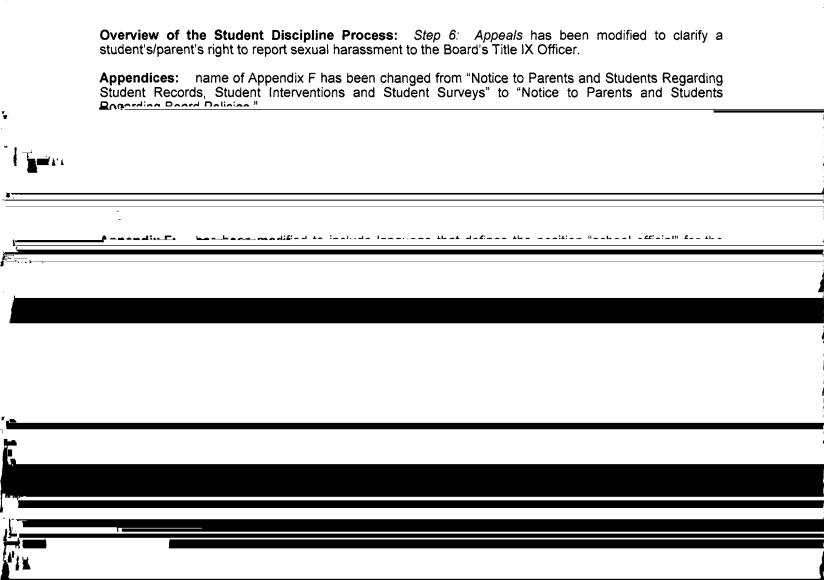
# ADOPT STUDENT CODE OF CONDUCT FOR CHICAGO PUBLIC SCHOOLS FOR THE 2009-2010 SCHOOL YEAR

# THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt the Student Code of Conduct ("SCC") for the 2009-2010 school year which is attached hereto. This SCC has been updated to reflect the Board's current organizational structure and policies. The 2009-2010 SCC will become effective September 17, 2009.

**DESCRIPTION:** Modifications from the previous year's Student Code of Conduct are summarized below.

Student Code of Conduct: has been modified to replace all references to the position of "Area Intrusting Officer" with reference to the "Chipf Man Officer"

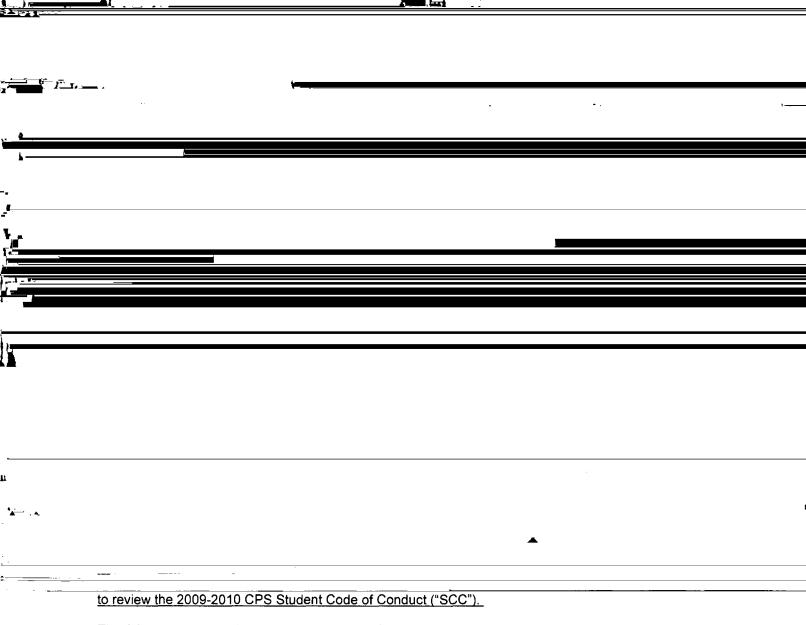


environment.

<u> </u>	t:
	Dear Students, Parents, Teachers and Administrators:
	As we begin an exciting new school year, I encourage you to take time to review the Chicago Public
	Schools Student Code of Conduct ("SCC").
	The SCC was adopted by the Chicago Board of Education ("Board") to help create a safe environment for
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	all students and school personnel by providing a set of expected behaviors for students and a transparent
	process for administrators for correcting inappropriate behavior. However, the SCC is only a resource. It
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September 17, 2009

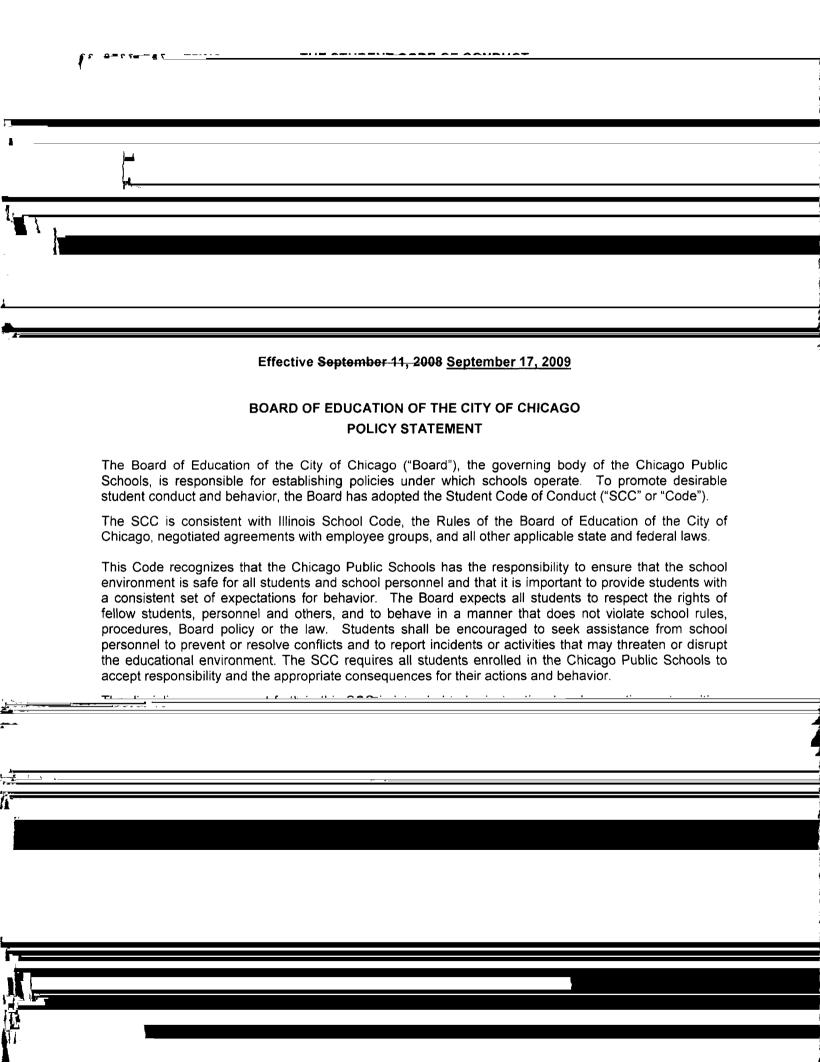
Dear Students, Parents, Teachers and Administrators:



The SCC was adopted by the Chicago Board of Education ("Board") to help create a safe environment for all students and school personnel. The SCC sets forth the expected behaviors for students and a transparent process for administrators to redirect inappropriate behavior. The SCC has been updated this year to reflect the Board's current policies and organizational structure.

However, the SCC is only a resource. It will take the collective efforts of students, parents, teachers and administrators to create a safe learning environment where all students can excel.

Administrators are expected to ensure that each student and parent receives a copy of the SCC. Administrators shall collect from each student a signed Acknowledgment of Receipt of the SCC ("Receipt"), located in Appendix H. When student misconduct occurs, administrators shall be guided by



# **Balanced and Restorative Justice and the SCC**

	The Code also reflects alternative approaches to classroom management and student discipline.
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	Restorative justice principles involve those who have a stake in a specific offense in collectively identifying and addressing the harm done and the people and obligations of all involved in order to
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	heal and correct the situation as fully as possible. The Board encourages principals and
Address on the second	

## Discipline in Charter, Contract and Performance Schools

Pursuant to the Charter Schools Law, Illinois School Law, 105 ILCS 5/27A, all Charter schools are exempt from local school board policies, including the Student Code of Conduct. Charter schools are free to adopt the SCC or to establish their own discipline policies.

Charter schools are not exempt from IDEA or from federal and state regulations as they pertain to discipline of students with disabilities. If a Charter school establishes their own discipline policies, their particular and comply with the suidelines for exprendice and comply with the suidelines for exprendice. students with disabilities outlined in Appendix E of the SCC. Charter schools must also comply <u>معانيم مطفيعة المعاملة المجارة محمد بالمم</u>

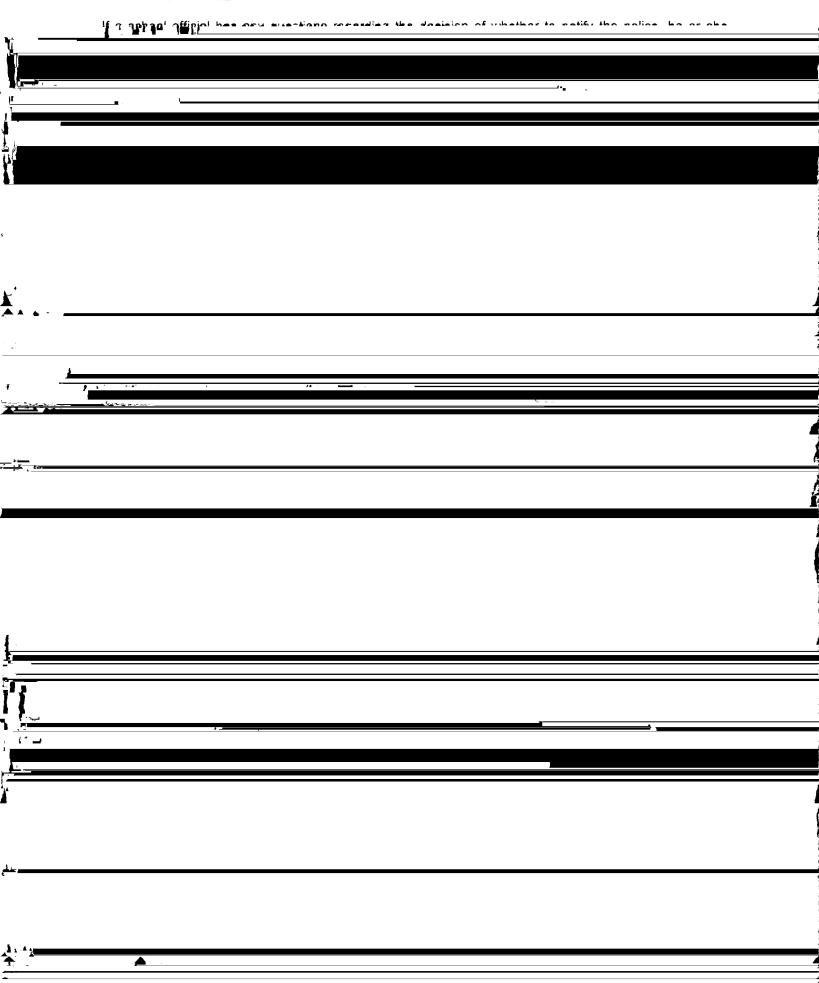
# OVERVIEW OF THE STUDENT DISCIPLINE PROCESS

	Step 1: School Officials Investigate  The local school official in charge of discipline should talk to all students teachers school
<b>.</b> .	
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	personnel and other witnesses to the incident.  The local school official in charge of discipline must make every reasonable effort to notify the parent/quardian of a student who has been injured as a result of an act of misconduct
	The investigation may necessitate a search of the student, his/her locker, desk or personal
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	shall be performed in compliance with Board Policy 02-0227-PO1, Procedures for Search,
	Scizift and the Une of Metal Detectors at Sabari Escilition

# 09-0722-P05 FINAL

# Step 6: Appeals

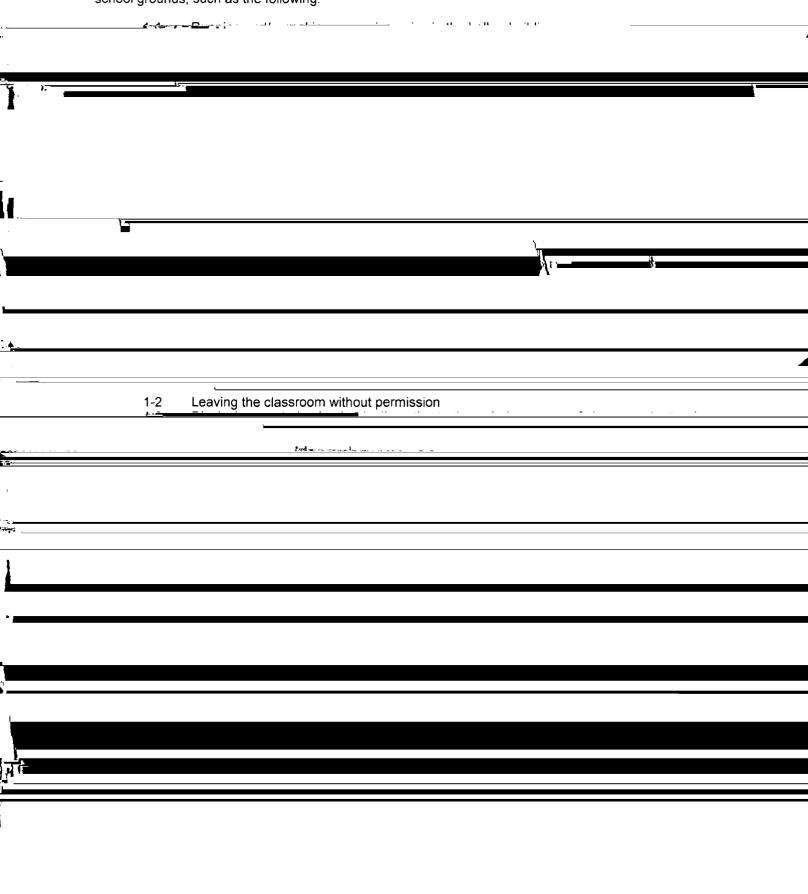
If a student, parent, or guardian feels that the intervention or consequence taken is unwarranted or excessive, he or she has the right to ask the principal to review the matter and to reconsider the decision.



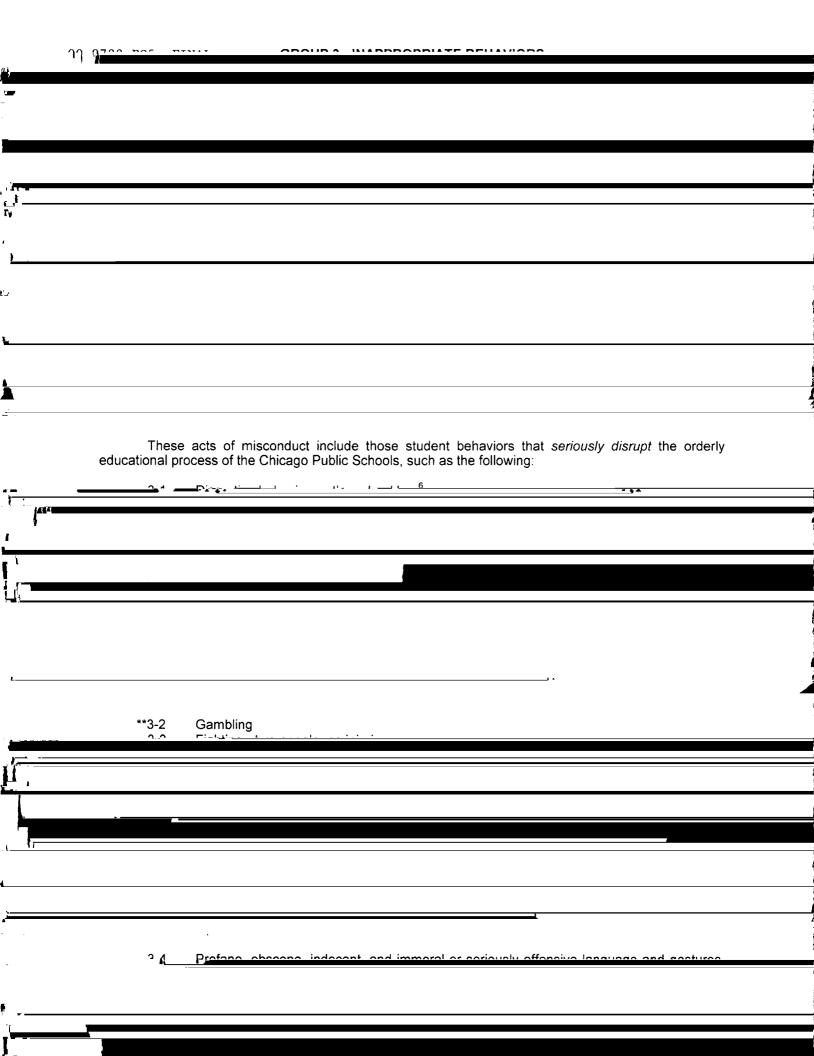
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# **GROUP 1 - INAPPROPRIATE BEHAVIORS**

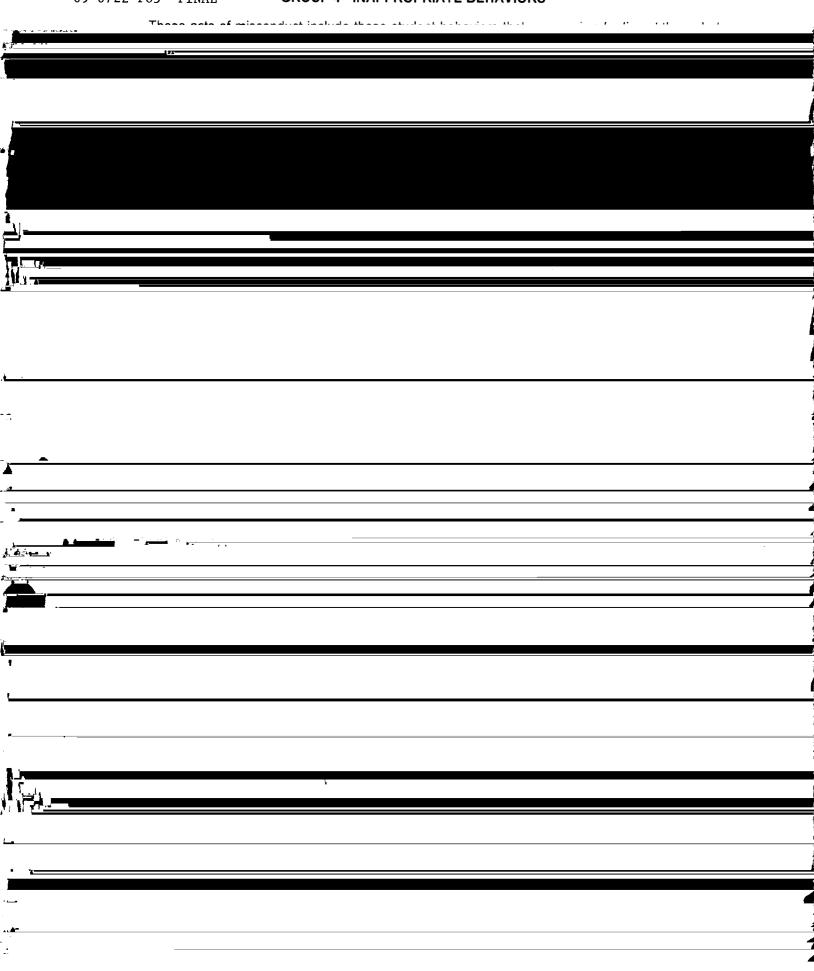
These acts of misconduct include *inappropriate* student behaviors in the classroom or on the school grounds, such as the following:



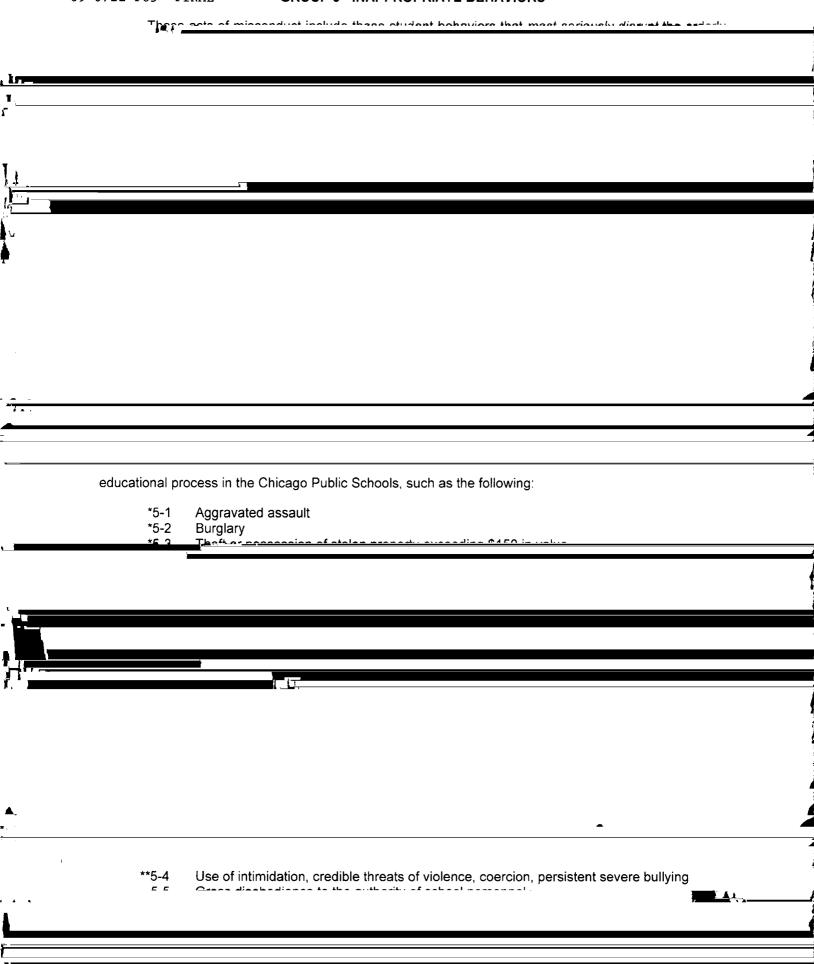
These acts of misconduct include those student behaviors that *disrupt* the orderly educational propaga in the section of the Leaving the school authorities and programs through walkouts or sitting 2-2



# 09-0722-P05 FINAL GROUP 4 - INAPPROPRIATE BEHAVIORS



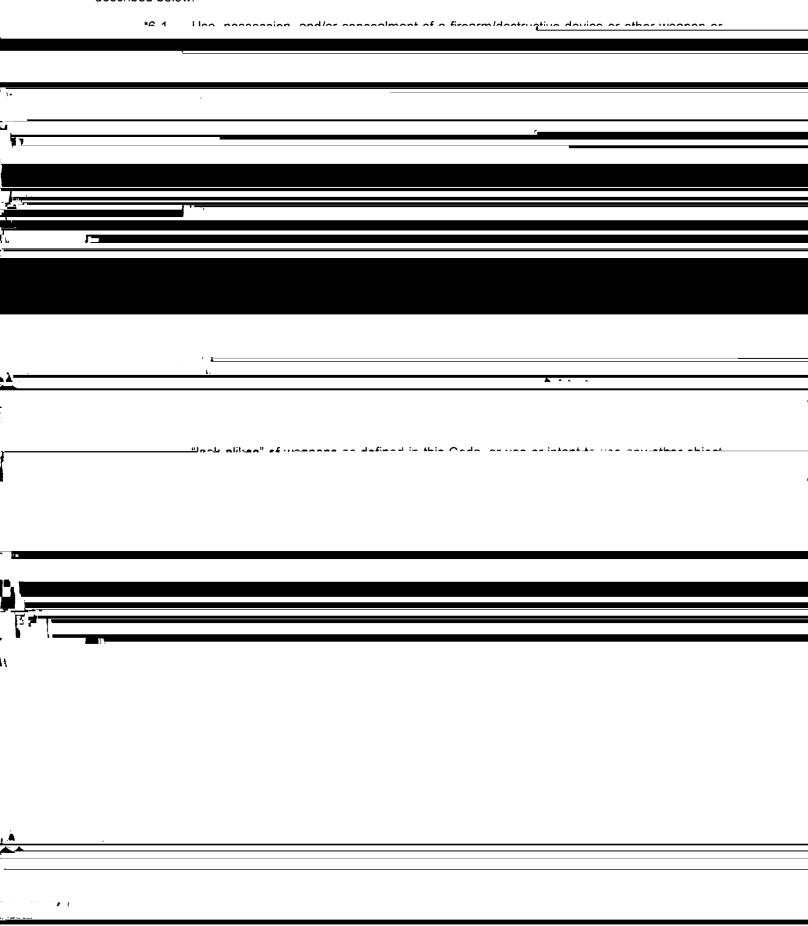
# **GROUP 5 - INAPPROPRIATE BEHAVIORS**



09-0722-P05 FINAL

# **GROUP 6 - INAPPROPRIATE BEHAVIORS**

These acts of misconduct include illegal student behaviors that not only *most seriously disrupt* the orderly educational process in the Chicago Public Schools but also mandate the disciplinary action described below:



# **APPENDIX**

	<u>Appendix A</u>	Sample Misconduct Report
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	Appendix C	Glossary of Terms
	Appendix D	Reference Guide for Groups 4, 5 and 6 Inappropriate Behaviors Involving Dangerous Objects, Weapons or Look-Alike Weapons
	Appendix E	Procedural Guide for Students with Disabilities
	Appendix F	Notice to Parents and Students Regarding Student Records, Student Interventions and Student Surveys Board Policies
	Appendix G	Balanced and Restorative Justice Strategies
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# Appendix A

# SAMPLE MISCONDUCT REPORT

B.S.S. 158 (Revised 4/92) Comm. No.100

Chicago Public Schools Bureau of Safety and Security

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UNIT NUMBER:	Charles (F) ht makes	
	Student ID Number:	
Misconduct No: Date: Time:	Non CPS Student	
	Incident Report Number:	
Narrative (If needed):	ACCIDENT REPORT COMPLETED: Yes   No	
	DISCIPLINARY ACTION TAKEN:	
•	Tescher/Student Conference Tescher/Student/Parent Conference	
	Teachar/Student/Parant/Res/Adm Conference	
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# Appendix B

#### **EXPULSION HEARING AND EMERGENCY ALTERNATIVE PLACEMENT GUIDELINES**

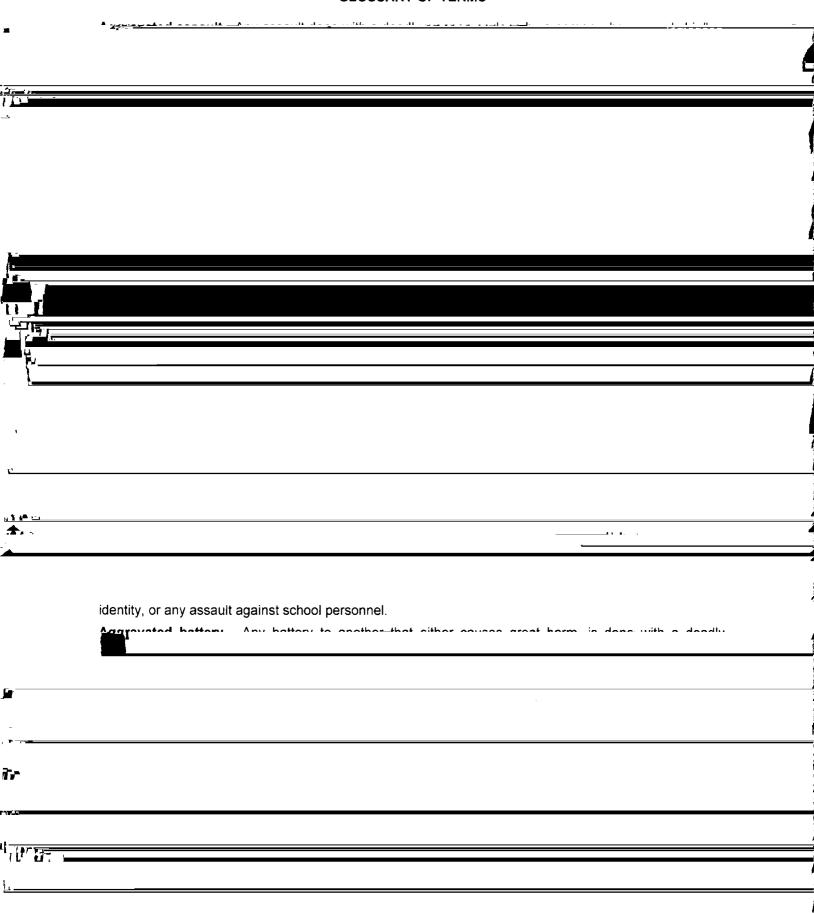
# **Hearing Procedures**

- ♦ If a student engages in inappropriate behavior, a Misconduct Report is prepared and the parent or guardian and student are contacted, notifying them of the misconduct.
- When a student engages in an Inappropriate Behavior that results in a referral for a disciplinary hearing, the parent/guardian of the student will be sent a Notice of Request for Disciplinary Hearing letter and a Notice of Disciplinary Hearing letter. These notices will provide a description of the incident, the date of the incident, the SCC misconduct number, and the time and date for the disciplinary hearing.
- ♦ At the hearing, testimony from all witnesses for the Chief Executive Officer, as well as for the student, will be heard and documentary evidence may be introduced.

		nd documentary evidence may be in		face from a
v-= <i>i</i>	After the hearing, the h	nearing officer provides an opinion	to the Chief Executive Officer	for final
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# Appendix C

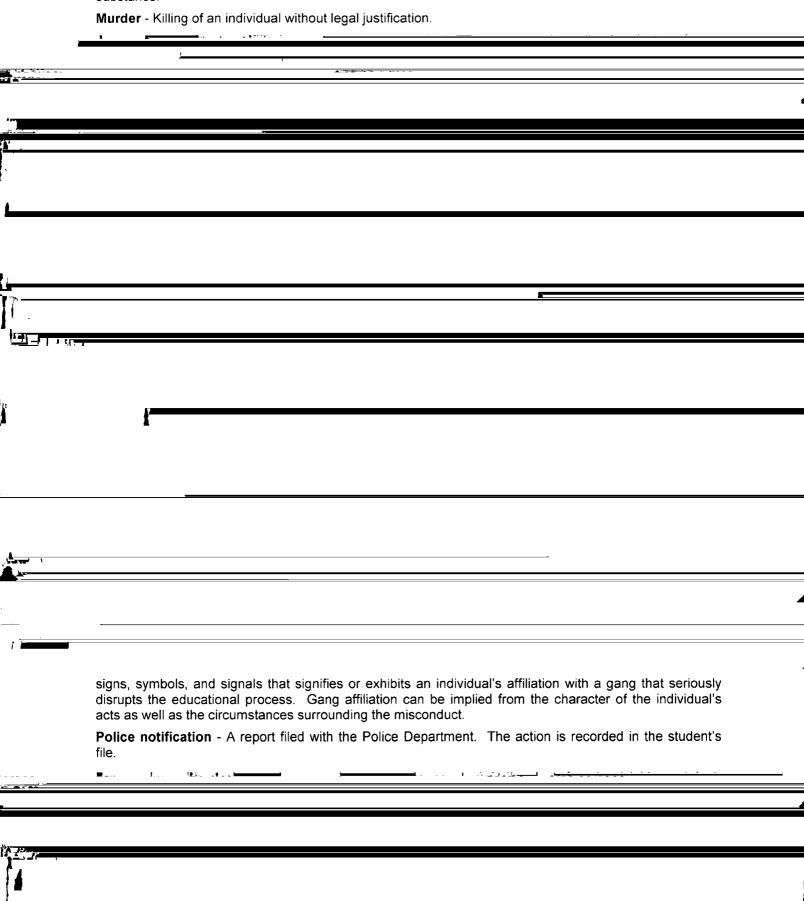
# **GLOSSARY OF TERMS**



09-0722-P05 FINAL Disorderly conduct - An act done in an unreasonable manner so as to alarm or disturb others and which provokes a breach of the peace. Devision of the septiment of the septime right to named the named the consumer the chance and the recess of the who intervention or

#### 09-0722-P05 FINAL

"Look-alike" substance - 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.



09-0722-P05 FINAL Switchblade knife - A knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife.

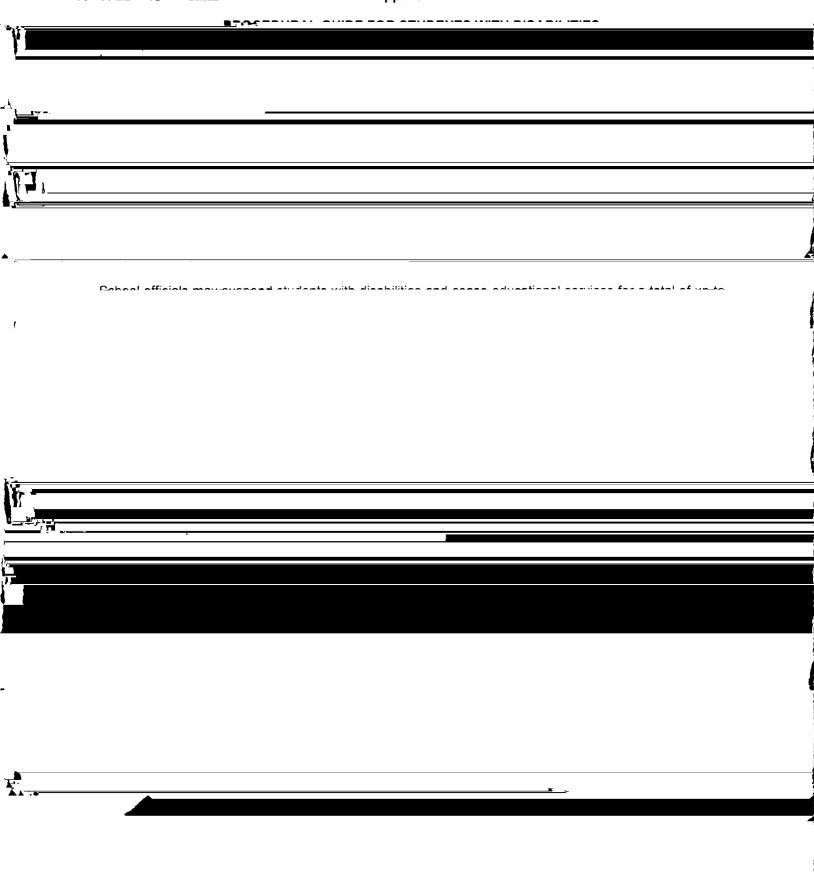
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	DANGEROUS OBJECTS, WEAPONS OR LOOP	K-ALIKE WEAPONS
	SECTIONS 4-13 AND 5-11	
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(	09-0722-P05 FINAL
	Other Objects - these include:
	Blackjack
	Slingshot
	Sand club
	Sandbag
	Metal/brass knuckles The residue at the second seco
	Throwing stars Tasers/stun guns
	rasers/sturr guris
	"Look-Alike" Firearms - these include:
	B.B. guns
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	Other chicate including "toyo" or replices that researchly recemble real fireerms
	Other objects, including "toys" or replicas that reasonably resemble real firearms
	6-1 SPECIAL CONSIDERATION
	for ctydant simply has any of those chicate, or any other similar chicat in his/her necession. (a)he
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	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 Operation Products About include but any untilinated to
<b>t</b> u	Buthing Figure Broducto think include but as not limited to
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Combs with sharp handles

Tweezers

# Appendix E

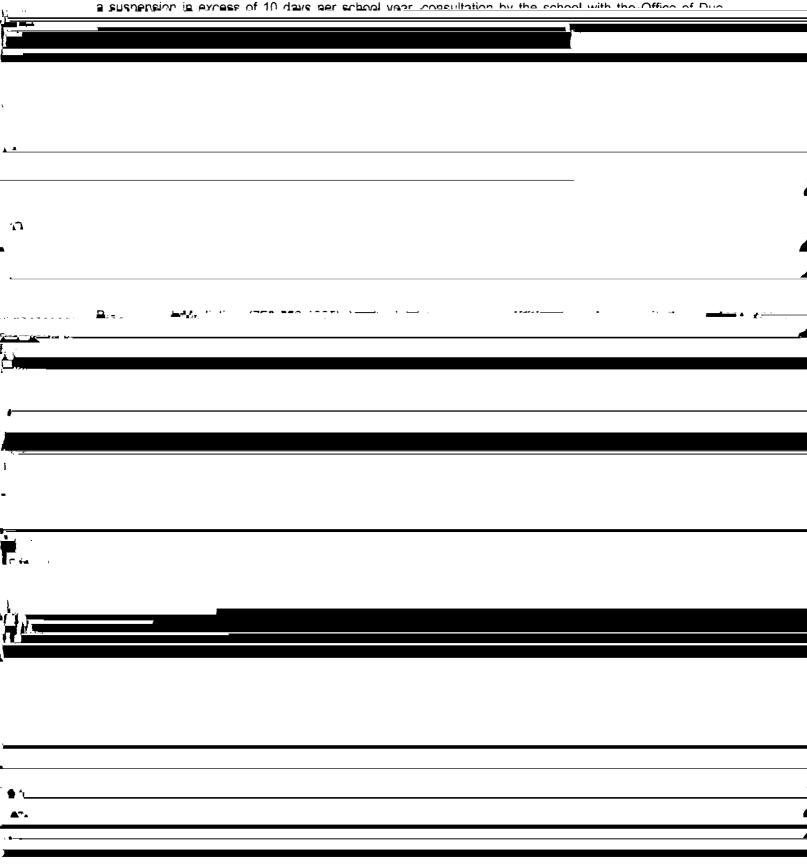


10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-

# 09-0722-P05 FINAL

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

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 the Office of Duo



### Appendix F

# NOTICE TO PARENTS AND STUDENTS **POLICIES** 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. **Student Records** The law requires the Board of Education of the City of Chicago (the "Board") to maintain educational

	policy on "Parent and Student Rights of Access to and Confidentiality of Student Records"
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	Generally, schools may not release student records information without written permission from the
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# **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 abide by 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/202.4.pdf). Copies of those policies are be abtained through the

#### Appendix G

#### **BALANCED AND RESTORATIVE JUSTICE STRATEGIES**

Following is a listing of generally accepted balanced and restorative justice strategies. Balanced and restorative justice strategies may be used at the discretion of the principal in lieu of certain other non-Group 5 or 6 interventions set forth in the SCC, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort. These strategies may also be used in conjunction with other interventions. This list is not exhaustive of all balanced and restorative justice strategies.

Circles
(Also called Peacemaking Circles, Circles of Understanding)

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	winting winting accompandate the offender offender companders nation and all interested communities.

	09-0722-P05 FINAL  Goals  The goals of community service are to:
	Hold offenders accountable for the harm they have caused to the school community
n_*_~~	Hold offenders accountable for the harm they have caused to the school community      Provide achoel communities with human secondary that can establish maintaining a manifely and the secondary to the school community.
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	<ul> <li>school climate</li> <li>Allow victims a voice and occasionally some direct benefit by recommending the type of community service performed</li> </ul>
	Implementation  Supplementation  Supplementation

U	9-0722-P05 FINAL  The conference typically begins with the offender describing the incident, followed by each participant describing the impact of the incident on his or her life. It is preferable to allow the victim to start the
, r	dinguinging if their saints. There was the advantage of the standard in found with the bound insulate of the
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	behavior on the victim, on those close to the victim, and on the offender's own family and friends. The
	victim has the αροστ <u>ιρίτα to express feelings and ask guestions about the incident. After a thorough</u>
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	discussion of the impact of the behavior on those present, the victim is asked to identify desired outcomes from the conference, and thus help to shape the obligations that will be placed on the offender. All
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	09-0722-P05 FINAL
	Implementation  Many criminal and juvenile justice agencies have institutionalized victim impact panels as a sentencing
	option. Victim service organizations either implement the program for the court, or work in collaboration
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# Appendix H

# ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Chicago Public Schools Student Code of Conduct 2008-2009 2009-2010

Student Agreement

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 acts of misconduct or inappropriate student behavior will result in interventions and consequences as stated under the SCC.  Student Signature  Date  Parent/Guardian Agreement		<u> </u>	print the dential name \ beautiful and and the
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