

June 28, 2017

**ADOPT STUDENT CODE OF CONDUCT FOR CHICAGO PUBLIC SCHOOLS
EFFECTIVE SEPTEMBER 5, 2017**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt the Student Code of Conduct ("SCC") including the CDC Anti-

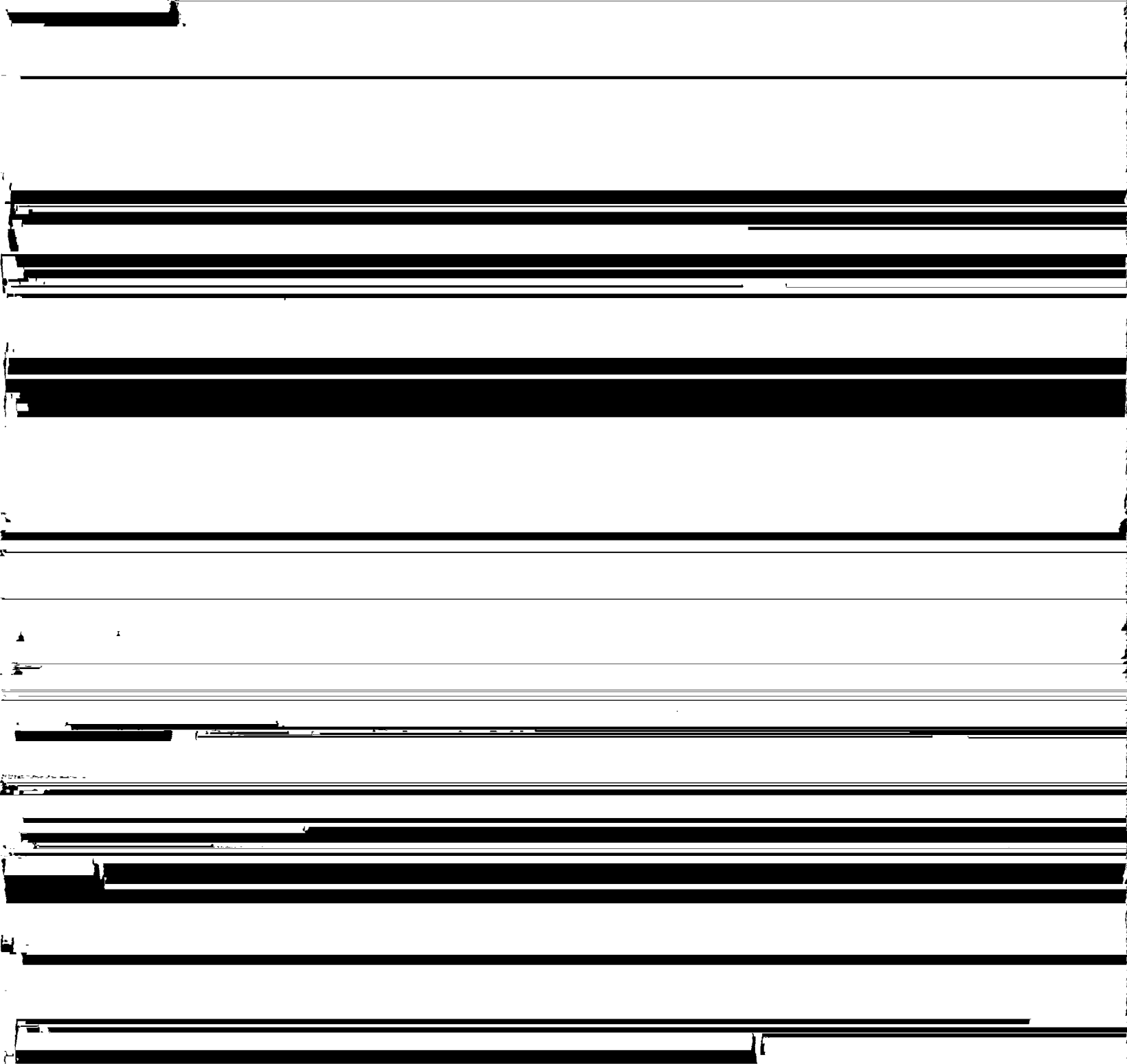


TABLE OF CONTENTS

PURPOSE	2
RIGHTS AND RESPONSIBILITIES	2
GENERAL REQUIREMENTS	4
SUSPENSION GUIDELINES	6
POLICE NOTIFICATION GUIDELINES	7
STUDENT BEHAVIORS COVERED BY THE SCC	10
Special Notes	10
Individual School Rules and Academic Progress	10
Cellular Phones and Other Information Technology Devices	10
School Dress Codes and Uniform Policies	10
Military and JROTC Programs	10
Dating Violence Statement	11
SCC and Other Laws, Policies, Rules, and Contracts	11
<hr style="border: 1px solid black;"/>	
Group 1 – Inappropriate Behaviors	12
Group 2 – Disruptive Behaviors	13
Group 3 – Seriously Disruptive Behaviors	14
Group 4 – Very Seriously Disruptive Behaviors	16
Group 5 – Most Seriously Disruptive Behaviors	18
Group 6 – Illegal and Most Seriously Disruptive Behaviors	20
ANTI-BULLYING POLICY	22
Form for Reporting Bullying and Retaliation	27
PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS	28
REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS	29
EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES	31
KNOWLEDGE AND UNDERSTANDING OF THE STUDENT CODE OF CONDUCT	32

STUDENT CODE OF CONDUCT
Effective September 5, 2017

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-emotional competencies, and fostering positive relationships among all members of the school community. Chicago Public Schools is committed to an instructive, corrective, and restorative approach to

behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the

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

concerns regarding their child

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 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

- 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.
- f) School staff members must not use public disciplinary techniques and must respond to inappropriate student behaviors confidentially, as possible.

g) No restrictions may be placed on food options or recess activities as a behavior consequence.

Silent group lunches are expressly prohibited.

[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]

[REDACTED]

[REDACTED]

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 Network Chief or designee may grant an exception and assign an emergency one day in-school or out of

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~~

Criminal Acts

~~When a student engages in illegal activity, it may be necessary for school staff to report the act to CPD.~~

PD	network or information ;PS network (4-12)	costs more than \$150 (5-3)	which interferes with the operation (5-6)	incident (5-8)	incident (5-9)	as a school facility to be notified (5-10)	disruption of a battery, which includes	posting websites, or use of social media, stalk, harass, bully or intimidate to the CPS network to obtain information, and/or to disrupt a system (5-14)	that costs more than \$500 to any school personnel	fire, controlled substances, and, or use of any other weapon at a school or at a school related function	firearm/destructive device , or use or intent to use	all or a portion of the CPS					of alcohol, illegal drugs, tobacco or such substances, or for the purpose of
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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 2 lists behaviors that *disrupt*.
- Group 3 lists behaviors that *seriously disrupt*.
- Group 4 lists behaviors that *most seriously disrupt*.

- Group 5 lists behaviors that *most seriously disrupt*.
- Group 6 lists behaviors that are *illegal and 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 of the JROTC military academies and must re-enroll in 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.

INTERVENTIONS AND CONSEQUENCES

Teacher, Student, Parent/Guardian, and/or
Reference focused on expectation violated, cause of
violation, and strategy to prevent recurrence
Restorative, corrective, or restorative response (see
Restorative Discipline)
before school, after school, or Saturday

In addition to any other interventions and consequences listed.

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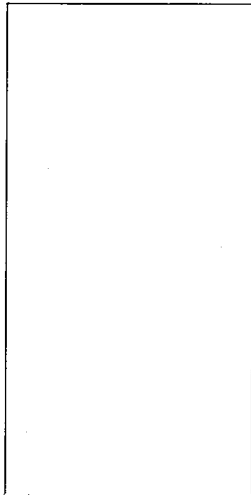
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ht has a disability/impairment, based on the student's age/grade level, or for other good cause

less of the student's intent.

of distribution would lead a reasonable person to believe that the substance is an illegal drug or
or item, when possessing that item violates any applicable law, City ordinance, rule or policy of
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SEQUENCES

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	<p>Attempted murder – an act that constitutes a substantial step toward intended commission of murder</p> <p>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>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>
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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 interferes with their ability to learn and participate in school activities. Bullying is

linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, 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)



Definitions

including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

(4) placing the student in reasonable fear of harm to the student's person or property.

(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 notified of bullying has an obligation to notify the Principal/Designee.

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, the school shall convene the IEP Team to determine whether

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Deeience 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

ATTACHMENT A
Chicago Public Schools

NOTE: The spreadsheet is password protected but the details will be provided to all interested parties.

**PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH
DISABILITIES/IMPAIRMENTS**³⁴

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, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single

**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 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.*

Knives, including but not limited to:

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

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
- Live ammunition/Live bullets
- 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

Searches

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

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

- If a student is expelled, alternative program placement may be offered for the period of the expulsion.
- 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

Chicago Public Schools
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