway forward.

- Baltimore City Public Schools Student Code of Conduct
- Chicago Public Schools Code of Conduct
- Orange County Public Schools Code of Conduct
- Philadelphia Public Schools Code of Conduct
- New London High School Student Handbook
- New London Middle School Student/Parent Handbook
- Memorandum of Agreement By and Between NLPS and the NLPD
- NLPS Positive Behavior Interventions & Supports (PBIS)

PART G: NLPS SCC Quick Reference/Intervention Guide

LEVEL	DESCRIPTION	SUGGESTED INTERVENTIONS
I	Level I incidents are low level rule violations and minor acts of misconduct that <u>disrupt the orderly operation of the classroom, a school function, extracurricular/co-curricular program or district transportation.</u>	<ul style="list-style-type: none"> • Teacher/student conversation and or private conference • Student redirection (preferential seating, proximity, cue card, etc.) • De-escalation strategy • Mediation • Parent contact/conference • Classroom level loss of privileges • Teacher level detention • Suspension is not an available disciplinary response for a level I violation
II	Level II incidents are more serious acts of misconduct than Level I incidents. Level II includes <u>acts of misconduct from Level I and acts directed against people or property that do not seriously endanger the health or safety of others.</u> Level II incidents typically call for additional interventions beyond those required in Level I.	<ul style="list-style-type: none"> • All level I interventions • 1:1 counseling (teacher/support staff/parent) • Referral to Student Support Center • Parent/Team conference (including appropriate support staff) • SRBI Behavioral Process • Community/Restorative Circle • School/Community Service • Referral to outside services as appropriate <ul style="list-style-type: none"> ○ Referral to Attendance Review Board ○ Referral to Behavioral Health Supports • Administrative level detention(s) • Suspension is not an available disciplinary response for a level II violation
III	Level III incidents are <u>major acts of misconduct that include repeated serious disruptions of school order and/or threats to the health, safety, and property of others.</u> Level III incidents require administrative intervention and support. In addition to all interventions applied in Levels I-II, administrators must utilize the due process protocols spelled out in <i>BoE policy 5114.5</i> .	<ul style="list-style-type: none"> • All Level I-II interventions • Referral to outside services as appropriate • Loss of Privilege/Social Probation • All discipline <i>up to In School Suspension</i> • Out of School Suspension is NOT an appropriate disciplinary response to a level III violation
IV	Level IV incidents are a <u>significant act of misconduct that disrupt school order, and/or injures the health, safety, and property of others.</u> Level IV incidents require administrative intervention and support. In addition to all interventions applied in Levels I-III, administrators must utilize the due process protocols spelled out in <i>BoE policy 5114.5</i> .	<ul style="list-style-type: none"> • All Level I-III interventions • Referral to outside services as appropriate • All discipline <i>up to five days of Out of School Suspension</i>
V	Level V incidents are the <u>most significant and potentially illegal act of misconduct that disrupt school order, and/or injures the health, safety, and property of others.</u> These acts may include behavior that is illegal and dangerous. Level V incidents require administrative intervention and support. In addition to all interventions applied in Levels I-IV, administrators must utilize the due process protocols spelled out in <i>BoE policy 5114.5</i> .	<ul style="list-style-type: none"> • All Level I-IV interventions • Six days or more Out of School Suspension • Referral for Expulsion • Notification of NLPD <ul style="list-style-type: none"> ○ Law Enforcement Referral to Diversionary Program ○ Law Enforcement Mentoring ○ Law Enforcement ticket/fine