

STUDENT CODE OF CONDUCT

Effective August 13, 2012



STUDENT HANDBOOK

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July 16, 2012

Dear Students, Parents/Guardians, School Staff, Teachers, and Administrators:

Welcome back for another exciting year at the Chicago Public Schools (CPS). Please take the time to review the 2012-2013 Student Code of Conduct (SCC) now to ensure that you have a successful school year.

What is the SCC?

The SCC was developed in partnership with key stakeholders including parents, teachers, students and community leaders, and was adopted by the Chicago Board of Education. Administrators, teachers, counselors, and other school staff are expected to engage all students in intervention and prevention strategies that address their behavioral issues and discuss these strategies with the student and their family. Intervention and prevention approaches may include guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution, peer mediation/negotiation, anger management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; and/or the development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy. The intent of the SCC is to help schools create safe, respectful and productive learning environments for all students that will help boost student achievement and prepare our children to be college and career ready.

The SCC is based on the belief that schools' learning environments improve when students:

- Understand the positive behaviors expected of them at school,
- Believe they have the skills to achieve,
- Receive recognition and praise for doing good work and behaving appropriately, and
- Feel that school staff members care about them and are helping them grow.

To this end, I encourage school staff, teachers and administrators to set high expectations for student success, build positive relationships with students and teach and model for students how to behave successfully in all school settings (classrooms, the cafeteria, hallways, bathrooms).

What's in the SCC?

The SCC is divided into four sections, as follows:

- Description of the rights and responsibilities of students and parents/guardians,
- Explanation of steps that all members of the school community must take to build a positive school environment; also describes the process for dealing with inappropriate student behavior,
- Outline of how schools should respond to allegations of bullying, and
- Additional resources, including a summary of best practices for building a positive school climate, reference guides, and important notices.

What should I do with the SCC?

School administrators: Please provide each student and parent/guardian with a copy of the SCC, discuss it with them, collect a signed Acknowledgment of Receipt form, and keep it on file to demonstrate that they received and reviewed this important information.

Parents/guardians: Please review the SCC with your child, sign and return the Acknowledgment of Receipt form, and encourage your child to demonstrate positive behavior at school.

Students: Please read the SCC and ask your parents/guardians, teachers and principals questions about any parts that you do not understand.

Students in every neighborhood deserve excellent schools, and one important component of achieving this excellence is a school atmosphere where children feel safe and can thrive. I hope you will find the SCC to be a useful guide for building a positive school climate, and I encourage students and the adults in their lives to do everything possible to make this a reality.

Sincerely,



Jean-Claude Brizard
Chief Executive Officer

STUDENT AND PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

Student Responsibilities

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and obey school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

Parent/Guardian Rights

- To be actively involved in their child’s education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Board’s policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child’s academic and behavioral progress

Parent/Guardian Responsibilities

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child’s learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students’ privacy rights

STUDENT CODE OF CONDUCT

Effective August 13, 2012

I. Who Should Read the SCC

The Student Code of Conduct, or SCC, is important for all members of the school community to read and understand.

Students: The SCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the good behavior that is expected of you at school. The SCC describes behaviors that are not allowed at school and explains the consequences if you behave inappropriately. If you follow the SCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates.

Parents/Guardians: The SCC is your guide for understanding the behavior that is expected of your student at school and the steps that will be taken if your child behaves inappropriately. Please read the SCC with your student and discuss any questions with the school principal. If you have concerns about your student's safety or behavior, please talk to your school principal so that you and the school can cooperate to help your child succeed.

School Staff: The SCC is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your administration can work to maintain a safe and orderly learning and work environment.

School Administrators: The SCC is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. When the school year begins, please distribute a copy of the SCC to students and parents/guardians and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.

Other District Staff: The SCC is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Chief Executive Officer or

designee is responsible for monitoring the implementation of prevention strategies and the safety and security program in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by race, ethnicity, and sex of students and preparing recommendations for improving school discipline.

II. Where and When the SCC Applies

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CPS (such as a school bus), and while using the CPS network.¹

The SCC also applies to student behavior outside of school if: (1) a student commits a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process at the school. In other words, students may be disciplined at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process at the school.

III. How the SCC Should be Used

In a safe, respectful, and productive learning environment, all students know what behaviors are expected of them and understand how to demonstrate good behavior at school. If a student behaves inappropriately, school staff members intervene to correct the student's behavior. The sections below should be used as a guide to help all schools create a safe, respectful, and productive learning environment by (1) guiding students towards positive behavior, and (2) responding quickly and consistently to correct any inappropriate student behavior.

Guiding Students to Positive Behavior

The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is

¹The CPS network means systems, computer resources and infrastructure used to transmit, store and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the CPS intranet system or CPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the CPS Network (<http://policy.cps.k12.il.us/documents/604.2.pdf>).

expected of them as learners at school. Schools should nurture students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations in a constructive way. School principals and staff members must establish and maintain a positive school climate and must effectively communicate, teach, and model the positive behaviors they expect students to exhibit in the classroom and in other parts of the school throughout the day.

In order to guide students to positive behavior, **all school staff** must follow these steps:

1) Set expectations for positive behavior.

- Create expectations for positive behavior and predictable routines for students.
- Post expectations for positive behavior throughout the school.
- Regularly communicate high expectations for student success demonstrating positive behavior.

2) Teach positive behavior.

- Build positive relationships with students.
- Model positive behavior for students.
- Explicitly teach students how they can best demonstrate positive behavior and follow expected routines. For example, specify expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.
- Practice expected behavior with students in all settings.

3) Reinforce positive behavior.

- Regularly review expectations for positive behavior, reteaching and allowing practice as needed.
- Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.

- Praise and reward students for demonstrating positive behavior, especially when it is a new behavior for that student.

By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviors, schools will see fewer incidents of inappropriate behavior and more time spent learning. For more information about guiding students to positive behavior, see the Additional Resources section.

Responding to Inappropriate Student Behavior

The second part of building a safe, respectful, and productive learning environment is effectively addressing inappropriate behavior, if it occurs. All members of the school community should take steps to correct the student's inappropriate behavior, remedy any harm caused, and prevent the same inappropriate behavior from recurring. **Students, parents/guardians, teachers, and staff** are responsible for reporting inappropriate student behavior to the school principal. The **school principal** or designee is responsible for assigning the appropriate interventions and consequences to address the inappropriate behavior and must also respect the rights of any student accused of inappropriate behavior. The section below explains the responsibility of each member of the school community when students behave inappropriately.

Students: If you feel unsafe, have a problem with another student that you cannot solve, or see someone hurting or bullying another child, tell your teacher, principal, or another staff member.

Parents/Guardians: If your student feels unsafe, has a conflict with another child, or if you see a student behaving inappropriately, inform the school principal. The following steps will be taken if a student behaves inappropriately and are explained in more detail below. School administrators will (1) redirect to correct behavior; (2) intervene to minimize disruption; (3) investigate; (4) afford due process; (5) assign interventions and/or consequences; (6) complete a report; (7) inform parents/guardians of the right to appeal; and (8) take steps to restore the student's participation in the school community.

Teachers and Staff: Actively supervise students at all times. Listen to student chatter and investigate rumors of inappropriate behavior. Take every opportunity to correct minor inappropriate behaviors you may observe among students in the classroom and in common areas. Use

instructive and corrective consequences to guide students to appropriate behaviors and refrain from calling students out or posting their names for inappropriate behavior. If you see a conflict between students that you cannot resolve, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, inform your administration and intervene as necessary to keep students safe.

Principals and Administrators: If you learn about a conflict between students, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, follow these steps:

1. Redirect to correct behavior. All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
2. Intervene to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to notify the parents/guardians.
3. Investigate by talking to all students, teachers, school staff, or other witnesses to the incident. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policy (<http://policy.cps.k12.il.us/documents/409.3.pdf>).
4. Afford due process for the student.
 - a. Using the information gathered in the investigation, determine whether the student's behavior falls within the SCC. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and evaluate the range of possible interventions and consequences.
 - b. Inform the student of the allegations made, the applicable SCC infraction(s), and the range of consequences the student faces.
 - c. Allow the student to respond to the charges. In other words, let the student tell his/her side of the story.
 - d. Make reasonable efforts to contact the parents/guardians and notify them of the allegations before assigning interventions and consequences.

5. Assign interventions or consequences according to the SCC.
- a. Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior.
 - b. The principal has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff victim, and the rights of the student engaged in inappropriate behavior.
 - c. Identify the appropriate intervention(s) and/or consequence(s) that best address and correct the student's inappropriate behavior. *Before assigning, consider the following:*
 - The goals of assigning interventions or consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior skills by addressing the triggers for inappropriate student behavior.
 - Use corrective and instructive consequences as much as possible to teach appropriate behavior, including the use of balanced and restorative justice when appropriate and when all parties voluntarily agree to participate.
 - Select consequences that are in proportion to the inappropriate behavior.
 - Avoid consequences that will remove the student from class and school, if possible. **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.** When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of future inappropriate behavior.
 - Follow the special procedures contained in the Additional Resources section for students with disabilities and students with Section 504 Plans.

- Consider these factors when deciding which consequence will be most effective:
 - Student’s age, maturity, and grade,
 - Student’s prior conduct and record of behavior,
 - Student’s willingness to acknowledge the inappropriate behavior,
 - Student’s willingness to make restitution,
 - Impact of the incident on the overall school community,
 - Student’s intent and the severity of harm caused, and
 - Parent/guardian’s level of cooperation and involvement.
- Impose age-appropriate consequences for all SCC inappropriate behaviors.
 - Students of different grades and ages are at different developmental levels, so the appropriate response to behavior may vary depending on the student. Less severe consequences may be appropriate for lower grade or younger students when compared to higher grade or older students.
 - **The SCC does not apply to pre-kindergarten and kindergarten students.** If a student in kindergarten or younger is exhibiting behaviors that seriously disrupt the classroom, staff should respond with instructive and corrective consequences (see Additional Resources section).
- If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.²

²In-school suspension means that the student will attend school but will spend the day away from peers and normally assigned classroom instructional settings while completing assigned instructional tasks. In-school suspension shall not exceed five days. Out-of-school suspension means that the student is removed from class attendance or school attendance. Out-of-school suspension shall not exceed ten days. Parents/guardians must be notified for both in-school and out-of-school suspensions.

- For Group 5 behaviors, the principal may refer the student for expulsion and request emergency alternative placement while the expulsion hearing is pending. For more information about expulsion and emergency alternative placement, see the Additional Resources section.
 - For Group 6 behaviors, the principal must refer the student for expulsion and may request emergency alternative placement while the expulsion hearing is pending. For more information about expulsion and emergency alternative placement, see the Additional Resources section.
- d. If required by the police notification guidelines on page 10, and only after a reasonable effort has been made to contact the student’s parents/guardians, notify the Chicago Police Department.
6. Complete report in IMPACT Verify.net for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student’s home address.
7. Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.
- The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
 - If a student has been suspended or referred for expulsion, the parents/guardians may appeal in writing to the Network Chief of Schools (“Network Chief”), or his/her designee. The Network Chief or designee will determine whether any factual errors were made in the principal’s investigation, whether the student was charged with the correct inappropriate behavior under the SCC, whether the length of the suspension was commensurate with the student’s inappropriate behavior, and, in the case of a referral for expulsion, whether the referral was appropriate. The Network Chief or designee’s decision shall be final. The term of a student’s suspension or referral for expulsion is not halted by the parents/guardians’ appeal.

- If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Chief Executive Officer or designee. The decision of the CEO or designee regarding the appeal shall be final. The start of a student’s expulsion is not delayed by the parents/guardians’ appeal.
8. Restore the student’s participation in the school community.
- After a student serves a consequence, the school counselor, disciplinarian, or other staff member should review with the student the school’s expectations for positive behavior, rules, and routines. If the student received an in-school or out-of-school suspension for an incident involving other students or staff, set aside time to implement strategies to restore relationships with those individuals. Anytime a student is removed from the learning environment, he or she should be welcomed back without bias and given the supportive services necessary for transition back into the school community and, ultimately, social and academic success.
 - When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student’s return and prepare for a successful transition. After a student returns from an expulsion, principals should schedule and complete check-in meetings with the student, parents/guardians, and staff members to monitor his/her transition and ensure successful reintegration into the school community.

Special Guidelines

Out-of-School Suspension Guidelines

Students serving out-of-school suspensions are not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended.

Suspensions are excused absences. The principal must ensure that students serving suspensions are able to obtain homework, and upon the students’

return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

Students serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with Network Chief approval. The students' attendance will still be marked as suspended. The Network Chief must approve any other exception to the out-of-school suspension guidelines.

Police Notification Guidelines

When a student engages in illegal activity or poses a danger to the health or safety of others, it may be necessary for school staff to contact the Chicago Police Department (CPD) to seek their assistance. School administrators have the discretion to call 9-1-1 in emergency situations if students or staff members are in danger.

The inappropriate behaviors that are violations of criminal law and require school officials to notify the CPD are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law and may require police notification depending on the specific circumstances are identified in the next section with a double asterisk (**) before the specific inappropriate behavior. School officials must assess the situation before determining whether or not to contact the CPD. School officials should consider factors including:

- Whether the student presents a danger to the health, safety, or welfare of others,
- Whether the student intends to cause others physical harm, and
- The student's age.

Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

CPD MAY be notified

- Gambling (3-2)
- Forgery (3-7)
- False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified (4-1)
- Extortion (4-2)
- Assault (4-3)
- Vandalism or criminal damage to property that costs less than \$500 (4-4)
- Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5)
- Fighting – more than two people and/or involves injury (4-6)
- Theft or possession of stolen property that costs less than \$150 (4-7)
- Possession, use, sale, or distribution of fireworks (4-8)
- Trespassing on CPS property (4-11)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4)
- Inappropriate sexual conduct (5-7)
- Initiating or participating in any inappropriate, minor physical contact with school personnel (5-13)
- Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at a school related function or before school or before a school related function (5-18)

CPD MUST be notified

- Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network (4-12)
- Aggravated assault (5-1)
- Burglary (5-2)
- Theft or possession of stolen property that costs more than \$150 (5-3)
- Gang activity or overt displays of gang affiliation (5-6)
- Engaging in any other illegal behavior which interferes with the school's educational process, including attempt (5-8)
- Persistent or severe acts of sexual harassment (5-9)
- False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified (5-10)
- Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12)
- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the CPS network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14)
- Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel (5-15)
- Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function (5-17)
- Participating in a mob action (5-19)
- Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm (6-1)
- Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable (6-2)
- Arson (6-3)
- Bomb threat (6-4)
- Robbery (6-5)
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the purpose of intoxication, or second or repeated violation of Behavior 5-17 (6-6)
- Sex acts which include the use of force (6-7)
- Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8)
- Murder (6-9)
- Attempted murder (6-10)
- Kidnapping (6-11)
- Theft or possession of stolen property that costs more than \$1,000 (6-12)

IV. Student Behaviors Covered by the SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Group 1 lists behaviors that are *inappropriate*.
- Group 2 lists behaviors that *disrupt*.
- Group 3 lists behaviors that *seriously disrupt*.
- Group 4 lists behaviors that *very seriously disrupt*.
- Group 5 lists behaviors that *most seriously disrupt*.
- Group 6 lists behaviors that are *illegal and most seriously disrupt*.

Special Notes:

Individual School Rules and Academic Progress

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may not be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Cellular Phones and Other Information Technology Devices³

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the Network Chief or his/her designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

³These include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

School Dress Codes and Uniform Policies

Local School Councils may adopt a dress code policy that forbids students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral. Students who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to students enrolled in Military Academies or JROTC Programs.

Military and JROTC Programs

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (student act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the military academy principal to another school (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference must be held with the parents/guardians, student, military academy principal, and a designee of the Chief Executive Officer. Students who have been transferred for administrative reasons from any military academy must be accepted by their attendance area school. Students who have been given an administrative transfer to another Chicago public school or expelled from the Chicago Public Schools lose all rank and privileges at the JROTC military academies and must reapply to the JROTC program and the military academies for enrollment. Upon their child's enrollment at a military academy, parents/guardians shall be informed of the uniform policy, expectations of the military academy, and the administrative transfer policy, and shall indicate by signature their agreement to adhere to the terms of these policies.

Dating Violence Statement

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects, that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking. School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the student victim of dating violence receives appropriate support services in accordance with the Board's Policy on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact (<http://policy.cps.k12.il.us/documents/704.4.pdf>).

Discrimination, Sexual Harassment, Retaliation Statement

Any student, or a parent/guardian on the student's behalf, who believes they have been subject to discrimination, sexual harassment or retaliation based upon race, color, national origin, sex, gender identity/expression, sexual orientation, religion or disability, should notify the Principal, Assistant Principal or the Board's Equal Opportunity Compliance Office ("EOCO"), 125 S. Clark St., 11th floor, Chicago, IL 60603, telephone: 773/553-1013. If after making a report, a student, parent or guardian is not satisfied with the action taken or decision made by the Principal or Assistant Principal, they may appeal to the EOCO.

SCC and Other Laws, Policies, Rules, and Contracts

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, Board Rules and Policies, negotiated agreements, and all other applicable state and federal laws.

The SCC applies to CPS contract and performance schools.

CPS charter schools are exempt from local school board policies under Illinois law (105 ILCS 5/27A). Charter schools may choose to adopt the SCC or establish their own discipline policies. Charter schools are not exempt from federal and most state laws, IDEA or from federal and state regulations as they pertain to discipline of students with disabilities/impairments. If a charter school establishes its own discipline policy, it must incorporate language from and comply with the guidelines for suspension and expulsion

of students with disabilities/impairments outlined in the Additional Resources section. Charter schools must also comply with policies and procedures established by the Office of Special Education and Supports for the discipline of students with disabilities. Students expelled from charter schools should contact the Office of Student Adjudication at 773/553-2249 for assistance.

Corporal punishment is expressly prohibited. Chicago Board of Education Rule 6-21 states: “No employee of the Board of Education may inflict corporal punishment of any kind upon persons attending the public schools of the City of Chicago.”

Specific Inappropriate Behaviors

The section below lists the behaviors that are inappropriate at school. For Group levels 1 through 4, the left-hand column lists the specific inappropriate behavior and the middle and right-hand columns present the interventions and consequences that school principals should use to address the inappropriate behavior. The middle column lists “RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES.” These responses are evidence-based instructive and corrective consequences that principals should consider first when responding to inappropriate behavior.⁴ The right-hand column lists “ADDITIONAL CONSEQUENCE” for principals to utilize if recommended interventions from the middle column are insufficient to address the student’s inappropriate behavior. Both columns list responses in a graduating manner.

For Group levels 5 and 6, only two columns appear. The left column lists the specific inappropriate behaviors and the right column explains the required consequences and additional interventions that principals should use to address the inappropriate behavior.

⁴For more information about Instructive, Corrective, and Restorative Responses, see the Additional Resources section.

GROUP 1

INAPPROPRIATE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE (only for repeating the same inappropriate behavior)
<p>1-2 Running and/or making excessive noise in the hall or building</p> <p>1-2 Leaving the classroom without permission</p> <p>1-3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction</p> <p>1-4 Loitering, or occupying an unauthorized place in the school or on school grounds</p> <p>1-5 Failing to attend class without a valid excuse</p> <p>1-6 Persistent tardiness to school or class</p> <p>1-7 Use of the CPS network for the purpose of accessing non-educational materials, such as games, pornographic materials, and other inappropriate materials⁵</p>	<ul style="list-style-type: none"> • Use student self reflection sheet • Other instructive or corrective consequence (see Additional Resources section) • Documented Teacher and Student Conference focused on expectation violated and practicing expected behavior • Teacher, Student, and Parent/Guardian Conference – same focus as above • Participation in peace or healing circle with staff and peers impacted by behavior • Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal) 	<ul style="list-style-type: none"> • Teacher, Student, Resource Person and/or Administrator Conference to identify and address cause of repeated behavior and develop strategy to address • Daily Check In/Check Out with identified staff member • Use of short term behavioral contracts/behavioral report cards home to reinforce desired behavior • Detention – before school, after school, or Saturday • In-school suspension (one to three days)

IDENTIFY STRUCTURAL IMPROVEMENTS TO LEARNING CLIMATE TO PREVENT SIMILAR INCIDENTS FOR ALL STUDENTS:

- Ensure active supervision at time/area of infraction, all students receive positive feedback when they meet expectations, and staff members use early correction and redirection at all times to help students meet expectations.
- Ensure gentle intolerance for even minor misbehavior so patterns do not develop.
- Ensure classroom management structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early and frequent correction of inappropriate behaviors.
- Ensure students experience strong positive regard from and strong positive relationships with staff members.

⁵Students may be suspended from CPS network privileges for improper use of the CPS network for one to five days, in addition to any other interventions and consequences listed.

GROUP 2

DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
<p>2-1 Posting or distributing unauthorized written materials on school grounds</p> <p>2-2 Leaving the school without permission</p> <p>2-3 Interfering with school authorities and programs through walkouts or sit-ins</p> <p>2-4 Initiating or participating in any unacceptable minor physical actions</p> <p>2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC</p> <p>2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures</p> <p>2-7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco products, matches, cigarette lighters, or rolling papers</p> <p>2-8 Defying (disobeying) the authority of school personnel</p> <p>2-9 Failing to provide proper identification</p> <p>2-10 Unauthorized use of school parking lots or other areas</p>	<ul style="list-style-type: none"> • Use student self reflection sheet • Documented Teacher and Student Conference focused on expectation violated and practicing expected behavior • Other instructive or corrective consequence (see Additional Resources section) • Teacher, Student, and Parent/Guardian Conference – same focus as above • Teacher, Student, Resource Person, and/or Administrator Conference – same focus as above • Participation in peace or healing circle with staff and peers impacted by behavior • Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal) • Referral to social skills instruction, academic tutoring, or a focused mini-course to remove trigger or replace student response (if available and approved by principal) 	<ul style="list-style-type: none"> • Teacher, Student, and Resource Person and/or Administrator Conference to identify and address cause of repeated behavior and develop strategy to address • Daily Check In/Check Out with identified staff member • Use of short term behavioral contracts/behavioral report cards home to reinforce desired behavior • Detention – before school, after school, or Saturday • In-school suspension (one to three days) • ONLY FOR REPEATING THE SAME INAPPROPRIATE BEHAVIOR: in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)

DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
<p>2-11 Use of the CPS network for the purposes of distributing or downloading non-educational material⁶</p> <p>2-12 Possession of cellular telephones or other information technology devices without prior permission of the Principal⁷</p>	<ul style="list-style-type: none"> Referral to therapeutic group if trigger or response is connected to need for anger management, trauma treatment, or other counseling (if available and approved by principal) For 2-7, referral to tobacco cessation program if evidence of use 	
<p>IDENTIFY STRUCTURAL IMPROVEMENTS TO LEARNING CLIMATE TO PREVENT SIMILAR INCIDENTS FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> Ensure active supervision at time/area of infraction, all students receive positive feedback when they meet expectations, and staff members use early correction and redirection at all times to help students meet expectations. Ensure gentle intolerance for even minor misbehavior so patterns do not develop. Review school-wide infraction data to determine if there is a location or time of day where Group 2 infractions are prevalent, and address any pattern through changes in supervision or increased posting and review of expectations for positive behavior. Ensure classroom management structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early and frequent correction of inappropriate behaviors. Ensure students experience strong positive regard from and strong positive relationships with staff members. Ensure student interactions with peers are positive, and intervene if exclusionary, hostile or demeaning interactions occur. 		

⁶Students may be suspended from CPS network privileges for improper use of the CPS network for five to ten days (for first violation) or up to one semester (for second or subsequent violation), in addition to any other interventions and consequences listed.

⁷Students may be suspended from CPS network privileges for improper use of information technology devices for five to ten days (for first violation) or for up to one semester (for second or subsequent violation), in addition to any other interventions and consequences listed.

GROUP 3

SERIOUSLY DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
<p>3-1 Disruptive behavior on the school bus</p> <p>**3-2 Gambling – participating in games of chance or skill for money or things of value</p>	<ul style="list-style-type: none"> Teacher, Student, Parent/Guardian, Resource Person, and/or Administrator Conference to identify and address cause of behavior and develop strategic response 	<ul style="list-style-type: none"> Daily Check In/Check Out with identified staff member Detention – before school, after school, or Saturday For repeated acts of 3-9, referral to gang intervention program at a community based organization
<p>3-3 Fighting⁸ - physical contact between two people with intent to harm, but no injuries result</p>	<ul style="list-style-type: none"> Use of short term behavioral contracts/behavioral report cards home to reinforce desired behavior 	<ul style="list-style-type: none"> FOR FIRST INAPPROPRIATE BEHAVIOR: in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to three days total)
<p>3-4 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability</p>	<ul style="list-style-type: none"> Participation in peace or healing circle with staff and/or peers impacted by behavior 	<ul style="list-style-type: none"> ONLY FOR REPEATING THE SAME INAPPROPRIATE BEHAVIOR: <ul style="list-style-type: none"> In-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to five days total) Disciplinary Reassignment by Network¹²
<p>3-5 Persisting in serious acts of disobedience or inappropriate behaviors listed in Groups 1 through 3 of this SCC</p>	<ul style="list-style-type: none"> Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal) 	
<p>3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process</p>	<ul style="list-style-type: none"> Referral to social skill instruction, academic tutoring, or a focused mini-course to remove trigger or replace student response (if available and approved by principal) 	
<p>**3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document</p>		
<p>3-8 Plagiarizing, cheating and/or copying the work of another student or other source</p>		
<p>3-9 Overt display of gang affiliation⁹</p>		
<p>3-10 Bullying behaviors (see Anti-Bullying Policy before assigning an intervention or consequence)</p>		
<p>3-11 Unauthorized activation or use of cellular telephones or other information technology device¹⁰</p>		

SERIOUSLY DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
<p>3-12 Inappropriately wearing any JROTC or Military Academy Uniform on or off school grounds</p> <p>3-13 Use of the CPS network or any information technology device for any unauthorized purpose not otherwise listed in this SCC¹¹</p>	<ul style="list-style-type: none"> Referral to therapeutic group if trigger or response is connected to need for anger management, trauma treatment, or other counseling (if available and approved by the principal) 	
<p>IDENTIFY STRUCTURAL IMPROVEMENTS TO LEARNING CLIMATE TO PREVENT SIMILAR INCIDENTS FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> Ensure active supervision at time/area of infraction, all students receive positive feedback when they meet expectations, and staff members use early correction and redirection at all times to help students meet expectations. Ensure gentle intolerance for even minor misbehavior so patterns do not develop. Review school-wide infraction data to determine if there is a location or time of day where Group 3 infractions are prevalent, and address any pattern through changes in supervision or increased posting and review of expectations for positive behavior. Ensure classroom management structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early and frequent correction of inappropriate behaviors. Ensure students experience strong positive regard from and strong positive relationships with staff members. Ensure staff interactions with peers are positive, and intervene if exclusionary, hostile or demeaning interactions occur. Ensure staff members know how to identify bullying and harassing behaviors and signs of gang affiliation. 		

** Behaviors marked with two asterisks indicate that the school may use its discretion in notifying police about the incident. Police notification is not mandatory.

¹¹It is not an act of misconduct to defend oneself as provided by the law.

¹²A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

¹³Students may be suspended from CPS network privileges for improper use of information technology devices for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

¹⁴Students may be suspended from CPS network privileges for improper use of the CPS network for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

¹⁵Disciplinary reassignment is the transfer of a student from his or her current CPS school to another CPS school for disciplinary reasons. All disciplinary reassignments must be approved and facilitated by the Network Chief of Schools or his or her designee. For further information, refer to the Board's Comprehensive Policy on the Enrollment and Transfer of Students in the Chicago Public Schools (as may be amended).

GROUP 4

VERY SERIOUSLY DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
<p>**4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>**4-2 Extortion – obtaining money or information from another by coercion or intimidation</p> <p>**4-3 Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery.¹³</p> <p>**4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500</p> <p>**4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury</p> <p>**4-6 Fighting¹⁴ – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury</p> <p>**4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150</p> <p>**4-8 Possession, use, sale, or distribution of fireworks</p> <p>4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process</p> <p>4-10 [this code intentionally left blank]</p>	<ul style="list-style-type: none"> Teacher, Student, Parent/Guardian, Resource Person, and/or Administrator Conference to identify and address cause of behavior and develop strategic response. Participation in peace or healing circle with staff and/or peers impacted by behavior. Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal) Referral to therapeutic group if trigger or response is connected to need for anger management, trauma treatment, or other counseling (if available and approved by the principal) 	<ul style="list-style-type: none"> Daily Check In/Check Out with identified staff member Detention – before school, after school, or Saturday For 4-14, referral to substance abuse prevention program or counseling In-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension (one to five days total) Disciplinary Reassignment by Network

VERY SERIOUSLY DISRUPTIVE BEHAVIOR	RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES	ADDITIONAL CONSEQUENCE
<p>**4-11 Trespassing on CPS property – entering CPS property when previously prohibited or remaining on school grounds after receiving a request to depart</p> <p>*4-12 Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network¹⁵</p> <p>4-13 Possession of any dangerous object as defined by this SCC, first offense (see Additional Resources section)¹⁶</p> <p>4-14 Use or possession of alcohol in school or at, before, or after a school related function, first offense¹⁷</p>	<p>IDENTIFY STRUCTURAL IMPROVEMENTS TO LEARNING CLIMATE TO PREVENT SIMILAR INCIDENTS FOR ALL STUDENTS:</p> <ul style="list-style-type: none"> • Ensure active supervision and gentle intolerance for even minor misbehavior so patterns do not develop. • Ensure students experience strong positive regard from and strong positive relationships with staff members, and ensure student interactions with peers are positive, and intervene if exclusionary, hostile or demeaning interactions occur. • Ensure staff know and have practiced safe and effective methods for intervening when there are threats to student safety. • Review school-wide infraction data to determine if there is a location or time of day where Group 4 infractions are prevalent, and address any pattern through changes in supervision or increased posting and review of expectations for positive behavior. 	

* Behaviors marked with a single asterisk indicate that the school must notify the police of the incident.

** Behaviors marked with two asterisks indicate that the school may use its discretion in notifying police about the incident. Police notification is not mandatory.

¹²An assault may be committed without actually touching, striking or injuring the victim.

¹⁴It is not an act of misconduct to defend oneself as provided by the law.

¹⁵Students may be suspended from CPS network privileges for improper use of the CPS network for up to one year, in addition to any other interventions and consequences listed.

¹⁶Second or repeated violations of Behavior 4-13 may result in an expulsion hearing and must be submitted as Behavior 5-11.

¹⁷Second or repeated violations of Behavior 4-14 may result in a referral for an expulsion hearing and must be submitted as Behavior 5-18.

GROUP 5

MOST SERIOUSLY DISRUPTIVE BEHAVIOR	INTERVENTIONS AND CONSEQUENCES (may be modified based on the age or grade level of the student)
<p>*5-1 Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel</p> <p>*5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein</p> <p>*5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150</p> <p>**5-4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence.</p> <p>5-5 Persistent defiance of multiple directives by school personnel resulting in the most serious disruption of the educational process</p> <p>*5-6 Gang activity or overt displays of gang affiliation¹⁸</p> <p>**5-7 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force</p> <p>*5-8 Engaging in any other illegal behavior which interferes with the school's educational process, including attempting an illegal behavior</p>	<p>A student shall be suspended for five days. A student may be suspended for six to ten days and/or referred for expulsion at the principal's election with written justification for the six to ten day suspension and/or referral for expulsion submitted in IMPACT Verify. Safe Schools Alternative Program placement may be recommended for the period of the expulsion. The student may also be disciplinarily reassigned by the Network Chief instead of being referred for expulsion. When a student in the sixth grade or above is referred for expulsion, the hearing officer may instead recommend that the student attend the Board-sponsored SMART program if the student's behavior does not require expulsion and the student is likely to benefit from remediation. The Saturday Morning Alternative Reach-Out and Teach Program (SMART) is a comprehensive and integrated eight-session Saturday morning program with an additional community service requirement.</p>

<p>MOST SERIOUSLY DISRUPTIVE BEHAVIOR</p>	<p>INTERVENTIONS AND CONSEQUENCES (may be modified based on the age or grade level of the student)</p>
<p>*5-9 Persistent or severe acts of sexual harassment - unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment</p> <p>*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified</p> <p>5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC</p> <p>*5-12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.⁹</p> <p>**5-13 Initiating or participating in any inappropriate, minor physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student</p> <p>*5-14 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking (intentionally gaining access by illegal means or without authorization) into the CPS network to access student records or other unauthorized information, or to otherwise circumvent the information security system, regardless of intent</p>	<p>The SMART program provides students with character building and conflict resolution skills as well as prevention, intervention, referral and support services for the amelioration of alcohol- or drug-related problems and inappropriate behavior in general. An adult representative is also required to attend two Saturday program meetings.</p> <p>A recommendation to SMART is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the SMART program in lieu of expulsion but who fails to successfully complete the program shall be expelled.</p> <p>For offenses involving the improper use of the CPS network or information technology devices, network privileges may be revoked for up to two years, in addition to other disciplinary actions available.</p> <p>Following a period of suspension or expulsion, balanced and restorative justice practices may be used to help reintegrate a student into the school community (see Additional Resources section). For Group 5 behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, suspension and discretionary referral for expulsion.</p>

continued

MOST SERIOUSLY DISRUPTIVE BEHAVIOR	INTERVENTIONS AND CONSEQUENCES (may be modified based on the age or grade level of the student)
<p>*5-15 Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</p> <p>5-16 Inappropriate consensual sexual activity</p> <p>*5-17 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes"²⁰ of such substances, or contraband²¹, or use of any other substance for the purpose of intoxication in or before school or a school-related function²²</p> <p>**5-18 Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function²³</p> <p>*5-19 Participating in a mob action – 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 personnel or Police</p>	

¹⁸ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 offenses to a gang intervention program at a community based organization.

¹⁹ It is not an act of misconduct to defend oneself as provided by the law.

²⁰ "Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

²¹ Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

²² Consider referring students who commit 5-17 offenses to a substance abuse prevention program or counseling.

²³ Consider referring students who commit 5-18 offenses to a substance abuse prevention program or counseling.

GROUP 6

ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR	INTERVENTIONS AND CONSEQUENCES (may be modified based on the age or grade level of the student)
<p>*6-1 Use, possession, and/or concealment of a firearm²⁴/destructive device or other weapon²⁵ or “look-alikes” of weapons as defined in the Additional Resources section, or use or intent to use any other object to inflict bodily harm</p> <p>*6-2 Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable²⁶</p> <p>*6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others</p> <p>*6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated</p> <p>*6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force</p> <p>*6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes”²⁷ of such substances, contraband²⁸, or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5-17²⁹</p> <p>*6-7 Sex acts which include the use of force</p> <p>*6-8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery</p>	<p>A student shall be suspended for five days. A student may be suspended for six to ten days at the principal’s election with written justification for the six to ten day suspension submitted in IMPACT Verify. A student shall also be referred for expulsion for a period of at least one calendar year, or as modified on a case-by-case review by the Chief Executive Officer or designee. Safe Schools Alternative Program placement may be recommended for the period of expulsion.</p> <p>When a student in the sixth grade or above is referred for expulsion, the hearing officer may instead recommend that the student attend the Board-sponsored SMART program if the student’s behavior does not require expulsion and the student is likely to benefit from remediation. The Saturday Morning Alternative Reach-Out and Teach Program (SMART) is a comprehensive and integrated eight-session Saturday morning program with an additional community service requirement. The SMART program provides students with character building and conflict resolution skills as well as prevention, intervention, referral and support services for the amelioration of alcohol- or drug-related problems and inappropriate behavior in general. An adult representative is also required to attend two Saturday program meetings.</p> <p>A recommendation to SMART is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the SMART program in lieu of expulsion but who fails to successfully complete the program shall be expelled.</p>

ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR	INTERVENTIONS AND CONSEQUENCES (may be modified based on the age or grade level of the student)
<p>*6-9 Murder – killing an individual without legal justification</p> <p>*6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder</p> <p>*6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine</p> <p>*6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000</p>	<p>For offenses involving the improper use of the CPS network or information technology devices, network privileges may be revoked indefinitely.</p> <p>Following a period of suspension or expulsion, balanced and restorative justice practices may be used to help reintegrate a student into the school community. For Group 6 behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, suspension and referral for expulsion.</p>

* Behaviors marked with a single asterisk indicate that the school must notify the police of the incident.

²⁴The term “firearm/destructive device” as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

²⁵Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon.

²⁶A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

²⁷“Look-alike” means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

²⁸Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

²⁹It can be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention program or counseling.

ANTI-BULLYING POLICY

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, and sexual harassment and violence. It is the goal of the Chicago Board of Education (“Board”) to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

The Board asks every Chicago Public School (“CPS”) student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

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

Scope

This policy protects CPS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender.

Bullying is prohibited:

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

Definitions

“**Bullying**” 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 of one or more of the following effects:

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

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

“Cyberbullying” means using information and communication technologies to bully.

“Retaliation” means any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying.

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

Intervening to Address Bullying

Responsibilities of CPS Employees and Contractors

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

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

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly

as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any CPS employee or contractor in person, by completing Attachment A and submitting it to the Principal/Designee, or by calling the CPS Violence Prevention Hotline (“Hotline”) at 1-888-881-0606. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken on the sole basis of an anonymous report.

Investigation

- (1) The Principal shall select a designee, employed by the school and trained in investigative procedures, to perform the investigation.
- (2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/Designee shall document the extension in the investigation report and shall notify the parties involved.
- (3) The investigation shall include:
 - a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it;
 - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target’s education was affected.
 - d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
 - e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.
 - f. Comprehensively documenting the details of the investigation.

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

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in IMPACT.

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

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

If the target is a student with a disability that affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying. In cases where the target or the student engaging in bullying behavior has a disability, the Principal/Designee shall comply with all laws regarding consequences for students with disabilities.

Imposing Consequences

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

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and

performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact the Department of Youth Development and Positive Behavior Supports for school-wide prevention practices and the CPS Law Department for more information about the appropriate and legal consequences for student misconduct.

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

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

What Not To Do:

- Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Research shows that bullies often lack empathy so their attempt at expressing remorse may not be genuine. Restorative approaches may be helpful but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

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

social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

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

Appeal

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

Consequences for CPS Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this policy. The Principal shall consider employee discipline for such violations in accordance with the Employee Discipline and Due Process Policy and remedies with respect to contractors will be in accordance with their Board contract.

Notice and Dissemination of Requirements

Principals shall follow the requirements established by the Department of Youth Development and Positive Behavior Support for posting this Anti-Bullying Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

Training and Professional Development

Staff

In the 2012-2013 school year, the Departments of Talent, Youth Development and Positive Behavior Support and Law will work together to determine how to provide mandatory professional development to build the skills of all CPS employees contractors and volunteers to implement this policy. The content of such professional development shall include, but not be limited to:

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

Student Internet Safety Education

In accordance with the Board's Internet Safety Policy, each school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Chief Education Officer or designee shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking Web sites, and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the Chief Education Officer or designee to ensure compliance with this curricular requirement.

ATTACHMENT A

Chicago Public Schools Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Victim or Target Information

School: _____

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

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

Name & Title of Person Reporting: _____

Relationship to Victim/Target: _____

Phone: _____ Email Address: _____

Incident Information

Name(s) of accused bully(ies) OR description (if name(s) unknown):

Location of incident: _____

Date and time of incident: _____

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

Please submit this report to the principal or any school staff member. You may also call the Student Safety Hotline (1-888-881-0606) to make a report.

Date of submission: _____

ADDITIONAL RESOURCES

BEST PRACTICES FOR PROACTIVELY SUPPORTING POSITIVE STUDENT BEHAVIOR³⁰

In order to proactively support positive student behavior, all schools should:

Establish a safe, supportive environment for learning.

- Research shows that schools with a safe and supportive environment for learning achieve better academic, behavioral and social outcomes for all students.
- All staff contribute to a safe and supportive learning climate, especially security, office staff, lunchroom staff, and those who interact with students at the beginning and end of each day.
- Students are more likely to engage in instruction and attempt challenging academic activities when they feel safe and supported by adults and peers.

Develop expectations for positive student behavior.

- Before the first day of school, develop a short, clearly written set of 3-5 general expectations that apply to all students and staff (e.g. Be respectful; Be responsible; Be prepared; Be safe). Positively worded statements work best, rather than descriptions of what not to do.
- Customize general expectations to all settings and explain how to act in hallways, bathrooms, lunchroom, outdoors, entering/leaving school, etc. Allow teacher teams to customize the expectations for each grade level (where departmentalized) and/or classroom.
- Involve students when developing, refining, and communicating expectations.

³⁰The practices outlined herein are supported by the following references:

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides> on July 18, 2011.

Sprick, R.S., Garrison, M. & Howard, L. (2002). *Foundations: Establishing positive discipline policies, Module I: The Process, Module II: Behavior in the Common Areas, Module III: Safety, Discipline and Behavior Support*. Eugene, OR: Pacific Northwest Publishing.

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242>

Wong, H.K., & Wong, R.T. (1991). *The first days of school: How to start school successfully*. Sunnyvale, CA: Harry K. Wong Publications.

Use expectations to proactively support positive student behavior.

- Post the general and customized expectations throughout the school. Teach the expectations to all students on the first day of school, throughout the first week of school, and continue this instruction until students demonstrate mastery. When teaching, staff should explain the rationale behind the expectation (e.g., “We are quiet in the hallways so other classes have the opportunity to learn.”), model the expected behavior, and ask students to physically practice the expected behavior.
- Reteach expectations after long breaks from school or after a major disruptive event to reset the tone of the learning environment.
- Teach the expectations to students who transfer in after the first week of school.
- Require all adults in the school to model the expectations for all students in all settings, including all staff, parent/guardian volunteers, after school providers and community partners. Adults who do not model expected behaviors communicate to students that it is acceptable to deviate from expectations.
- Provide encouragement and praise when students meet expectations. Research shows positive behavior must be recognized three times as often as negative behavior to be reinforced.

Guide daily interactions.

- Make most adult-student interactions positive and encouraging.
 - Provide positive interactions as soon as students enter school to welcome students into the learning environment and to counteract any negative experience the student may have had since last leaving school.
 - Greet students when entering each classroom to engage them and communicate they are wanted in school.
 - Open lessons with excitement and communicate high expectations for student success.
 - Interact with students during work periods by inviting questions and offering encouragement and support.

- Provide students frequent positive feedback on behavioral and academic effort. Feedback should be specific and descriptive so students know how they are meeting expectations.
- Encourage most student-to-student interactions to be positive and encouraging.
 - Encourage students to be inclusive (not cliquish or exclusionary),
 - Encourage students to be supportive (not hostile or sarcastic), and
 - Be gently intolerant of bullying behaviors. For example, “We don’t treat people that way in this school.”
- Ensure active supervision of students in all settings to reduce student misbehavior and provide opportunities to reinforce expected behaviors.
 - Engage positively with the students being supervised (chatting, waving, smiling, etc.),
 - Make eye contact with students,
 - Circulate among students continuously; never stand in one place or to one side of the area of supervision,
 - Provide a high concentration of adults in settings that have high potential for conflict (stairs, busy intersections, bathrooms), and
 - Cover all areas when many students are present.
- Develop, teach and reinforce routines, procedures and transitions that support positive behavior and minimize opportunity for conflict.
 - In the classroom, develop procedures for entering, leaving, submitting work and changing between different instructional tasks.
 - In other school settings, develop procedures for traveling in stairwells, lunch periods, the beginning and end of the day, and any other time when many students are in common areas together.

When expectations are not met, use instructive and corrective consequences early and often (see the next section for examples).

- **Correct behavior calmly and in a manner that demonstrates that the student is safe and supported at school.**
- View inappropriate behavior as an instructional opportunity; reteach expectations and allow the student to practice expected behavior.
- Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student make that choice? What could they have done differently? What help does the student need and from whom to make a different choice next time?
- Communicate the importance of instructional time; correct student behavior and return them to the instructional setting as quickly as possible.
- Document the use of corrective consequences to track success.

INSTRUCTIVE AND CORRECTIVE CONSEQUENCES – EFFECTIVE RESPONSES AND INTERVENTIONS FOR CHALLENGING STUDENT BEHAVIOR

A student is a member of his or her school community. If a member of the community does not meet the expectations needed for a safe, supportive and productive learning environment, school staff members' first and most frequent response should be to use misbehavior as a teachable moment to help the student correct future behaviors. Using the opportunity to instruct and correct behaviors is the most reliable and effective method to change the behavior of students. In addition, it takes minimal time away from instruction and promotes behavior change in students. One of the simplest ways to make this change is through **Instructive and Corrective Responses**, some of which are so simple we use them all the time.

Instructive responses should be used when the student's inappropriate behavior is caused by a lack of knowledge, in general or in the moment. If a student does not know the behavioral expectations, he or she cannot follow them. Instructive consequences are designed to teach students general behavioral expectations and new skills needed to allow them to meet those expectations. Instructional responses include reteaching expectations,

allowing students to practice expectations, modeling expectations, and helping students reflect on the impact of their behavior on themselves and others.

Corrective responses should be used when a student knows but momentarily disregards the expectations. In order to not repeat inappropriate behaviors, students must be afforded the opportunity to correct their behavior, preferably in the moment. Corrective consequences require students to demonstrate and practice the expected behavior as a replacement for the inappropriate behavior. Corrective responses include reminding, redirecting, setting up intentional cues, and teaching different behavioral responses.

Most staff members in schools use instructive and corrective responses regularly, so many of these may be familiar to you. Using instructive and corrective consequences when given the opportunity will create a safe, supportive and productive school climate. The examples below are organized from least intensive to most intensive responses. ***These are intended to serve as examples only*** – additional instructive or corrective consequences may be appropriate to your setting.

- Correct fluently – use supervisory opportunities to engage students in positive conversations and build ongoing relationships; create a menu of behavioral consequences as part of a school and classroom management plan; ignore misbehavior that is designed to get attention; refrain from excusing the student from assigned work as a result of the misbehavior; and develop a natural consequences for off-task behavior.
- Verbally redirect – remind students of behavioral expectations.
- Reteach expectations – remind students of behavioral expectations and practice the appropriate behavior at the time.
- Check-in and Check-out – set up a regular interaction between the student and a staff member with whom the student has a positive relationship. Use the interaction to reinforce specific behavioral expectations and correct any inappropriate behavior.
- Assign student to short courses or modules on topics related to behavior as a consequence for inappropriate behavior.
- Balanced and Restorative Justice Strategies (see next section for more information).

- Anger management group services – referral to social worker, counselor, or community partner for students who qualify to participate in group services to build coping skills and improve communication skills.

Available strategies and support options:

Contact the Department of Youth Development and Positive Behavior Supports at 553-1830 for a Resource Guide on effective use of instructive and corrective consequences. This Guide includes:

- **Getting Started:** What curricula will help school staff implement each instructive/corrective consequence?
- **Training options:** How can I develop my capacities?
- **Implementation guides:** Am I on track for success?
- **Coaching guides:** How can I help my teachers and staff members grow in their practice?
- **Outcome Tracking Metrics:** How can I tell if I am making an impact?
- **Specific Program Model:** How can I use detention effectively?
- **Specific Program Model:** What are best practice models for in-school suspension?
- **Specific Program Model:** What are alternatives to out-of-school suspension?

BALANCED AND RESTORATIVE JUSTICE STRATEGIES

Balanced and restorative justice strategies are ways of thinking about and responding to conflicts and problems by involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right. These strategies are also called “Restorative Justice” and “Restorative Practices.” The following is a listing of generally accepted restorative strategies. These strategies may be used at the discretion of the principal in lieu of, or in addition to, certain other interventions set forth in the SCC, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort. This list is not exhaustive of all balanced and restorative justice strategies. A guide for implementing these strategies is available by contacting the Department of Youth Development and Positive Behavior Supports at 553-1830.

Circles (Also called *Peacemaking Circles, Peace Circles, Healing Circles, Circles of Understanding*)

Circles use traditional circle ritual and structure to allow all participants to speak from the heart, share in a search for understanding, and together identify the steps necessary to heal all affected parties and prevent future offenses. Circles should **always** be facilitated by a trained “Circle Keeper.”

Circles typically involve a multi-step procedure that includes: (1) agreement by the referred student to participate in the circle process; (2) a healing circle for the injured party; (3) a healing circle for the referred student; (4) a circle to develop consensus on the elements of a healing plan; and (5) follow-up circles to monitor the progress of the referred student. The healing plan may incorporate commitments by the school, community, and family members, as well as by the referred student. Procedures vary from community to community and are designed locally to fit community needs and culture. Circles also may be used in schools to improve school culture and build relationships.

Circles are not appropriate for all offenses. To determine whether a circle is appropriate, consider the connection of the referred student to the community, the sincerity and nature of the referred student's efforts to be healed, the input of injured parties, and the dedication of the referred student's support group.

Community Service

Community service is work performed by a referred student for the benefit of the school community. Because neighborhoods and school communities are harmed by criminal and delinquent activities, they can be at least partially restored by meaningful service that contributes to their improvement. Community service offers one way a referred student can be held accountable to repair some of the harm caused by his or her criminal or delinquent actions.

Examples of community service include: programs that beautify a community's environment such as cleanup efforts or graffiti removal. Truly restorative community service offers the injured party the opportunity to provide input into the types of community service they would like to see the referred student perform, including activities that directly benefit the injured party or a charity or project of the injured party's choice.

Peer Juries *(Also called Youth, Teen and Student Courts)*

Peer Juries are programs in which youthful referred students, injured parties, and community members work to repair harm, build competencies and help to create safer schools and/or communities. Youth courts typically resemble courts, while peer juries often resemble peacemaking circles or community panels. Agencies utilizing youth court programs include juvenile courts, juvenile probation departments, law enforcement, private nonprofit organizations, and schools.

School peer juries involve hearings at the referred student's school or within the Network of the referred student's school. In order to appear before a school peer jury, the referred student must admit to committing the misconduct, and the student and parent/guardian must agree to abide by the agreements made between the referred student and the school peer jury and complete the disciplinary actions recommended. To participate in school peer juries, a student must be referred by the principal or designee. Any individual school's program must be approved by the Chief Executive Officer or designee, and school peer jury members must receive specialized training.

Restorative Group Conferencing *(Also called Family Group Conferencing or Accountability Conferencing)*

Restorative group conferencing involves the community of people most affected by the offense -- the injured party and the referred student; and the family, friends and key supporters of both. A trained facilitator leads a discussion about the harm caused and how that harm might be repaired. To participate, the referred student must admit to the offense. Participation by all involved is voluntary. The conference typically begins with the referred student describing the incident, followed by each participant describing the impact of the incident on his or her life. It is preferable to allow the injured party to start the discussion, if they wish. Through these narrations, the referred student is faced with the human impact of the behavior on the injured party, on those close to the injured party, and on the referred student's own family and friends. The injured party has the opportunity to express feelings and ask questions about the incident. After a thorough discussion of the impact of the behavior on those present, the injured party is asked to identify desired outcomes from the conference, and thus help to shape the obligations that will be placed on the referred student. All participants may contribute to the problem-solving process of determining how the referred student might best repair the harm he or she has caused. The session ends with participants signing an agreement outlining their

expectations and commitments. The facilitator should conduct in person, pre-conferencing sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached. Conferencing is not appropriate when there are power differentials, such as between gangs or in a bully-injured party situation.

Injured Party Impact Panels (also called *Victim Impact Panels*)

Injured party impact panels provide a forum for injured parties to tell a group of referred students about the impact of the offense on their lives and on the lives of their families, friends, and neighbors. Panels typically involve three or four injured party speakers, each of whom spends about 15 minutes telling their story in a nonjudgmental, non-blaming manner. The referred students of the injured party presenters are not present. While some time is usually dedicated to questions and answers, the purpose of the panel is for the injured parties to speak, rather than for the injured parties and referred students to engage in a dialogue. Injured parties should be sufficiently healed from their experience before participating in a panel to avoid exacerbation of their trauma. Injured party impact panels are almost never appropriate for bullying situations, because of the probability the panel may further empower the bully.

Injured Party-Referred Student Conferencing (Also called *Victim-Offender Conferencing, Mediation, or Dialogue*)

Injured party-referred student mediation is a process that provides the injured party an opportunity to meet the offending student, in a safe and structured setting, and engage in a mediated discussion of the offense. With the assistance of a trained mediator, the injured party is able to tell the referred student about the offense's physical, emotional and financial impact; to receive answers to lingering questions about the offense and the referred student; and to be directly involved in developing a restitution plan for the referred student to pay back his or her financial debt. The process is not primarily focused on reaching a settlement, but most sessions do result in a restitution agreement. The mediator should conduct in person, pre-mediation sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached. This conference is almost never appropriate for bullying situations, because the injured student is vulnerable to more emotional harm and the conference may inadvertently empower the bully even more.

School officials may suspend students with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum and receive their IEP services, in-school suspensions do not count toward the 10-day limit. Principals are not required to suspend students with disabilities for the mandatory periods set forth in this Code for a single offense. Specifically, the Principal or his or her designee has discretion to suspend students with disabilities fewer days than set forth for a single offense. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with Dispute Resolution (773/553-1905) is absolutely necessary. **Without such consultation and approval from Dispute Resolution, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion or for emergency alternative placement, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to discipline the student. School must also provide parent/guardian/surrogate with a written copy of Notice of Procedural Safeguards.
2. The IEP 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. The behavior is a manifestation of the student's disability if:

³¹All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

- 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
- b. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

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

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur.

Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency interim alternative placement when in possession of weapons or large amounts of drugs, or for inflicting serious bodily injury on another person while on school grounds or at a school sponsored event. The parent or legal guardian may request a due process hearing to challenge the emergency interim alternative placement.

For students with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, please consult with Dispute Resolution, as the Chief Executive Officer may request that a hearing officer order a 45-day emergency interim alternative placement.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be charged with a violation of Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. *If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be charged with a violation of Section 6-1.*

Knives, including but not limited to:

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives
- Swiss Army knife
- Box cutters
- Razors

Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws
- Crowbars/Metal pipes
- Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

- Mace/Pepper spray
- Broken bottles or other pieces of glass
- Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be charged with a violation of Section 6-1 of the SCC.

Firearms - these include:

- Pistol
- Revolver
- Other firearms
- Live ammunition/Live bullets
- Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

- Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
- Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:

- Tear gas guns
- Projector bombs
- Noxious liquid gas
- Grenades
- Other explosive substances

Other Objects - these include:

- Blackjack
- Slingshot
- Sand club
- Sandbag
- Metal/brass knuckles
- Throwing stars
- Tasers/stun guns

“Look-Alike” Firearms - these include:

- B.B. guns
- Air guns
- Other objects, including “toys” or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be charged with a violation of the SCC. *If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be charged with a violation of Section 6-1.*

Sporting Equipment - these include but are not limited to:

- Baseball bats
- Golf clubs

Personal Grooming Products - these include but are not limited to:

- Nail clippers/files
- Combs with sharp handles
- Tweezers

School Supplies - these include but are not limited to:

- Scissors
- Laser pointers
- Pens/Pencils
- Rulers
- Padlocks/Combination locks
- Other objects commonly used for educational purposes

EXPULSION HEARING AND EMERGENCY ALTERNATIVE PLACEMENT GUIDELINES

Expulsion Referral

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.³²
- If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal may choose to refer the student for expulsion with written justification submitted in IMPACT Verify.
- If a student's inappropriate behavior falls within Group 6 of the SCC, a school principal must refer the student for expulsion.
- Schools submit expulsion referrals through IMPACT Verify. The Law Department will review expulsion referrals, schedule expulsion hearings, and prepare the case before the hearing.
- Parents and guardians of students referred for expulsion will be a sent notice letter. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail or by personal delivery.

Emergency Assignment to Alternative Placement

- Students who commit extremely serious Groups 5 or 6 misconducts may be assigned to an alternative school on an emergency basis while an expulsion hearing is pending. Alternative school placement means that the student is disciplinary reassigned to the Safe Schools Alternative Program, which serves students in Grades 6-12 and offers specialized curriculum, smaller teacher-student ratios, and support services. Because this placement is not permanent, students may be assigned to an alternative school without being given the opportunity for a hearing.
- General education students may be referred for emergency placement in an alternative school if they commit a severe act of misconduct that presents a serious and credible threat of harm to themselves or others.

³²This definition does not apply to exclusion of a student from school for failure to comply with immunization requirements or temporary emergency placement.

- Students with disabilities may be referred for emergency alternative placement when in possession of weapons or large amounts of drugs, or for causing serious bodily injury to another person, when the misconduct occurred on school grounds or at a school-sponsored event. For students with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, please consult with Dispute Resolution. Students with disabilities may be given an emergency alternative placement for a maximum period of 45 school days even in instances where the student’s misconduct is ultimately determined to be a manifestation of his or her disability.

Expulsion Hearing Procedures

- Before the hearing, school principals are responsible for assisting the Law Department with case preparation by identifying witnesses and relevant documents, and reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written in IMPACT Verify.
- The hearing will be conducted before an independent hearing officer. The Chief Executive Officer’s representatives will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident.

Expulsion Final Determination

- After the hearing, the hearing officer will make one of the following recommendations: Do Not Expel, Referral to SMART (in lieu of expulsion), or Expel (for a set term of one semester up to two calendar years).
- The hearing officer’s recommendation may be modified on a case-by-case basis by the Chief Executive Officer or designee. If a student is expelled, Safe Schools Alternative Program placement may be offered for the period of the expulsion.

- The hearing officer may recommend that the student attend the Board-sponsored SMART program³³ if the student’s behavior does not require expulsion and the student is likely to benefit from remediation. A recommendation to SMART is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the SMART program in lieu of expulsion but who fails to successfully complete the program shall be expelled.
- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the Safe Schools Alternative Program.

Transition when Expulsion Complete

- When a term of expulsion is completed, the student will be transferred to his/her home school.
- For students attending the Safe Schools Alternative Program, a transition meeting, including the student, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student’s transition back into the home school environment.
- Administrators at the home school are encouraged to utilize balanced and restorative justice strategies to help reintegrate the student into the school community.
- After a student returns from an expulsion, principals should schedule check-in meetings with the student, parents/guardians, and staff members to monitor his/her transition.

³³The Saturday Morning Alternative Reach-Out and Teach Program (SMART) is a comprehensive and integrated eight-session Saturday morning program with an additional community service requirement. The SMART program provides students with character building and conflict resolution skills as well as prevention, intervention, referral and support services for the amelioration of alcohol- or drug-related problems and inappropriate behavior in general. An adult representative is also required to attend two Saturday program meetings.

NOTICE TO PARENTS AND STUDENTS REGARDING BOARD POLICIES

Student Records

Under the Federal Family Educational Rights and Privacy Act (“FERPA”) and the Illinois School Student Records Act (“ISSRA”), students and their parents have certain rights with respect to the student’s educational records. These rights transfer solely to the student who has reached the age of 18, graduated from secondary school, married or entered into military service, whichever comes first.

Notice of Student Record Retention and Disposal

The law requires the Board of Education of the City of Chicago (the “Board”) to maintain educational records, which includes both “permanent records” and “temporary records.” A student’s permanent record contains the student’s name, place and date of birth, address, transcript, parent(s) name(s) and address(es), attendance records, and other information mandated by the Illinois State Board of Education. The student’s temporary records include all school-related student information not contained in the permanent record. Student records may include both paper and electronic records.

According to Board policy, the retention periods for records are as follows:

- The Student Cumulative (or Temporary) Record for elementary school students shall be kept until the student is 21 years old and for high school students, shall be kept until the student is 27 years old.
- Special education related records for students with disabilities shall be kept until the student is 27 years old.
- Student Permanent records are kept for at least 60 years after the student has transferred, graduated, or otherwise permanently withdrawn from the school.

The Board will follow the above retention schedule and will destroy these student records in the natural course of business when the records are eligible for disposal. Notice of the record disposal schedule is provided through annual newspaper publication. To review student records after the student has transferred, graduated or withdrawn from school, parents and students may contact the student’s former school or Student Records Services (773/535-7722). For additional information, refer to the Board’s

Policy on the Maintenance and Retention of School Student Records at (<http://policy.cps.k12.il.us/documents/706.1.pdf>).

Right to Review and Challenge Student Records

Parents and students, whether emancipated or not, have the right to inspect and copy all of the student's educational records maintained by the school or the Board unless the parent is prohibited by an order of protection from obtaining those records within 45 days after the day the school receives a request for access. Parents of eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

When a student is transferring to a school outside the Chicago Public Schools district, parents have the right to inspect and copy and to challenge their children's temporary and permanent student records prior to the time records are transferred to the out-of-district school.

Schools may not charge to search for or retrieve information, though schools may charge a reasonable fee to copy records. *No parent or student shall be denied a copy of the student records due to their inability to pay.*

Parents have the right to request that a school corrects recorded information (with the exception of academic grades) that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA and ISSRA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a formal hearing by submitting a written request to the Board. Parents should contact the Office of Special Education and Supports, Chicago Public Schools, 125 S. Clark Street, 8th Floor, Chicago, IL 60603, for a formal hearing. After the hearing, if the Board decides not to amend the record, the parent has the right to place a statement with the records commenting on the contested information in the record. The parent may appeal the Board's decision by contacting the Illinois State Board of Education (ISBE), Division Supervisor for the Division of Accountability, 100 W. Randolph St., Suite 14-300, Chicago, IL 60601. For more information on how to review and/or challenge a student's

record, review the Board’s policy on “Parent and Student Rights of Access to and Confidentiality of Student Records” (<http://policy.cps.k12.il.us/documents/706.3.pdf>).

Release of Student Records

Parents and eligible students have the right to provide written consent before the school discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools may not release student records information without written permission from the parent. However, the law allows the disclosure of records, without consent, to select parties, including:

- School district employees or officials³⁴ who have legitimate educational interest in the student;
- Officials, upon request, of another school district or institutions of post-secondary education in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer;
- Certain government officials as required by State or Federal law;
- Persons conducting studies, pursuant to a written agreement with the Board;
- Individuals who have obtained a court order regarding the records, provided the parents are notified;
- Persons who need the information in light of a health or safety emergency; and
- State and local authorities in the juvenile justice system.

A school may also disclose, without consent, certain “Directory Information” such as a student’s name, address, telephone number, date and place of birth, and awards and dates of attendance, provided that prior to the release of the Directory Information the parents are given the opportunity to opt out of the release of this information, in which case the information will not be released.

³⁴A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. School officials can include contractors, consultants, volunteers or other parties under the Board’s direct control with whom the Board has agreed to outsource certain institutional services or functions, and who have a legitimate educational interest in the specific education records disclosed. The Board’s agreement with these contractors, consultants, volunteers or other parties will specifically outline the legitimate educational interest and which educational records are disclosed.

Please note that no person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under ISSRA.

Release of Records to Recruiters

The No Child Left Behind Act ("NCLB") and the Illinois School Code require school districts to provide the names, addresses and telephone numbers of all 11th and 12th grade students to military recruiters or institutions of higher learning upon their request. This information is made available to recruiters only through the Director of Policies and Procedures. Parents and students, regardless of whether the student is emancipated or not, may request that their contact information not be disclosed as described below.

If a parent or student does not wish to have the student's contact information released to military recruiters or institutions of higher education, they must submit a written request to the Director of Policies and Procedures, Chicago Public Schools, 125 S. Clark St., 5th Floor, Chicago, IL 60603, 773/553-3733, FAX 773/553-2151. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt out form which is available at all Chicago Public Schools high schools. Parents and students must submit their opt-out request to the Director of Policies and Procedures by **December 1st** if they wish to opt out of releasing student records to recruiters. For more information on opting out of the release of contact information to recruiters, please review the Board's "Recruiter Access Policy" (<http://policy.cps.k12.il.us/documents/708.1.pdf>).

Release of Records for FAFSA Completion Project and National Student Clearinghouse

The Board releases student Directory Information on all 12th grade students to:

- (1) The Illinois Student Assistance Commission (ISAC) to assist students with college financing opportunities by completing the Free Application for Federal Student Aid (FAFSA) and to determine eligibility for ISAC-related scholarships. The FAFSA is required for students to receive many forms of college financial aid; ISAC and CPS collaborate to support family FAFSA completion; and

- (2) The National Student Clearinghouse, an organization which provides data to CPS on students' postsecondary enrollment and retention. The National Student Clearinghouse helps CPS to understand and improve the college readiness and success of CPS graduates.

The Directory Information to be released is: the student's name, address, date of birth and high school name. If a parent or student does not wish to have the student's Directory Information released to ISAC for the FAFSA Completion Project and scholarships or the National Student Clearinghouse they must submit a written request to the Office of Pathways to College and Career, Chicago Public Schools, 125 S. Clark St., 12th Floor, Chicago, IL 60603, 773/553-2108, FAX 773/553-3543. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt out form which is available at all Chicago Public Schools high schools. **Parents and students must submit their opt out request to the Office of Pathways to College and Career by October 1st if they wish to opt out of releasing student Directory Information for the FAFSA Completion Project and/or the National Student Clearinghouse.**

Filing of Complaints

Parents have the right to file a complaint with the U.S. Department of Education if they believe the school district has failed to comply with the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

Student Interventions

The District maintains a policy on the use of momentary physical interventions to maintain the safety of students and staff and to remove disruptive students from the classroom (<http://policy.cps.k12.il.us/documents/705.7.pdf>). The District also maintains a policy on the use of Behavioral Interventions, Physical Restraints and Isolated Time-Outs with Students with Disabilities (<http://policy.cps.k12.il.us/documents/705.4.pdf>).

Notice of Search and Seizure Policy

Any Person who enters onto the property of the Board of Education of the City of Chicago may be subject to a search in accordance with the Board's Search and Seizure Policy, (<http://policy.cps.k12.il.us/documents/409.3.pdf>).

Student Research Surveys

The District maintains a Research Study and Data Policy to address how individuals may conduct student research activities including surveys in the Chicago Public Schools (<http://policy.cps.k12.il.us/documents/203.4.pdf>). This policy has been established to comply with the requirements of the Federal Pupil Protection Rights Act (“PPRA”). Parents or guardians who believe their rights under the PPRA may have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Administration of Medications Policy

The District maintains a policy on the requirements for the administration of medication to a student during school hours (<http://policy.cps.k12.il.us/documents/704.2.pdf>). A written request must be made by a licensed physician and submitted on the CPS medication request form. The parent/guardian must submit a signed Parent’s Authorization to Release Medical Information form. Medication will not be administered unless these forms are properly completed and received. This policy addresses administration of both prescription drugs and non-prescription (over the counter) drugs. Students shall not bring medication to school without authorization.

Title IX

Title IX of the Educational Amendments of 1972 banned discrimination on the basis of sex in schools and governs the overall equity of treatment and opportunity in athletics programs in schools. The Chicago Public Schools (CPS) is committed to providing participation opportunities for female and male students at CPS high schools that effectively accommodate the athletic interests and abilities of both sexes consistent with the requirements of Title IX, its implementing regulations and applicable United States Department of Education Office of Civil Rights policies.

In order to accommodate the interests and abilities of female students, any student or other interested party, such as a coach or parent, may contact the CPS Department of Interscholastic Competition (formerly known as Sports Administration) at TitleIXAthleticRequest@cps.edu or by calling 773/534-0700 to inquire about adding a new sport or a new level (e.g. varsity, junior varsity, sophomore, freshman) to an existing sport at any CPS high school.

CPS Policy Website

Copies of all Board Policies can be obtained on the CPS Website at (<http://policy.cps.k12.il.us/>) or by writing to the Board Secretary, Chicago Board of Education, 125 S. Clark St., 6th Floor, Chicago, Illinois 60603.



MISCONDUCT REPORT



Chicago Public Schools
Bureau of Safety and Security

SCHOOL: _____

SCHOOL ID: _____

Severity Group No: _____

Narrative (Offender's only)

Incident Date: _____

Student/Offender ID: _____

Misconduct / Incident Report # _____

ACCIDENT REPORT COMPLETED: Yes No

DISCIPLINARY ACTION TAKEN:

Teacher/Student Conference

Teacher/Student/Parent Conference

Teacher/Student/Parent/Res/Adm. Conference

In-School Suspension
Suspension

Day(s)
Day(s)

NOTE: NUMBER OF DAYS MUST BE STATED

Disciplinary Reassignment

Police Notification

Peer Jury

Other

Remove From Classroom

Detention

Mediation

Arrest: P. D. RD# _____

Expulsion Referral

APPROVED BY: _____

DEAR PARENT OR GUARDIAN:

NAME:

ADDRESS:

In accordance with the provisions of the Rules of the Board of Education as authorized by the Illinois School code _____

_____ a student in this school residing at: _____

Age: Grade: Room/Division: has been suspended from school this day for a period of school days until the opening of school on . The cause of this action is listed above.

You are invited to attend a conference regarding this suspension. Please call me at _____ to discuss this matter.

Area where misconduct occurred:

(Check one)	Classroom	Halls	Bus	Washroom
	Out-of-school	Other		

Hearing Date:

Conference Date:

Sincerely,

Principal

Report completed by:

Suspension Homework Assigned by:

Telephone Number

SPECIAL EDUCATION STUDENTS ONLY:

_____ total days suspended this year prior to current misconduct.

THE AREA INSTRUCTIONAL OFFICER OF AREA NUMBER, WHOSE OFFICE IS LOCATED AT: _____

HAS BEEN NOTIFIED OF THIS SUSPENSION

PARENT NOTIFIED _____ (DATE)

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Chicago Public Schools
Student Code of Conduct
2012-2013

Student Agreement

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

Student Signature Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Chicago Public Schools believes that you should be informed regarding
our effort to create and maintain a safe and secure learning environment
for all students. Please read the SCC and sign the document below to
acknowledge your receipt and understanding of the SCC.

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

Parent/Guardian Signature Date

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