

prevent or resolve conflicts and to report incidents or activities that may threaten or disrupt the educational environment. The SCC requires all students enrolled in the Chicago Public Schools to accept responsibility and the appropriate consequences for their actions and behavior, while also recognizing that student behavior in school is often dictated by the guidance, modeling and interaction with adults in school.

To ensure that disciplinary matters are handled efficiently and parents are notified of inappropriate behavior, parents/guardians shall promptly notify the school of any change of address, phone number(s) and other contact information and shall promptly reply to school requests to complete an emergency contact form at least two times per school year.

The disciplinary process set forth in this SCC is intended to be **instructional and corrective**, not punitive. Schools shall use out-of-school suspension as a last resort, unless mandated by the severity of the infraction. All students shall be entitled to receive due process in disciplinary reassignment, in-school or out-of-school suspension and expulsion. Moreover, students shall be entitled to appeal the issuance of certain intervention or consequences, as provided herein. Pursuant to Board of Education Rule 6-21, “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.”

Schools are also encouraged to establish a team to assist school officials with the development of local school regulations, provided those regulations do not conflict with the SCC. The Board strongly encourages schools to establish measures designed to foster incident avoidance. Schools should explore the use of prevention strategies aimed at minimizing the number of incidents requiring student discipline.

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## **PURPOSE AND GOALS**

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Through the establishment of the SCC, the Board seeks to: (1) create a consistent set of expectations for the behavior of all students; (2) reinforce positive behavior and provide students

with opportunities to develop appropriate behavioral skills; and (3) outline the interventions and consequences for students who engage in inappropriate behavior.

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## **SCOPE OF THE STUDENT CODE OF CONDUCT**

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The Student Code of Conduct addresses two aspects of creating a positive school learning environment: (1) proactively guiding students to positive behavior, and (2) correcting, redirecting and rendering consequences as needed to respond to misconduct.

### **Proactive Guidance for Positive Behavior**

Proactive guidance focuses on preventing problems by providing students with meaningful, positive feedback to enhance motivation, engagement and performance, and teaching expectations at the beginning of each year, reviewing expectations as necessary and treating minor misbehavior as a learning opportunity. Teaching desired behaviors to minimize misconduct is based on three principles:

- All behavior is learned;
- Any repeated behavior is serving a function for the student; and
- Student behavior can be changed.

Schools *must* proactively teach, reinforce, correct and supervise student behavior. Proactively teaching and reinforcing positive behaviors greatly reduces the number of subsequent misconducts, and modeling for students how they are expected to interact and perform in an educational setting improves learning and engagement. Whether guiding, correcting or rendering consequences for behavior, all staff should:

- Have high expectations for student success;
- Build positive relationships with students;
- Create consistent, predictable school and class routines;
- Teach students how to behave successfully in all school settings (classrooms, cafeteria, halls, bathrooms, etc.);

- Provide frequent, positive feedback for appropriate behavior; and
- Correct misbehavior in a calm, consistent and logical manner.

Schools should consider the following research-based practices as a guide to creating a safe, respectful and productive learning climate and implement these minimum expectations for proactive behavioral support systems:

- There is an established set of common expectations and beliefs that student success and engagement in school are the responsibility of all school stakeholders. The common expectations and beliefs define interactions for the entire school community.
- There are clearly articulated, school-wide expectations for behavior that are consistently posted, taught, modeled and positively reinforced by all staff.
- There are established classroom management practices that link to school-wide expectations for behavior. Classroom management practices promote student engagement and support high quality instruction.
- The school-wide expectations for behavior are aligned with the SCC and focused on maximizing instructional time for students.
- Social and emotional learning skills are explicitly taught if needed to assist students in meeting established expectations and to increase student participation in teaching and learning activities.
- A leadership team is in place; the team uses and reviews behavioral as well as academic data to improve supports for students, refine teacher/staff practices and to drive school-wide improvement.

The SCC strongly encourages school leaders to clearly describe what they expect from students as learners in their school at the beginning of each school year and after each break.

### **Interventions and Consequences for Inappropriate Behavior**

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The SCC does not list every intervention that may be appropriate for correcting student behavior. For behaviors causing minor

disruptions to the educational process, schools should utilize researched-based interventions in the educational environment before removing the student from class or school.

The SCC is not intended to address the entire spectrum of student misbehavior that may occur at school or on school property. Instead, the SCC outlines a range of appropriate responses for certain inappropriate behaviors. Local school officials retain the discretion to address student misconduct that is not specifically included in the SCC. However, poor academic achievement is not an act of misconduct, and the SCC may not be used to discipline students for poor academic progress or failure to complete assignments. Instead, struggling students should be considered for academic or behavioral interventions that target specific skills needed to improve performance. Similarly, students must not be disciplined based totally or in part on the refusal of a student's parent or guardian to administer or consent to the administration of medication or interventions to the student.

The SCC applies to all students. However, discipline for students with disabilities must be administered in accordance with the procedures set forth in Appendix F.

The SCC applies to actions of students during school hours, before and after school, while on school property, while traveling on vehicles funded by the Board, at all school-sponsored events, and while using the CPS Network or any computer, Information Technology Device, or social networking website, when the actions affect the mission or operation of the Chicago Public Schools. Students may also be subject to discipline for Group 5 or 6 Inappropriate Behaviors that occur either off campus or during non-school hours, including actions that involve the use of any computer, Information Technology Device or social networking website, when the misconduct disrupts or may disrupt the orderly educational process in the Chicago Public Schools.

The SCC provides a variety of interventions and consequences to address student misconduct that range from the least severe – intended to be instructive and corrective – to expulsion. The SCC intends that instructive and corrective consequences are implemented for initial incidents of misconduct, and more severe

consequences utilized only for repeated offenses and/or incidents that seriously disrupt the educational process. Before any intervention or consequence is issued, school officials shall consider options that reduce lost instructional time for the student while also maintaining a safe, civil and respectful learning environment. School officials shall also consider all mitigating circumstances and shall ensure that the student receives due process. Mitigating circumstances include, but are not limited to, the following factors:

- the student's age, health, maturity, and academic placement;
- the student's prior conduct and record of behavior;
- the student's willingness to acknowledge misconduct;
- the level of parent/guardian cooperation and/or involvement;
- the student's willingness to make restitution;
- the seriousness of the offense; and
- the student's willingness to enroll in a student assistance program.

Students who are suspended should be provided a reintegration process initiated by school staff that includes a review of behavioral expectations. Students who are suspended or expelled from school may not participate in extracurricular activities or school-sponsored events during the period of the suspension or expulsion. However, students on suspension during the administration of state assessments shall be provided an opportunity to enter the school for the purpose of taking the test and may be allowed to participate in related test preparation activities, upon approval by the Chief Area Officer. Students are subject to the requirements and obligations set out in the Policy on Student Acceptable Use of the CPS Network (<http://policy.cps.k12.il.us/documents/604.2.pdf>). For violations of the SCC that involve improper use of Information Technology Devices, the student may be subject to discipline pursuant to the SCC, in addition to having his/her network privileges suspended.

Moreover, the following require special application of the SCC:

### **Age Appropriate Discipline**

The Board recognizes that students of different grades and ages are at different developmental levels, thus their behavior will be

different and may call for different responses. In determining the appropriate level of interventions and consequences, in addition to mitigating circumstances, school officials should consider the grade level and age of the student. This approach may result in a less severe intervention and consequence for a lower grade or younger student as compared to a higher grade or older student.

The SCC does not apply to students attending pre-kindergarten and kindergarten and strict application of the Code to pre-kindergarten and kindergarten students is prohibited. School officials may refer to the SCC as a guide and may exercise discretion to issue appropriate interventions and consequences for students in pre-kindergarten or kindergarten who engage in inappropriate behavior. However, any decision to suspend, expel or reassign a pre-kindergarten or kindergarten student must be reviewed and approved by the appropriate Chief Area Officer.

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

The Code also reflects proactive and preventive approaches to classroom management and student discipline. Specifically, the Board recognizes and embraces the philosophy of restorative justice. Restorative justice principles involve those who have a stake in a specific offense in collectively identifying and addressing the harm done and the needs and obligations of all involved in order to heal and correct the situation as fully as possible. When restorative justice practices are appropriately implemented and when all parties voluntarily embrace and participate in restorative justice practices, these practices should be utilized as outlined in the SCC. For a list of examples of restorative practices please see Appendix H of this policy.

### **Student Uniforms and Dress Code Policies**

Schools are allowed to institute a uniform policy that requires students to wear a specific uniform. Except as provided below in the section on Discipline in Military Academies and JROTC Programs, students who fail to abide by a school's uniform policy may not be given in-school or out-of-school suspension or detention or otherwise be barred from attending class. However, students who fail to adhere to such policies may be subject to the loss of extracurricular activities.

Schools may also institute dress code policies that do not require students to wear a specific uniform, but that prohibit students from wearing certain items or particular styles of attire and/or accessories. A dress code violation may be considered an inappropriate behavior under the SCC. Dress codes are often designed to address gang-related activities or to prevent serious disruption to the orderly educational process of the school. Students who wear clothing or accessories that display affiliation with gangs or other criminally motivated organizations or students who dress in a manner that causes serious disruption to the orderly educational process may be subject to discipline in accordance with the terms of the Code.

### **Discipline in Military Academies and JROTC Programs**

In addition to the standards of conduct and intervention or consequences described in this Code, 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. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination, 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.

## **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/impairments. If a Charter school establishes their own discipline policies, they must incorporate language, and comply with the guidelines for suspension and expulsion of students with disabilities/impairments outlined in Appendix F of the SCC. 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.

Contract and Performance Schools are Chicago Public Schools and must follow the SCC.

## **Anti-Bullying Statement**

Students are expected to act with consideration and respect for other students, staff and their property. School personnel are responsible for creating a safe, civil and respectful learning environment where students can gain the knowledge and interpersonal skills they need to succeed in school and beyond. Bullying creates a climate of fear and hostility, disrupts the educational process, inhibits the ability to learn, adversely affects student participation in educational programs and activities, has a negative effect on a school's social environment and leads to antisocial behavior.

Bullying behaviors may focus on an actual or perceived characteristic such as race, disability, religion, national origin, sexual orientation or gender identity/expression (lesbian, gay, bisexual or transgender (LGBT) students), or other reasons related to a student's distinguishing characteristic. Bullying may also occur with the intent to force gang involvement. The Chicago Public Schools prohibits any

and all forms of bullying by students and will not tolerate acts of retaliation for making a report of bullying.

The Board recognizes that self-aware students effectively able to manage their behavior, emotions and solve problems are least likely to bully their peers. In order to maintain a safe, civil and respectful learning environment, school staff shall identify early indicators of bullying behavior and stop bullying behavior. All school staff must refer perpetrators for appropriate discipline in accordance with this Student Code of Conduct.

### **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 such as threats, name-calling, threats of suicide, physical or sexual abuse 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**

A 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.