

July 25, 2018

ADOPT ANNUAL REVISIONS TO THE STUDENT CODE OF CONDUCT  
EFFECTIVE SEPTEMBER 4, 2018

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board adopt the annual revisions to the Student Code of Conduct ("SCC") including the CDE Anti-

Bullying Policy, effective September 4, 2018, which is attached hereto.

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

1. No Zero Tolerance Policy: Added for clarification an explicit statement that suspension and expulsion consequences are determined on an individual basis rather than on a zero tolerance basis and that no consequence is mandated unless required by state law.

2. Out-of-School Suspensions:

(A) Added new requirement for the school's Network chief or designee to approve any proposed out-of-school suspensions for Sections 3-6 and 4-9 infractions (catch-all codes) to ensure that the

6. Anti-Bullying Policies

(A) Expanded and clarified the definition of bullying to align with federal and state guidelines.

(B) Added definition of prejudice or bias as a form of bullying.

(C) Clarified the requirements and steps to investigate and respond to bullying allegations by re-

(D) Clarified the requirements and steps to investigate and respond to bullying allegations by re-

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

Cellular Phones and Other Information Technology Devices	10
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**STUDENT CODE OF CONDUCT**  
**Effective September 4, 2018**

**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

- To give the school accurate and current contact information
- To talk school officials about any concerns or complaints respectfully and in a timely manner

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### 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.<sup>1</sup>

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, but is not limited to, behavior on social media that disrupts or

7) ~~Assign interventions or consequences according to the SCC~~

a) Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.

b) ~~The principal or designee has the final authority to assign interventions and consequences based~~

on-the best interest of the school community, including available school resources, and the needs

If the student received an out-of-school suspension for three (3) or more days, the principal or

designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing



## SUSPENSION GUIDELINES

Students in grades pre-kindergarten through second grade NOT be suspended 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 Network Chief or designee may grant an exception and assign an emergency one-day in-school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional,

and academic needs.

### **Skill-Building In-School Suspension**

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

**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.

~~When an allegation of harassment, bullying, assault or abuse related to sex, sexual orientation, gender or~~

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tribution, or intent to sell or distribute alcohol, illegal drugs,  
s, controlled substances, "look-alikes" or such substances,  
ind, or any other substance used for the purpose of  
on, or second or repeated violation of Behavior 5-17 (6-6)  
which include the use of force (6-7)  
ted battery, or aiding and abetting in the commission of an  
ted battery (6-8)  
6-9)  
ed murder (6-10)  
ing (6-11)  
possession of stolen property that costs more than \$1,000 (6-

### 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 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

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 reported 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

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nd consequences listed.

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for a period to be determined

**Title IX.**

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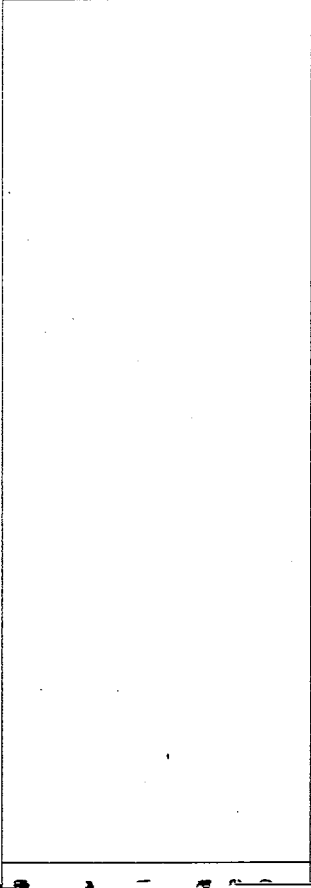
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network for up to one year, in addition to any other interventions and consequences listed.  
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Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption of school activities after being directed to cease by school personnel or Police

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more than three days may be used if all available behavioral and discipline options have been exhausted and the school would either (i) pose a danger to the safety of students, staff, or members of the community; or (ii) substantially disrupt, impede, or interfere with the operation of the school.

For students in grades, or for any student who is referred to Student Adjudication, the school may suspend the student for up to 10 school days without a hearing at his/her discretion. The suspension may be for the use of the CPS network or the suspension of network privileges.

## 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, ~~and drug and alcohol use, sexual harassment, and violence.~~ ~~As directed by the Illinois Board of Education,~~

(“Board”) to create a learning environment in all its school communities where all students feel safe and supported, are protected from bullying, and are able to succeed academically and develop socially and emotionally into responsible, caring individuals.

**Definitions**

**"Bullying"** means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, and meets all of the following criteria:

- (1) An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s); and/or student(s) were targeted based on prejudice or bias

(as defined below).

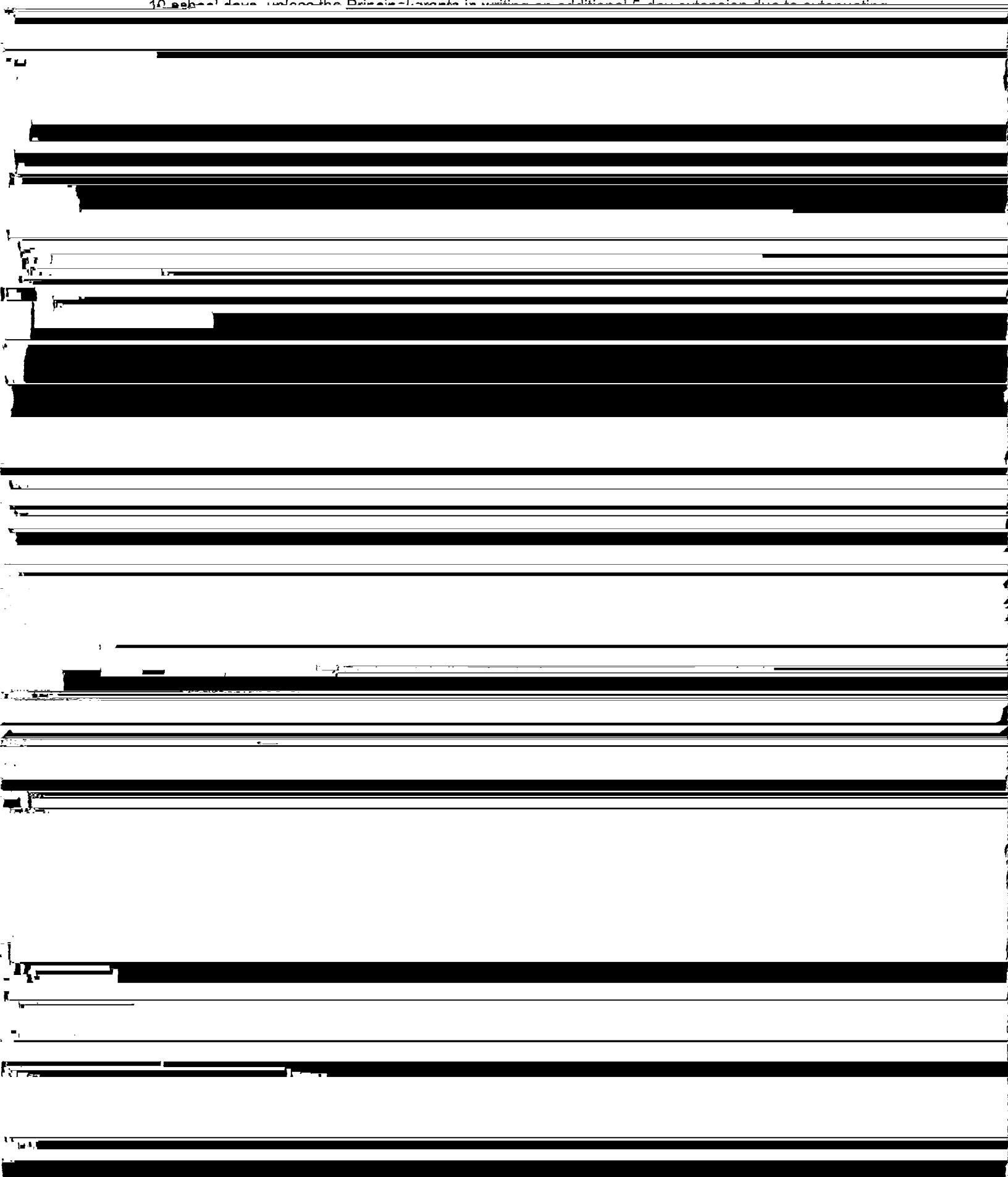
- (2) The behaviors are severe or pervasive (repeated over time) or there is a high likelihood that

**Preventing Bullying**

All CPS principals and staff shall work to develop safe, supportive school environments that prevent bullying through:



10 appeal days unless the Director grants in writing an additional 5 day extension due to extenuating



(2) **Support the targeted student.** Assign school staff to create and implement a plan that will restore a

other interventions that may be appropriate.

If the targeted student has a disability, the school shall convene the IEP Team to determine whether

**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, making reference to any applicable collective bargaining

**ATTACHMENT A**  
Chicago Public Schools

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

Please submit this report to the principal or any school staff member. You may also call the Parent Support Center (773 553-3772) or email [BullyingReport@cps.edu](mailto: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/IMPAIRMENTS<sup>42</sup>**

School officials may suspend students with disabilities/impairments and access 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

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

Metal/brass knuckles  
Throwing stars

**“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.*

~~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

Other objects commonly used for educational purposes

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

of two calendar years.<sup>43</sup>

If a student's inappropriate behavior falls within Category 5 of the CCC Student Conduct Code, the student shall be suspended for a minimum of one year and a maximum of two years.

- 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-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

#### **Transition when Expulsion Complete**

~~When a term of expulsion is completed, the student will be transferred to his/her home 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

[The remainder of the page is obscured by heavy black redaction bars.]