

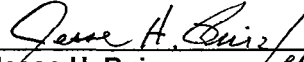
Approved for Consideration:



Aarti Dhupelia

Chief Officer of College & Career Success

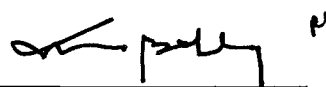
Respectfully Submitted:



Jesse H. Ruiz

Interim Chief Executive Officer

Approved as to Legal Form:



James L. Bebley
General Counsel

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STUDENT CODE OF CONDUCT
Effective September 8, 2015

PURPOSE

The Chicago Public Schools (CPS) Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students'

social, emotional, and behavioral needs. This includes developing clear expectations, teaching social

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

To tell school officials about any concerns or complaints respectfully and in a timely manner

GENERAL REQUIREMENTS

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 engages in a Group 5 or 6

- e) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building 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.

School staff members must not use public disciplinary techniques and must respond to

SUSPENSION GUIDELINES

Students in grades kindergarten through second may NOT be assigned in school or out of school

Suspensions If a student in pre-kindergarten through second grade exhibits behavior that presents an

imminent endangerment to the physical, emotional, or mental safety of specific students/staff. The

POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School officials must not contact CPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting CPD.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law 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 CPD to report a

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<p>intoxication, or second or repeated violation of Behavior 5-17 (6-6)</p> <ul style="list-style-type: none">• 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)	
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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*.

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

TRENCHES
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response (see
burday

sequences listed.

CONSEQUENCES

consequences that do not
for educational schedule
first.)

guardian, and/or
expectation violated, cause of
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restorative response (see

school, or Saturday
three days

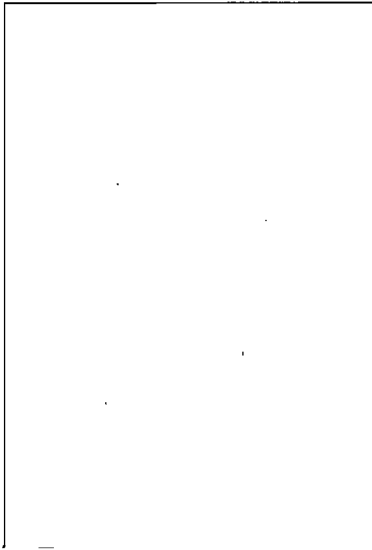
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do not schedule	Administrator, and	see (see	D	1, or see
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identifiable / act (e.g., o further a signifies or misconduct.



by reasons. All disciplinary reassignments must be
comprehensive Policy on the Enrollment and Transfer of
ester (for first violation) or up to one year (for second or
violation) or up to one year (for second or subsequent

<p>CONSEQUENCES consequences that do not in educational schedule first.)</p> <p>wardian, and Administrator ad, cause of behavior, and</p> <p>restorative response (see</p> <p>ool, or Saturday</p> <p>-school suspension, or</p> <p>suspension up to three days</p>
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tions and consequences listed.

<p>by this SCC, 6 pre, or after a 17 contact with inel out of the dent, with no</p>	
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for an expulsion hearing and must be submitted as Behavior 5-11.
for an expulsion hearing and must be submitted as Behavior 5-18.

JS AND

out-of-school
in-school and out-of-
school days.²⁶ When
a plan for
restoration,
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AVAILABLE

restorative,
restorative
(*Restorative Discipline*)
restorative program
restorative
restorative
restorative program

restorative use of the
restorative devices,
restorative up to two years

restorative may be

restorative has an identifiable
restorative means any act (e.g.,
restorative intended to further a
restorative) that signifies or
restorative indicating the misconduct.

<p>dangerous results in a other person use of any r otherwise al means or rds or other ion security or criminal t is done to ices, "look- stance for ction"²⁴ of alcohol in dents using e disruption</p>	
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disability/impairment, based on the student's age/grade level, or for other good cause

the student's intent.

action would lead a reasonable person to believe that the substance is an illegal drug or

when possessing that item violates any applicable law, City ordinance, rule or policy of

program or counseling.

program or counseling.

SEQUENCES

school suspension, or suspension for five days.³³ in days with written notice. When the suspension is for behavior that may affect future behavior, the suspension may be for any student who is disruptive.

Alternative response (see 2019.10) may be implemented by the Chief Executive Officer of the Network school, or the principal may request an alternative response for violations of the CPS network or other network privileges.

Use of other incendiary devices, including but not limited to: bodily harm, even though the harm is not intentional; possession of a controlled substance is an illegal drug or controlled substance; violation of a school policy or rule of conduct; multiple instances of individually-packaged or individually-disposed substance behavior 6-6 for substance behavior; or other good cause as

	a substantial step against his/her will from one place to control over) or clothing, lockers, in \$1,000
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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 interfere with their ability to learn and participate in school activities. Bullying has been

linked to other forms of antisocial behavior, such as vandalism, shoplifting, substance use, and absenteeism.

Definitions

"**Ridging**" means any severe or negative (repeated over time) physical or verbal act or conduct

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- (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); and
- (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at

school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is

...shall not disclose the student's actual

[REDACTED]

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

experience, social-skills training and/or groups where they can practice assertiveness and coping

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.

Please submit this report to the principal or any school staff member. You may also call the Violence

Prevention Hotline (1-888-881-0606) or email BullyingReport@cps.edu to make a report.

Victim or Target Information

School: _____

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

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH

DISABILITIES/IMPAIRMENTS³⁴

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing

procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, they continue to receive their IEP services, and continue to participate with non-disabled peers to

REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS

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 recorded to have violated 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 recorded to have violated Section 6-1*

0700 501

Sandbag
Metal/brass knuckles
Throwing stars

"Look-Alike" Firearms - these include:

B.B. guns
Air guns

Other objects including "toy" 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 (a) he

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing

- ◆ Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.³⁵
- ◆ If a student's inappropriate behavior falls within Group 5 of the SCC, a school principal *may* request an expulsion hearing for that student. A school principal may also request assignment to

an intervention program.

- ◆ 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, alternative program placement may be offered for the period of the

- ◆ The hearing officer may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the intervention 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

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Student Code of Conduct

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.