

**ADOPT STUDENT CODE OF CONDUCT FOR CHICAGO PUBLIC SCHOOLS
FOR THE 2012-2013 SCHOOL YEAR**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt the Student Code of Conduct ("SCC") for the 2012-2013 school year which is attached hereto. The 2012-2013 SCC will become effective August 13, 2012.

DESCRIPTION: Substantial modifications from the previous year's Student Code of Conduct are

summarized below.

Recognizes and rewards native language to improve readability and accessibility.

c). Allows in-school suspension to be used as an alternative to or in combination with out-of-

school suspension days.

- (6) **Expands anti-bullying statement; creates new policy for investigating allegations of bullying and addressing bullying incidents.**
- a) Provides new protocols for principals investigating bullying complaints, documenting allegations, and responding to bullying incidents with plans for safety measures, interventions, and/or consequences; and
 - b) Specifies expectation that school staff should identify bullying behaviors, intervene, and report incidents to school administration for resolution.

(7) **Modifies various policy provisions to provide clarified guidance for administrators**

implementing the policy.

- a) Provides step-by-step guidance for administrators responding to inappropriate behavior with

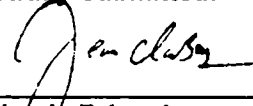
LSC REVIEW: The Local School Council Advisory Board reviewed these amendments at a meeting on May 22, 2012.

Approved for Consideration:



Jennifer Cheatham

Respectfully Submitted:



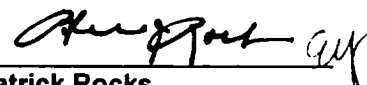
Jean-Claude Brizard

Noted:



David G. Watkins
Chief Financial Officer

Approved as to Legal Form:



Patrick Rocks
General Counsel

STUDENT HANDBOOK

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STUDENT AND PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution

STUDENT CODE OF CONDUCT
Effective August 13, 2012

I. Who Should Read the SCC

The Student Code of Conduct, or SCC, is important for all members of the school community to read and understand.

Students: The SCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the good behavior that is expected of you at school. The

SCC describes behaviors that are not allowed at school and explains the consequences if you behave

inappropriately. If you follow the SCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates.

III. How the SCC Should be Used

In a safe, respectful, and productive learning environment, all students know what behaviors are expected of them and understand how to demonstrate good behavior at school. If a student behaves inappropriately, school staff members intervene to correct the student's behavior. The sections below

should be used as a guide to help all schools create a safe, respectful, and productive learning environment for (A) middle students, towards positive behaviors, and (B) ...

- Follow the special procedures contained in the Additional Resources section for students with disabilities and students with Section 504 Plans.
- Consider these factors when deciding which consequence will be most effective:
 - Student's age, maturity, and grade,
 - Student's prior conduct and record of behavior,
 - Student's willingness to acknowledge the inappropriate behavior,
 - Student's willingness to make restitution,
 - Impact of the incident on the overall school community,
 - Student's intent and the severity of harm caused, and
 - Parent/guardian's level of cooperation and involvement.
- Impose age-appropriate consequences for all SCC inappropriate behaviors.
 - Students of different grades and ages are at different developmental levels, so the appropriate consequence for behavior may vary depending on the student. Less severe

consequences may be appropriate for lower grade or younger students when compared to higher grade or older students.

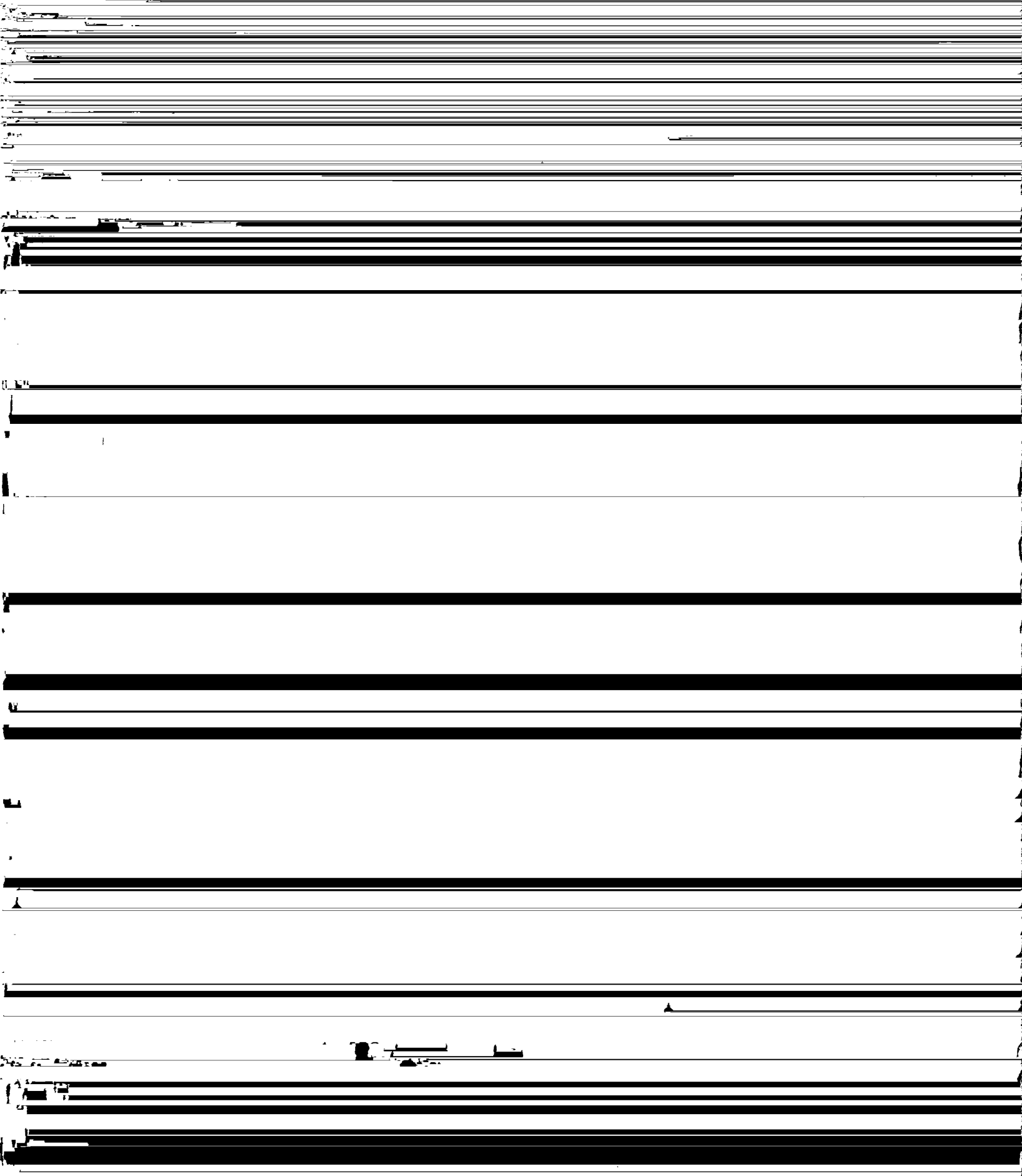
➤ The SCC does not apply to pre-kindergarten and kindergarten students. If a student

Chief Executive Officer or designee. The decision of the CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.

8) Restore the student's participation in the school community.

- After a student serves a consequence, the school counselor, disciplinarian, or other staff member should review with the student the school's expectations for positive behavior, rules, and routines. If the student received an in-school or out-of-school suspension for an incident involving other students or staff, set aside time to implement strategies to restore relationships with those

welcomed back without bias and given the supportive services necessary for transition back into



IV. Student Behaviors Covered by the SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions

by circumstances. The behaviors are listed in six different groups according to the degree of

disruption to the learning environment.

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

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alcohol- or drug-related problems and inappropriate behavior in general. An adult representative is also required to attend two Saturday program meetings.

A recommendation to SMART is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the SMART program in lieu of expulsion but who fails to successfully complete the program shall be expelled.

For offenses involving the improper use of the CPS network or information technology devices, network privileges may be revoked indefinitely.

Following a period of suspension or expulsion, balanced and restorative justice practices may be used to help reintegrate a student into the school community. For Group 6 behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, suspension and referral for expulsion.

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

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for reporting, including an act of bullying. This list is

meant to be illustrative and non-exhaustive.

"Cyberbullying" means any act of bullying that is carried out using electronic communication.

d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning

When appropriate, prepare a Misconduct Report identifying his/her recommendation for

-Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or
mediation that puts the perpetrator and target in contact with one another in an immediate

attempt to resolve the bullying. Research shows that bullies often lack empathy so their attempt at
expressing remorse may not be genuine. Restorative approaches may be helpful but only if used after

- (3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying;
- (4) Information about Internet safety issues as they relate to cyberbullying.

Student Internet Safety Education

In accordance with the Board's Internet Safety Policy, each school shall incorporate into the school

curriculum a component on Internet safety to be taught at least once each school year to all students. The

Chief Education Officer or designee shall determine the scope and duration of this unit of instruction and

ATTACHMENT A
Chicago Public Schools
Form for Reporting Bullying and Retaliation

~~NOTE: This report may remain anonymous, but no discipline will be imposed based solely upon an~~

anonymous report.

Victim or Target Information

School: _____

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

~~Reporting Information (Optional for students/parents/guardians)~~



ADDITIONAL RESOURCES

BEST PRACTICES FOR PROACTIVELY SUPPORTING POSITIVE STUDENT BEHAVIOR³⁰

In order to proactively support positive student behavior, all schools should:

Establish a safe, supportive environment for learning.

- Research shows that schools with a safe and supportive environment for learning achieve better academic, behavioral and social outcomes for all students.

All staff contribute to a safe and supportive learning climate, especially security officers/staff

- Provide positive interactions as soon as students enter school to welcome students into the learning environment and to counteract any negative experience the student may have had since last leaving school.
- Greet students when entering each classroom to engage them and communicate they are wanted in school.
- Open lessons with excitement and communicate high expectations for student success.

encouragement and support.

- Provide students frequent positive feedback on behavioral and academic effort. Feedback should be specific and descriptive so students know how they are meeting expectations.

from instruction and promotes behavior change in students. One of the simplest ways to make this

the time.

Instruction responses should be used when the student's inappropriate behavior is caused by a lack of

BALANCED AND RESTORATIVE JUSTICE STRATEGIES

Repaired and restorative justice strategies are ways of thinking about and responding to conflicts and

problems by involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right. These strategies are also called "Restorative Justice" and "Restorative

Practices." The following is a listing of generally accepted restorative strategies. These strategies may

designee. Any individual school's program must be approved by the Chief Executive Officer or designee, and school peer jury members must receive specialized training.

Restorative Group Conferencing (Also called Family Group Conferencing or Accountability Conferencing)

Restorative group conferencing involves the community of people most affected by the offense -- the injured party and the referred student; and the family, friends and key supporters of both. A trained facilitator leads a discussion about the harm caused and how that harm might be repaired. To participate

the referred student must admit to the offense. Participation by all involved is voluntary. The conference

School officials may suspend students with disabilities and access educational services for a total of up to

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

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For students with disabilities whose misconduct presents a danger to themselves or others in a manner

**REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS,
WEAPONS OR LOOK-ALIKE WEAPONS**

SECTIONS 4-13 AND 5-11

be charged with a violation of 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 charged with a violation of 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
- Razors

Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws
- Crowbars/Metal pipes

~~Other objects commonly used for construction or maintenance~~

Sandbag
Metal/brass knuckles
The possession of any

Tasers/stun guns

"Look-Alike" Firearms - these include:

BB guns

EXPULSION HEARING AND EMERGENCY ALTERNATIVE PLACEMENT GUIDELINES

Expulsion Referral

▲ Expulsion is the removal of a student from school for 41 or more consecutive days up to a

▲ If an incident is reported to the principal, the principal shall follow the procedures outlined in the

- ◆ The hearing officer may recommend that the student attend the Board-sponsored SMART program³³ if the student's behavior does not require expulsion and the student is likely to benefit from remediation. A recommendation to SMART is subject to approval by the Chief Executive Officer or designee. A student who is recommended for participation in the SMART program in

- ◆ 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 Safe Schools Alternative Program.

- ◆ When a term of expulsion is completed, the student will be transferred to his/her home school.

NOTICE TO PARENTS AND STUDENTS REGARDING BOARD POLICIES

Student Records

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.

Notice of Student Record Retention and Disposal

The law requires the Board of Education of the City of Chicago (the "Board") to maintain educational records, which includes both "permanent records" and "temporary records." A student's permanent record contains the student's name, place and date of birth, address, transcript, parent(s) name(s) and address(es), attendance records, and other information mandated by the Illinois State Board of Education. The student's temporary records include all school-related student information not contained in the permanent record. Student records may include both paper and electronic records.

According to Board policy, the retention periods for records are as follows:

~~The Student Curriculum (or Temporary) Record for elementary school students shall be kept until the~~

contact the Office of Special Education and Supports, Chicago Public Schools, 125 S. Clark Street, 8th Floor, Chicago, IL 60603. For more information, call (773) 553-1234 or visit www.cps.edu.

record, the parent has the right to place a statement with the records commenting on the contested information in the record. The parent may appeal the Board's decision by contacting the Illinois State Board of Education (ISBE), Division Supervisor for the Division of Accountability, 100 W. Randolph St.,

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Procedures by **December 1st** if they wish to opt out of releasing student records to recruiters. For more information on opting out of the release of contact information to recruiters, please review the Board's "Recruiter Access Policy" (<http://policy.cps.k12.il.us/documents/708.1.pdf>)

Release of Records for FAFSA Completion Project and National Student Clearinghouse

The Board releases student Directory Information on all 12th grade students to:

- (1) The Illinois Student Assistance Commission (ISAC) to assist students with college financing opportunities by completing the Free Application for Federal Student Aid (FAFSA) and to determine eligibility for ISAC-related scholarships. The FAFSA is required for students to receive many forms of college financial aid; ISAC and CPS collaborate to support family FAFSA completion; and

submit a signed Parent's Authorization to Release Medical Information form. Medication will not be administered unless these forms are properly completed and received. This policy addresses administration of both prescription drugs and non-prescription (over the counter) drugs. Students shall not bring medication to school without authorization.

Title IX

Title IX of the Educational Amendments of 1972 banned discrimination on the basis of sex in schools and ~~ensures the overall equity of treatment and opportunity in athletic programs in schools. The Chicago~~

Public Schools (CPS) is committed to providing participation opportunities for female and male students



MISCONDUCT REPORT



SCHOOL: _____

STUDENT/OFFENDER NAME: _____

SCHOOL ID: _____

Student/Offender ID: _____

Severity Group No: _____

Incident Date: _____

Misconduct / Incident Report # _____

Narrative (Offender's only)

ACCIDENT REPORT COMPLETED: Yes No

DISCIPLINARY ACTION TAKEN:

Teacher/Student Conference

Teacher/Student/Parent Conference

Teacher/Student/Parent/Res/Adm. Conference

In-School Suspension Day(s)

Suspension Day(s)

NOTE: NUMBER OF DAYS MUST BE STATED

Disciplinary Reassignment

Remove From Classroom

Police Notification

Detention

Peer Jury

Mediation

Other

Arrest: P. D. RD# _____

Expulsion Referral

DEAR PARENT OR GUARDIAN:

NAME: _____

ADDRESS: _____

In accordance with the provisions of the Rules of the Board of Education as authorized by the Illinois School code _____

_____ a student in this school residing at: _____

Age: _____ Grade: _____ Room/Division: _____ has been suspended from school this day for a period of _____ school

ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT

Chicago Public Schools
Student Code of Conduct
2012-2013

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